Francis Marion University

CATALOG
2026-27

TELEPHONE
Undergraduate Admissions: 843-661-1231
Toll Free: 1-800-368-7551
admissions@fmarion.edu
www.fmarion.edu/admissions

Graduate Admissions: 843-661-1231
graduate@fmarion.edu
www.fmarion.edu/graduateprograms

Registrar: 843-661-1175
registrar@fmarion.edu

www.fmarion.edu

POST OFFICE BOX 100547
FLORENCE, SOUTH CAROLINA 29502-0547

ATTENTION INDIVIDUALS WITH DISABILITIES: Effort will be made to ensure that classes offered will be accessible to individuals with disabilities. If you plan to enroll and require assistance relating to a disability, contact the Office of Counseling and Testing, 843-661-1840, at least 10 days prior to the beginning of the semester.

In accordance with the Equity in Athletics Disclosure Act of 1994, Section 360B of Publication L. 103-382, Francis Marion University's Report of Institutional Information Concerning Intercollegiate Athletics Programs is available in the office of the Director of Athletics.

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

Vice President for Administration and Planning
PO Box 100547, Florence, SC 29502-0547
105 Stokes Administration Building, Tel. No. 843-661-1146
www.fmarion.edu/safe

TABLE *of* CONTENTS

UNIVERSITY CALENDAR 4

THE UNIVERSITY 6
History 7
Organizational Structure 7
Accreditation 8
Institutional Effectiveness 8
Equal Opportunity and Affirmative Action 9
Discrimination, Harassment & Retaliation 9
English Language Proficiency 9
Smoke-Free Policy 9
Campus Facilities 10
Housing 12

RESOURCES AND SERVICES 13
James A. Rogers Library 13
Computer and Technology Services 13
Media Center 13
Math Resources 13
Center for Academic Success and Advisement 13
Counseling and Testing 14
Services for Students with Disabilities 14
Student Health Services 16
FMU Identification Card (ID) 16
Police Department 16
Housing and Residence Life 17
Smith University Center 17
Bookstore 17
Mail 18
Telephone Service 18
Laundry & Vending 18
Dining Services 18
Office Services 18
Recycling 18

UNDERGRADUATE ADMISSIONS 19
General Information 19
Admission to the University 19
Requirements for Admission 19
Admission Appeals 20
Transfer Students 20
International Students 20
Transient Students 21
Concurrently Enrolled Students 21
Teacher Cadets 21
Honor Students 21
Former FMU Students 21
Adult Student with No Prior College Coursework (Degree Seeking) 21
Home-Schooled Students 21
Non-Degree Seeking Students 22
Senior Citizens 22
Orientation 22

FINANCIAL INFORMATION 23
Expenses 23
Legal Resident Defined 23
Financial Certification for International Students 23
Payment Schedule 23
Financial Statement 23
Refunds 24
Financial Assistance 25
How to Apply for Financial Assistance 25
Financial Assistance Programs 25
Institutional Academic Scholarships 25
State Scholarships 26
Grants 26
Loans 26
Work-Assistance Programs 27
Transient Aid 27
Satisfactory Academic Progress 28
Satisfactory Academic Progress Policy 28
Minimum Standards for All Students 28
Termination of Financial Assistance Eligibility 28
Reinstatement of Financial Assistance Eligibility 28
Veterans' Benefits 29
Institutional Scholarships 29

STUDENT LIFE 39
Office of Student Life 39
Student Government Association (SGA) 39
Student Regulations 39
Student Organizations 40
Campus Activities Board (CAB) 41
Special and Traditional Events 41
Campus Recreation Services 41
Student Publications 41
Athletics 42
University Choral Programs 42
Instrumental Music Ensembles 42
The University Theatre 42
Artist and Lecture Series 42
Film Series 42
Art Gallery Series 42
FMU Honor Code 42
Academic Conduct 43
Student Conduct 43
University Violations 43
Sexual Harassment 45
Alcohol & Drug Policy 45
Speech and Demonstration Policy 46
Hazing Policy 46
Guidelines for Student Concerns or Complaints 47
Student Ombudsman 47

ACADEMIC INFORMATION 48
Student Responsibility 48
Catalog Policies 48
Academic Advising 48
Academic Program Delivery 49
Experiential and Non-Traditional Learning 49
Internships 49
Faculty-Mentored Research 49
International Exchange and Studies Programs 49
Cooperative Education 49
Registration 49
Course Load 50
Classification of Students 50
Class Attendance Policy 50
Course Withdrawl 50
Auditing Courses 50
Advanced Placement Credit 51
College Entrance Board Advanced Placement 51
College Level Examination Program (CLEP) 51
International Baccalaureate 52
Cambridge International 52
Advanced Placement Exams Administered by FMU 52
Transfer Credit 53
Transient Credit 53
Correspondence Credit 53
Final Examinations 53
Grading System 53
Grade Point Average 54
Grade Changes 54
Grade Appeals Policy 54
Grade Reports 55

Transcripts....55
Repeating Courses....55
Academic Renewal Policy....55
Academic Standing....56
Residence Requirements....56
Assessment....56
Changes in Graduation Requirements....56
Application for Degree....57
Privacy of Student Educational Records....57
Use of Social Security Number....57
Recognizing Academic Distinction....57
University Honors Program....57

UNDERGRADUATE ACADEMIC PROGRAMS....58
Student Responsibility....58
Semester Hour Requirement....58
General Education Goals and Requirements....58
Undergraduate Degrees and Majors....60
Department & College/School Organization....61
Course Listings & Numbering....62
Cancellation of Courses....62

College of Liberal Arts....63
Department of Biology....63
Environmental Science & Studies....64
Medical Laboratory Science Option....65
Biology Secondary Education Option....65
Veterinary Studies Option....65
Department of Chemistry....75
ACS-Certified Major....75
Forensic Science Option....76
Pre-Pharmacy Option....76
Department of English and Philosophy....79
English....79
Philosophy and Religious Studies....86
Department of Fine Arts....89
Art History Minor....89
Performing Arts....89
Music Industry....89
Theatre Arts....92
Visual Arts....94
Graphic Design Specialty....94
Art Education....94
Department of Forestry....97
Department of History....100
Department of Mass Communication....105
Speech Communication....107
Department of Mathematics....107
Statistics....112
Department of Modern Languages....114
French....114
Spanish....115
Department of Physics and Engineering....118
Astronomy....118
Physical Science....118
Physics....119
Industrial Engineering....121
Mechanical Engineering....121
Pre-Engineering....123
Civil, Electronics, and Mechanical Engineering Technology....123
Engineering Dual Degree Program with Clemson University....124
Department of Political Science and Geography....124
Geography....125
Political Science....126
Criminal Justice....128
Department of Psychology....129
Department of Sociology....133
Anthropology....136
Social Work....137

School of Business....140
Bachelor of Business Administration....140
Accounting....144
Business, General....145
Economics....145
Finance....146
Management....147
Management Information Systems....147
Marketing....148
Non-profit Management Courses (NPM)....149
Computer Science....149
Healthcare Informatics....151

School of Education....152
Art Education....153
Early Childhood Education....153
Elementary Education....154
Middle Level Education....154
Secondary Education....154
Multi-categorical: Autism Studies....155
Physical Education....160

School of Health Sciences....161
Healthcare Administration....161
Nursing....164
Bachelor of Science in Nursing....164
RN-to-BSN Degree Program....167
Occupational Therapy Autism Specialty Courses....170
Speech-Language Pathology....171

Other Academic Programs....172
Bachelor of General Studies Program....172
Military Leadership....173
Pre-Professional Programs....173
Pre-Dental....173
Pre-Pharmacy....174
Pre-Law....174
Pre-Medical....174
Pre-Physical Therapy....174
Pre-Physician Assistant....174
Pre-Veterinary....175
Cooperative Programs....175
Bachelor of Science in Biology: Preprofessional Studies with the Colleges of Medicine and Dental Medicine at MUSC....176
Medical Technology with McLeod Regional Medical Center of Medical Technology....176
Pharmaceutical Studies (BSPS)....176
Interdisciplinary Programs....177
African and African American Studies....177
Criminal Justice....178
Gender Studies....178
Legal Studies....179
International Studies....179
Honors Program....180
The Model UN Experience....182
Washington Semester Program....182
Nonprofit Management (NPM)....182
University Life....183
Evening College....183

GRADUATE ACADEMIC PROGRAMS....184
Administration....184
History....184
Graduate Council....184
Graduate Faculty....184
Graduate Degrees....185
Course Listings & Numberings....185
Admission to Graduate Study....185
Academic Information....187
Changes in Graduation Requirements....188
Business....190
Education....192
Nursing....206
Doctorate of Nursing Practice....213
Master of Physician Assistant Studies....214
Doctorate of Occupational Therapy....214
Psychology....218
Doctor of Psychology....222

4 - Table of Contents

Speech-Language Pathology 228
TRANSFER: STATE POLICIES AND PROCEDURES 231
Commission On Higher Education Transfer Policy for Two-Year and Four-Year Institutions in South Carolina 231

FACULTY AND STAFF 233
Board of Trustees 233
Members Emeriti 233
Past Presidents 233
Distinguished Professors 233
Faculty Emeriti 233
Honorary Degree Recipients 235
Distinguished Service Award Recipients 237
Board of Trustees Research Scholars 237
Faculty Award Recipients 237
Faculty 238
McLeod Regional Medical Center School of Medical Technology 247
Military Leadership 247
Administrative Officers & Staff 248
Coaches 248
INDEX 250

CALENDAR 2026-2027

Dates subject to change

FIRST TERM, SUMMER SESSION, 2026

March 25-May 25	Pre-registration for Summer I for currently enrolled students
May 25	Final date for pre-registered students to pay fees for Summer I
May 26-June 1	Continuous registration for Summer I for currently enrolled students
June 1	Registration for Summer I for new and continuing students
June 2	Summer I classes begin
June 15	Last day to apply for degree for student completing degree during either summer term
July 1	Last day to withdraw from an undergraduate course
July 6	Summer I classes end; examinations

SECOND TERM, SUMMER SESSION, 2026

March 25-July 6	Pre-registration for Summer II for currently enrolled students
July 6	Final date for pre-registered students to pay fees for Summer II
July 7-13	Continuous registration for Summer II; payment is due at the time of registration
July 13	Registration for Summer II for new and continuing students
July 14	Summer II classes begin
Aug. 12	Last day to withdraw from an undergraduate course
Aug. 17	Summer II classes end; examinations

FALL SEMESTER, 2026

Aug. 17	Final date for pre-registered students to pay fees for Fall 2026
Aug. 21-23	Housing opens for new students
Aug. 22-23	Housing opens for returning students; payment is due at the time of registration
Aug. 24	Orientation and Registration for Fall semester for new and continuing students
Aug. 24	Classes begin at 4:30 p.m.
Aug. 25-28	Late Registration; Drop/Add Period
Sept. 4	Deadline for new students to have FMU Card made (Rogers Library); late charge after this date
Sept. 7	Labor Day; University Closed
Oct. 1	Last day to apply for graduation for Fall Semester
Oct. 9	Midterm
Oct. 21-30	Advising and Pre-Registration (Spring)
Nov. 2	Fall Break; No Classes, University Open
Nov. 3	Election Day; No Classes, University Closed
Nov. 25	Thanksgiving Observance begins; No classes, University Open
Nov. 26-27	Thanksgiving Break; University Closed
Dec. 7	Fall classes end
Dec. 8	Reading Day
Dec. 9-15	Final Exams
Dec. 14	Grades due for graduating seniors by noon
Dec. 16	Final grades due by noon
Dec. 18-19	Commencement Exercises

SPRING SEMESTER, 2027

Dec. 15, 2026	Final date for pre-registered students to pay fees for Spring 2027; final payment for semester housing due
Dec. 9, 2026-Jan. 11	Continuous Registration for Spring Semester for currently enrolled students; payment is due at the time of registration
Jan. 10-11	Housing opens for new and returning students
Jan. 11	Orientation and Registration for Spring semester for new and continuing students
Jan. 12	Spring classes begin
Jan. 12-15	Late Registration; Drop/Add Period
Jan 18	Martin Luther King Jr. Holiday; University Closed
Jan. 22	Deadline for new students to have FMU Card made (Rogers Library); late charge after this date
Feb. 26	Midterm
March 1	Last day to apply for graduation for Spring Semester
March 15-19	Spring Break
March 22	Classes resume
March 24-April 2	Advising Period and Priority Pre-Registration (Late Spring, Summer, Fall)
March 26	Priority deadline for housing applications and reservation fees for Fall Semester
April 10	Last day to withdraw from a course
April 26	Spring classes end
April 27	Reading Day
April 28-May 4	Final Exams
May 3	Grades due for graduating seniors by noon
May 5	Final grades due by noon
May 7-8	Commencement Exercises

LATE SPRING TERM, SUMMER SESSION, 2027

March 24-May 3	Pre-registration for Late Spring for currently enrolled students
May 4	Final date for pre-registered students to pay fees for Late Spring
May 4-10	Continuous registration for Late Spring term for currently enrolled students; payment is due at the time of registration
May 10	Registration for Late Spring for new and continuing students
May 11	Late Spring classes begin
May 26	Last day to withdraw from an undergraduate course
May 28	Late Spring classes end; examinations

FIRST TERM, SUMMER SESSION, 2027

March 24-May 24	Pre-registration for Summer I for currently enrolled students
May 24	Final date for pre-registered students to pay fees for Summer I
May 25-31	Continuous registration for Summer I for currently enrolled students; payment is due at the time of registration
May 31	Registration for Summer I for new and continuing students
June 1	Summer I classes begin
June 15	Last day to apply for degree for student completing degree during either summer term

June 30	Last day to withdraw from an undergraduate course
July 5	Summer I classes end; examinations

SECOND TERM, SUMMER SESSION, 2027

March 24-July 5	Pre-registration for Summer II for currently enrolled students
July 5	Final date for pre-registered students to pay fees for Summer II
July 7-13	Continuous registration for Summer II for currently enrolled students; payment is due at the time of registration
July 12	Registration for Summer II for new and continuing students
July 13	Summer II classes begin
Aug. 11	Last day to withdraw from an undergraduate course
Aug. 16	Summer II classes end; examinations

FALL SEMESTER, 2027

Aug. 16	Final date for pre-registered students to pay fees for Fall 2027
Aug. 20-22	Housing opens for new students
Aug. 21-22	Housing opens for returning students
Aug. 23	Orientation and Registration for Fall semester for new and continuing students; payment is due at the time of registration
Aug. 23	Classes begin at 4:30 p.m.
Aug. 24-27	Late Registration; Drop/Add Period
Sept. 3	Deadline for new students to have FMU Card made (Rogers Library); late charge after this date
Sept. 6	Labor Day; University Closed
Oct. 1	Last day to apply for graduation for Fall Semester
Oct. 4-5	Fall Break; No Classes, University Open
Oct. 8	Midterm
Oct. 20-29	Advising and Pre-Registration (Spring)
Nov. 10	Last day to withdraw from an undergraduate course
Nov. 24	Thanksgiving Observance begins; No classes, University Open
Nov. 25-26	Thanksgiving Break; University Closed
Dec. 6	Fall classes end
Dec. 7	Reading Day
Dec. 8-14	Final Exams
Dec. 13	Grades due for graduating seniors by noon
Dec. 15	Final grades due by noon
Dec. 17-18	Commencement Exercises

PROJECTED TWO-YEAR CALENDAR

(Dates subject to change)

FALL SEMESTER	**2026**	**2027**
Housing opens for new students	Aug. 21-23	Aug. 20-22
Housing opens for continuing students	Aug. 22-23	Aug. 21-22
Registration	Aug. 24	Aug. 23
Classes begin	4:30 p.m. Aug. 24	4:30 p.m. Aug. 23
Labor Day; University Closed	Sept. 7	Sept. 6
Midterm	Oct. 9	Oct. 8
Advising and Priority Pre-Registration (Spring)	Oct. 21-30	Oct. 20-29
Fall Break; No classes	Nov. 2	Oct. 4-5
Election Day—University Closed	Nov. 3	
Thanksgiving Observance begins; no classes; University Open	Nov. 25	Nov. 24
Thanksgiving; no classes; University Closed	Nov. 26-27	Nov. 25-26
Classes End	Dec. 7	Dec. 6
Reading Day	Dec. 8	Dec. 7
Final Exams	Dec. 9-15	Dec. 8-14
Commencement	Dec. 18 & 19	Dec. 17 & 18

SPRING SEMESTER	**2027**	**2028**
Housing opens for new and continuing students	Jan. 10-11	Jan. 9-10
Registration	Jan. 11	Jan. 10
Classes begin	Jan. 12	Jan. 11
MLK Jr Day; University Closed	Jan. 18	Jan. 17
Midterm	Feb. 26	Feb. 25
Spring Break; No classes	Mar. 15-19	Mar. 13-17
Advising and Priority Pre-Registration (Summer and Fall)	Mar. 24-April 2	Mar. 22-31
Classes End	April 26	April 24
Reading Day	April 2	April 25
Final Exams	April 28-May 4	April 26-May 2
Commencement	May 7 & 8	May 5 & 6

LATE SPRING TERM	**2027**	**2028**
Registration	May 10	May 8
Classes Begin	May 11	May 9
Classes end/Exams	May 28	May 26

SUMMER I TERM	**2027**	**2028**
Registration	May 31	May 29
Classes Begin	June 1	May 30
Classes end/Exams	July 5	July 3

SUMMER II TERM	**2027**	**2028**
Registration	July 12	July 10
Classes Begin	July 13	July 11
Classes end/Exams	Aug. 16	Aug. 14

THE UNIVERSITY

PURPOSE - MISSION STATEMENT

Francis Marion University is a four-year public institution established by the state of South Carolina, and is located in the northeastern part of the state near the city of Florence. Enrollment is approximately 4,000.

Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, engineering and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels and three applied doctoral programs in health professions. While maintaining high standards, FMU serves students with a broad range of preparation and ability. The University seeks a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of all students.

To achieve its educational goals, the University has outstanding faculty members distinguished by high achievement and diverse academic backgrounds. We provide traditional and, when appropriate, non-traditional instruction, access to an excellent library as well as electronic resources, and staff members committed to student learning and success. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goals. The University recognizes the importance of the out-of-the-classroom experience and offers opportunities for students to engage in activities that promote personal growth. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad destinations, and cooperative degree programs.
Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members are essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication and for use in the classroom. The University provides faculty members with support for professional development through resources for innovative teaching, scholarship, and service. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

The University also serves the needs of Florence and the surrounding area in ways beyond formal education. Numerous artistic and cultural activities, athletic programs, health initiatives, and outreach efforts benefit not only our students, but also the community. To foster the economic development of the region, we offer consulting services to business, industry, and government. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a wide range of community activities.

Francis Marion emphasizes liberal arts education while offering new academic programs and innovative technology. It is small enough to provide attention to each student, but large enough to offer a variety of academic and cultural resources. It thus combines the advantages of a liberal arts college with the resources and programs of a public university.

(Approved by the Francis Marion Board of Trustees on November 19, 2020 and by the Commission on Higher Education on June 2, 2022.)

THE UNIVERSITY

Francis Marion University is one of South Carolina's 13 public, co-educational universities. FMU prides itself on providing a strong liberal arts education that serves as the foundation for a variety of professional careers.

The University offers a broad range of undergraduate degrees and a select number of graduate programs that serve the needs of the community, and of local businesses and industries of the Pee Dee region. Francis Marion is the only state university located in the Pee Dee region, and is a critical piece of the educational infrastructure in the region. Many of the University's students are the first in their families to attend college.

As a comprehensive public university, FMU provides a high-value educational experience in an excellent learning environment. It takes pride in the personal attention students receive from faculty and staff. All faculty members have advanced degrees, and 90 percent of the full-time faculty hold doctoral or terminal degrees.

The vast majority of FMU's students come from South Carolina. In a typical year the student body includes students from nearly every county in the state. But FMU also enrolls students from many different states and foreign countries, allowing students to experience the diversity of people from other cultures. In the fall of 2025, students came from 31 U.S. states and the District of Columbia, and 30 foreign countries. The student-faculty ratio is 13 to 1.

Located about six miles east of Florence, FMU's main campus is known for its natural beauty, which has been augmented with pleasing landscaping. The campus includes hundreds of acres of mixed pine-hardwood and bottomland forests accessed by trails.

FMU's physical plant has grown steadily through the years. The University recently acquired over 8,000 acres, brining the University's total land holdings to more than 9,000 acres.

The University's modern classroom buildings, laboratories, and residence facilities provide a safe, comfortable learning environment for students. The campus also features a number of recreational facilities that are available for use by students, faculty, staff, and alumni, and for use in intramural and intercollegiate athletic competition.

Most buildings have been constructed or renovated since 1970. Facilities are equipped with ramps, and those of more than one story are equipped with elevators. Though each building has its own unique design, all are planned for architectural harmony.

One of the busiest places on campus is James A. Rogers Library, the largest library in northeastern South Carolina. It serves as a valuable resource for individual citizens, businesses, and industries in the entire region.
The Pee Dee Education Center is located on the south end of the FMU campus. The Center is a regional educational consortium serving 17 area

school districts, 70,000 students and 4,500 teachers. FMU works closely with the Pee Dee Education Center to provide resources and services to school districts in the Pee Dee, such as the Pee Dee Mathematics and Science Regional Center which is housed in the facility. Additionally, the Center provides early childhood services to schools and services to low incidence disabled students through Project SHARE. For more information, contact the Pee Dee Education Center at 843-669-3391.

Since 2011, FMU has grown its presence in downtown Florence. The FMU Performing Arts Center (PAC) opened in 2011. Additional FMU facilities in downtown Florence include the Carter Center for Health Sciences; the FMU Recording Studio; the Hugh and Jean Leatherman Medical Education Complex, a medical educational complex adjacent to the Carter Center; and University Place, home to the Steven F. Gately Gallery and the Kelley Center for Economic Development.

Through these facilities, as well as its main campus, the University offers a variety of programs and services to the community, including continuing education, technical and professional assistance, industrial and economic development, and artistic and cultural enrichment. Many cultural activities (concerts, lectures, plays, art exhibits, planetarium and observatory shows, and film series) are offered at the PAC and on FMU's main campus.

The University has an outstanding NCAA athletic program with fifteen sports. FMU teams have captured five national championships. The University's school colors are red, white, and blue, and the mascot is a Patriot.

HISTORY

Francis Marion University was established on July 1, 1970 as Francis Marion College. It obtained university status in the 1992. The University is named in honor of a Revolutionary War hero, General Francis Marion, the legendary "Swamp Fox" who kept the patriot cause alive in South Carolina with his guerilla-style fighting in the Pee Dee and Low Country regions of the state. FMU's athletic teams are nicknamed the Patriots.

The University traces its history to 1957 when the University of South Carolina established a "freshman center" at the Florence County Library. In 1961, a permanent campus for USC-Florence was established six miles east of Florence on land donated by the Wallace family, the current location of FMU. By 1966, enrollment at USC-F had reached 350 and community leaders began a movement to establish a four-year institution to better meet the educational needs of the region.

Following a Commission on Higher Education recommendation, FMU was authorized as a state-assisted institution of higher learning by the State of South Carolina on June 25, 1969. Gov. Robert E. McNair signed into law an act creating Francis Marion College, effective July 1, 1970.

The College began its first academic term when students from 23 of South Carolina's 46 counties gathered on August 31, 1970, for the first fall convocation and orientation. A total of 907 students subsequently enrolled in programs offered through the College's initial 10 departments.

During its first year, the College embarked on a building program which saw occupancy of the James A. Rogers Library in 1971, the Robert E. McNair Science Building in 1972, the Walter Douglas Smith University Center and Founders Hall in 1974, the John K. Cauthen Educational Media Center in 1977, the Peter D. Hyman Fine Arts Center and the Village (student apartments) in 1980, three residence halls and the Edward S. Ervin Dining Hall in 1986, the Thomas C. Stanton Academic Computer Center and the Reames Wing to Rogers Library in 1988, an addition to the J. Howard Stokes Administration Building in 1990, three more residence halls and the Allard A. Allston Housing Office Complex in 1992, the Hugh K. Leatherman Sr. Science Facility in 1994, the Amelia Wallace Alumni/Faculty House in 2003, the Forest Villas apartment complex in 2004 and 2007, and the Frank B. Lee Nursing Building and The Grille in 2006. In 2007, the FMU Education Foundation purchased the FMU Education and Non-Profit Consortium Building. In 2008, the Gail and Terry Richardson Center for the Child was completed. The FMU Performing Arts Center in downtown Florence was completed in 2011, and the Griffin Athletic Complex opened in Spring 2012. A recording studio supporting FMU's Music Industry program opened in 2014, and, in 2016, FMU opened the Dr. Luther F. Carter Center for Health Sciences, also in downtown Florence. The University Place opened in 2019 followed by the Hugh and Jean Leatherman Medical Complex in 2020, both in downtown Florence. The FMU Honors Center on the main campus opened in 2020 while the John G. Rae III Freshwater Ecology Complex opened in 2022. The School of Business/School of Education Building and Engineering Workshop on the main campus both opened in 2024.

Francis Marion College became Francis Marion University in 1992, following the addition of graduate degree programs.

The institution has had four presidents: Dr. Walter Douglas Smith (1970-1983), Dr. Thomas C. Stanton (1983-1994), Dr. Lee A. Vickers (1994-1999), and Dr. Luther F. Carter (1999 to present).

Today, Francis Marion University's academic program consists of the College of Liberal Arts, School of Business, School of Education, and School of Health Sciences. The University offers more than 75 programs of study, as well as a variety of cooperative and pre-professional programs. The University employs 310 full-time and part-time faculty members and about 293 full-time staff.

ORGANIZATIONAL STRUCTURE

The University is governed by a 17-member Board of Trustees. The trustees serve four-year terms and are elected by the South Carolina General Assembly with some appointments made by the state's governor. The University is committed to shared governance among the Board of Trustees, the faculty, and the administration. The faculty elects its own officers and committees.

The chief administrative officer of the University is the president. The University is organized along the following administrative divisions: Academic Affairs, Executive Vice President, Administration and Planning, Construction and Facilities, Enrollment Management, Research and Community Service, Student Life University, University Communications, Intercollegiate Athletics, and Development.

PROVOST'S OFFICE – FMU's Provost is the University's chief academic officer and the Provost's Office oversees all graduate and undergraduate programs, and all academic departments within the University. The University's academics are organized into a College of Liberal Arts and three professional schools, the School of Business, the School of Education, and the School of Health Sciences. The College of Liberal Arts is home to 13 academic departments. The Provost's Office also manages the Library and the Center for Academic Success and Advisement (CASA).

EXECUTIVE VICE PRESIDENT'S OFFICE – The Executive Vice President is responsible for the University's business operation, including accounting activities for all revenues and expenditures, procurement and purchasing operations, and University student housing. This area also oversees contract operations including dining services and the Patriot Bookstore.

ADMINISTRATION AND PLANNING – The division of Administration and Planning is responsible for Human Resources, Inventory, Planning and Effectiveness, Richardson Center for the Child, Testing Counseling and Special Services, and Title IX.

CONSTRUCTION & FACILITIES – This division is responsible for construction management, building maintenance, campus planning, custodial services, grounds maintenance, materials services, and vehicular services.

ENROLLMENT MANAGEMENT – The Enrollment Management division oversees Admissions, Campus Technology, Financial Assistance,

Institutional Research, Instructional Technology, and the Registrar's office. It is responsible for management of the admissions process for all students at the University and the maintenance of all educational and financial assistance student records.

INSTITUTIONAL ADVANCEMENT & THE EDUCATION FOUNDATION – Institutional Advancement and the Education Foundation are responsible for coordination of the University efforts to secure financial support from the private sector and to serve as the receiving point for gifts of dollars, securities, works of art, land, and equipment. This is done primarily through the Francis Marion University Foundation, the Alumni Association, the FMU Fund, and the Swamp Fox Club. Through these organizations, the various avenues of supporting the University are made known to individuals, corporations, and philanthropic foundations.

The Alumni Affairs Office – The Director of Alumni Affairs coordinates activities of the Alumni Association and implements objectives, goals, and policies of the Alumni Association Board of Directors. The Alumni Association serves as the liaison among graduates, the Alumni Office, and the University community.

FMU Foundation – The FMU Foundation was organized in 1974 to provide a means for seeking and accepting substantial gifts of money or property in order to build an endowment fund that would promote the educational purpose and overall mission of the University. The FMU Foundation is governed by an independent volunteer board of directors and currently has more than $60 million in assets.

FM Annual Fund – Since the early years of the institution, friends, alumni, faculty, staff, businesses, and industries have provided the opportunity for bright young scholars to obtain a college education. Through annual contributions, the FM Fund is able to support various scholarship programs and educational initiatives such as instructional technology, library acquisitions, and faculty development. Annual giving helps meet the ever-increasing need for financial support for the University.

The Swamp Fox Club – Recognizing the nickname of the University's namesake, the Swamp Fox Club is the fundraising arm of the Francis Marion University Athletics program. The mission of the organization is to provide a quality college experience for student-athletes as well as scholarship support for each team as established under NCAA guidelines. Members include faculty, staff, alumni, friends, businesses, and local supporters.

RESEARCH AND COMMUNITY SERVICE – Research and Community Service is responsible for the areas of academic research, sponsored programs, McNair programs, and the Institutional Review Board.

STUDENT LIFE – Student Life is responsible for creating an environment that facilitates personal growth and development for FMU students outside the classroom. Services, offices, and programs within Student Life include student activities (fraternities, sororities, student activities, and special events), Campus Recreation Services, Residence Life, Multicultural and International Student Affairs, and the Dean of Students Office. The Dean of Students is responsible for managing student discipline at the University.

UNIVERSITY COMMUNICATIONS – The University Communications Office is responsible for communicating information pertaining to FMU to a variety of audiences, both internal and external, through a variety of channels. The office oversees external media relations, internal communications, the production of official University publications for off-campus audiences, and marketing and communications support for University initiatives. The office distributes news and feature stories about University programs, activities, and people through a variety of mediums, including video and social media. It maintains e-mail and social media contact with various FMU audiences, and produces Focus, FMU's University and alumni periodical.

The office also oversees the Multimedia Services department, which manages a wide array of event videography and audio-visual support for campus events and departments; and the Office Services Department, which handles campus mail and on-campus printing.

INTERCOLLEGIATE ATHLETICS – The University considers intercollegiate athletics to be an integral part of the educational environment. FMU's goal is to provide an outstanding, well-balanced athletic program with oversight from the faculty. From the training that improves physical fitness of athletes to the teamwork and competition that provide excitement for students and fans, intercollegiate athletics complements academic pursuits when held in proper perspective. FMU is a member of the NCAA and Conference Carolinas. One sports program, men's golf, currently competes at the NCAA Division I level and is a member of the Southland Conference, while the other 14 programs are members of the NCAA Division II Conference Carolinas. Coaches and student-athletes are held to high standards and are expected to exemplify the same leadership roles on campus and within the community as in athletic competition.

ACCREDITATION

Francis Marion University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, doctorate, and specialist level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for concerns or questions about the status of Francis Marion University. Upon request, accreditation documents may be viewed in the Office of the Provost during normal business hours.

In addition, several individual academic programs have been recognized by specialized accrediting organizations. The business programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina Board of Education. The chemistry program is approved by the Committee on Professional Training of the American Chemical Society. The graduate psychology program is accredited by the Master's in Psychology Accreditation Council (MPAC) and meets the standards of training approved by the Council of Applied Master's Programs in Psychology (CAMPP). Additionally, the specialist degree in school psychology is approved by the National Association of School Psychologists (NASP). The theatre arts program is accredited by the National Association of Schools of Theatre (NAST). The visual arts and art education programs are accredited by the National Association of Schools of Art and Design (NASAD). The nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Industrial Engineering program is accredited by the Engineering Accreditation Commission of ABET. The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology {residential} at Francis Marion University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The Entry Level Occupational Therapy Doctorate Program is seeking accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE is located at 7501 Wisconsin Avenue, Suite 510E, North Bethesda, MD 20814. The program has been granted Candidacy Status and has moved to Step 2 of the three-step initial accreditation process for new programs. For questions about accreditation you may contact ACOTE at (301) 652-AOTA or visit www.acoteonline.org

INSTITUTIONAL EFFECTIVENESS

Francis Marion University is committed to the continuous evaluation and improvement of each component of the University from its educational programs to the administrative and support offices that serve them. The University employs a comprehensive institutional effectiveness program that routinely monitors continued program and office alignment with the institutional mission and strategic plan. The assessment program includes the identification of salient process outcomes, the measurement of meaningful

quality indicators, and the implementation of improvements.

The faculty of the University, through its Institutional Effectiveness Committee, accepts the ongoing evaluation of the academic institutional effectiveness system as an important component of its responsibilities to the institution. Students frequently participate in the assessment of instruction through surveys, writing samples, academic inventories, interviews, and other appropriate assessment methods.

Each University academic, student, and institutional support office continually monitors measures of productivity and efficiency and user satisfaction.

EQUAL OPPORTUNITY & AFFIRMATIVE ACTION

Francis Marion University is dedicated to equal opportunity through affirmative action within the University community. The University's affirmative action program is designed to provide equal consideration of all applicants for faculty and staff positions, for all faculty members in the tenure and promotion process, and for administrators and other staff members seeking promotions and upgrades, as well as for students seeking admission, financial aid, and equality in academic and athletic programs.

It is the policy of FMU to recruit, hire, train, and promote employees without regard to race, religion, color, national origin, sex, physical disability, sexual orientation, or age. Furthermore, it is FMU's policy to implement affirmative action to prevent any disparate effects of discrimination because of race, religion, color, national origin, sex, disability, sexual orientation, or age. Hiring, training, promotion, pay scales, and benefits practices are based on qualifications, demonstrated ability, and meritorious performance.

The University's Affirmative Action Plan includes the monitoring and reporting of compliance with applicable laws and regulations including Titles VI and VII of the Civil Rights Act of 1964, as amended; Executive Order 11375; Revised Order No. 4; the Equal Pay Act of 1963, as amended; the Rehabilitation Act of 1973, as amended; the Vietnam Era Veteran's Rehabilitation Act of 1974; Titles VII and VIII of the Public Health Service Action; Title IX of the Education Amendments of 1972; the Americans with Disabilities Act; and all applicable laws and ordinances of the state of South Carolina.

A plan has been developed to help achieve FMU's goal of equal employment opportunity for all. Dr. Todd Couch serves as the University's Affirmative Action Officer and is responsible for ensuring that the University's commitments are met and for reporting progress to the President. The Affirmative Action Officer has the responsibility in accordance with the plan to ascertain that a concerted effort is established and maintained to ensure the achievement of goals and interim benchmarks. For more information, call 843-661-1229.

Discriminatory Personal Conduct: The University seeks to promote a fair, humane, and respectful environment for its faculty, staff, and students. To that end, University policy explicitly prohibits sexual and racial harassment, and all other personal conduct which inappropriately asserts that sex, race, ethnicity, sexual orientation, disability, or ancestry is relevant to consideration of individual worth or individual performance. The same policies provide procedures for the informal resolution of instances in which such behavior is suspected or alleged. The policies are available for inspection in the Student Life Office, Smith University Center, or the Human Resources Office, Stokes Administration Building.

DISCRIMINATION, HARASSMENT & RETALIATION

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

Vice President for Administration and Planning
PO Box 100547
Florence, SC 29502-0547
105 Stokes Administration Building
Tel. No. 843-661-1114

Harassment is unwelcome offensive conduct, written, verbal, or physical, that occurs when a reasonable person would find that such conduct creates an intimidating, hostile, or offensive educational, work, or living environment. A hostile environment is created when speech and/or actions are so severe, persistent, or pervasive as to limit or deny one's ability to participate in or benefit from an activity or educational program.

The University procedures are intended to protect the rights of both the complainant and the accused, protect privacy, and prevent retaliation. Unwelcome behavior that may be construed as discrimination or harassment should be reported. However, intentionally false allegations will not be tolerated and may result in sanctions. The University is obligated to investigate any reports of discrimination or harassment and will consider action as warranted.

No one may be subject to restraint, interference, coercion, reprisal, or retaliation for seeking information about discrimination or harassment, bringing a good faith complaint, or serving as a witness.

This policy is not intended to infringe on the rights of members of the faculty to exercise academic freedom within the framework of the teaching and learning environment of the University.

ENGLISH LANGUAGE PROFICIENCY

English has been designated the primary language of all faculty members at FMU since fall 1991. "Primary" language is defined as written and spoken English comparable to that of a native speaker. If the University considers employing on its full-time teaching faculty a candidate whose second language is English, that candidate will:

- give a lecture in his/her discipline in English to students and faculty who will assess the candidate's fluency in English on the basis of being able to comprehend fully the content of the lecture.
- submit a letter of interest and, when applicable, additional samples of written work.

The English Fluency in Higher Education Act of the South Carolina General Assembly requires that each public institution provide assurance that there exists an adequate procedure for students to report grievances concerning the inability of instructors to be understood in their spoken or written English. At FMU, students should state such a grievance in a scheduled meeting with the chairperson of the department or dean of the school involved.

The department chairperson or school dean will then arrange for a meeting among the chairperson or dean, the grieving student(s), and the instructor. It is the responsibility of the chairperson or dean to find a satisfactory resolution to the grievance and to report the resolution to the Provost.

SMOKE-FREE POLICY

FMU is committed to providing an environment conducive to its mission that is safe, healthy and comfortable. Due to well-documented health and safety risks related to smoking, and the University's commitment to support the comfort and well-being of its various constituents, FMU is a "smoke-free" campus.

Smoking is prohibited on all property owned or controlled by Francis Marion University, the Francis Marion University Foundation, and the Francis Marion University Real Estate Foundation. This prohibition includes all buildings and grounds, as well as within vehicles owned, leased, or rented by the University and its related entities. The complete Francis Marion University Smoking Policy may be found at www.fmarion.edu and is available upon request from the Office of Human Resources.

CAMPUS FACILITIES

Francis Marion University maintains a variety of facilities for the use of its students, faculty and staff, and, when applicable, to the public at large.

Luther F. Carter Center for Health Sciences – The Carter Center is a 51,000-square foot building in downtown Florence. It houses FMU's graduate programs in the health sciences and allied programs associated with the USC School of Medicine. It opened in the fall of 2016. Key features of the building include the Dr. Sompong Krakit Simulation Laboratory, and Haigh Porter Auditorium. The building is named for Dr. Luther F. Carter, FMU's fourth president.

John K. Cauthen Educational Media Center – Named for the late pioneer of educational television in South Carolina, Cauthen opened in 1977. The building contains facilities for the production and presentation of audiovisual materials as well as a Resource Area that houses the non-print resources of the University (DVD, VHS movies, CD and audio cassettes, media kits, etc.), support for instructional technology, and a public computer lab. It also provides classroom and office space for the mass communication, modern languages, and psychology programs. The James "Ed" Dooley Planetarium, the Ashpy Lowrimore Auditorium, and the J.R. Bryan Jackson Innovation Place (a computer lab equipped with teaching and multimedia instructional technology) are also in the building.

Dooley Planetarium – The Dooley Planetarium is one of only five planetariums in the state and the only one in the northeast region of South Carolina. The planetarium held its first showing on Jan. 29, 1978, and since then it has welcomed thousands of visitors through its doors. The facility is also used for regular FMU astronomy classes. The planetarium was renovated in 2014 and 2016, introducing new seating, flooring, a new sound system and a fully digital star projector. The new system allows presenters to customize programs, choose from hundreds of programming options that include enhanced presentational experiences, and even to change a program mid-show when questions arise. Technology has changed and improved, but a constant at the planetarium has been the drive of its personnel to provide the region with a meaningful experience that expands public knowledge of the mysteries of the universe.

Cauthen Café – The Cauthen Café provides students, faculty and staff with a relaxing respite in the midst of a busy campus. Complete with a Starbucks retail location, Cauthen Café serves an assortment of great tasting food such as pastries, sandwiches and salads, all made with high-quality, simple ingredients.

Edward S. Ervin III Dining Hall – Named for a former chairman of the Board of Trustees for Francis Marion University, this facility was occupied in 1986. The Dining Hall, renovated in the summer of 2011, serves students, faculty, and staff of the University as well as community groups. Also located in Ervin Dining Hall is Provisions On Demand (P.O.D.) which reinvents the campus store experience by blending the features of "corner store" quick convenience with modern market style and service. P.O.D. offers a variety of fresh food and produce, delicious prepared meals and everyday essentials that deliver quality, selection and value.

Facilities Management/Campus Police Building – Opened in 1972, this building provides utility services to other buildings and houses the Campus Police and some offices of the Facilities Management Department. Campus Police provide 24-hour law enforcement services from this location.

HopeHealth at FMU / FMU Testing, Counseling and Special Services – This building houses HopeHealth at FMU and the University's office of Testing, Counseling, and Special Services.

Founders Hall – Named in honor of those whose efforts and energies led to the founding of the University, this building was occupied in 1974. The building houses offices and classrooms for many of the University's academic programs including English, geography, history, philosophy and religious studies, political science, and sociology. The Center for Academic Success and Advisement (CASA) is also located in this building.

Francis Marion University Performing Arts Center – The FMU PAC opened in 2011 and is located in downtown Florence. Its main elements include an 849-seat main auditorium with a fly tower and orchestra shell, the D. Keith Best Black Box Theatre, and an academic wing with classrooms, offices, and rehearsal spaces for the Department of Fine Arts Music Industry degree. The surrounding grounds include the 500-seat Truist Amphitheatre and the Beverly Hazelwood and Starr Ward Garden Courtyard. FMU's Music Industry program, a division of the Department of Fine Arts, is housed at the PAC along with resident performing companies (the Florence Symphony Orchestra, Masterworks Choir, South Carolina Dance Theatre) and Drs. Bruce and Lee Foundation. The PAC is home to a variety of cultural and civic events throughout the year. Spaces are also available for rentals by the public. More information is available at www.fmupac.org.

Francis Marion University Recording Studio – This facility utilizes both classic analogue and modern digital equipment. The studio is focused around a fully loaded ProTools 11 HD rig with an Avid C24 console and ADAM A7 monitoring. There is a full complement of industry standard microphones from AKG, Sennheiser, Rode, Audio Technica, Neumann, and many others. Classic analogue preamps are provided by Neve, API, Universal Audio, and Audient. The studio features two isolation booths and a great room large enough to handle ensembles of any size.

R. Gerald Griffin Athletic Complex – Named for the long-time athletic director and baseball coach, the Griffin Athletic Complex was completed in the Spring of 2012. The complex includes the Clifford S. Cormell (baseball) Field at Sparrow Stadium, Murray G. Hartzler (soccer) Field, the FMU Softball Stadium, Marion L. "Spyder" Webb Plaza, Lake ("W") Coleman, and a field house with office space and locker rooms.

The Grille – Opened in the Fall of 2006, this building is located adjacent to the outdoor swimming pool. The facility provides an additional dining option with indoor and outdoor seating available and convenient access to the outdoor pool and sand volleyball court.

Hanson Park – Hanson Park was established in 2005. Named for longtime psychology faculty member and administrator Gary Hanson, this park is located between The Cottage and the Wallace House and provides a quiet, garden-like atmosphere for faculty, staff, students, and visitors.

Hewn Timber Cabins – African Americans were brought to the farm of J. Eli Gregg in 1836 to raise cotton, but they also had to construct the farm buildings as well as cabins for their own housing. Eight cabins, two of which remain, were built beside a sandy road in a cotton field. The road ran parallel to what is now Francis Marion Road, just east of the center of campus, and extended from what is now Stokes Administration Building to the Smith University Center. After emancipation, most of the cabins were moved to scattered locations on the farm. The cabins remained occupied until approximately 1953. These remaining two cabins are listed on the National Register of Historic Places and have been preserved, moved to their present location on Wallace Woods Road.

Honors Center – Completed in Fall 2020, the building features a stunning, 40-foot high atrium and is home to five classrooms, as well as meeting and office space. In addition to housing the Honors Program, Francis Marion's International Programs and the McNair Center for Research and Service are located in this building.

Hugh and Jean Leatherman Medical Education Complex - This 36,000-square foot facility is located in downtown Florence and houses

classrooms, laboratories, and office space for FMU's School of Health Sciences. The facility is named for the late Senator Hugh Leatherman who represented Florence in the South Carolina Senate from 1981 until his death in 2021, and his wife, Jean Leatherman, a real estate executive in Florence.

Peter D. Hyman Fine Arts Center – Named for a community leader who was instrumental in the founding of the institution and who was the first chairman of the Francis Marion University Board of Trustees, this facility was occupied in November 1980. It houses the John W. Baker Art and Music Wing and includes faculty offices for the Department of Fine Arts, classrooms, and studios for teaching art, art education, theatre, and music. The south wing includes the Adele Kassab Recital Hall and the University Theatre, which has a working stage and the capability for quick changes from a proscenium to a thrust stage.

John Kassab Courts – This facility consists of eight tennis courts, four of which are lighted. It is named in honor of John Kassab, whose leadership was a contributing factor to the establishment of the University.

Hugh K. Leatherman Sr. Science Facility – Named for Senator Hugh K. Leatherman Sr., who for many years was a state senator from Florence County and member emeritus of the University's Board of Trustees, this facility was completed in 1994. It provides office, classroom and laboratory space for biology, chemistry, mathematics, engineering and physics.

Frank B. Lee Nursing Building – Named for the former chairman of the Board of Trustees of the Drs. Bruce and Lee Foundation, the local philanthropic foundation which largely funded the building's construction, this facility opened for the fall 2006 semester. This two-story facility houses offices, classrooms, the Elizabeth W. Barnes Clinical Laboratory, a computer lab, three seminar/conference rooms, and the Dr. John M. Thomason Auditorium.

Robert E. McNair Science Building – Named for the former Governor of South Carolina who played a significant role in making the University possible, this structure was occupied in 1972. This building provides classroom, laboratory, and office space for biology, chemistry, engineering, and physics. The auditorium was renovated and renamed for former Provost Richard N. Chapman in 2007. Also due to generous gifts from Progress Energy, the nuclear physics lab was renovated in 2012.

Chapman Auditorium – Chapman Auditorium, the principal academic arena of Francis Marion University, is located in the Robert E. McNair Science Building and is named after former FMU Provost, Dr. Richard N. Chapman. Chapman served as FMU's provost from 2000-2017. Chapman Auditorium is also used as a venue for University **e**vents ranging from artistic performances to lectures to public forums. It seats 458.

Observatory – Built in 1982, this two-story, pre-cast concrete structure has a 12-foot rotating dome. Permanently mounted in the dome is a 14-inch reflecting telescope. A variety of other telescopes are also housed at the Observatory. The first floor houses a small classroom-orientation area with a large screen TV for viewing images from an electronic eyepiece. Located on the second-floor observatory deck are six mounts for 8-inch reflecting telescopes. Free public viewing sessions are held periodically to examine the planets, stars, and special astronomical events such as comets and eclipses.

Office Services Building – The Office Services building, located north of Hyman Fine Arts Center, was completed in 2013. Printing and mail services are located in this facility.

Pee Dee Education Center – The Pee Dee Education Center is a consortium of 16 school districts, Francis Marion University, and Coker College established to provide support for the school districts in the region.

President's Residence (Wallace House) – Rebuilt in 1924 after the original 1836 J. Eli Gregg home was destroyed by fire, this antebellum-style house was the home of Joseph Wilds Wallace Sr. and Sallie Gregg Wallace. In 1960, in their memory, the Wallace family donated the house for the founding site of the University of South Carolina at Florence. Then named Wallace Hall, the structure housed classrooms and meeting space for the Florence campus. When Francis Marion University was established in 1970, the house served as a facility for administrative offices. It was renovated as a permanent residence for the president of FMU in 1983.

Gail and Terry Richardson Center for the Child – Named in honor of Gail Ness Richardson, a longtime member of the Board of Trustees for Francis Marion University, and Terry E. Richardson Jr., a Barnwell attorney, this facility was occupied in 2008. The Center houses a child care program, FMU classrooms, a developmental clinic, research facilities and community programs.

James A. Rogers Library – Named for the first chair of the State College Board of Trustees, the library opened in December 1971. The 77,000 -square foot building was expanded in 1988 by adding a wing named for the first director of the library, J. Mitchell Reames. The library houses a collection of over 398,000 volumes and over 550 print journal subscriptions and provides access to 35,000 e-journals, over 343,000 e-books, and 142 electronic databases providing access to information from almost anywhere. Membership in PASCAL, the statewide academic library consortium provides access to millions of articles and to a statewide virtual library at over 12.5 million volumes. The library is open 85.5 hours a week.

Walter Douglas Smith University Center – **–** Named after the founding president of FMU and opened in 1974, the Smith University Center provides comprehensive athletic and recreational facilities as well as offices for Student Life, Dean of Students, Campus Recreation, Athletics, the Student Government Association (SGA), the student newspaper, the Campus Activities Board (CAB), and the Patriot Bookstore. Facilities include a 2,250 seat varsity gymnasium, fitness center, commons areas, meeting rooms, game room, television lounge, locker rooms, and athletic training facilities. The University Center provides expansive space for student Life activities, meetings, and recreational events.

School of Business/School of Education - The School of Business/School of Education building is a 54,000 square foot building completed in 2024 that houses the Schools of Business and Education.

Thomas C. Stanton Academic Computer Center – Named for the second president of Francis Marion University, this facility was occupied in 1988. The building provides computer classrooms and a 30-station general-use computer laboratory. It also houses a number of offices for the Campus Technology group.

J. Howard Stokes Administration Building – Named for one of the founders in establishing higher education for the Pee Dee area, this was the first building to be built on the Florence Regional Campus of the University of South Carolina. It was built with funds contributed by citizens from across the Pee Dee area and transferred to the University in 1970. An addition was completed in 1990. The building houses the university's administrative offices.

Amelia Wallace Faculty/Alumni Cottage – The Cottage, completed in 2003, is a faculty/alumni facility and guest house. The facility is named for Amelia Wallace, whose family donated Wallace House and the first 100 acres of the land on which the University is located. Lunch is served daily, Monday through Friday (unless otherwise announced), for faculty, staff, alumni, and guests.

University Place – Located at 142 N. Dargan Street in downtown Florence, University Place houses the Steven F. Gately Gallery and Kelley Center for Economic Development. The Steven F. Gately Gallery, named for the late Steven F. Gately, a longtime art professor at the University, hosts rotating visual art exhibitions from a variety of artists. The Kelley Center for Economic Development has been dedicated to the economic growth of the Pee Dee Region through small business support/incubation and various regional economic development initiatives since 2016. University Place is also home to the Florence County Legislative Delegation Office and the North Eastern Strategic Alliance.

John G. Rae III Freshwater Ecology Center - The Freshwater Ecology Complex opened in 2022 and includes the John G. Rae III Freshwater Ecology Center, the Folly Carter Freshwater Ecology Conference Center, a 27-acre spring fed lake, and public walking trails.

Engineering Workshop – The 4,400 square foot engineering workshop opened in 2024. It provides industrial-type space for heavy equipment and design projects necessary for the industrial engineering and mechanical engineering programs.

HOUSING

Allard A. Allston Housing Office Complex – Named for a longtime member of the Board of Trustees for Francis Marion University, this facility was built in 1992 along with one of the two sets of residence halls. The complex provides space for the Office of Housing and Residence Life as well as a study hall.

Forest Villas Apartment Complex – The Forest Villas Apartments were constructed in two phases; Phase I was completed and occupied in the fall of 2004 with completion and occupancy of Phase II following in the fall of 2007. The apartment buildings are named Allen Hall, Beaty Hall, Cusac Hall, King Hall, and Thigpen Hall. The five three-story buildings consist of 103 four-bedroom apartment units, five two-bedroom units and five one-bedroom units, capable of housing approximately 427 residents. Each apartment includes single bedrooms. Four-bedroom and two-bedroom apartments feature shared living, dining and kitchen facilities. Four-bedroom units include two full bathrooms. Apartment units are available with provisions for persons with disabilities.

Heyward Community Center – Named for Dr. Joseph E. Heyward who served the University as Vice President of Student Life and as interim Provost, this facility was built in 2004 and is available to all students. This building consists of a large common lounge for social functions and meetings, a smaller meeting/study area, a fitness room, a laundry facility, and an enclosed mail pickup area.

Residence Halls – The University has two sets of residence halls. Each set consists of three residence halls linked to each other by exterior breezeways: one set (built in 1986) Marion State, Palmetto, and Swamp Fox forms a courtyard with the Edward S. Ervin III Dining Hall. The other set — Belle Isle, Snow Island, and Ellen C. Watson (built in 1992) — forms a courtyard with the Allard A. Allston Housing Office Complex, which was built at the same time. Residence halls provide housing for approximately 700 residents. Each residence hall suite consists of two bedrooms (two students share a bedroom) with an adjoining bath shared by all four residents living in the suite. First-floor residence hall units are available with provisions for persons with disabilities. A Resident Assistant is assigned to each residence hall floor to provide support for students.

The Village – The Village Apartments, the first student housing on campus, originally consisted of 10 apartment buildings occupied in the fall of 1980. The Village currently consists of 12 two-story apartment buildings and a one-story apartment and can house approximately 386 residents. The apartment buildings named Anderson, Baxter, Dalton, Ervin, Ferguson, Gallingten, Henderson, Johnston, Logan, and Moultrie consist of eight apartments designed to accommodate four persons each in individual bedrooms with a common living room, kitchen, and bath. The Ingram and Kidwell apartment buildings consist of 16 apartments designed to accommodate two persons, each sharing a bedroom, living room, kitchen, and bath. Half of the single-story Newton building is an apartment for two persons, each sharing a bedroom, living room, kitchen, and bath. The other half serves as an Emergency Medical Transport (EMT) station serving the campus and the surrounding area. Additional information regarding all residential housing at FMU can be found under the Housing and Residence section.

RESOURCES AND SERVICES

JAMES A. ROGERS LIBRARY

The Library serves the pursuit of excellence in teaching and learning by providing Francis Marion's students, faculty, staff and regional citizens with access to scholarly information. By providing this access, the Library is able to contribute uniquely to that portion of the mission of Francis Marion University that stresses its support of scholarly pursuits in the Pee Dee region of South Carolina. Rogers Library is the largest library in northeastern South Carolina, and its holdings include more than 398,000 volumes, 343,000 accessible e-books, 35,000 e-journals, 550 print subscriptions, 377,000 volumes of microforms, and 142 electronic databases to access information from almost anywhere.

COMPUTER & TECHNOLOGY SERVICES

FMU's Campus Technology office, located in the Stanton Academic Computer Center, provides information technology resources and services for instructional and research missions of the University.

Computer Laboratories – FMU computer labs are open to all enrolled students, faculty, staff, and active alumni at FMU. Access to the laboratories requires a valid FMU ID Card. Most academic departments also have smaller computer laboratories near classrooms and academic offices across campus. Students can save data to their university provided Google Drive or Microsoft OneDrive accounts or can bring their own USB storage device. The most commonly used computer software is the Microsoft (MS) Office Suite (Word, Excel, Access, and PowerPoint), but other specialized programs may be available for use in the public computer laboratories. The software and documents available are copyrighted products and may not be reproduced in part or in whole, for any purpose. Edge, Firefox, Chrome, and Safari are available for web browsing. Printing from computer lab devices is available for a small fee.

Email for Students – All currently enrolled students are provided a SwampFox Mail email account. These accounts are powered by Google and come with all of the current Google applications. Multi-factor authentication (MFA) is required for the Google accounts.

Microsoft Office 365 and the Patriot Portal - In addition, all currently enrolled students are provided with a free Microsoft Office 365 (M365) account. The suite includes Microsoft Word, Excel, Teams and OneDrive. Students will be required to set up multi-factor authentication (MFA) for their account using their FMU email address.

When setting up MFA, the options are: 1) Microsoft Authenticator app or 2) SMS text. Students are encouraged to set up both methods to be able to self-manage MFA changes and password resets.

Emergency Alerts – The Swampfox Emergency Alert System has been adopted by FMU in order to quickly notify students via SMS text messaging (standard text messaging rates apply) and email in the event of an imminent campus emergency. All students who provide a cell phone number and cell phone carrier at the time of their registration will be automatically added to our notification system. It is the student's responsibility to maintain updated contact numbers through the Registrar's Office (843-661-1175). In addition to being notified of an imminent campus emergency, students will also receive notifications regarding other situations that impact the status of the campus like weather-related class or school closings.

Technology Help Desk – Campus Technology provides support for a variety of technology functions through the help desk (843-661-1111) which is located in the Stanton Academic Computer Center, Room 108.

Student Password Resets – Students must contact the Help Desk for password and MFA resets during working hours. Students will need to verify their identity either by displaying their FMU ID or answering security questions. Password and MFA resets can only be provided for the account holder.

MEDIA CENTER

The Cauthen Educational Media Center is dedicated to improving teaching and learning opportunities by providing a variety of technological resources to students, faculty, and staff on campus. The Center supports academic programs by providing study facilities and instructional space, in addition to a computer laboratory. The Multimedia staff, which is based in the Center, maintains, operates and installs media equipment which supports a variety of campus and community activities.

The Media Center is jointly staffed by the Multimedia Services Department and Campus Technology.

MATH RESOURCES

The Department of Mathematics has a computer lab for use as a resource center for mathematical work. The computers contain mathematical software such as MAPLE, MINITAB, EXCEL, and GEOMETER'S SKETCHPAD for students in the areas of mathematics and probability and statistics.

CENTER FOR ACADEMIC SUCCESS & ADVISEMENT

The Center for Academic Success and Advisement (CASA) offers students a one-stop resource for assistance with advising questions, academic support, and career services. CASA, is home to CASA Advising, the Career Center, the Tutoring Center, and the Writing Center. CASA provides a variety of services designed to help students thrive during their time at Francis Marion University.

CASA also works in conjunction with University Life 100: First-Year Seminar, providing first-year students with valuable information to help them become acquainted with the university, build connections on campus, learn about strategies for being successful students, and make the most of their time at FMU. CASA is also home to the Patriot Mentor program, a staff of undergraduate peer mentors who work with new students in First-Year Seminar courses.

All of these resources provide students with a network of knowledgeable and

friendly professionals who can help with questions they may have while at the University.

CASA ADVISING

CASA advisors work closely with first-year students to ease the transition from high school to university life. The friendly and knowledgeable advising team assists first-year students in navigating the university, choosing majors, finding career paths, selecting courses, and exercising habits that lead to academic success. CASA advisors are dedicated to supporting students and connecting them to resources that will help them be successful during their academic careers at FMU.

CASA advisors also provide counseling for probationary students and answer general questions for students about course registration, majors and minors, study skills, time management, career guidance, and more.

Students can meet with an advisor by calling 843-661-1400 or visiting CASA.

CAREER CENTER

The Career Center provides a comprehensive, educational approach to career development and preparation. Career services and programs are available for all FMU students and alumni.

Students are encouraged to begin using the Career Center during their first year of enrollment. Staff members are available to meet with students exploring their skills and interests as they decide upon their majors and plans for specific career fields. Students are also welcome to take an online career inventory to explore FMU majors and their connections to future employment.

The Career Center links students to employment opportunities through employer visits and through Handshake, an online platform that connects students to on-campus jobs, internships, and full-time positions. Career guidance workshops also allow students to explore occupations, research employers, and develop the skills needed to conduct successful job searches.

The Career Center holds a job fair each fall and spring semester, connecting students and alumni with a variety of employers. Mock interviews are also available for student job seekers.

The Career Center staff are available for one-to-one meetings to assist students with development of employment documents, job searches, and preparation of application materials for graduate school or other pre-professional programs. Students are invited to visit the Career Center or call 843-661-1676 to book an appointment with a staff member. Appointments can also be booked through Handshake.

TUTORING CENTER

The FMU Tutoring Center provides all students with learning assistance for a variety of subjects, including math, sciences, social sciences, business, and humanities courses. Located in CASA, the Tutoring Center is staffed by faculty members and trained peer tutors. Students are welcome to meet with tutors to review course content, practice problem-solving skills, and discuss study strategies.

Tutoring Center staff are available to meet with students for in-person and online tutorials. To meet with a tutor, students can book their appointments through the Tutoring Center's webpage, by calling 843-661-1675, or visiting the Tutoring Center.

WRITING CENTER

The FMU Writing Center is available to help all students improve their writing abilities and acquire the skills needed to succeed at writing tasks in academic and professional communities. English Department faculty consultants and trained student consultants provide one-on-one assistance on a wide range of writing tasks and projects, including research papers for all disciplines, literary analyses, creative writing, lab reports, resumes, business letters, and graduate school applications. Students are invited to meet with a consultant at any stage of the writing process for guidance on generating a topic, building an argument, incorporating research, revising a draft, or learning about grammatical errors.

Writing Center Consultants are available for both face-to-face and online tutoring services. To meet with a tutor, students can book their appointments through the Writing Center's webpage, calling 843-661-1675, or visiting the Writing Center.

TESTING, COUNSELING, & SPECIAL SERVICES CENTER

The Testing, Counseling, & Special Services Center helps students enhance their academic, personal, and emotional well-being and supports the educational mission of FMU by helping students cope with life's challenges while learning skills that optimize personal effectiveness. Professional counselors are available in a safe and confidential space for students who may be experiencing difficulties in their personal lives. Issues commonly addressed include depression, anxiety, stress management, relationship issues, identity issues, and academic difficulties (with referrals made to community agencies as needed). Counseling sessions are individualized to students' unique needs, and appointments are conveniently offered in-person and virtually. The Center also houses the FMU Testing Center, which proctors exams for students with disabilities as well as many standardized tests used by graduate and professional schools. Lastly, the Center coordinates services for students with disabilities. Students wishing to schedule a counseling session or disability services appointment may contact the Center at 843-661-1840 or set up an appointment online via our website: www.fmarion.edu/counselingandtesting/.

SERVICES FOR STUDENTS WITH DISABILITIES

FMU is committed to making programs and activities available to qualified students with disabilities. The University makes efforts to ensure that the University grounds, major buildings, and classes are accessible to individuals with disabilities.

The Testing, Counseling, & Special Services Center coordinates services for students with disabilities, assists students in determining reasonable accommodations on the basis of disability, and acts as a liaison between students and faculty/administration on concerns relating to appropriate accommodations. Center staff are also available to meet with prospective students to discuss services available at FMU.

The process for establishing academic accommodations is both individualized and collaborative. Staff works with each student to select accommodations that best fit their unique needs and maximize their chance of success.

ACCOMMODATIONS PROCESS

Students can request accommodations by scheduling an appointment at the Center (843-661-1840) or online via www.fmarion.edu/counselingandtesting. The Director or Assistant Director will conduct an intake interview and gather information about the student's history of disabilities and past accommodations. Possible accommodations will be discussed at this meeting based on the student's unique needs, and the Director or Assistant Director will discuss what documentation is required.

The request for accommodations should be made as soon as possible (**preferably at least two weeks before classes begin**). If a request is

submitted after classes have begun, reasonable efforts will be made to provide accommodations. However, there may be some requests that cannot be met because of the delayed request date. Please note that accommodations and services received during K-12 education do not automatically transfer.

Students must provide documentation related to the disability. Such documentation can be from a variety of sources and may take many forms, and the Center staff will work individually with students to determine if there is sufficient information to establish the presence of a disability and the need for specific accommodations.

Documentation must be from a qualified health services provider (e.g., physician, licensed psychologist) and should include a diagnosis, an explanation of the effects of the disability in an academic setting, and recommendations regarding accommodations. If a student has a Summary of Performance from high school (or any other IEP/504 Plan documentation), this should be included; however an IEP/504 Plan or SOP is not sufficient documentation in itself. The Center will provide students with a Medical Documentation Form for a qualified health services provider to complete if needed.

Quality documentation will include the following:

- The credentials of the evaluator(s).
- A diagnostic statement identifying the disability.
- A description of the diagnostic methodology used.
- A description of the current functional limitations in major life activities directly related to the disabling condition.
- A description of the expected progression or stability of the disability.
- A description of current and past accommodations, services and/or medications.
- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

For diagnoses of learning disabilities and ADHD, additional documentation may be necessary. Any psychological evaluations should include an intellectual/achievement battery (learning disabilities) and/or a continuous performance test with observational rating scales (ADHD). Documentation from a current treating physician will be considered sufficient if there is an established history of the diagnosis. The Center does not provide testing for these evaluations, and we will provide students with appropriate referrals if requested.

When documentation is reviewed and considered sufficient, the Director or Assistant Director will contact the student to notify them that their requested accommodations have been approved. At the beginning of each term, the Center will notify each of the student's professors regarding the accommodations the student is receiving. This notification is confidential and does not reveal the nature of the student's disability unless permission is given for specific information to be shared.

SERVICES AVAILABLE

The Center can provide a variety of accommodations to ensure equal access for students with disabilities. Accommodations are always determined on an individualized, case-by-case basis, considering the student's unique needs. While there is not an exhaustive list of accommodations that are available, please see below for examples of some accommodations that are commonly used by FMU students.

- Accessible residence halls
- Accessible computers and adaptive software
- Accessible parking permits
- Interpreters
- Extended testing time
- Alternative testing location (reduced-distraction environment)
- Examination reader and/or scribe
- Use of recording device in classroom
- Peer notetakers
- Priority registration
- Reduced-hours course load

Although the University is committed to providing academic accommodations to students with learning disabilities, there is no specific program for students with learning disabilities at the University. Students with learning disabilities often find that the support services available to the general student population are also useful to them. Tutoring services, the Writing Center, Mathematics Lab, Peer Tutoring, Career Development, CASA, and counseling services are some of the support services students with learning disabilities may find to be particularly helpful.

Due Process/Grievance

If a student encounters an issue where reasonable accommodations have not been made, the student should first contact the Director of Counseling & Testing (843-661-1841). The Center staff will work to resolve the issue, serving as a liaison to the professor or staff member and advocating for the student's needs. If a satisfactory outcome is not attained, the student should contact Dr. Charlene Wages, ADA Compliance Coordinator (843-661-1140).

It is the policy of FMU to provide an equal educational and employment opportunity to all present and future employees and students regardless of race, color, religion, sex, national origin, age, or disability. FMU is an affirmative action/equal opportunity employer.

For additional information, please go to
http://www.fmarion.edu/counselingandtesting/disability-services.

SERVICE ANIMALS AND EMOTIONAL SUPPORT ANIMALS

Service Animal

Students with a service animal are strongly encouraged to voluntarily register with disability services by contacting the Center. Service animals are working animals, not pets. The work or task a service animal has been trained to provide must be directly related to a student's disability. Students who intend to live on campus are required to inform the Housing Office that they plan to have a service animal with them in housing.

Service Animal Requirements and Etiquette

- The animal should be on a leash, harness or other tether. It is recommended, but not required, that the animal wear some type of commonly recognized symbol, identifying that the animal is a working animal.
- The animal should respond to voice or hand commands and be in full control by the handler.
- To the extent possible, the animal should be unobtrusive to other individuals in the learning, living and working environment.
- The handler must adhere to and be aware of all applicable state and local laws regarding ownership of animals (e.g., leash law, proper identification, vaccinations, etc.)
- Cleaning up after the animal is the sole responsibility of the handler. In the event that the handler is not physically able to clean up after the animal, it is then the responsibility of the handler to hire someone capable of cleaning up after the animal.

Emotional Support Animal

Unlike a service animal, an emotional support animal does not assist a person with a disability with activities of daily living, nor does it accompany a person with a disability at all times. In order to receive permission to have an emotional support animal in housing, a student must provide documentation supporting the request. Preferably, the document will be submitted at least one month before the beginning of each semester.

An ESA application and medical documentation form may be picked up from the Testing, Counseling, & Special Services Center. If a student is submitting separate medical documentation, it should include:

- Verification of the student's disability from a physician, psychiatrist, or other qualified mental health professional. This assessment must

be conducted by a third party that is separate from the University.
- Description of the type of animal requested.
- Statement on how the animal serves as an accommodation for the documented disability (i.e. how it alleviates one or more identified symptoms or effects of a person's disability).

Emotional support animals are not allowed in other areas of campus (e.g., library, academic buildings, classrooms, labs, University Center, Dining Hall, etc.), except on a case-by-case basis as an approved accommodation.

Once approval is granted for an emotional support animal, the student should be in contact with the Housing Office. Students will then go through the housing approval process for their ESA before each academic year; or Spring if the student is only attending Spring only for any academic year.

Responsibilities of Handlers
Handlers are responsible for any damage or injuries caused by the animals they are responsible for and must take appropriate precautions to prevent property damage or injury. The cost of care, arrangement and responsibilities for the well-being of a service animal and emotional support animal are the sole responsibility of the handler at all times.

Removal of Service Animals/Emotional Support Animals
Service animals and emotional support animals may be ordered removed by the Housing Office or by Campus Police for the following reasons: disruptive or out-of-control animal; non-housebroken animal; perceived to be a substantial and direct threat to the health and safety of others. Animals may not be left alone for unreasonably extended periods in a student's room or apartment. In the event that an animal is not being attended to as needed (food, left alone for longer than a reasonable time, creating a disturbance), the Housing Office may order immediate removal of the animal. If a student does not respond to this request, Florence County Animal Control may be contacted for assistance in removing the animal.

Any cost of removing a service animal, or emotional support animal, shall be the responsibility of the student.

STUDENT HEALTH SERVICES

FMU is committed to providing professional and cost-effective health care for its students through Student Health Services. The goal of Student Health Services is to promote and maintain the health of students by providing preventive services, health education, acute medical care, and referral assistance so that students can best meet their educational objectives.

There are no fees for services to be seen in Student Health. There are modest fees for off-site laboratory services. Fees for any off-site ancillary testing or referral physician visits are the responsibility of the student receiving care. Detailed information regarding Health Services can be found in the Student Handbook.

- **IMMUNIZATION REQUIREMENTS** – University regulations require that specific immunizations be completed before a student is allowed to register or attend class.

  FMU has required immunizations and recommended immunizations, as well as a TB risk assessment form for all students to complete**.**

  Health Forms are available on the Student Services and Documents page: **https://www.fmarion.edu/studentlife/student-health/**

  Please send immunization records to:
  Attention: Student Health Services
  FMU P.O. Box 100547, Florence, SC 29502,
  fax: 843-661-1373, or scan and email to: **studenthealth@g.fmarion.edu**

- **INSURANCE** – Students are strongly encouraged to acquire health insurance, since an unexpected illness or accident can cause financial hardships, making it difficult for students to complete their education. All students studying in the School of Health Sciences are required to have health insurance. FMU does not have a preferred insurance carrier. General health insurance may be purchased through the national Health Insurance Marketplace at: www.healthcare.gov.

Students should explore their options carefully as coverage, premiums, and eligibility varies. Students should not assume that they are covered under their parents' policy, but should check with their insurance companies to make sure. International students are required to have health insurance coverage.

FMU IDENTIFICATION CARD (ID)

The FMU Card is the official University Identification (ID) created for the entire University community, but it is also a tool that allows students, faculty and staff access to a number of critical functions. FMU Cards are used to gain access to library materials and resources, for entry to various campus events and activities, and for specific entry permission to certain facilities on campus as well. The FMU Card also allows students ready access to meal plans and Patriot Bucks. FMU Cards, which include a photograph of the cardholder, are issued to employees when hired and to all students upon completion of their initial registration. No additional cards are issued as long as employment and enrollment is continuous and no changes are made to the FMU Card program.

Additionally, per the SC "Student Identification Card Suicide Prevention Act" beginning with Fall 2021 issued ID cards, they now have the following on the reverse side:
National Suicide Prevention Lifeline: 1-800-273-8255
National Sexual Assault Hotline: 1-800-656-HOPE (4673)
FMU Campus Police: 843-661-1109

A replacement FMU Card may be obtained for $20 at the Rogers Library. Additional card details, including the card's refund policy, are available at www.fmarion.edu/fees and click "FMU Card."

POLICE DEPARTMENT

FMU is committed to providing a safe and secure environment for the campus community and our guests. The University's Police Department provides and coordinates around-the-clock police protection across campus and at all FMU facilities. Campus police officers are certified state police officers with full arrest authority for violations of state laws. Officers enforce all University regulations and policies. Officers are responsible for the immediate response to violent incidents on campus, law and traffic enforcement, crime and traffic accident investigation, initial fire and medical emergency response, and campus evacuation for severe weather conditions, such as tornadoes and hurricanes. Several outdoor emergency siren towers are located around campus in order to notify campus community members during an emergency.

The Downtown Health Sciences campus is patrolled by Francis Marion University Police officers working in close partnership with officers from the Florence Police Department, who patrol adjacent to those facilities.

The personal safety and the security of the campus community are a vital concern to FMU. A series of policies and procedures were developed to ensure every possible precautionary measure is taken to protect everyone on campus. The University annually publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics and Fire Reporting Act Report which is available to everyone. The Clery Report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings/property owned or controlled by FMU and on public property within, or immediately adjacent to and accessible from, the campus. The report also contains information on campus security, facility access, alcohol and drug laws/policy, crime reporting, crime prevention measures, sexual harassment policy, sexual assault issues, missing students protocols, and campus residential fires and fire safety. You can obtain a copy of the Clery Report by contacting the FMU Campus Police Department, PO Box 100547, Florence, SC 29502-0547. You can request that a copy be mailed to you by calling 843-661-1109, or you can access the report

on our website: www.fmarion.edu/police.

- **WEAPONS –** The possession and/or use of firearms (handguns, rifles, shotguns) on campus is prohibited under state law except under very limited circumstances. Violations can result in the arrest of the violator. Other weapons: BB guns, pellet guns, air guns, paintball guns, slingshots or other projectile weapons; hatchets, knives (with blades 2" or longer), swords or other edged weapons; bows/arrows, explosives, fireworks, impact weapons such as batons, nunchucks, slap jacks, brass knuckles or martial arts type weapons; electrical shock devices (i.e. stun gun or Taser); dangerous/noxious chemical mixtures, incendiary devices, propelled missiles or other dangerous substances are prohibited on campus and can result in removal from campus housing and/or suspension from the University for the person possessing the item. All weapons or prohibited items will be confiscated and may be destroyed.

- **PARKING AND TRAFFIC –** Anyone operating a vehicle on campus is subject to South Carolina laws and FMU Traffic Regulations. Motor vehicle operation on campus is a privilege granted by the Board of Trustees which may be withdrawn at any time for cause. FMU, its officers, and employees assume no responsibility for damage to or loss of any vehicle or its contents while it is operated or parked on campus. Accidents, thefts from or damage to vehicles should be reported to Campus Police. Campus traffic regulations are published in a Traffic Regulations Handbook, in the Student Handbook and on the web at www.fmarion.edu/police/ticketappeal/.

- **VEHICLE REGISTRATION –** Registration is required for every vehicle driven or parked on campus by an FMU community member. Students obtain permanent decals from the Cashier's Office in Stokes Administration Building. This decal is good for an academic year, expiring on August 31. Decals must be permanently affixed on the left rear bumper OR to the bottom left rear exterior glass using the supplied adhesive. The decal must be displayed in the most prominent place on mopeds, motorcycles, or motor scooters and clearly visible from the rear. Decals are vehicle specific and not transferable. Temporary parking permits for up to 10 days may be obtained from the Cashier's Office or from Campus Police for a substitute vehicle. To obtain a Temporary Parking Permit, the person seeking a temporary permit must have a vehicle permanently registered on campus for the current academic year and the vehicle temporarily being used belongs to a family member or is a rental. Two temporary permits per semester are permitted.

HOUSING & RESIDENCE LIFE

The Housing and Residence Life Office promotes academic success by providing safe, comfortable, attractive, modern, and well-maintained residential facilities and quality management operations.

Campus housing can accommodate more than 1,500 residents in either suite-style residence halls or apartments. Campus housing facilities are designed to accommodate full-time undergraduate students enrolled in 12 (or more) credit hours and graduate students enrolled in six (or more) credit hours. Students enrolled in fewer credit hours during the last semester of study prior to graduation are also eligible. Students enrolled in fewer credit hours may receive assignments when space is available.

Residence Hall Assignments
First-year students who choose to live on campus are assigned to residence halls, where students live in a four-person suite including two bedrooms and one bathroom. Some upper-class students also receive assignments in the residence halls. All incoming first semester college students (coming directly from high school) who reside in campus housing will be assigned to the Residence Halls for their first semester, regardless of their credit hours.

Village Apartment Assignments
Students who have completed at least one traditional semester of college, and have obtained sophomore status (minimum of 24 credit hours) with acceptable academic and disciplinary records, are eligible to apply for assignment in the Village Apartments. The Village Apartments offer two options. The four-student units contain four bedrooms, one bathroom, a living room and furnished kitchen. The two-student units contain one shared bedroom, one bathroom, a living room and furnished kitchen; assignments are made based on availability.

Forest Villas Assignments
Students who have completed at least one traditional semester of college, and have obtained sophomore status (minimum of 24 credit hours) with acceptable academic and disciplinary records, are eligible to apply for assignment in the Forest Villas. However, priority is given to juniors, seniors, and graduate students. The Forest Villas apartment units contain four private bedrooms, two bathrooms, a living room, and a kitchen. A limited number of one- and two-bedroom units are occasionally available.

Amenities in all facilities include basic utilities, local telephone service, Internet access. All units include basic furnishings (beds and mattresses, wardrobes, desks and chairs, flooring and window treatments). Apartment commons areas are equipped with stoves, refrigerators, microwave ovens, dining table and chairs, and sofas. Forest Villas apartments also include a dishwasher and garbage disposal.

The residence halls and Forest Villas Apartments are equipped with smoke detectors, fire extinguishers, and fire sprinklers. The Village Apartments are equipped with smoke detectors and fire extinguishers but do not have fire sprinklers.

The residential facilities are conveniently located near the Ervin Dining Hall, Rogers Library, and recreational facilities. All students are allowed to have a registered vehicle on campus and ample parking is available.

Additional information regarding the housing facilities can be found under the Campus Facilities heading in the section of this catalog entitled "The University."

Students should apply for housing immediately after acceptance to the University. Housing contract periods are: Fall, Spring, Late Spring, Summer I and/or Summer II and run from the first day of the term until the last day of the term. Campus housing generally opens the weekend prior to the beginning of classes for the fall and spring terms.

The University reserves the right to adjust/amend its policies at any time as a result of exigent circumstances (Pandemic, Natural Disaster, Housing Emergency, etc.)

SMITH UNIVERSITY CENTER

Named after the founding president of FMU and opened in 1974, the Smith University Center provides comprehensive athletic and recreational facilities as well as offices for Student Life, Dean of Students, Campus Recreation, Athletics, the Student Government Association (SGA), the student newspaper, the Campus Activities Board (CAB), and the Patriot Bookstore. Facilities include a varsity gymnasium with seating for 2,250, fitness center, the commons, meeting rooms, gameroom, television lounge, locker rooms, and athletic training facilities. The UC provides expansive space for student activities, meetings, and recreational events.

BOOKSTORE

The Patriot Bookstore, located in the Smith University Center, is the official on-campus university bookstore. The Bookstore has used and new textbooks, rentable titles, digital books, and course-related supplies required for Francis Marion University courses. It also has the largest

selection of Francis Marion University apparel and gifts and is the source for graduation supplies (caps, gowns, hoods, invitations, and official University class rings).

The Patriot Bookstore accepts credit cards, cash, and FMU Debit for transactions. Online ordering is also available at https://www.fmarion.edu/patriot-bookstore/. Normal hours of operation are Monday-Friday, 8am - 4:30pm. The Bookstore can be reached by calling 843-661-1345 or by emailing bookstore@fmarion.edu.

MAIL

Students who live on campus have their mail and/or packages delivered to the housing office by our central receiving office. Once housing receives the mail/and or packages, they are processed and the student is notified through their student email. Outgoing mail with proper postage may be placed in the U.S. Postal Service boxes located on campus or taken to the University Mail Center in the Office Services Building. The Mail Center also offers stamps for purchase.

TELEPHONE SERVICE

The University provides telephone service to students living on campus. Local service is provided at no cost. Personal calling cards should be used when placing long distance calls from residence hall telephones. There are emergency phones with direct access to Campus Police strategically placed around campus.

LAUNDRY & VENDING

For the convenience of residential students, there are two laundry facilities: one located adjacent to Ervin Dining Hall, open 24 hours a day, and one located in the Heyward Community Center building. Washers, dryers, and beverage/snack machines are available at each laundry location. Other vending machines for beverages and snacks can be found at several other locations on campus. Refund information is posted at each location.

DINING SERVICES

FMU Dining Services provides a high quality dining experience in various locations across campus. All new freshmen living on-campus in traditional residence halls are required to purchase an all-access plan, which is already included in the student's room and board. Students who live in campus apartments or who commute to campus are also encouraged to purchase an all-access or block meal plan. Students may purchase a meal plan by visiting the Cashier's Office (Stokes Administration Building, Room 104) or online at www.fmarion.campusdish.com.

FMU Dining Services offers several customer-oriented locations featuring a variety of menu choices. The Ervin Dining Hall, located near the campus housing facilities, serves hot meals daily in addition to a complete salad and deli bar, pizza and grill items, and fresh desserts. The Grille, located adjacent to the outdoor pool, provides a wide variety of menu options including hot burgers and grill items, along with an additional menu of revolving food themes. Students can also enjoy a leisurely cup of coffee, pastry items, and hot sandwiches with friends at the Cauthen Cafe located in the Cauthen Media Center. The P.O.D. Bistro market located beside the Ervin Dining Hall offers a variety of espresso drinks, snacks, beverages, and grab-and-go items.

OFFICE SERVICES

FMU's Office Services operation provides mail service and light-duty printing for the FMU community. Printing and associated services are provided on a per-job basis. There is no charge for mail services beyond the cost of postage. Office Services is located in the Office Services building and is open daily from 8:30 a.m. to 5 p.m.

RECYCLING

FMU has an active campus-wide recycling program. The University recycles office paper, newspapers, cardboard, aluminum, plastic, and glass. Of these items, paper creates the largest volume of recycling waste on campus. Recycling is encouraged throughout campus, with readily available drop-off points in all buildings.

UNDERGRADUATE ADMISSIONS

GENERAL INFORMATION

Francis Marion University encourages all qualified students to apply for admission. Equal educational opportunities are offered to students regardless of race, sex, religion, color, or national origin.

CAMPUS TOURS – Campus tours for prospective students are offered through the Admissions Office Monday through Friday and on select Saturdays (Open House). Appointments should be made for all tours by calling 843-661-1231 or by registering online at https://www.fmarion.edu/admissions/visitus/.

OPEN HOUSE – The University hosts several open house events each year for prospective students and their families. Dates are publicized in the media and posted on the FMU website and may be obtained by calling the Office of Admissions at 843-661-1231.

ADMISSION TO THE UNIVERSITY

All prospective students must submit a completed application and pay a nonrefundable application fee. Students must also submit official transcripts from high school and all colleges (if any) attended. Francis Marion University remains test optional. If scores are submitted, they must be printed on the transcript or sent directly from the testing agency.

Admission decisions at FMU are made on a rolling basis, which means that as soon as a prospective student's file is complete, he or she will be notified of his/her admission status through their applicant account.. If the prospective student is currently enrolled in high school or another postsecondary institution, tentative admission may be granted. A final decision will be made upon receipt of final grades and/or proof of high school graduation. Students are encouraged to apply at least six months prior to the intended date of enrollment. Each semester, the admission deadline is noon on the Friday prior to the start of classes. Students must also be accepted to the University before they will be considered for housing assignments or academic scholarships. Withholding information or providing false information to the University can result in a student's application being rejected, admission rescinded, or dismissal from the University.

Acceptance is valid for one academic year, provided there is no enrollment at another institution. If the admitted student enrolls at another institution, he/she must reapply to FMU as a readmit student.

FMU accepts SAT (Evidence-Based Reading & Writing and Math) and ACT test scores. The University also administers an institutional SAT (ISAT) and an institutional ACT (Residual ACT) to incoming students who have not taken the SAT or ACT in high school or who need to improve their scores. Scores from the ISAT and Residual ACT can be used only at FMU and cannot be transferred elsewhere. Neither the ISAT nor the Residual ACT can be used to qualify for the LIFE scholarship. Prospective students should call the Office of Counseling and Testing to schedule an appointment and ask about current testing fees.

The University accepts credit for Advanced Placement, CLEP, and International Baccalaureate. Please see the "Academic Information" section in this catalog for more information about these programs. Admissions categories and their specific requirements are listed on the following pages.

REQUIREMENTS FOR ADMISSION

The following are requirements for general admission to the University.

FRESHMEN

First-time freshman applicants will be evaluated on successfully completed college preparatory courses and high school grade-point average. Submission of SAT (evidenced-based Reading & Writing and Math) or ACT scores are optional. Special talents and other relevant factors, including extracurricular activities and service to community, will enhance an application but not overcome a poor academic record.

In addition to the application and application fee, freshman applicants should submit the following:

1. Official high school transcripts indicating successful completion of the following college preparatory courses:

   English **4 Units**
   At least two courses containing strong grammar and composition components, at least one in English literature, and at least one in American literature (completion of college preparatory English I, II, III, and IV will meet these requirements).

   Mathematics **4 Units**
   These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, pre-calculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.

   Laboratory Science **3 Units**
   At least one unit each of two laboratory sciences chosen from biology, chemistry, or physics, a third unit from the same field as one of the first two or any other lab science with a biology or chemistry prerequisite.

   Foreign Language **2 Units**
   Two units of the same foreign language.

   Fine Arts **1 Unit**
   One unit in Appreciation, History, or Performance of one of the fine arts.

   Social Science **3 Units**
   One unit of U.S./American history is required. One half unit each of economics and government is strongly recommended.

   Elective **1 Unit**
   A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English;

fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.

Physical Education or ROTC **1 Unit**

2. Acceptable official scores on the SAT (Evidence-Based Reading & Writing and Math), ACT, ISAT, or Residual ACT. (Optional)

3. Proper completion of all application materials.

NOTE: First-time freshmen who are missing one required high school course, provided it is not in English, may be admitted to the University. Students who are deficient in a foreign language will be required to take a foreign language course during their first year at FMU. Students missing more than one required course will not be admitted.

ADMISSION APPEALS

Students who are deferred or denied admission to the University may appeal the decision to the Admissions, Advising, and Retention Committee. To make an appeal, the applicant should prepare a typed letter addressed to the attention of the Director of Admissions. The letter should explain why reconsideration of the admissions decision is warranted and should clearly describe any extenuating circumstances that will help the committee determine the applicant's suitability for admission. The committee meets several times each semester.

TRANSFER STUDENTS

Transfer applicants must submit an application, the required application fee, and have official transcripts sent from high school as well as each college attended. A 2.0 cumulative college grade point average is required for applicants who have earned at least 22 hours of college-transferable work. For applicants with less than 22 hours of college-transferable work, a 2.7 cumulative high school grade point average is required.

From Other Postsecondary Institutions
Students must be eligible for readmission to the institutions they last attended. Students with unsatisfactory academic records or conduct at other institutions are considered only if there are extenuating circumstances and/or time intervals (such as military or work experience) that would give clear evidence to the Admissions Office that admission is warranted. Students who wish to appeal to the committee should submit a request in writing to the Director of Admissions. The committee meets several times each semester.

The maximum amount of credit acceptable upon transfer is 70 semester hours from institutions accredited as junior colleges or two-year institutions. Transfer students are reminded of FMU's residence requirements, which stipulate that at least the last 30 semester hours of course credits must be taken in residence at FMU within five calendar years preceding the date the degree is granted. Also see residence requirements for students pursuing a Bachelor of Business Administration degree.

Transfer Students Who Previously Attended FMU
Former FMU students who transfer to another institution while eligible to continue at FMU may return to FMU provided that they earned a 2.0 grade point average on all college-transferable work since leaving FMU. They must complete an application for admission as a readmit.

Associate of Arts or Associate of Science Transfer Policy
Students who earn an Associate of Arts or an Associate of Science degree from a regionally or nationally accredited college or university are eligible to transfer directly from the degree granting institution to FMU.

INTERNATIONAL STUDENTS

International students must be proficient in English and academically proficient in their own countries before they are accepted to FMU. The course of study must include course selections from English, history, mathematics, and science, and the application must include appropriate test scores. International students should attain the educational equivalent of an American high school diploma to be considered for admission to FMU. Further information about these requirements can be obtained from the educational system in the applicant's own country or from the Office of Admissions at FMU.

INTERNATIONAL STUDENT ACCEPTANCE DEADLINES
All international degree-seeking students must be accepted to FMU by:
July 1 to begin classes in the **Fall Semester.**
November 1 to begin classes in the **Spring Semester.**
April 1 to begin classes in the **Late Spring** and **Summer Semesters**.

Students are encouraged to apply to the University as early as possible to allow ample time to complete the application before these deadlines.

The following steps must be completed in order for international students to be considered for admission to FMU:

1. **Application Form** – The student must submit a completed Application for Admission. The application form must be accompanied by a nonrefundable application fee.

2. **Financial Certification** – An applicant must provide proof of his or her ability to have expenses covered for completing the degree. This support can come from the applicant's family or sponsor. The cost of attendance changes annually. Please call the Admissions Office or check the website for current information. This sum includes tuition, room, food, books, and miscellaneous expenses. The University requires an official statement from a bank, employer or sponsor or some other official affidavit of support. Financial certification must be sent to the University as a part of the admissions process. The University has a Certificate of Financial Support form that must be used. Original signed copies should be submitted to the Admissions Office.

3. **School Records** – An applicant should request a transcript or certificate of satisfactory study from each institution attended. Examples of this include "A" or "O" levels, baccalaureate, bachillerato, Reifezeufgnis, or other school certificates. These records should include an English translation of the subjects studied, grades received in those subjects, and degrees, diplomas, or certificates earned. An explanation of the school's grading system should accompany the transcripts. To be considered official documents, all transcripts must come directly to FMU from the educational institution attended. No facsimiles will be accepted. Student who have completed university work from institutions located outside the U.S. must have those transcripts certified by either the World Education Services (WES) or by International Education Consultants (Josef Silny and Associates). More information is available at www.wes.org and www.jsilny.org.

4. **Test of English as a Foreign Language (TOEFL) and IELTS** – The TOEFL is required of all international students except those whose native language is English. An acceptable TOEFL score of at least a 500 (173 on the computerized version or 61 on Internet version) is required. Appropriate scores on the IELTS (International English Language Testing System) may be used in lieu of the TOEFL.

   Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541-6161, USA.

In some instances students who are transferring from other postsecondary educational institutions in the United States may be accepted for admission to FMU without TOEFL scores. This could occur if the student has a high verbal score on the SAT and/or acceptable grades on freshman English courses at the institution from which the student is transferring.

International students, entering FMU as degree seeking or as exchange students, receive support and guidance regarding immigration documentation, curricular and optional practical training and general counseling from the international programs office. You can reach them at 843-661-1647.

TRANSIENT STUDENTS

Admission to undergraduate courses for one semester or summer session may be granted to students from other colleges and universities whose courses of study have been approved by their academic deans or registrars. Transient students must complete an undergraduate Application for Admission, and transient permission from the student's home institution must be received in writing by the FMU Office of Admissions prior to enrolling.

HIGH SCHOOL STUDENTS

High school students who want to take one or more FMU courses must:

- Attend a high school that partners with FMU
- Submit an Application for Admission
- Have scores of at least 900 on the SAT (Evidence-Based Reading & Writing and Math) or 90 (Evidence-Based Reading & Writing and Math) on the PSAT, composite scores of at least 19 on the ACT, or place into specific courses with appropriate FMU placement test scores.
- Submit a recommendation from high school counselor along with an official high school transcript.

TEACHER CADETS

Teacher Cadets must attend a high school that partners with FMU for the Teacher Cadet program, and submit an Application for Admission, along with a recommendation from the high school that is based on the Center for Education Recruitment, Retention, and Advancement (CERRA) criteria for eligibility in the Teacher Cadet Program. Admission will be for EDUC 190 and 192 only. The application fee will be waived.

HONOR STUDENTS

FMU Honors is a community of gifted and like-minded students who have prepared themselves for an enhanced undergraduate experience. Members have access to a specialized curriculum, social, travel, and service opportunities. FMU Honors gives gifted students in all majors the opportunity to work with faculty in small and stimulating classes and to engage in interdisciplinary study that synthesizes knowledge from different disciplines. Participants in FMU Honors are encouraged to take an active role in the learning process and to be active learners, critical thinkers, and contributing members of today's global society.

Along the way, we take fall trips to New York, Washington, D.C., or Philadelphia, go to renaissance festivals, throw parties, play games like Frisbee golf or putt-putt, and see plays and movies together. We also undertake community service projects for our campus community and the greater Florence community. Members are prioritized for first day registration, study-abroad opportunities, internships, and community service opportunities. Members are also eligible to live in special Honors Housing if they intend to stay on campus. Subsequently, at commencement, if they have completed the requisite Honors courses, they receive a medallion and a degree signifying they have graduated "With University Honors."

First semester freshmen, transfer, or newly accepted Honors students must achieve a GPA of 3.0 for that first semester to remain in Honors; after that, students must maintain a total GPA of 3.25 each subsequent semester.

Membership in FMU Honors is established by application. To be eligible to apply, first semester freshmen must have attained a minimum score of 1100 on the SAT (Evidenced-Based Reading & Writing and Math), a minimum composite score of 20 on the ACT, or have distinguished themselves in some other way as deserving of Honors admission.

Applicants are asked to compose and submit an essay along with their application to FMU Honors. Please find that at https://www.fmarion.edu/honors/apply/.

FORMER FMU STUDENTS

Students who have not attended continuously one or more semesters (fall or spring) and have not attended another postsecondary institution since leaving FMU must reapply by submitting an Application for Admission. https://www.fmarion.edu/admissions/applynow/.

ADULT STUDENT WITH NO PRIOR COLLEGE COURSEWORK (DEGREE SEEKING)

Students who are at least 21 years old and who have not attempted any prior college coursework, regardless of the length of time they have been out of high school, are eligible for consideration under the Adult Student Admission Policy.

Veterans under 21 years old who have served on active duty at least one year are also eligible for consideration under the Adult Student Admission Policy.

Students applying to FMU under this policy must have a high school diploma or equivalent. If an adult student has prior college coursework, then the transfer student admission requirements must be met. See "Transfer Student" in this section.

Adult students with no prior college coursework must submit the following:

1. Completed application
2. Proof of high school diploma or its equivalent
3. Official transcripts from high school(s) attended
4. Pay the nonrefundable application fee

Prior to enrollment, students admitted as adult students will take placement tests in English and mathematics for accurate placement in these areas. Adult students may receive academic credit for life experience by CLEP or foreign language examinations.

HOME-SCHOOLED STUDENTS

FMU recognizes home schooling as an alternative to traditional high school. Home-schooled students are required to meet regular standards for admission. In order for college preparatory work to be considered, home schools in South Carolina must be recognized by one of the state's Home School Supervisory Associations. Home-schooled applicants from out of state will be reviewed on a case-by-case basis and should document home-school affiliations from their home state.

NON-DEGREE SEEKING STUDENTS

In order to apply for status as a non-degree seeking student, the applicant must submit an application and proof of high school graduation or its equivalent. Non-degree seeking students wishing to change their enrollment status to degree-seeking must meet University admission requirements.

No more than 30 semester hours earned as a non-degree seeking student may be applied toward a degree.

Applicants who are veterans must meet applicable University admission requirements. Veterans who have served on active duty may be eligible for consideration under the Adult Student Admission Policy, found on page 25.

SENIOR CITIZENS

South Carolina law authorizes state-supported colleges and universities to permit legal residents of South Carolina who are 60 years of age or older, providing such persons do not receive compensation as full-time employees, to attend classes for credit or non-credit on a space available basis without the required payment of general University fees. While the application fee and general University fees are waived for these persons, all other fees must be paid.

ORIENTATION

FMU recognizes that the choice to attend college is one of the most important decisions a person can make. The University also recognizes that this decision has an impact upon a student's entire family. In response to this unique time in the life of a student and his/her family, parents and/or guardians are encouraged to attend FMU's Orientation Program with their students. Each program includes information regarding academic advising and registration. Students and their families have an opportunity to meet with faculty, staff, and students during this orientation. Information sessions are also provided to assist students as they prepare for the transition from high school to college. The Orientation Program is required for all new freshman and transfer students. The cost of the Orientation Program is covered by the Enrollment fee.

FINANCIAL INFORMATION

EXPENSES

The expenses involved in attending Francis Marion University include basic fees and certain other University fees as listed on the website at the following link: www.fmarion.edu/about/fees. Students living on campus will also pay housing and dining costs depending upon options chosen. Students should also take into consideration costs for books and supplies as well as the cost of clothing, snacks, recreation, laundry, transportation, etc., in planning their expenses for each semester.

FMU reserves the right, with the approval of proper authorities, to make changes in tuition and fees at any time. All fees are due and payable on the date they are incurred or the due date specified.

LEGAL RESIDENT DEFINED

Charges for tuition and fees depend upon the student's status as a resident or non-resident of South Carolina. A non-resident pays a higher rate of tuition and fees than a legal resident of South Carolina.

For fee purposes, the State's Code of Laws defines South Carolina residents as independent persons who reside in and have been domiciled in South Carolina for a period of no less than 12 months with the intention of making a permanent home therein. Those who meet these criteria and/or their dependents may be considered eligible to pay general university fees at state-supported higher education institutions at in-state rates.

Eligibility begins with the next academic semester after expiration of the required 12 months.

Exceptions to the 12-month requirement may be made for independent persons and their dependents who locate in South Carolina for full-time employment and for military personnel and their dependents. A student who believes he/she meets the state's criteria should contact the Admissions Office at least two weeks prior to registration.

FINANCIAL CERTIFICATION FOR INTERNATIONAL STUDENTS

An international student applicant must provide proof of his or her ability to pay expenses. This support can come from the applicant's family or sponsor. The cost of attendance changes annually. Please call the Admissions Office or check the website for current information. This sum includes tuition, room, food, books, and miscellaneous expenses. The University requires an official statement from a bank, employer, sponsor or some other official affidavit of support. Financial certification must be sent to the University before an I-20 can be sent to the student. Financial certification should come directly from the source. No facsimiles will be accepted.

PAYMENT SCHEDULE

To complete registration and/or to maintain housing reservations, students must pay any balance due, receive sufficient financial assistance, or provide a combination by the following dates:

	Fall 2026	Spring 2027
Pre-registered students completing registration and mail-in payments	by Aug. 17, 2026	by Dec. 14, 2026
Housing students	by Aug. 17, 2026	by Dec. 14, 2026

All checks and money orders should be made payable to Francis Marion University. Visa, Discover, American Express, and MasterCard may be used. The University will impose a check return fee of $30 for a check drawn on a financial institution and returned.

All required fees must be paid on or before the specified date of enrollment or the student's enrollment may be canceled. A student who fails to resolve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations are due and payable may not be permitted to register for classes.

Francis Marion University uses electronic means (such as email and the Internet) as a method of communication and of providing billing, payment, and enrollment services. Signatures or acknowledgments provided by the student electronically to FMU via FMU's systems and/or @fmarion.edu email are valid and legally binding. Additionally, by accepting Francis Marion University's offer of admission and enrolling in classes, each student accepts responsibility for paying all debts to the University, including tuition and fees, for which he or she is liable. An individual's registration as a FMU student constitutes his or her agreement to make timely payment of all amounts due.

A payment plan is available for eligible students during the Fall and Spring Terms.. To sign up for a payment plan login to your Patriot Portal.

Log into Patriot Portal:

- Click on "Swampfox Self Service"
- Click on the three bars in the top left of the page
- Click on "Financial Information"
- Click on "Student Finance"
- Click on "Make a Payment"
- Click on "Continue to Payment Center"
- Click on "Enroll in Payment Plan"

Payment plan note: A Francis Marion University student whose semester fees are $500.00 or more is eligible for the Semester Payment Program. Charges may include general university and housing fees. Optional fees including the FMU Debit Card, car decals, and meal plans cannot be calculated into the payment plan. All previous debts to the University must be paid in order to be eligible. **Fees are subject to change.

FINANCIAL STATEMENT

It's imperative that you understand that the University is advancing value to you in the form of educational services and that your right to register for class(es) is expressly conditioned upon your agreement to pay institutional cost including, but not limited to, tuition fees, housing, meals, and any additional costs incurred by you.

You have agreed that should you fail to pay any balances due (by the required due date), your right to register for classes and other services will be withheld in accordance with FMU policy until you pay all past due balances. Any delinquent debts may/will be reported to a credit bureau, referred to collection agencies, and reported to the Department of Revenue; such reporting may negatively impact your ability to obtain credit.

You will pay Francis Marion University or agencies acting on behalf of the University the collection fee, which may be up to a maximum of 33.3333% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in such collection efforts.

You are authorizing the University and any respective agents or contractors to utilize all contact information you have provided the University, including, but not limited to cellphone numbers, landlines, email addresses, other wireless devices using automated telephone dialing equipment or artificial or pre-coded voice or text messages, and all mailing addresses to contact you.

If you register for classes and never attend or if you stop attending classes during a semester, it is your responsibility to officially withdraw from the University. Withdrawing prior to the 60% point in a semester (term) may result in a balance owed to the University from the reduction of federal aid.

REFUNDS

Required Student Fees - Semester fees are refundable for full-time and part-time students according to the following schedule:

When a student leaves the University before the end of the semester, voluntarily or through dismissal, University tuition and fees are reduced based on the percentage below. All students receiving financial aid are governed by a federally mandated pro rata refund policy. An adjustment percentage does not guarantee a refund.

Complete Withdrawal from the University

100% Withdrawal through late registration

90% Withdrawal between the end of the 100 percent refund period and the end of the first 10 percent of the term

50% Withdrawal between the end of the 90 percent refund period and the end of the first 25 percent of the term

25% Withdrawal between the end of the 50 percent refund period and the end of the first 50 percent of the term

An administrative fee of $100 will be withheld from the refund after the 100 percent refund period.

A special refund schedule for summer school is outlined in the Summer Schedule in early spring.

Refunds are computed from the date of official withdrawal from the University. No refunds are made for full-time students dropping courses and not withdrawing from the University, unless by dropping courses a student's enrollment status drops below 10 hours. Fees are refundable for part-time students officially dropping courses without withdrawing from the University according to the following schedule:

Changes in Enrollment Status

(Below 10 hours. Calculated based on credit hours)

100% Withdrawal through late registration

50% Within 14 calendar days of the University's official first day of classes

Certain fees are non-refundable and are so noted. No refunds are allowed because of irregularity in attendance of classes. Refunds are held pending the settlement in full of all outstanding and current obligations payable to the University. Circumstances may warrant the assessment of a reinstatement fee for the purpose of academic reinstatement.

Appeal Process – An appeal process exists for students or parents who believe that individual circumstances warrant exceptions from published policy. Appeals must be submitted in writing to the University's Withdrawal Appeals Committee. Address appeals to the Withdrawal Appeals Committee, Office of the Registrar, Francis Marion University, PO Box 100547, Florence, SC 29502-0547.

Refund Request – All requests for refunds must be made during the academic year for which fees were paid. The academic year begins with the Summer II term and ends with the Summer I term.

Financial Impact of Complete Withdrawal – Students who receive Title IV Funds (Federal Pell Grant, Federal SEOG, Unsubsidized or Subsidized Direct Loans) and withdraw completely from the University are subject to the Return of Title IV Funds regulation. Students with funds from any of these programs "earn" their financial aid dollars while enrolled. If a student withdraws prior to completing 60 percent of a term, a pro-rated portion of the federal financial dollars must be considered "unearned" and returned to federal programs. Unearned financial aid dollars which have to be returned to the federal aid programs could cause students to owe the University a significant amount upon withdrawal.

In addition to the amount of federal aid that FMU must return, students who received financial aid for other educational costs including off-campus living expenses, may be required to repay a portion of those funds to the federal programs. Failure to return aid due to the federal aid programs will result in loss of eligibility for future federal financial aid assistance.

Federal aid funds to be returned are distributed to the programs in the following order: Unsubsidized Direct Loan, Subsidized Direct Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG, and other Title IV programs.

Institutional Refund Distribution - The Financial Assistance Office returns funds according to the Return of Title IV Funds regulations. Once Title IV programs have been satisfied, the remainder of the return of funds is distributed as follows: Institutional Scholarships, Institutional Waivers, SC Need-Based Grant, Enhancement Scholarship, LIFE Scholarship, HOPE Scholarship, Palmetto Fellows Scholarship, and student.

Housing and Dining – The Housing and Dining Refund Policy is separate and apart from the Academic Refund Policy and follows different procedures than the Academic Refund Policy due to the unique business of providing food and housing services to students.

Students who withdraw from on-campus housing during the period between the authorized move-in date through 14 calendar days into the fall and spring semesters will receive a 90% refund of the housing fee, less the $173 housing application reservation fees. The 90% refund period begins on the authorized move-in date and continues through 14 calendar days into the fall and spring semester. During this period, students with a mandatory meal plan who withdraw from the residence halls or move from the residence halls to the apartments will receive a 90% refund of the meal plan assessment. All other students who wish to change or withdraw from a voluntary meal plan during this period may request a refund by completing and submitting the Dining Services Refund Request form (available at the Housing Office). This policy does not apply to any declining balance accounts.

After the 90% refund period, there is no guaranteed refund of housing and meal plan fees. However, appeals will be considered for situations such as activation for military service or uniquely extenuating circumstances that occur during the term of the contract. Appeals must be made within the academic semester that the appeal is based upon and should be submitted as soon as possible after the change of status occurs. The decision of the Appeals Refund Committee is final.

All appeals require completion of the Housing and/or Dining Refunds - Appeal Form which must be submitted to the Director of Housing and/or the Director of Dining Services who will forward the request to the Housing and Dining Refund Committee. Students will be notified in writing of the committee's decision. The decision of the Housing and Dining Refund Committee is final.

A refund of funds placed on the FMU ID Card (debit account) may only be requested upon graduation or official withdrawal from the University. Requests should be submitted to the Cashiers Office, Stokes Administration, Room 103. See the FMU ID Card Holder Agreement at www.fmarion.edu/accounting/students/ for more information on the terms and use of the FMU ID card as a debit card.

Refund checks are held in the Cashier's Office for 10 days and then are forwarded to the student's address on file with the university.

TUITION WAIVED FOR SENIOR CITIZENS

Under South Carolina law, state-supported colleges and universities may allow legal residents of the state who are 60 years of age or older to enroll in classes—either for credit or non-credit—on a space-available basis without paying general University fees. Although tuition and the application fee are waived for these individuals, they are still responsible for paying all other required fees.

FINANCIAL ASSISTANCE

It is recognized that the costs of higher education are a significant addition to one's budget. The mission of the Financial Assistance Office is to provide access and retention opportunities for students choosing to pursue a course of study at FMU. This is met by (1) providing information services to prospective students and their families, (2) assisting students and their families in the financial assistance application process, (3) determining eligibility for assistance and making financial assistance awards, and (4) facilitating the timely delivery of financial assistance proceeds to students.

Student financial assistance programs are administered according to a nationally accepted policy that the student and his or her parents are responsible for the student's educational expenses. Therefore, eligibility for financial assistance will be based on a comparison of educational expenses for the period of attendance and what the student's family can reasonably be expected to contribute as determined by the FAFSA (Free Application for Federal Student Aid).

General program descriptions and application information follow. More detailed information is available by visiting our website by going to "Financial Assistance" at www.fmarion.edu.

HOW TO APPLY FOR FINANCIAL ASSISTANCE

Students do not have to wait for an acceptance decision from the Office of Admissions to begin the financial assistance application process. Students should begin the financial assistance application process as early as possible.

1. A student must complete and file the Free Application for Federal Student Aid (FAFSA) as early as possible. Typically the FAFSA becomes available on October 1st. A new FAFSA or renewal FAFSA must be completed for each academic year. A FAFSA is required for most types of financial assistance. The FAFSA is on the web at www.studentaid.gov. Francis Marion University must be designated as a school to which the student wants results sent by placing code 009226 on the FAFSA. Priority processing will be given to students who file a FAFSA prior to February 1 and complete his/her FA file by March 1.
2. New freshmen students who wish to be considered for scholarships should view the scholarship link under the Admissions tab at www.fmarion.edu.

   Continuing students who wish to apply for institutional donor scholarships should submit the FMU scholarship application to the Office of Financial Assistance by March 31. Students interested in institutional scholarships are also encouraged to file a FAFSA. For scholarship purposes, a FAFSA is used to determine eligibility for need-based scholarships. The application can be completed from August - March 31 on the Financial Assistance web page at www.fmarion.edu.
3. After the student files a FAFSA, the federal processing center will generate a FAFSA Submission Summary. This summary will be available on studentaid.gov once your FAFSA is processed. Also, if FMU was listed on the FAFSA, the University will receive the same data electronically from the U.S. Department of Education. Requests for additional information will be sent to the student via his/her FMU gmail account and Patriot Portal. Once all requirements are met and the student's file is complete, an offer of financial assistance will be made.

AWARD CRITERIA

Financial Assistance awards are based on the following requirements; non-compliance with these requirements may significantly alter or eliminate eligibility for assistance.

- Final acceptance by the University into an eligible program.
- Full-time enrollment. Financial assistance may be available at reduced levels to those enrolled less than full-time.
- The applicant is not in default on any federal student loan.
- The applicant does not owe a repayment on any Federal Pell or Federal SEOG grant.
- Maintaining Satisfactory Academic Progress as defined by the University for financial assistance purposes. See "Satisfactory Academic Progress Policy" later in this chapter.

ENROLLMENT REQUIREMENTS

For financial assistance purposes, an undergraduate or graduate student must generally be enrolled in a degree program at least half-time (six credit hours for undergraduates, three credit hours for graduate students). Some programs are limited to students who are full-time (12 or more undergraduate credit hours in a fall or spring semester or six or more graduate credit hours). Please check individual program descriptions for enrollment requirements.

FINANCIAL ASSISTANCE PROGRAMS

The University offers a comprehensive program of student financial assistance in the form of scholarships, grants, loans, and part-time employment to assist both undergraduate and graduate students in meeting educational expenses. FMU administers financial aid without regard to race, color, national origin, religion, sex, sexual orientation, age, or disability.

INSTITUTIONAL ACADEMIC MERIT SCHOLARSHIPS

Scholarships are made available in varying amounts to students through the generosity and outstanding commitment of businesses, organizations, and individuals, including the Francis Marion University Foundation.

Some institutional academic scholarships are renewable provided the student earns 30 semester hours a year and a cumulative grade point average of 3.0 or higher.

Academic Distinction Scholarships – These awards are granted to first-year students ranging from $1,000 to $4,000 a year. The most competitive students have a minimum of 3.0 grade point average, top 40% class rank or 1100 combined SAT Evidence-Based Reading & Writing and Math or 22 ACT Composite. Students must be accepted to the University to be considered for merit-based awards.

Robert E. McNair Scholarships – The McNair Scholarship is awarded to two or four students in each first-year class. The scholarship guarantees a student a full grant award to include tuition, room, and board. Students must complete service learning and a study abroad experience while enrolled. First-year students will apply online and must apply for the McNair Scholarship by December 1st. To be eligible for consideration, students should have a minimum of 3.0 grade point average and be in the top 30% of their graduating class. Essays and letters of recommendations are required in the application. Finalists are selected, and invited to participate in an on-campus interview. Notification to award recipients is made available by mid February.

Darla Moore Scholarships – The Darla Moore Scholarship is funded by a generous $5 million gift from the Darla Moore Foundation and its founder, renowned entrepreneur and philanthropist Darla Moore of Lake City, SC. The scholarship covers tuition, housing, and a meal plan. This scholarship is available for incoming freshmen with demonstrated financial need. Students must be full-time and South Carolin residents.

Phi Theta Kappa Scholarships – Phi Theta Kappa Scholarships are awarded on a limited basis to members of the Phi Theta Kappa Honor Society who transfer to FMU. Students must have at least a 3.25 cumulative grade point average from the two-year institution where they are members of Phi Theta Kappa.

STATE SCHOLARSHIPS

Other scholarship opportunities that students should consider include:

S.C. HOPE Scholarship – The South Carolina HOPE Scholarship, established under the South Carolina Education Lottery Act, was approved by the General Assembly during the 2001 legislative session and signed into law on June 13, 2001. Act 356 authorizes funding for scholarships in the amount of $2,800 per year to eligible students attending four-year public and independent institutions in South Carolina. The purpose of the S.C. HOPE Scholarship program is to provide funding to students who graduate from high school with a 3.0 cumulative grade point average but are not eligible to receive the LIFE or Palmetto Fellows scholarships. Act 356 authorizes the Commission on Higher Education to promulgate regulation for administration of the S.C. HOPE Scholarship program. There is no application for the S.C. HOPE Scholarship. All students who are accepted to the University will be automatically considered.

S.C. LIFE Scholarships – The South Carolina General Assembly passed legislation authorizing the creation of the Legislative Incentives for Future Excellence (LIFE) Scholarships in June 1998. This scholarship is valued at $5,000 per year and is available to qualified S.C. residents who have two of the following three at high school graduation: 1100 on the SAT (critical reading/math), 22 ACT (24 ACT if graduated high school prior to 2023), a 3.0 grade point average, and/or are in the top 30 percent of high school class. LIFE Scholarships are renewable as long as a student maintains a 3.0 LIFE grade point average and earns an average of 30 non-remedial hours per academic year. There is no application for the LIFE Scholarship. All students who are accepted for admission to the University will be automatically considered. Students cannot receive both the LIFE Scholarship and the Palmetto Fellows Scholarship. For more information refer to the CHE website at www.che.sc.gov.

Palmetto Fellows Scholarship – Palmetto Fellows Scholarships are awarded to South Carolina high school students with exemplary academic credentials. The competition for these awards begins when students take the PSAT in their junior year of high school. The South Carolina Commission on Higher Education selects Palmetto Fellows based on criteria that include class rank, extracurricular activities, leadership ability, and school recommendations. Palmetto Fellows receive up to a $6,700 (increases to $7,500 after first year) per year scholarship from the state, for up to four years of undergraduate study if the student adheres to the provisions of the Palmetto Fellows program. Application should be made via the high school guidance office.

Enhancement Scholarship – The South Carolina General Assembly has passed legislation for a new scholarship for certain students who are LIFE or Palmetto Fellows recipients majoring in math and science disciplines. For more information, go to our website at www.fmarion.edu/financialassistance/scholarships/. Regulations, eligibility requirements, and award amounts are subject to change based on directives from the Commission on Higher Education (CHE). The Enhancement Scholarship is based upon availability of funds to be appropriated for the program.

Education Enhancement Scholarship – Beginning in Fall 2024, students who are LIFE or Palmetto Fellows recipients, majoring in an approved education or teaching discipline, may qualify for Education Enhancement. Students must sign a contractual agreement to receive the scholarship. Students who accept the enhancement will have a contractual agreement to work in a South Carolina public school for each year they receive the enhancement or repay the enhancement funds if they do not fulfill the work requirement after graduation or discontinue enrollment in an approved program.

The Army National Guard offers a variety of assistance programs including tuition assistance and student loan repayment programs. Contact your local armory for details.

Information concerning Athletic Scholarships may be obtained from the Director of Athletics at 843-661-1240.

GRANTS

Federal Pell Grants are available to students seeking their first undergraduate degree. Eligibility is determined by need analysis. Grant amounts vary according to individual student need. Completion of the FAFSA is required annually for need to be determined.

The South Carolina Need-Based Grant is available to a limited number of South Carolina residents who are seeking their first undergraduate degree and also exhibit financial need according to the FAFSA. Completion of the FAFSA is required annually.

Federal Supplemental Educational Opportunity Grants are available to a limited number of students seeking a first undergraduate degree. Need analysis is used to award these grants to students demonstrating exceptional need. Completion of the FAFSA is required annually. Priority is given to recipients of Pell Grants.

LOANS

The University administers a variety of loan programs including federal and private loans. The Direct Loan programs require student loan entrance interviews and signed master promissory notes before money can be delivered.

Direct Loans (DL) are loans available to students enrolled at least half-time in an eligible program. Repayment begins six months after a student graduates, withdraws, or drops below half-time enrollment. Monthly payments vary according to the amount borrowed.

DLs may be subsidized or unsubsidized. To qualify for a subsidized DL, a student must demonstrate need according to federal guidelines. For any subsidized DL funds a student receives, the federal government pays the interest while the student is in school. Unsubsidized DLs are available to students who do not or only partially qualify for subsidized funds. With unsubsidized DLs, the student is responsible for paying the interest. Interest

accrues immediately, and the student has the option of paying toward the interest while in school or waiting until six months after graduation or withdrawal. The principal payments are still deferred. The accrued interest may be periodically capitalized (added to the loan principal) according to the lender's policy.

	Annual Loan Limits		Aggregate Loan Limits	Lifetime Limits
Type of Borrower	**Legacy**	**New**	**Legacy**	**New**
Freshman Undergraduate-Dependent Direct Loan	$5,500	$5,500	$31,000	$57,500 with a Parent Plus Denial
Sophmore Undergraduate-Dependent Direct Loan	$6,500	$5,500	$31,000	$57,500 with a Parent Plus Denial
Junior Undergraduate-Dependent Direct Loan	$7,500	$7,500	$31,000	$57,500 with a Parent Plus Denial
Senior Undergraduate-Dependent Direct Loan	$7,500	$7,500	$31,000	$57,500 with a Parent Plus Denial
Freshman Undergraduate-Independent Direct Loan	$9,500	$9,500	$57,500	$57,500
Sophmore Undergraduate-Inependent Direct Loan	$10,500	$10,500	$57,500	$57,500
Junior Undergraduate-Independent Direct Loan	$12,500	$12,500	$57,500	$57,500
Senior Undergraduate-Independent Direct Loan	$12,500	$12,500	$57,500	$57,500
Undergraduate-Parent PLUS Loan	Up to Cost of Attendance minus other aid	$20,000	None	$65,000 for each dependent student
Graduate Unsubsidized Direct Loan	$20,500	$20,500	$138,500	$100,000 graduate-level $257,500 (combined, if also borrowed at the professional level)
Graduate PLUS Loan	Up to Cost of Attendance minus other aid	No New Borrowers	None	No New Borrowers
Graduate Professional Unsubsidized Direct Loan	$20,500	$50,000	$138,500	200,000 minus any amount that was received as a graduate student

Federal Parent and Graduate PLUS Loans are non-need-based loans available to the parents of a dependent student and to graduate students if the student is enrolled at least half-time in an eligible program. Repayment generally begins within 60 days of loan disbursement, but may also qualify for deferment. Monthly payments vary according to loan amount borrowed. The maximum yearly borrowing limit is the student's cost of education as determined by FMU minus any other financial assistance.

The South Carolina Teacher Loan/Career Changers is a non-need-based loan in which portions of the loan are canceled in return for teaching in critical geographic and/or subject areas of need as determined by the State Board of Education. For SCTL, freshmen and sophomores may receive up to $2,500 per year; juniors, seniors, and graduate students may receive up to $7,500 per year. For the Career Changers program, students may borrow $15,000 per year. For more information about this loan or to request an application, call the S.C. Student Loan Corporation at 1-800-347-2752 or go online at www.scstudentloan.org.

The BOLD Career Pathways loan is a non-need-based loan for students entering the healthcare industry in which your future employer pays the BOLD loan as long as the agreement is fulfilled. This loan is recommended for students with less than two years left in their program. Only specific programs and employers qualify. For more information about this loan or to determine if you are eligible, call the S.C. Student Loan Corporation at 1-800-347-2752 or go online at www.scstudentloan.org.

WORK-ASSISTANCE PROGRAMS

Several programs are offered that enable students to work part-time in various departments on campus.

A limited number of Graduate Assistantships are available for students enrolled in graduate programs. For more information, contact the appropriate director of graduate studies in business, education, nursing, or psychology.

The Federal Work Study Program is a federal program designed to expand part-time employment opportunities for students, particularly those from low-income families who are in need of the earnings in order to pursue a course of study. The awards made are not grants but maximum amounts a student can earn while working for FMU. Checks are issued semi-monthly. Positions are available to a limited number of students.

Non-Work Study student positions are available to a limited number of students. These students are employed by various administrative offices and academic departments/schools. Positions normally go to students with particular talents or skills that may be useful to the University schools or departments. The intent is to develop further the students' skills, creativity, sense of awareness, and responsibility.

Students interested in on-campus work-assistance programs can view campus job openings on Handshake, the FMU student jobs portal. Students are welcome to contact the Career Center at 843-661-1676 if they have questions about how to apply for jobs, set up their Handshake profile, or upload their resume to Handshake.

TRANSIENT AID

In most cases, financial aid is not available to transient students. Occasionally, however, there are extenuating circumstances which warrant an exception to the policy. To be considered for an exception, contact the Office of Financial Assistance.

SATISFACTORY ACADEMIC PROGRESS

Federal financial assistance programs are authorized under Title IV of the Higher Education Act of 1965 as amended and require the establishment of minimum standards of academic progress toward degree completion that students must meet to maintain eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs.

The Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility applies to all Federal Title IV Student Aid Programs, including some state aid, and to all students seeking or receiving assistance whether aid may have been received previously or not. Aid programs covered by SAP standards include but are not limited to:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- Federal Work-Study
- Direct Loans
- Federal PLUS (Parent or Graduate) Loans
- South Carolina Need-Based Grant

Certain state, institutional, private assistance, and waiver programs also require that students maintain these standards of satisfactory academic progress.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID ELIGIBILITY

Federal financial assistance programs are authorized under Title IV of the Higher Education Act of 1965 as amended and require the establishment of minimum standards of academic progress toward degree completion that students must meet to maintain eligibility for financial aid. While students meeting these standards are generally eligible for aid, some aid programs require higher standards that may preclude the student from qualifying for those programs.

The Satisfactory Academic Progress (SAP) Policy for Financial Aid Eligibility applies to all Federal Title IV Student Aid Programs, including some state aid, and to all students seeking or receiving assistance whether aid may have been received previously or not. Aid programs covered by SAP standards include but are not limited to: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, SC Need-Based Grant, Federal Work-Study, and loans such as Subsidized/Unsubsidized Stafford Direct and PLUS.

MINIMUM STANDARDS FOR ALL STUDENTS

Grade Point Average (GPA) requirement (Qualitative Standard): Students must maintain a 2.0 cumulative GPA during their enrollment at FMU.

SAP Pace Completion (Quantitative Standard): SAP Pace Completion percentage is calculated as total hours earned divided by total hours attempted. The total hours earned or attempted do not include hours attained through AP, IB, CLEP, unaccepted transfer credits, audit, or non-credit courses. However, dual enrollment classes are included and earned and attempted hours. All students must maintain at least 67% SAP Pace Completion.

NOTE:
A few examples of courses that will be included in the attempted hours, but excluded from the hours earned, are:

1. Classes that were withdrawn from after the Drop/Add period.
2. Classes that were marked as incomplete by professors.
3. Classes in which the student receives a failing grade.
4. Classes that the student repeated.

SAP Timeframe Requirement: Students are allotted 150% of the minimum program credit hours required to complete their degree. For example, FMU requires a minimum of 120 hours for most undergraduate degrees; therefore, the SAP policy requires the undergraduate degree to be completed within the maximum time frame of 180 attempted hours (including hours attempted at all institutions). For graduate students, each program has varying minimum program credit hours, and maximum timeframes will therefore vary.

If the student attempts 150% or more of their allotted timeframe for their active program, their financial aid eligibility will be terminated. If a student believes there are extenuating circumstances, they may submit a petition explaining those circumstances. Previous degrees and programs will then be reviewed to determine whether certain credit hours can be excluded from the 150% standard.

TERMINATION OF FINANCIAL ASSISTANCE ELIGIBILITY

The satisfactory academic progress of all students is assessed at the end of the Fall and Spring semesters. All the minimum standard requirements are assessed at the end of both the Fall and Spring semesters.

What if the student does not meet the minimum standards by the end of the Fall semester?
A student not meeting the SAP standards at the end of Fall will receive an email and an updated banner on their Patriot Portal encouraging them to use the Spring semester to improve their SAP standing. If the student is unsure which SAP standard they are not meeting, the Financial Assistance office can help them. Typically, their financial aid eligibility will not be impacted for Spring, but there are a few situations where their aid eligibility for all future federal and certain state aid (including the Spring semester) will be halted.

These situations include:

1. When the Fall semester increases the student's total attempted hours to the maximum level (For example 180 for undergraduates, 54 for education and business graduates, 86 for psychology master's graduates, etc)
2. When the student was approved by petition, they did not meet the Approved Petition stipulations outlined on their Patriot Portal and emailed to them when the petition was originally approved.

What about at the end of the Spring Semester?
If the student does not meet the minimum standards by the end of the Spring semester, their eligibility for future federal and certain state aid will be halted. They will receive an email reminding them of these minimum standards and ways to regain their financial aid eligibility.

REINSTATEMENT OF FINANCIAL AID ELIGIBILITY

Eligibility for financial assistance may be reinstated in one of three ways:

1. **If the student is ineligible due to a SAP Pace Completion of less than 67%:** Improve your SAP Pace Completion percentage to at least 67% by enrolling in and completing courses at FMU with personal funds or

an alternative loan. This can also be improved by taking coursework at another institution that will transfer to FMU.

2. **If the student is ineligible due to a cumulative GPA below 2.0:** Improve their GPA by enrolling in and completing new or repeated courses at FMU with personal funds or an alternative loan. If a student repeats a course to improve their GPA, they must end the course with a higher grade than before.
   NOTE: Transfer credits will not have any impact on a student's GPA.
3. **If the student had unforeseen circumstances:** Submit a Financial Assistance petition form with a letter explaining the circumstances and documentation to support the letter. This petition can be found on the FMU website under Financial Assistance or by contacting the Financial Assistance office.

VETERANS' BENEFITS

The following policies and procedures are of primary concern to veterans, service persons, reservists, and other eligible persons who receive VA Educational Assistance benefits while enrolled at the University. To find out more and apply for benefits visit www.va.gov/education. Dependents who are eligible for VA Educational Benefits, Chapter 35, may also be eligible for the South Carolina Tuition Program for Children of Certain War Veterans tuition waiver. More information may be found at www.scdva.sc.gov/education.

Enrollment Certification – Certification for benefits by the Francis Marion University School Certifying Official (SCO) is necessary in order for eligible veterans, service persons, reservists, and dependents to receive educational assistance benefits from the Veterans Administration. All necessary forms for application and procedures for enrollment certification may be obtained from the University's SCO. Each student's request will be handled individually according to the type of VA Education Assistance Program for which the student is eligible and the student's enrollment status at the University. The SCO is located in the Office of the Registrar, Stokes Administration Building, 843-661-1174.

Generally, eligible VA students must have completed formal University admission requirements and must be fully admitted into a degree program before they request certification for VA benefits. Students should contact the University's SCO in the Office of the Registrar for specific information about requesting VA benefits for their course enrollment. The Veterans Administration will make the final decision regarding approval of benefits for students in special admissions categories.

It is the responsibility of the student to contact the FMU SCO to schedule an initial meeting when starting VA Educational Benefits at FMU. At this meeting, the student will need to bring the official Certificate of Eligibility (COE) from the Department of Veterans Affairs.

To ensure receipt of benefits, eligible VA students must submit a Request for Certification of Educational Benefits for each academic term. This form signifies an intention to register for classes and supplies the number of credit hours for which they will enroll. After the certification request has been submitted to the FMU SCO, it is then submitted to the Veterans Administration Regional Office for processing.

All students receiving VA Educational Assistance benefits from the Veterans Administration are responsible for immediately notifying the University's SCO of any changes in their degree program and/or their credit hour load during a semester, to include changing degree program or major, dropping or adding a course, withdrawing from school, or auditing a course. The VA will not allow payment for courses not computed in a student's grade point average or not counted toward graduation requirements for a student's degree program.

VA PENDING PAYMENT COMPLIANCE
In accordance with Title 38 US Code 3679(e), Francis Marion University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Francis Marion University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Further information regarding compliance assurance may be found at www.fmarion.edu/veterans.

G.I.I. Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Military Service Members
Students receiving Tuition Assistance (TA) from their Military Service, such as (but not limited to) FTA and CAP, are required to receive the approval from their Educational Services Officer (ESO) or Military Services counselor before they are allowed to enroll in courses. Refunds for unearned TA funds follow the same refund schedules as the University.

The FMU withdrawal and readmission policies for military service members may be found in the "Academic Standing" section of this Catalog.

INSTITUTIONAL SCHOLARSHIPS

FMU expresses its sincere appreciation to all of the individuals, businesses, and organizations that have contributed to the University including the Francis Marion University Foundation, the FMU Annual Fund, and the Swamp Fox Club. Through their generosity, FMU students receive needed scholarships and financial assistance in varying amounts.

Unless otherwise noted, full-time enrollment is required and the awards are not renewable. For continuing students, a scholarship application must be submitted each year by March 31 to the Office of Financial Assistance. Current awarded or established scholarships are found below.

The ACS Technologies Scholarship was established in April 2015 to support students who are pursuing a degree in computer science at FMU.

The Ann Burch Aiken Scholarship was established in January 2009 by the Aiken Foundation to honor a lifelong resident, community leader, and volunteer to pay tribute to her contributions to family and the community, and benefiting a student from the Pee Dee.

The J. Boone Aiken Scholarship was established in 1971 by J. Boone Aiken, longtime community leader of Florence as an award made to an incoming freshman on the basis of scholarship, character, need, and school or community service.

The J. Boone Aiken Business Administration Scholarship was established in December 1981 by the Aiken Foundation in memory of J. Boone Aiken, a Florence business and community leader who was Chairman of the Guaranty Bank & Trust Co. from 1950 until his death in 1978, as an award made annually to deserving FMU students majoring in business administration or economics.

The J. Boone Aiken Citizenship Scholarship was established in September 1976 by J. Boone Aiken as an award made to a student who demonstrates those unusual qualities of life which promote the best interest of humanity.

The Pearle E. Aiken Memorial Scholarship was established in May 1974 in memory of Pearl Aiken by the Magnolia Garden Club and J. Boone Aiken Sr. as an award made to deserving students in need of assistance to complete their education.

The Allen Mathematics Scholarship was established in October 2008 to perpetuate the legacy of Dr. Roger "Bucky" Allen after 35 years of service to FMU as a faculty member and department chair and benefits a student from South Carolina majoring in Mathematics.

The Altrusa Club of Florence Scholarship was established in June 1974 by the Altrusa Club of Florence as grants awarded to selected students of Florence District 1 on the basis of scholastic achievement and need.

The Assurant Specialty Property Scholarship was established to recognize and assist an outstanding student who is a dependent of an employee of Assurant Specialty Property in Florence, SC and is majoring in business and is a resident of a Pee Dee county. Assurant is a premier provider of specialized insurance products focused on providing a variety of affordable plan choices to consumers.

The Bishop Bonar Anderson Memorial Scholarship was established in May 1982 by Mrs. Sandra Levy and Mrs. Bebe Anderson Hennessy in memory of their father as an award made annually to an FMU student majoring in business administration with concentration in finance or accounting.

The Ralph King Anderson III Scholarship was established in April 1984 by Judge Ralph King Anderson Jr. as an award made to assist a qualified paraplegic or a qualified quadriplegic at FMU.

The Teresa C. Anderson Scholarship was established in July 2000 by Teresa Anderson, an FMU graduate, as an annual scholarship awarded to a graduate of Wilson High School who does not qualify for the state's LIFE or HOPE Scholarship.

The Nicki A. Ard Endowed Scholarship was established in September 2006 by her brothers, Ken and Sammy Ard, to honor her memory. This scholarship pays tribute to Nicki and all that she overcame and accomplished. Although physically challenged and confined to a wheelchair, she ministered to others through her music and messages of hope and inspiration. This scholarship is designated for a graduate of Hannah-Pamplico High School.

AT&T Fine Arts Scholarship Fund was established October 2009 in honor of Dr. Fred Carter and to recognize the FMU Performing Arts Center and its impact on the Pee Dee region and is an award to a student with financial need and who is a resident of South Carolina, preferably the Pee Dee region, with a major in performing arts.

The Hartwell M. Ayer and Cornelia W. Ayer Scholarship was established in August 1996 with a bequest from Col. Cornelia W. Ayer as awards made to deserving students.

The Alice Coleman Baker Scholarship was established in October 2007 by her family and friends in honor of her 30 years of service to FMU as director and assistant vice president of human resources as an endowed scholarship with first preference given to a member of John Calvin Presbyterian Church. Consideration is also given to students majoring in business administration and residents of the Pee Dee.

The Dr. John W. Baker Fine Arts Memorial Scholarship was established in September 1986 by family and friends of Dr. Baker who served as the first Vice President for Academic Affairs at FMU and is an award made to a junior or senior on the basis of outstanding work in music or art.

The Bank of America/Benjamin W. (Chip) Ingram Memorial Scholarship was established by NationsBank in November 1993 in memory of Benjamin W. (Chip) Ingram III and is an award made to a student enrolled in the business program at FMU.

The Doris K. Banks Memorial Scholarship was established in January 1986 by her family and her friends as an award to a qualified graduate of West Florence High School who has been accepted at FMU.

The Elizabeth Barnes Memorial Nursing Scholarship was established in August 1999 by the Drs. Bruce and Lee Foundation in memory of Elizabeth Barnes for her dedication to the nursing profession. The endowed scholarship recipient must be a nursing student from Florence, Darlington, Dillon, Marion, Williamsburg, Clarendon, or Marlboro counties.

The Bahij Joseph "B.J." Baroody Scholarship was established in December 2005 by Charles Schofield, James Schofield, and Marshall Schofield in memory of Mr. Baroody who was a founder and guest lecturer at USC-Florence, now FMU, and is designated for a student with financial need enrolled in the nursing program and who is a resident of South Carolina.

The Flora M. Barringer Scholarship was established in August 1988 by the Flora M. Barringer Foundation as an award made to a junior or senior majoring in business or economics maintaining a grade point average of 3.0.

The Martin C. Barringer Scholarship was established in March 1991 by Davis National Bank and Martin C. Barringer who served on the bank's board for many years as director and chairman and is an award made to a resident of Marion County (first preference) or the Pee Dee or Grand Strand area, who is majoring in business administration.

The William R. Barringer Scholarship was established in August 1988 by the Flora M. Barringer Foundation as an award made to a junior or senior majoring in business or economics and is maintaining a grade point average of 3.0 or better.

The E.J. Bartol Memorial Scholarship was established in January 1993 by his son, Larry J. Bartol, as an award made to a deserving student whose parent is an alumnus of FMU.

The H. Philip Baugh Scholarship was established by Philip Baugh in memory of his father H. Phillip Baugh. This scholarship is awarded to a student who is a member of a Presbyterian Church in the Pee Dee Area, with a focus on a congregation located in a rural community. If no such candidate, the recipient must be a resident of the Pee Dee.

The Elizabeth S. Beasley Scholarship was established in March 2012 through an estate gift. The scholarship is designated for students with financial need.

The Lewis E. Beasley Americanism Scholarship was established in 1977 by Senator Strom Thurmond, advisor to the John P. Gaty Charitable Trust as a scholarship based on the competitive excellence of a student paper showing a strong advocacy of the private free enterprise system and the form of government provided by the U.S. Constitution.

The Thomas L. Beaty Sr. Memorial Scholarship was established in July 1993 by Mrs. Thomas L. Beaty and Mr. Lang Beaty as an annual award made to an outstanding FMU tennis player.

The Bennettsville Municipal Scholarship was established in July 2017 by the City of Bennettsville to provide support for citizens of the city to pursue their higher education at Francis Marion University. City Council recognizes the critical need for an educated citizenry and supports this endeavor to benefit a city resident who maintains a cumulative grade point average of 2.75 or higher.

The John C. and Anna M. Bernhard Scholarship Fund was established in May 1984 by Mr. and Mrs. John C. Bernhard, in honor of Christie Clarke, as awards made on the basis of academic excellence to deserving FMU students.

The Nabila F. Bishara Memorial Nursing Scholarship was established in October 2006 by her husband Dr. Makram A. Bishara and sons, Dr. Tarek M. Bishara and Steve M. Bishara, to recognize her dedication to the field of healthcare, in particular nursing and is an award made to a student in the nursing program, with first preference given to students from Mullins, South Carolina, and second preference given to students from Marion, South Carolina.

The William J. Blackwell and William E. Carpenter Memorial Scholarship was established in 1975 by Mr. William H. Blackwell, a founder of FMU, in memory of his father, William J. Blackwell, and Mrs. Blackwell's father, William E. Carpenter, as awards made to students on the basis of need, character, and commitment to ministerial careers.

The Mary Louise Garrison and Michael H. Boswell Memorial Scholarship is a scholarship established by the Garrisons in 2004 and renamed in June 2012 to honor the memory of their beloved nephew who was a 1990 graduate of Francis Marion University. The scholarship is designated for a student with financial need.

The William H. Breazeale Jr. Scholarship Fund was established in May 1997 by colleagues, friends, alumni, and students to honor Dr. William H. "Jack" Breazeale upon his retirement from FMU after 27 years and is a scholarship for a sophomore, junior, or senior student who is majoring in chemistry or physics, with preference given to chemistry majors.

The Archie 'Tim' Brown BSN Scholarship was established in January 2023 as awards for two second year Nursing students to continue their education. The Archie 'Tim' Brown MSN-FNP Scholarship was established January 2023 to award a deserving student pursuing a degree in Master of Science in Nursing- Family Nurse Practitioner program.

The Drs. Bruce and Lee Foundation Nursing Scholarship was established in May 1998 and funded through a generous grant from the Doctors Bruce and Lee Foundation as awards for students who are legal residents of the following counties: Florence, Darlington, Dillon, Marion, Williamsburg, Clarendon, and Marlboro and who are in the FMU pre-nursing or nursing program.

The Margaret M. Bryant Award was established in December 1972 by Dr. Margaret M. Bryant and are awards to deserving seniors majoring in humanities who plan to pursue graduate work in the humanities.

The Gerald Allen Burley Jr. Memorial Scholarship was established in July 1989 by Mr. and Mrs. Gerald A. Burley Sr. in memory of their son as an award made to deserving FMU students from the Pee Dee region of South Carolina.

The Julia and Mark Buyck Endowed Scholarship was established in October 2015 to recognize the merits and academic achievements of a deserving incoming Francis Marion University student from South Carolina. As lifelong supporters of education, the arts, and civic engagement, Julia and Mark Buyck have enriched the region with their wisdom, leadership, and philanthropic activities.

The Dr. Joseph P. Cain Jr. Memorial Scholarship was established in January 1976 by the Mullins Civitan Club as an award made to a student from the Mullins School System or from Marion County on the basis of demonstrated interest in completing a college education.

The Wylie H. and Isabelle B. Caldwell Memorial Scholarship was established in November 1989 by Judge Wylie H. Caldwell Jr., in memory of his father who was the first Family Court Judge for Florence County from 1969 until 1980, and is an award made to FMU students who are residents of Florence County.

The A.E. Carmichael Family Scholarship was established in March 1974 as an award to students made on the basis of scholastic merit and need.

The Carolina Bank Golf Scholarship was established in January 2002 as an award for an outstanding student-athlete who is a member of the FMU golf team.

The Carolina Health Care Scholarship was established in April 2002 to encourage students to pursue careers in health care and is an award designated for a student with financial need who is majoring in any healthcare related area.

The Stanley R. Carraway Jr. Scholarship was established in August 1998 by Stanley and Boo Carraway, alumni of FMU, as an award for a nontraditional, part-time student enrolled in two or three courses, majoring in business administration, and maintaining a grade point average of 3.0 or higher.

The Elizabeth V. Carter Memorial Scholarship was established in April 1986 by her husband, Francis L. Carter, as an award made annually to an outstanding FMU student.

The Ronald D Carter Jr. Scholarship was established in December 2021 by Ronald Carter, alumni of FMU, as an award for Florence or Georgetown County students majoring in business and maintaining a grade point average of 3.0 or higher.

The Citizens Bank Scholarship was established in March 2012 to recognize and assist an outstanding student from the communities served by The Citizens Bank, a premier financial provider for local communities in South Carolina. The scholarship is designated for a student majoring in business.

The Mom and Pop Coffing Women's Basketball Scholarship was established in August 1984 by Mr. Ralph Coffing as an award made to assist deserving women basketball players.

The Dr. Morgan B. Coker Scholarship was established in February 2018 by Mrs. Helen Coker, Dr. Coker's wife, to commemorate his service to FMU in perpetuity. Dr. Coker was the founding chair of the Department of Business Administration at FMU and became the first Dean of the School of Business in 1987. He inspired thousands of students during his 29 years at Francis Marion. The scholarship will be awarded to majors within the FMU School of Business from the Pee Dee Region of South Carolina who have obtained junior status and have maintained a cumulative 3.0 grade point average.

The Mr. and Mrs. W. Luther Coker Memorial Scholarship was established by Dr. and Mrs. Morgan B. Coker, family and friends in memory of Dr. Coker's parents and is an annual award to an FMU student who has maintained a 3.25 grade point average, is majoring in business or education, and has completed specific science courses.

The Coker-Harrington Student Recruitment Endowed Scholarship was established in February 2008 by the Richard C. Harrington family, of which several generations are graduates of FMU, and is an award made to an out-of-state student who has a proven academic performance.

The Moseley C. Coleman Scholarship was established in January 1976 by Mr. Coleman as an award made on the basis of scholarship, merit, and financial need to applicants whose records indicate they will make the best of their opportunity to attend FMU.

The W.W. "Buster" and Martha H. Coleman Scholarship was established in April 1990 by William W. Coleman Jr., and Alice Coleman Baker, son and daughter of the above, and is an award made to a student-athlete or student from Hannah-Pamplico High School.

The Eva and Emery Cramer Memorial Scholarship was established in December 1992 by Sandra S. Levy and Sheila S. Garrett to honor the memory of their maternal grandparents and is an annual award made to a junior who displays good character and has demonstrated high academic achievement while pursuing a major in the liberal arts field.

The Helen M. Cramer Scholarship was established in December 1990 by Mrs. Helen M. Cramer and her son, Mr. Samuel Cramer, as an award made to employees and children of employees of Sam Carbis Solutions Group who are full-time students at FMU.

The Dr. Lynn M. Croshaw Endowed Scholarship was established in December 2019 to provide opportunities for deserving students to pursue a degree from Francis Marion University. Dr. Croshaw was the first of his family to achieve a college degree, made possible by scholarships that he received. Dr. Croshaw joined Francis Marion College in 1970 as one of the original professors in the Department of Biology and is remembered fondly

by many that he encountered over his fulfilling 35 year career.
The Marion G. Daniels Scholarship was established in March 2004 by a generous gift from the estate of Mrs. Marion G. Daniels to recognize and assist outstanding students who are pursuing a college degree and is an award to a student from Florence County with financial need.

The Darlington County School District Endowed Scholarship for Teacher Education was established in October 2000 by the Darlington County School District Board of Education as an award made to a student from Darlington County who has been accepted into the teacher education program.

The Thomas C. Davidson Scholarship Fund was established in June 2003 by FMU alumni and friends to pay tribute to Coach Tom Davidson who faithfully served the students of FMU as assistant dean of students, assistant baseball coach, assistant men's basketball coach, and men's soccer coach and is a scholarship designated for a member of the baseball team or a student leader involved in student government, the University Programming Board, Greek organizations, or student publications.

The Rhett C. E. Davis Memorial Scholarship was established by Dr. and Mrs. Roger A. Davis, family, and friends in August 1993 and is awarded to an FMU student who exhibits good character, scholarship, and commitment to humankind.

The Yvonne G. Davis Endowed Community Service Scholarship was established in February 2019 by the president of Francis Marion University, Dr. Luther F. Carter, on the behalf of the FMU African-American Faculty and Staff Coalition.

The Deb Brinegar and John Diel Scholarship was established in July 2022 to provide opportunities to deserving students pursuing a degree in Mass Communications from Francis Marion University.

The Dedicated Community Bank General Scholarship was established in March 2018 to support students residing in either Florence or Darlington County and attending Francis Marion.

The Nicky Demetrious Scholarship was established in January of 2009 by friends and family to perpetuate the memory of Nicky Demetrious, a graduate of FMU and native of Darlington County, and benefits an FMU student-athlete participating on either the men's or women's tennis team.

The Distinguished Alumni Scholarship was established by past recipients of the annual FMU Distinguished Alumnus Award to provide recognition and financial assistance to future generations of FMU students. Preference is given to children of FMU alumni.

The Doctors' Tennis Scholarship was established in July 1977 by Dr. C. Edward Floyd and Dr. T. Carroll Player Jr. and are awards of varying amounts to student-athletes who have outstanding potential in tennis.

The Adam Robert Doub Scholarship was established in October 2004 by his sister, Misty Doub, for a student who demonstrates financial need.
The William Dargan Douglas Trust Fund Scholarship was established in February 1985 in memory of William B. Douglas' father to assist promising students at FMU.

The Catherine Claire and Susan Elaine Dozier Endowed Scholarship was established in December 1992 by family and friends to honor Catherine Claire and Susan Elaine Dozier and is an award made to a deserving FMU student.

The Dugout Scholarship was established by Dr. E. Conyers O'Bryan Jr. in April 1978 as an award to assist FMU student-athletes who show outstanding ability in baseball.

The Duke Energy Mathematics Scholarship was established in March 2002 to assist students who wish to pursue a teaching career and for the students that these teachers will serve and instruct. The award is designated for students whose residence is served by Duke Energy.

The Duke Energy Science Scholarship was established in March 2002 by Progress Energy to provide support for students seeking to become qualified teachers and for the children who will benefit from their presence. The award is designated for students whose residence is served by Duke Energy.

The Joseph Benjamin DuRant Scholarship was established in December 1995 by Mr. DuRant in honor of his friend Mr. John McInnes and is an award made in recognition of Mr. DuRant's commitment to education and to improving the quality of life for the citizens of Florence.

The Joseph Benjamin DuRant Athletic Scholarship was established in January 2003 by Mr. DuRant as an award to further educational opportunities for student-athletes in the pursuit of an undergraduate degree at FMU. Preference is given to students from Florence County.

The Dow and Alice Eagles Memorial Scholarship was originally established in August 1979 by Mrs. Lorenzo D. Eagles Sr., family and friends in memory of Lorenzo Dow Eagles Sr. and revised in March 2006 following the death of Alice C. Eagles and is an award made to recognize the scholastic merits and achievements of a deserving student from the Pee Dee region.

The Francis "Frank" Marion and Lucille Caston Elmore Scholarship was originally established in October 1979 to honor Frank Elmore by his widow and daughter, Mrs. Lucille (F.M.) Elmore and Dr. Frances L. Elmore, and is an award given in memory of Mr. and Mrs. Elmore to an incoming freshman on the basis of merit (renewable if the student maintains a 3.0 grade point average).

The ESAB Welding & Cutting Products Inc. Scholarship was established in April 2005 to recognize and assist outstanding students who have financial need and who reside in the Pee Dee area.

The Farmers Telephone Cooperative Scholarship was established April 1995 and endowed in June 2002 as an award for a student living in the service area (Lee, Sumter, Clarendon, Williamsburg, or lower Florence county) of the Farmers Telephone Cooperative or whose parents or guardians are members of the cooperative.

The Arthur L. "Pop" Fickling Memorial Scholarship was established in 1975 as an award to recognize and motivate a student from the Florence area whose scholarship and need merit the support of the Florence Lions Club.

The First Reliance Bank Scholarship was established in August 2003 by First Reliance Bank in Florence and is an award to recognize and assist outstanding students from the Pee Dee area majoring in business or finance. Preference given to students who are dependents of an employee of First Reliance Bank, graduates of Florence Christian School, or student-athletes.

The Fleet Mortgage Business Scholar Award was established in May 1988 by Fleet Mortgage and is an award to a junior or senior majoring in business administration or economics and maintaining a grade point average of 3.0 or better. The recipient will be known as the Fleet Mortgage Business Scholar.

The Florence Breakfast Rotary Club Scholarship was established in October 1991 by the Florence Breakfast Rotary Club. The scholarship is an annual award made to a deserving FMU student.

The Florence City/County Bicentennial Scholarship was established in 1977 by the Florence City/County Bicentennial Commission as a scholarship awarded annually to a student on the basis of general merit reflected by scholarship, good citizenship, and academic promise.

The Florence County Bar Pre-Law Scholarship was established in December 2000 by the Florence County Bar Association as an award made to a student in the pre-law program with preference given to Florence County students.

The Florence County School District 2 Board of Trustees and Administration Scholarship was established in January 1999 by the Florence County School District 2 Board of Trustees and is an award to a junior or senior in the teacher education program maintaining a 3.0 grade

point average with first preference given to graduates of Hannah-Pamplico High School, then to graduates of other Pee Dee area high schools.

The Florence Medical Society & Alliance Scholarship was established in December 2018 to provide opportunities for deserving students to pursue a degree from Francis Marion University. The Florence Medical Alliance consists of professionals within Florence County who are committed to providing quality health care opportunities for the Florence community.

The Florence Rotary Club Endowment Scholarships were established in November 1979 as an award on the basis of need to deserving students demonstrating acceptable scholarship.

The Florence Symphony Guild Scholarship was established in 2018 to provide opportunities for deserving students to pursue a degree from Francis Marion University. The Florence Symphony Guild was established in 1970. The purpose of the organization is to support, serve, and promote the Florence Symphony Orchestra and its growth and activities, to encourage talented young musicians, and to help broaden interest in good music for the Florence area.

The W. Lee Flowers Athletic Scholarship was established in February 2001 by W. Lee Flowers and is an award of varying amounts given to a student-athlete who has shown excellent skill in the classroom and on the field of competition. The award may be renewed annually for up to four years as long as the recipient remains in good standing with the University and the NCAA.

The Dr. Lonie Clarence Floyd Jr. Scholarship was established in December 2005 by Charles Schofield, James Schofield, and Marshall Schofield in memory of Dr. L.C. Floyd Jr. who was a family practice physician for 40 years. The need-based scholarship is designated for a pre-med student.

The Wanda Love Sarvis Francis-Kelly Memorial Endowed Scholarship was established in April 2009 in honor of the 5th anniversary of "Walking for Wanda" Multiple Sclerosis walking team and is an award made annually to a student with a major in early childhood education from North or South Carolina.

The Francis Marion University Alumni Association Endowed Scholarship was established in September 1990 as awards made to deserving students who meet academic criteria.

The Francis Marion University American Chemical Society Scholarship was established in May 2013 to assist fifth year chemistry majors who are pursuing an ACS-certified degree.

The Francis Marion University and Communities for Students of Dillon County Scholarship was established in January 2002 as an award to graduates of Dillon High School, Lake View High School, and Latta High School based on financial need, good character, and active participation in high school.

The FMU School of Business MBA Scholarship was established in July 2018 to provide opportunities to deserving students to pursue a graduate degree from the School of Business from Francis Marion University.

The George Williams Garrett Scholarship was established in February 2011 by Sheila Garrett in memory of her husband George W. Garrett. First preference is given to a rising junior who has declared a major in computer science or mathematics.

The B. Pratt Gasque Scholarship was established in April 1987 by Mr. Gasque as an award made to students from Marion County, preferably majoring in history.

The Charlie and Arquila Gause Memorial Scholarship was established in July 2007 by Mr. Walter Timothy Gause in memory of his parents' commitment to the American Dream and is an award made to students with financial need with preference given to students representing an underserved population. First preference is given to students who are majoring in math, one of the sciences, or sociology, and who are from the Pee Dee area.

The Julia L. Gentry Nursing Scholarship was established in June 2000 by Kenneth G. and Betty B. Gentry in memory of their daughter Julia, who was a member of the Class of 1982, and is an endowed scholarship made to a student who is pursuing a degree in nursing.

The Joan and Garry Gladstone Academic Scholarship was established in May 1987 by Mrs. Joan Gladstone and endowed in 1999 and are awards made to upperclassmen and freshmen showing academic promise and financial need.

The Maude & A.G. Greene Endowed Scholarship was established in April 2019 by Glenn and Belva Greene to honor the memory of lifelong educators, A.G. and Maude Greene, an award to a declared education major from the Pee Dee Region of South Carolina. Preference is given to a first generation university student in need of support to continue towards a degree in Education.

The Dr. Stephen A. and Ruth Brody Greenberg Scholarship was established in May 1986 by his wife and sons as an award made to a deserving student with financial need and a specific goal directed toward helping others.

The Captain Harley B. Hackett III Scholarship was established in January 1974 and given in memory of Captain Harley B. Hackett III, USAF by his mother, Mrs. John H. (Rebecca) Knobeloch, and is an award made to an entering freshman with modest financial resources on the basis of academic potential and demonstrated initiative.

The Dr. Kenneth H. Hanger Jr. Scholarship for Foreign Students was established in January 1992 by Dr. Kenneth H. Hanger Jr. as an award made to an international student who is enrolled in the business program at FMU.

The Kenneth and Robin Hanger Scholarship was established in January 1991 as an award made to a high school graduate from Florence County who demonstrates a need for financial assistance.

The Gary W. Hanson Scholarship was established in the fall of 2005 by family and friends to honor Dr. Hanson's legacy at FMU as a distinguished faculty member, administrator, and friend and is an award to a graduate student enrolled in the Master of Science in Applied Psychology program.

The Dr. Harlan Hawkins Women's Basketball Scholarship was established in May 1989 by Dr. Harlan G. Hawkins, a retired FMU professor, as an award made to a member of the FMU women's basketball team who meets the academic requirements for receiving financial assistance.

The Dr. Lynn D. "Skip" Hendrick Award in Physics and Health Physics was established in August 1999 by friends and colleagues to honor Dr. Hendrick, a founding faculty member who devoted his professional life to the teaching of college physics, and is a scholarship awarded to a sophomore, junior, or senior who is majoring in health physics, physics, or engineering.

The Joseph E. Heyward African-American Faculty/Staff Coalition Scholarship was established in April 2003 as a need-based scholarship to be awarded annually to African-American students who are sophomores, juniors, or seniors in order to help them achieve their educational and career goals.

The Wessie G. Hicks Nursing Scholarship was established in September 2006 by her children, Lee Hicks Nunn and Ruell L. Hicks Jr., in memory and honor of her dedication to the field of nursing and is an award made to a student from the Pee Dee area who has been formally admitted into the nursing program.

The Wilbur Hicks Music Scholarship was established in September 2006 in memory of Wilbur Hicks, a native of Florence County, poet, song writer, musician, preacher, barber, farmer and man of many trades and talents, and is an award for a student from the Pee Dee area who has a major concentration in music.

The Gladys Hite Tennis Scholarship was established in April 2002 by Gladys Hite as an award to assist an outstanding student-athlete who is a member of the FMU women's tennis team.

The Honda of South Carolina Mfg., Inc. Endowed Scholarship was established in March 2013 to assist students in pursuing and completing degree requirements in the Industrial Engineering Program at FMU. Awarded to an employee of Honda of South Carolina Mfg., Inc. who are accepted into the Industrial Engineering Program.

The Wayne E. Huggins Scholarship was established in December 2002 by FMU alumnus Wayne Huggins and is an award to a student-athlete pursuing a degree in general business, accounting, or computer science. Recipient must be a graduate of a South Carolina high school with preference given to students from the Pee Dee region. The award will be made to a member of the baseball team, women's basketball team, or men's basketball team.

The IGA Scholarship was established by Henry Johnson and Heyward King, Jr. to focus scholarship support in the areas covered by IGA stores with special consideration afforded to IGA employees, their children, and grandchildren.

The Charles Nelms Ingram Memorial Fund was established by Mrs. Mary Alice Caudle Ingram in 1978 as awards made to worthy as well as needy FMU students.

The Mary Alice Caudle Ingram Nursing Scholarship was established in December 2006 through a bequest from her estate and is an award for a student enrolled in the nursing program who has financial need.

The Dr. Linda Jacobs Shakespeare Scholarship was established in May 2016 and now honors the memory of Dr. Jacobs, who was a professor in the FMU Department of English and a longtime Shakespeare admirer. The scholarship will be awarded to a non-freshman student at Francis Marion who has demonstrated financial need and an appreciation of Shakespeare and his work.

The Joseph A. James Scholarship was established in November 2005 by Barbara and Hamilton Lott in honor and recognition of Dr. Joe James' distinguished career as a faculty member at FMU and is a scholarship designated for a junior or senior with a major in Modern Languages – French Track.

The Wanda and Arnett James Scholarship was established in September 2012 for students who have financial need. Preference is given to students who are employees, or dependents of employees of one of the McDonald's restaurants owned and operated by Wanda and Arnett James in the Pee Dee area. Preference is given to recipients majoring in the physical sciences or mathematics (first preference) or a program offered through the Fine Arts Department.

The Bishop Donald Jackson YGB Scholarship was established in May 2022 to provide opportunities for deserving students of the Young, Gifted and Blessed choir to pursue a degree from Francis Marion University.

The L. H. "Jack" and Helen Johnson Memorial Scholarship was established in April 1976 by a resolution of the ACL YMCA Board dated December 12, 1975 and is an annual award made to deserving FMU students.

The Jones/Mogy Kappa Alpha Order Scholarship was established in November 2012 by family and friends in memory of Frank Fitzgerald Jones, a 1984 graduate who was killed in an auto/train accident in 1986, and Richard A. Mogy, a 1986 graduate who lost his life in an accident on his family farm in 2003. Both were members of the Kappa Alpha Order Fraternity. The award is designated for a member of Kappa Alpha Order Fraternity.

The Junior League of Florence Scholarship was established in November 1974 and is a scholarship awarded to a female sophomore, junior, or senior from Florence County who demonstrates scholastic merit.

The Adele Kassab Music Scholarship was established in February 1971 as awards made to talented students who have made outstanding contributions to the University music program.

The John and Adele Kassab Scholarship was established in February 2006 in honor of John and Adele Kassab who have been two of FMU's most ardent supporters since the institution's inception and who maintained a lifelong commitment to educating the young people of the Pee Dee area. This is a scholarship designated for a student from Florence County who is majoring in education.

The Brian Kelley Endowed Scholarship has been established to provide deserving students with support to pursue their educational endeavors at Francis Marion University. Throughout his life, Brian exemplified leadership, service, and loyalty to family, friends, and his community. While at FMU, Brian was actively involved in the Student Government Association, the Pi Kappa Alpha fraternity and intramural sports. Brian's commitment to FMU extended beyond graduation when he became a lifetime member of the FMU Alumni Association where he served as a member of the Board of Directors as well as two terms as president.

The James A. Kimbell Jr. Accounting Scholarship was established in April 1995 in honor of Dr. James A. Kimbell by faculty, staff, students, and alumni as an award for a student majoring in accounting.

The G. Wayne King Scholarship was established in July 2008 to honor the distinguished career and unique memory of Dr. G. Wayne King, FMU faculty member in the Department of History. The scholarship benefits a student from Florence County majoring in history.

The Heyward L. King Sr. and Frances Cockfield King Scholarships were established in June 2003 by family members as two awards to recognize and assist deserving students from Lake City.

The Reamer B. King Scholarship was established in fall 2010 to recognize a most deserving local businessman, civic leader, and philanthropist. The scholarship fund will provide full tuition scholarships for incoming freshmen residing in the Pee Dee area.

The Kirby STEAM Scholarship was established in October 2023 by John and Vicki Kirby, alumni of FMU, and is an award to a junior and senior in the following majors: Education, Engineering, and Fine Arts with a grade point average of 3.0 or higher who is a graduate of Latta High School. Four scholarships will be awarded to athletes as well.

The Kiwanis Club of Florence Scholarship was reestablished in October 2010 as an annual award made to an incoming freshman who was a member of the Key Club and a resident of Florence County.

The Kraikit Education Scholarship was established in January 2020 to provide opportunities for deserving students to pursue an education degree from Francis Marion University.

The Kraikit International Scholarship was created to offer a nurse, who is a native of Thailand, an opportunity to complete their MSN degree in the Nurse Educator (NE), with the intent for the student to return to Thailand and teach in rural areas for no less than five years.

The Kraikit Nursing Scholarship was created to offer a registered nurse (R.N.) employed by Fresenius Medical Care in the Florence, SC area the opportunity to complete a Bachelor of Science in Nursing degree at Francis Marion University via the RN to BSN program.

The Latta School Board of Trustees Teacher Education Scholarship was established in June 1999 to honor past and present members of the Latta School Board of Trustees and is an endowed scholarship award made to a graduate of Latta High School who is majoring in education or seeking teacher licensure.

The Jonathan Chase Lee Scholarship was established in September 2009 in memory of Jonathan Chase Lee by his parents, David and Shana Lee, his grandparents, brother and uncle, as an award to a graduate of Marion High School who is a resident of Marion County with financial need.

The William Albert Lewis Memorial Scholarship was established in March 1987 by Mrs. Nelle J. Lewis, widow, and daughters Lynn L. Simmonds, Mitzi L. Leeke, and Gayle L. Nanke and is an award made to an FMU student majoring in business administration. Preference is given to a student-athlete.

The Rebecca S. Lunn African-American Faculty and Staff Coalition Scholarship was established in January 2007 to honor the memory and service of longtime FMU employee Rebecca Lunn and is an award designated for a minority student who is a sophomore, junior, or senior and a citizen of the U.S.

The Rebecca S. Lunn Florence Alumnae Chapter of Delta Sigma Theta Sorority Inc. Scholarship was established in July 2008 by the Xi Omicron Chapter of Delta Sigma Theta Sorority Inc. and is an annual award given to an active member of the Xi Omicron Chapter with a grade point average of 3.0 or higher.

The Norma M. Lynch Scholarship was established in September 1985 by Mr. Marvin W. Lynch as an award made to a senior majoring in education and who is a graduate of a South Carolina high school and who is pursuing a teaching career in South Carolina.

The Malloy Foundation Scholarship was established in October 2012 by the Malloy Foundation in Cheraw, S.C., to assist students from Chesterfield County who demonstrate financial need.

The Marion County Healthcare Foundation Scholarship was established in 2016 to recognize and assist outstanding students from Marion County. The Marion County Healthcare Foundation was established to aid, support, and improve the quality of life in Marion County via grants and scholarships to deserving individuals and organizations.

The Marion School District One Graduate Scholarship was established in December 1981 by Marion School District One as awards made to recognize the promise of excellence demonstrated by teachers from Marion School District One who are FMU graduate students.

The Marlboro Electric Cooperative Inc. Endowed Scholarship was established in October 1997 and endowed in July 2004 and is an award to a full-time student who is the dependent of a member owner in Marlboro or Dillon counties. Preference is given to undergraduate students with financial need and a major concentration area in business administration or education.

The A. William and Lee Marner Scholarship was established in August 2009 in memory of A. William "Bill" Marner by his wife Lee Marner as an award to a student with financial need and with a major in physical science, mathematics, or other fine arts degree.

The McClam Scholarship was established in November 1984 in honor of the McClam family particularly the donor's mother and father, Rose S. and David P. McClam as an award made to assist worthy and deserving students from rural areas of South Carolina with preference to students from the Pee Dee region.

The Margaret McLamb Grimsby and Eva Bradford Scholarship was established in May 2012 through an estate gift given by Ms. Margaret McLamb Grimsby to further her commitment to ensure students are provided the opportunity to attend FMU.

The I.P. McWhite Scholarship is a memorial scholarship established in June 1985 as an award to assist deserving students, preferably from lower Florence County.

The Frances Corry Means Memorial Scholarship was established in June 1994 by family and friends to honor the memory of Frances Corry Means, who served as Acquisitions Librarian at FMU from July 1, 1970, through June 30, 1980, and is an award made to a student who demonstrates financial need.

The Dolores J. Miller Endowed Scholarship was established in August 2018 to provide opportunities for deserving students to pursue a degree from Francis Marion University. Dolores J. Miller moved to Florence, S.C. upon the request of Dr. Walter Douglas Smith, the founding president of Francis Marion College, prior to the founding of the institution on July 1, 1970.

The Darla Moore Scholarship, established in 2021, is made possible by the generosity of the Darla Moore Foundation, and the scholarship will fund tuition, fees, and housing for its recipients. Darla Moore Scholars must be incoming freshmen and South Carolina residents who enroll in full-time undergraduate studies at FMU. The scholarship is primarily, but not exclusively, geared toward students who will be the first in their family to attend college. The Darla Moore Foundation was founded in 2010 by Lake City, S.C. philanthropist and financier Darla Moore, with the mission of enhancing the lives of the residents of South Carolina and the United States.

The Lenna V. Morrow Memorial Scholarship was established in October 1986 by family and friends of Dr. Morrow, who was a member of the FMU English Department, and is an award made to a junior or senior majoring in English showing promise in his or her discipline.

The Mothers on a Mission Scholarship was established in July 2019 by M.O.M (Mothers On a Mission) Inc., a 501c3 non-profit located in Columbia, S.C. Mothers On a Mission, Inc. was established by Jericha Peterson, a graduate of Francis Marion University. The purpose of this scholarship is to provide supplemental financial assistance to a single mother pursuing a 4-year degree who is a resident of the state of South Carolina.

The Hal Norton Scholarship was established in July 1986 by an anonymous donor to honor Rev. Hal Norton of the Garden City Chapel in Garden City and is an award made to deserving students at FMU.

The Palmetto Brick Company Scholarship was established in March 2005 as an award based on financial need for a student from Chesterfield or Marlboro counties with preference given to children of employees of Palmetto Brick.

The Dr. Panos and Debi Kalaritis Chemistry Scholarship was established in 2015 by Dr. and Mrs. Kalaritis in appreciation of the support provided by Francis Marion University during the initial establishment of IRIX Pharmaceuticals and to provide the opportunity for future chemists to contribute to the health and vitality of a community in the same manner they have done.

The Pee Dee Claims Association Scholarship was established in July 1995 as an award to a student from the Pee Dee area who displays an interest in entering the insurance profession.

The Pee Dee Chapter of SCACPA Scholarship was established in September 1994 by the Pee Dee Chapter of the South Carolina Association of Certified Public Accountants as an annual award to an upper classman who is majoring in accounting.

The Pee Dee Education Center Board of Directors Memorial Scholarship was established by the Pee Dee Education Center in the fall of 1998 to honor deceased members of the Board of Directors and is an award to a junior and senior in the teacher education program with a grade point average of 3.5 or higher. Preference is given to graduates of Pee Dee area high schools.

The Pee Dee Federal Credit Union Scholarship was established in November 1995 as an annual award made to persons who live, work, worship, or attend school in Florence County.

The Pee Dee Kiwanis Club Track Scholarship was established in May 1990 to assist a student-athlete from South Carolina who shows outstanding ability in track and field with preference given to a student from the Pee Dee area.

The Pee Dee Orthopaedic Associates P.A. Scholarship was established in September 2002 to recognize and assist outstanding students and is an award designated for a student majoring in a science-related field.
The Pepsi Cola of Florence Scholarship was established in April 2015 to award an employee or dependent of an employee an annual scholarship to FMU.

Dr. LeRoy "Pete" Peterson Endowed Scholarship was established in January 2008 by the FMU African American Faculty and Staff Coalition as an award given to a minority U.S. citizen majoring in one of the natural sciences.

The Jewel Ann Poston Scholarship honors the memory of Jewel Ann Poston. Ann was born on December 17, 1940. Ann was married to Donald F. Poston for 35 years. Ann was a graduate of Francis Marion and was a devoted teacher. Jewel Ann Poston passed away on February 7, 2003.

The Kathleen Matthews Poston Memorial Scholarship honors the memory of Kathleen Matthews Poston. Kathleen Matthews Poston was born on February 28, 1942. Kathleen was married to Donald F. Poston for ten years and they lived in Pamplico, S.C. Kathleen passed away on May 9, 2014.

The W.O. Powers Scholarship was established by James A. Brown in December 2010 in recognition of W.O. "Billy" Powers' long standing support and commitment to FMU and is awarded to a student from the Pee Dee region, who has permanent residence in Sardis and Timmonsville.

The William H. "Pops" Price Memorial Scholarship was established in January 1982 by Mrs. Anne Price Thompson, daughter; Mr. William Haynie Price, son; and friends of Mr. Price, who was a campus security officer, and is an award made to an FMU student to recognize and encourage academic merit.

The Joe, Sandy, and Gregg Privette Scholarship was established in 2007 by the estate of Mrs. Elva H. Privette. The Privettes resided in Florence and owned Privette Music Company and is an award for a student majoring in music who demonstrates financial need.

The Lorie Marie Pruett Nursing Scholarship was established in April 2012 by local community leaders to honor the memory of Lorie Pruett who was tragically killed in an automobile accident. The scholarship is designated for a student in the nursing program who is from the Pee Dee area and has financial need.

The Psi Chapter of Delta Kappa Gamma Society International Scholarship was established in October 1973 and revised in December 1995 as an award made to a worthy college woman from Florence County in need of funds to complete her education and enter the profession of elementary or secondary education.

The Realtor Association of the Greater Pee Dee - Ted Kulp was established in 1977 by the Multiple Listing Service Inc. of Florence as an annual award made to a deserving FMU student from the Florence County area.

The Rick Reames School Psychology Scholarship was established to honor Mr. Rick Reames' distinguished and lasting service to both the Pee Dee Education Center and the school districts within the Pee Dee region.

The Paul and Ashley Reardon Scholarship was established in November 2023 by Paul and Ashley Reardon as awards to assist students and student-athletes in continuing their education.

The Ted Revis - B.G. Waldrop Scholarship was established in January 1997 by Brian Waldrop and family as an award to assist students who do not qualify for federal financial aid or other financial assistance.

The Gail Ness Richardson Scholarship was established in January 1992 by Mrs. Gail Ness Richardson as an award made to assist a deserving FMU student.

The Thermo Fisher Scientific Endowed Scholarship, formerly the Roche Carolina Scholarship, Established in April 2002 by Roche Carolina Inc. and continued through Thermo Fisher Scientific to provide an endowed fund for scholarships for students majoring in chemistry. Recipient must be a graduate from a public or private high school in Florence or Darlington counties and demonstrate financial need.

The Tom Roop Scholarship was established in 1986 by former biology majors in recognition of his skills as teacher and adviser and is an award made to a biology major at FMU.

The Nat Rosenfeld Tennis Scholarship was established in January of 1992 as an endowed scholarship in honor of Nat Rosenfeld who served as the first tennis coach (1964-1970) in the early years of Francis Marion College.

The Dr. Brian E. Sang Scholarship was established in January 2015 to support students who plan on pursuing a career in medicine or dentistry.

The Santee Electric Cooperative Teacher Training Endowed Scholarship was established in January 2001 by Santee Electric Cooperative in Kingstree, S.C., as awards made to students and teacher assistants in the Williamsburg County School District to assist students seeking a teaching degree.

The Santee Cooper Industrial Engineering Scholarship was established in June 2013 to assist students in pursuing and completing degree requirements in the Industrial Engineering Program at FMU.

The Kevin M. Sattele, MD Scholarship was established by Dr. Kevin Sattele and Mrs. Lori Sattele in December 2010 and is awarded to a student who is pursuing a degree in biology.

The SC Broadcasters Association Scholarship was established to provide scholarships to students who are in the broadcast-track curriculum inside the Department of Mass Communication.

The Martin F. and Leah Stooks Schnibben Scholarship was established in October 1982 by Mr. Martin F. Schnibben as an award made to recognize the academic merit and achievements of selected FMU students from Florence County.

The Dr. Louise T. Scott Distinguished Educator Scholarship was established in November 2002 by her family in recognition of her contribution and dedication to education in the Pee Dee region and is an award designated for a student who is majoring in education.

The Robert C. Scott Jr. Distinguished Educator Scholarship was established by the Pee Dee Education Center in the fall of 1998 to honor its founder and longtime director who dedicated his life to improving education in the Pee Dee region and is an award to a junior and senior in the teacher education program with a grade point average of 3.5 or higher. Preference is given to graduates of Pee Dee area high schools.

The Honorable Robert Claude Scott, Jr., Endowed Memorial Scholarship was established in May 2022 to provide opportunities for deserving students to pursue a degree from FMU's School of Education. The late Robert Claude Scott, Jr. was a highly decorated combat veteran of WWII who became a nationally known public school educator through his efforts to provide opportunities for all South Carolina students. For his extraordinary contributions to the Pee Dee, South Carolina, and the nation, he was awarded the Order of the Palmetto, the State's highest civilian award. Scholarship recipients should have a GPA of at least 3.0. Preference shall be given to graduates of the Pee Dee's 19-member school districts, students who have served actively in the United States military or are serving part-time in the U.S. military reserves or state national guard, and first-generation college students.

The D.L. Scurry Foundation Scholarship was established in 1977 by the D.L. Scurry Foundation, Greenville and is an award made to deserving students from South Carolina.

The Sigma Phi Epsilon Fraternity - Jay Williams Memorial Scholarship was established in January 1979 by the Sigma Phi Epsilon Fraternity Chapter of FMU as an award made to recognize and reward the scholastic merit and attainments of a deserving FMU student.

The Tom Sills Scholarship was established in January 2000 by family, friends, and colleagues in memory of Thomas Wiett Sills, who served FMU with distinction from June 1, 1980 until his death on May 25, 1998, and is an award for a part-time student who is employed as a teacher's aide in the public schools and is pursuing professional teacher licensure or for a student who is enrolled in the teacher education program.

The Drs. Sarawadee and Orachun Sitti Scholarship was established in January 2002 as an award for a junior or senior who is majoring in physics, chemistry, or biology.

The Rebecca Smith Education Scholarship, formerly known as the Beta Gamma Chapter of Delta Kappa Gamma Society Scholarship, is an annual award made to encourage a worthy college woman in need of funds to complete their education and enter the profession of elementary or secondary education.

The Wayne G. Smith Memorial Scholarship was established in August 2004 in memory of Wayne who was a student at FMU at the time of his death and is an award that assists outstanding students majoring in engineering.

The Ralston Eugene Smith Jr. and Cora Taylor Younger Smith Scholarship was established in August 1979 by Mrs. Cora T.Y. Smith and given as an award to recognize the scholastic merits of a deserving FMU student majoring in history or who minor in government and politics.

The Nellie Cooke Sparrow Memorial Scholarship was established in December 1988 by the Sparrow Family as an award made to assist deserving FMU students residing in Florence County School District 3.

The Texie A. Young Stackhouse Education Trust was established in 1974 in memory of Texie A. Young Stackhouse for the education, support, and welfare of needy, deprived, and deserving young men and women.

The Thomas C. Stanton Scholarship was established in July 1993 by friends in honor of Dr. Thomas C. Stanton who served as the second president of FMU. This award is to benefit the sons and daughters of single parents in Florence County.

The W.C. and Sara Stanton Scholarship was established in December 2000 by Mr. and Mrs. W.C. Stanton. Mr. Stanton served as a member of the Board of Trustees of FMU. This award is given to a student seeking a degree in nursing who resides in Dillon, Marlboro, or Chesterfield counties.

The Helen Rhoads Stokes Memorial Scholarship was established in February 1982 by her sons in memory of their mother as an award made on the basis of merit and need to a deserving FMU student, with preference to an elementary education major from Florence County.

The Dr. J. Howard Stokes Memorial Scholarship was established in February 1982 by family and friends in memory of Dr. J. Howard Stokes, a founder of FMU. This award is given on the basis of merit and need to a deserving FMU student, with preference given to a pre-medical student from Florence County.

The Linda M. Sullen Scholarship was established in 2021 to aid students pursuing a degree at Francis Marion University that wish to pursue a career serving the community.

The Synovus Scholarship was established in June 2005 for students from South Carolina as an award made to a student who is majoring in business and demonstrates financial need.

The Jarett and Nealy Taylor Scholarship was established in June 2018 by Jarett and Nealy Taylor to provide scholarship support for citizens of the Town of Latta or the County of Dillon to pursue their higher education at Francis Marion University.

The Marty Thames Memorial Scholarship was established in January 1998 by Billy and Jo Thames in memory of their daughter, Marty Thames, who was a student at FMU at the time of her death. She lost her life in an automobile accident caused by a drunk driver in November 1996. This a scholarship designated for a student from Sumter County.

The Marty Thames Zeta Tau Alpha Scholarship was established in August 1998 in memory of Marty Thames, an FMU cheerleader and member of the Zeta Tau Alpha Sorority who lost her life in an automobile accident caused by a drunk driver in November of 1996, and is an award made to members of Zeta Tau Alpha Sorority who maintain a grade point average of 3.0 or higher.

The Thermo Fisher Scientific Scholarship was established in August 2018 to support students who are residents of the Pee Dee region of South Carolina and who are pursuing a degree in chemistry at Francis Marion University.

The Urma Isgett Thompson Scholarship was established in January 1999 in memory of Urma Isgett Thompson by members of Friendship United Methodist Church and is awarded to students pursuing a minor in music and maintaining a grade point average of 3.0.

The Toledo Carolina, Inc. Scholarship is an award given to a student from the Pee Dee area who is majoring in English and who has demonstrated financial need. Preference is given to students who are not receiving other scholarships such as LIFE or HOPE.

The Charles B. and Idette H. Tucker Scholarship was established in November 1982 by Charles B. and Idette H. Tucker and is an award made to recognize the merits and academic achievements of a deserving FMU student from the Pee Dee region of South Carolina.

The Vocational Rehabilitation - H.B. Powell Scholarship was established in June 1980 to honor Mr. H.B. Powell for his long work as area supervisor with the Florence Vocational Rehabilitation Department and is an award made to a deserving vocationally handicapped student from Dillon, Florence, or Marion counties.

The Amelia Mellichamp Wallace Memorial Scholarship was established in June 1994 by Mrs. Amelia Wallace Vernon and Mrs. Kenneth Sallenger in honor of their mother and is an award made to a deserving student.

The Walter G. and Joseph W. Wallace Memorial Scholarship was established in July 1974 by Mrs. Walter G. Wallace as an award made on the basis of achievement to a freshman or upperclassman.

WebsterRogers LLP Scholarship was established in October 2002 by WebsterRogers LLP as an award designated for a student from eastern South Carolina who has demonstrated financial need and is majoring in accounting.

The Wellman Scholarship was established in May 1977 as scholarships awarded to students indicating a sincere interest in the study of business as a major or minor and coming from a school district serving Johnsonville, Poston, Hannah-Pamplico, Prospect, Lake City, Britton's Neck, Pleasant Hill, Battery Park, or Hemingway.

The Wells Fargo Bank Scholarship, formerly the Wachovia Bank Scholarship, was established in 1974 as an award made primarily on the basis of scholarly promise to a student entering or in FMU Honors.

The Wells Fargo Advisors Scholarship was established in August 1998 by Wheat First Union in Florence and the Wheat First Union Foundation as an award to a student majoring in finance, business economics, or management with a 3.0 or higher grade point average.

The West Florence Rural Volunteer Fire Department Award was established in June 1996 by members of the West Florence Rural Volunteer Fire Department, John E. Floyd Jr., and The Prudential with annual awards of varying amounts to students who perform volunteer service to the fire department and meet the academic criteria established for the award.

The Clarissa White Scholarship was established in July 2002 by Pee Dee Pathology Associates P.A. to encourage students to pursue careers in health-related fields. This award is for a junior or senior from the Pee Dee region.

The Chris J. and Victoria C. Yahnis Scholarship was established in June 2000 by Mr. Chris J. Yahnis through a generously endowed gift as an award in varying amounts up to full-fee to assist a deserving student who demonstrates financial need. This scholarship was specifically designated to help students who would not be able to attend college without this need-based scholarship.

The Ted Zuppa Scholarship was established in October 2010 in memory of Ted Zuppa by his wife Evon and daughter Carol Ann Good, an inaugural faculty member of FMU who served 29 years as the cataloging librarian in the James A. Rogers Library, and is awarded to a first generation college student.

The John J. Odorisio Business Endowed Scholarship established in December 2022 by John J. Odorisio, this scholarship provides opportunities for deserving students to pursue a degree from Francis Marion University. The scholarship recipient must be a Business major with a 3.5 Grade Point Average. The recipient must also be a full-time student who demonstrates financial need. Preference will be given to a first-generation student.

The Carlton Sellers Endowed Scholarship established in October 2021 by the president of Francis Marion University, Dr. L. Fred Carter, on behalf of the FMU African-American Faculty and Staff Coalition, this scholarship honors Mr. Carlton Sellers and his contributions to the Coalition and the university at-large. Mr. Sellers was a dedicated employee offor over 40 years. He joined the staff of the then Francis Marion College on March 19, 1980, and remained at the university until his retirement on August 30, 2021. During his tenure, Mr. Sellers served as an instrumental member of the university's grounds crew, and for his last 20 years, he served as a supervisor leading his own grounds team. His congenial style, strong work ethic, and positive outlook earned the respect and admiration of students, staff, faculty, and administration. Future generations of students will be inspired by Mr. Seller's life of service, commitment, and devotion to this state, community, and university. Scholarship recipients should be historically underserved full-time students in good standing who demonstrate financial need. Recipients should be South Carolina residents, with first preference being given to those from the Pee Dee Region.

The Steven C. Sims Endowed Scholarship established in October 2021 by the president of Francis Marion University, Dr. L. Fred Carter, on behalf of the FMU African-American Faculty and Staff Coalition, this scholarship honors Steven Sims and his contributions to the Coalition and university at-large. Steven grew up in rural Marion County, S.C., and his career at FMU has seen him transition from student worker to classified staff to tenured faculty, teaching part-time as a University Life instructor and participating enthusiastically in faculty governance. Steven is proud of the opportunities and experiences he has gained during his time at FMU. He believes strongly in giving back to others as well as being an active participant in the university and its advancement. He played an active role in the founding of the African-American Faculty Staff Coalition in 1995 and has remained active in the organization since. "My mother and grandmother raised me to believe that your 'work' will speak for you, but to have a fully endowed scholarship created and named in my honor humbles me beyond words," Steven said. "To know that long after I have gone, students will receive a financial opportunity which could set into motion a trajectory that could potentially plot their future lives. It is my sincere hope that each recipient will know the value of service and the necessity of sacrifice." Scholarship recipients will be full-time students in good standing, have a grade point average of 2.5 or higher, and demonstrate financial need. Preference will be given to historically underserved students who are U.S. citizens.

The David R. and Helen A. Smith Scholarship established in February 2020 by the Smiths, this scholarship is designated for extremely needy students. Recipients must be South Carolina residents and Pell Grant eligible full-time students in good standing. Recipients must demonstrate extreme financial need.

JC and Nettlease Spivey Scholarship. established in November 2020, this scholarship was created in honor of JC Spivey and in memory of Nettlease Spivey. They are from Horry County and were firm believers in their children and grandchildren furthering their education. It is the hope of the donor that this scholarship will help a student from Horry County further their education and pursue their life goals. Recipients must be an Horry County resident with a GPA of 3.0 or higher.

John W. McGinnis Endowed Scholarship established in September 2024, in memory of Mr. John W. McGinnis, a founding member of the Drs. Bruce and Lee Foundation, and CEO of Bruce Hospital and Carolinas Hospital (1978-1993). Thisforforfrom South Carolina or North Carolina to receiv Francis Marion University.

The Coach Griffin Endowed Scholarship established in December 2021 and sponsored by Gerald Griffin and Sandra Griffin, this scholarship honors Coach Griffin and his contributions to Francis Marion University athletics. Coach Griffin established the Francis Marion baseball program in 1972 and guided the Patriots for 28 seasons until his retirement in 2000. He registered more than 730 career victories, including 22 years of 20-plus wins at the helm of the Francis Marion program. The scholarship recipient must be a current FMU student-athlete playing baseball. The recipient must also be in good academic standing and meet all NCAA eligibility requirements.

The Linward Sr. and Martha Edwards Gladiator Scholarship was established in March 2026. The Gladiator designation reflects strength, discipline, resilience, and the courage to overcome adversity.

The Kevin and Donna Barth Endowed Baseball Scholarship was established in December 2025. Kevin and Donna Barth, for over 20 years, were the owners and operators of a college wooden bat summer league baseball team known as the Florence Red Wolves. During their tenure as owners, Dr. Fred Carter, the Francis Marion University athletic department, Coach Art Inabinet, FMU baseball players and the entire FMU family provided great support to the Barth family and the Florence Red Wolves organization. To show their appreciation to Francis Marion University and its baseball program, the Barths were inspired to endow this scholarship.

The Hunt Holmes Academic Scholarship was established in October 2025 by Alumnus Robert Hunt to honor his mother, Ellen Hunt, and Dr. Hal and Margaret Hunt. This scholarship has been created to honor their kindness and 'pay it forward' to students today.

STUDENT LIFE

The University provides a balanced student life program which contributes significantly to the total educational experience of its students. Students are encouraged to participate in a variety of co-curricular activities designed to enhance their sense of community responsibility and their capacity for leadership. In addition to co-curricular activities, several University offices exist specifically to provide support and activities to increase student success levels.

Student organizations, clubs, honor societies, Greek chapters, as well as Student Government are not only a vital part of the operation of the institution but also an important part of the total student educational experience. Students are advised to choose activities wisely and to balance academic activities with participation in service, spiritual, athletic, social, and recreational pursuits.

General administrative responsibility for the student life program rests with the Student Life Division; however, the major initiative in developing organizations and activities appropriate to the educational purposes of the University, as well as in implementation of programs that have been planned, is a shared responsibility of students, faculty, and staff.

DIVISION OF STUDENT LIFE

Student Life is committed to enhancing the student experience at Francis Marion University by providing services and support for students as they engage in their collegiate career and connect with the University community. Recognizing that the academic mission of the University is pre-eminent, programs and services are designed to support the academic success of FMU students. The divisional mission is to foster student development by engaging students in learning opportunities that encourage their personal, social, cultural, moral, physical, and cognitive growth.

Offices and departments within the Division of Student Life include the Dean of Students Office, Student Activities, Fraternity and Sorority Life, and Student Government. Leadership for the Division of Student Life is provided by the Vice President for Student Life and the Dean of Students.

Student Handbook – The Francis Marion University Student Handbook is designed to provide students, faculty, and staff valuable information regarding campus services, policies, and procedures that pertain to student life. Upon enrollment, FMU students agree to become aware of and abide by policies and procedures contained in the handbook. Because the handbook outlines The FMU Honor Code in detail, it is important that students review it carefully. Additionally, pertinent information relating to student organizations, University offices and services, and campus events can be found in the handbook.

The Student Handbook is available online at www.fmarion.edu/studentservices/. A limited number of printed copies are available for students and offices by request.

STUDENT GOVERNMENT ASSOCIATION (SGA)

Upon enrollment, all full-time students automatically become members of the Student Government Association, the organization that represents all students in planning, organizing, and directing major campus programs and initiatives for the student body.

The Student Government Association provides an early experience in self-government that serves as a useful background for later public service. Because the University encourages student participation in the affairs of the school, students are appointed to serve on many University committees. Such students are nominated by the Student Government Association Executive Council and the Office of Student Life and appointed by the President of the University. Leaders of Student Government work to represent the student body as well as to develop pride in and loyalty to their alma mater.

An elected Executive Council and Legislative Assembly (Senate) perform most of the work of the Student Government Association. The Judicial Council studies and rules on interpretations of the Student Government Association Constitution.

The Student Government Association consists of three divisions:

EXECUTIVE COUNCIL, composed of President, Vice President, Secretary, and Treasurer.

STUDENT SENATE, composed of the Vice President of the Student Government Association and 30 Senators elected at large. Five Senate seats are reserved for freshmen.

JUDICIAL COUNCIL, composed of five members who are full-time students and who have the grade point average required by the standard procedures for the operations of the Student Government Association as adopted by the Senate.

STUDENT REGULATIONS

The University considers all students to be adults who are capable of recognizing their responsibility to the school they have chosen. Consequently, the University has adopted the FMU Honor Code which can be found in the Student Handbook. The Student Handbook is published annually and made available online to students. It is the responsibility of each student to obtain a copy, become familiar with the contents, and abide by the policies and procedures contained in the handbook. While detailed policies are in the handbook, the following are significant and should be noted:

1. The University reserves the right to refuse admission or to require withdrawal if such action appears to be in the best interest of the student, the student body, or the University.

2. In order to receive academic credits or a degree, a student's indebtedness to the University must be settled, and the student must account satisfactorily for all property entrusted to his/her care.

3. The possession or consumption of alcoholic beverages or drugs by a student must conform to FMU policy and to South Carolina law. Copies of this policy are available in the Student Life Office.

4. Salespersons are not permitted to contact students on campus, nor are students permitted to serve as commercial agents on campus.

5. Any student withdrawing from the University must see his/her adviser to obtain a Complete Withdrawal Form. The completed

form must be taken by the student to the Office of the Registrar so that rolls and records can be corrected. (See "Withdrawing from the University.")

6. Students must register any automobiles they intend to bring on campus. Permits are issued for an academic year and may be secured during registration at the beginning of each semester or from the Cashier's Office.

7. Any student group claiming sponsorship by the University and any student or student group seeking publicly to represent the University must have prior approval from appropriate authorities as authorized in the Student Handbook.

8. Registration assumes students individually and collectively will conform to all regulations published in the Francis Marion University Catalog and the Student Handbook as well as to all special regulations (e.g., traffic rules, rules of personal conduct at University activities, and housing rules and regulations) designed to support ongoing university operations.

STUDENT ORGANIZATIONS

The University has several student organizations that help meet the academic, social, political, religious, and recreational needs of FMU students. Interested parties should contact the Office of Student Life for more information about current organizations. The following are the organizations currently active at FMU:

ACADEMIC ORGANIZATIONS

Accounting & Finance Club
American Chemical Society
American Marketing Association
Association for Women in Mathematics (AWM)
Association of Computing Machinery
Biology Club
Economics Club
Education Club
FMU Engineering Club
FMU Health Physics Society
FMU Student Occupational Therapy Association
Honors Student Association
Math Club
National Student Speech Language Hearing Association (NSSLHA)
Psychology Club
Student Nurses' Association
Society of Physics Students
Sociology Club
Teaching Children of Poverty Scholars

HONOR SOCIETIES

Alpha Psi Omega - A national honorary dramatic fraternity designed to recognize and reward the academic excellence of the students participating in college theatre activities.

Beta Beta Beta - A national biological honor society designed to stimulate interest, scholarly attainment, and investigation of the biological sciences.

Beta Gamma Sigma - A national honor society for business programs accredited by the AACSB - International Association for Business Management Education. Election to membership recognizes and rewards academic excellence of students in business programs.

Chi Alpha Sigma - The National College Athlete Honor Society. The organization's purposes are to encourage and reward high academic scholarship of college athletes at four-year accredited institutions; to recognize outstanding academic achievement by intercollegiate varsity letter winners; to encourage good citizenship, moral character, and friendship among the high academic achievers in college athletics; to recognize and honor the individual athlete, his/her team, sport, athletic department, and college or university; and to mentor and to provide leadership to other athletes.

Gamma Sigma Epsilon – A national honor society that promotes academic excellence and undergraduate research scholarship in chemistry.

Kappa Delta Pi - An international honor society in education designed to promote excellence in and recognize outstanding contributions to education.

Omicron Delta Kappa - A national leadership honor society which recognizes and encourages achievement in scholarship, athletics, social service and religious activities, campus government, journalism, speech, the mass media, and creative and performing arts. Election to membership is on the basis of merit.

Phi Alpha Theta - The national honor society to distinguish students who excel in the study of history. The FMU chapter emphasizes the common pursuit of historical understanding by students and professors.

Phi Kappa Phi - A national honor society whose general objective is to unite university graduates of high academic achievement without regard to department, course of study, or sex, for the advancement of the highest scholarship. It is the preeminent academic honor society at FMU.

Pi Gamma Mu - An international honor society in social science designed to recognize those students with high achievement in the social sciences (economics, geography, history, political science, international relations, sociology, and psychology). Founded in 1924, the honor society encourages excellence in the social sciences, both in scholastics and in research.

Pi Sigma Alpha - The national honor society in political science is designed to stimulate scholarship and intelligent interest in political science. The national honor society sponsors programs and events of value to the profession and teaching of political science. Each local chapter is encouraged to provide a framework for enriching the exposure of its members and the wider university community to the study of government and issues of public concern.

Psi Chi - The national honor society in psychology is designed to provide recognition for outstanding scholastic achievement. The FMU chapter attempts to encourage, stimulate, and maintain high scholarship, research, and involvement of members in the field of psychology.

Sigma Delta Pi - The National Collegiate Hispanic Honor Society honors students who have demonstrated academic excellence in the study of the Spanish language, and in the study of literature and cultures of the Spanish-speaking world.

Sigma Theta Tau - The mission of the Honor Society of Nursing, Sigma Theta Tau International, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. STTI membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Francis Marion University's Chapter of STTI, Chi Lambda, was chartered October 16, 2014.

Sigma Tau Delta - A national society designed to confer distinction for high achievement in undergraduate, graduate, and professional studies in English language and literature.

Upsilon Pi Epsilon - A national honorary society for students interested in computer science.

FRATERNITY AND SORORITY LIFE

Patriot-Fraternity Council – Serves as the coordinating body of the following fraternities at FMU:
Kappa Alpha Order

Pi Kappa Alpha
Tau Kappa Epsilon

Panhellenic Conference – Serves as the coordinating body of the following NPC (National Panhellenic Council) sororities at FMU:
Alpha Delta Pi
Kappa Delta
Zeta Tau Alpha Fraternity for Women

National Pan-Hellenic Council – Serves as the coordinating body of the following NPHC (National Pan-Hellenic Council) fraternities and sororities:
Alpha Phi Alpha – fraternity
Alpha Kappa Alpha - sorority
Kappa Alpha Psi - fraternity
Omega Psi Phi – fraternity
Delta Sigma Theta - sorority
Zeta Phi Beta – sorority
Sigma Gamma Rho – sorority

SPECIAL INTEREST ORGANIZATIONS

Accounting and Finance Club
Alive in Christ Student Ministries
American Chemical Society (ACS)
Association for Women in Mathematics (AWM)
Association for Computing Machinery (ACM)
Art Club
Baptist Collegiate Ministry (BCM)
Biology Club
Catholic Campus Ministries
College Democrats
College Republicans
Education Club
Elite Domination
Environmental Science and Studies (ESS)
FAM: Faith, Action, Motivation
FMU Debate Club
FMU Diplomats
FMU Engineering Club
FMU Health Physics Society
FMU Podcast Club
FMU Psychology Club
FMU Student Occupational Therapy Assoc.
FMU Young, Gifted and Blessed Choir
Future Physician's Association
Gender Sexuality Alliance (GSA)
Intramural Student Council
Math Club
Modern Languages Club
NAACP
National Society of Leadership and Success
Patriots for Public Health
Phi Beta Lambda
Pre-Vet Club
Society of Physics Students (SPS)
Sociology Club
Student Alumni Association
Student Media Association
Student Nurses Association (SNA)
Swamp Fox Chess Club
Swamp Fox Go!
Tabletop Guides
T.A.O.C.A.T.N.A
Teaching Children of Poverty Scholars
The Aesthetics

Additional information about all of these organizations, as well as how to create and initiate new organizations and activities, is available in the FMU Student Handbook, www.fmarion.edu/studentlife/#handbook.

CAMPUS ACTIVITIES BOARD (CAB)

The Campus Activities Board (CAB) is responsible for providing a variety of events throughout the year for the student body of FMU. Additionally, CAB partners with other student organizations and academic departments to provide a variety of programs for the FMU campus. All activities are open to FMU students, faculty, and staff members.

SPECIAL AND TRADITIONAL EVENTS

The Student Life Office sponsors a number of special and traditional events throughout the academic year, including: The First Friday Music Festival,, the Student Activities Fair, the Ms. FMU Pageant, the Student Life Awards, Arts International, the President's Bowl Quiz Competition, the Annual Martin Luther King, Jr. Celebration, the Greek Games & Summer Sendoff, and annual Homecoming events.

CAMPUS RECREATION SERVICES

The mission of Campus Recreation Services, located in Smith University Center, Room 214 is to enhance participants' fitness and wellness, knowledge, personal skills, and enjoyment by providing opportunities for a variety of activities that may contribute to individual physical fitness and wellness, opportunities for cooperative and competitive play activity in game and non-game form, and access to quality facilities, equipment, and programs. Operating under the Division of Student Life, the Campus Recreation program has a variety of programming options and is open to all students, faculty, and staff. The Intramural Program provides an extensive competitive sports program for men and women designed to offer a wide range of activities to meet the needs and desires of the majority of the students. Competition has been organized in several sports ranging from basketball and flag football to table tennis and billiards.

The Smith University Center, in partnership with Campus Recreation Services, offers a number of recreational and fitness activities for students, faculty, and staff as well as meeting space for groups and organizations. Activities available include: basketball, billiards, table tennis, racquetball, swimming, a fitness center and weight room. The outdoor recreational pool is open during late spring, summer, and early fall when weather permits.

STUDENT PUBLICATIONS

Student publications are under the jurisdiction of a student-faculty-staff Publications Board. No student publication may be distributed on campus through University distribution facilities without the approval of the Publications Board. Publications are supervised by a staff coordinator who directs the activities of student writers and assistants.

- ***The Patriot*** newspaper is published regularly online for the students of Francis Marion University. Students are encouraged to become involved with *The Patriot*, which has a staff including student editors, writers, photographers, and managers. A member of the FMU faculty serves as the adviser to the student newspaper, which provides not only a record of campus news and events but also an excellent outlet for students seeking practical journalistic experience.

- ***The Snow Island Review*** is a campus literary journal featuring the work of FMU students and is published on a semester basis.

ATHLETICS

Because intercollegiate athletic programs are recognized as valuable assets in developing campus spirit, the University strives to build a balanced, competitive athletic program. The Francis Marion University athletic teams are known as the Patriots, and the University colors are red, white, and blue. The athletic website address is www.fmupatriots.comFMU is affiliated with the National Collegiate Athletic Association (NCAA) and is a member of the Conference Carolinas. One of the University's sports programs (men's golf) competes at the NCAA Division I level and is a member at the Southland Conference, while the other 14 programs compete in the Division II Conference Carolinas. Conference Carolinas consists of the following institutions: Barton College, Belmont Abbey College, Chowan University, Converse University, Emmanuel University, Erskine College, Francis Marion University, King University, Lees-McRae College, North Greenville University, University of Mount Olive, UNC Pembroke, Shorter University and Southern Wesleyan University.

FMU offers 15 intercollegiate sports: women's acrobatics and tumbling, basketball, cross country, tennis, soccer, softball, track and field and volleyball, Also men's basketball, baseball, cross country, golf, tennis, soccer, and track and field. FMU has been represented by student-athletes in NCAA Post-season competitions every full year of competition since moving to NCAA membership in 1992. This includes a pair of tennis (doubles) national titles and a men's golf national championship in 2003; 18 trips to the men's tennis tournament; 15 appearances in women's tennis; ten appearances in women's basketball; eight appearances in baseball; four appearances in men's golf; three appearances in women's volleyball, men's basketball and men's soccer; and two appearances in women's soccer and softball.

For more information concerning individual teams and/or tryouts, contact individual coaches in the athletic department. FMU students are admitted free to regular-season home sporting events with their FMU ID Card.

UNIVERSITY CHORAL PROGRAMS

The University Choral Program offers two choral performance groups: Concert Choir and Cut Time. Academic credit is given at the rate of one hour per semester. A total of three semester hours of credit may be applied toward graduation. Choral groups plan several off-campus performances as well as performances on campus for students, faculty, staff, and community. Additional information is available from the Director of the Choral Program.

INSTRUMENTAL MUSIC ENSEMBLES

FMU offers three instrumental music performance ensembles: Wind Symphony, Jazz Express, and Chamber Jazz Ensemble. These are open to all students with experience on wind or percussion instruments. Academic credit is given at the rate of one hour per semester for each ensemble. A total of three semester hours of credit may be applied toward graduation. Scholarships may be available (if funded) for participation in ensembles. Additional information about all ensembles is available from the Director of Instrumental Activities.

THE UNIVERSITY THEATRE

The University Theatre presents three or four major and several short experimental theatre productions involving approximately 150 students each year. Casts for the productions are selected by open acting auditions. Backstage work is done by student volunteers. Previous experience or training is not required to take part in the University Theatre, and all interested students are encouraged to participate.

ARTIST & LECTURE SERIES

Each year programs are presented for the University community by outstanding artists and respected lecturers from a variety of fields. Planning of these programs is assigned to the Artist and Lecture Series Subcommittee composed of students and faculty members. This committee and the University Programming Board provide a broad range of offerings during the student's University experience.

FILM SERIES

FMU offers film showings free to the public. The Artist and Lecture Series presents showings at 3:30 and 7:30 p.m., usually on the second and third Tuesday of each month. The English Department presents showings at 3:30 and 7:30 p.m., usually on the first and fourth Tuesday of each month. All films are shown in the Ashpy Lowrimore Auditorium in the John K. Cauthen Educational Media Center. Dates of film showings may vary. Please visit the University website for the most up-to-date information.

ART GALLERY SERIES

The Department of Fine Arts sponsors the Art Gallery Series, hosting varied shows of two- and three-dimensional works showcasing local and regional artists. Exhibits change regularly throughout the academic year. The mission of the program is to present exhibitions that support and enhance the academic goals of the visual arts program at FMU, providing a non-profit institutional setting in the service of society for educational purposes.

Art galleries are located in the Hyman Fine Arts Center. The Fine Arts Center Gallery features large cases along glass walls, allowing three-dimensional works to be displayed and viewed from the outdoor breezeway as well as inside the lobby adjacent to the Fine Arts Theatre and Adele Kassab Recital Hall. Gallery exhibits are free and open to the public during the University's normal operating hours. A calendar of art gallery exhibits can be found on the University website.

FMU HONOR CODE

Statement of Honor
Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

The Honor Pledge
"As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it."

Philosophy and Purpose
The FMU Honor Code consists of academic and student conduct sections and contains the expectations, policies, and procedures that apply to all Francis Marion University students. These sections are designed to support the educational mission of the University, to protect the University community from disruption and harm, and to maintain appropriate standards of individual and group behavior. The sections should be read broadly and are not intended to define misconduct in exhaustive terms.

Authority of the University
The University reserves the right to take all necessary and appropriate steps to protect the safety and well-being of the campus community. Any act committed by a student, whether on- or off-campus, which is determined by

the University to be a threat to the safety or well-being of the community or which is disruptive to the primary purposes of the University may result in the University taking action in accordance with community standards. Student, for the purpose of this policy, is defined to mean a person enrolled for one or more hours of academic credit, or in a non-credit course or courses offered in the name of the University; or a person admitted or seeking admission to the University if action is related to University admission, function, or event. Violations by non-students may result in restricted access to campus or University events. Non-students are expected to abide by these policies as well. It is the responsibility of the student host of the non-student to make his or her guest aware of these behavioral expectations.

Civility in the Classroom
The classroom is an integral component of the educational community, and FMU strives to provide an environment appropriate to the University setting. Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. Disruption of classroom instruction by students is not tolerated and will result in the removal of the disruptive student or students from class. Disruptive or uncivil behavior in the classroom may result in appropriate disciplinary action, which could include suspension, expulsion, or other University sanctions.

Reporting of Violations
Students may report possible Academic Conduct violations to the instructor in question, the appropriate Department Chair or Dean, and the Office of the Provost. Students reporting possible academic violations have the right of confidentiality. Students may refer possible Student Conduct violations to Campus Police or to the Student Life Office. Those making such referrals are required to provide information pertinent to the case.

ACADEMIC CONDUCT

A primary responsibility of an instructor is to certify that a specific academic assignment has been mastered sufficiently to merit college credit. An inseparable part of this responsibility is to take all possible precautions to ensure that the credit has not been attained by fraud. The instructor should rigorously enforce honesty concerning all academic work submitted by his/her students for evaluation. While it is difficult to define precisely and all inclusively all aspects of academic dishonesty, the following statements should serve as a guide.

Cheating includes, but is not limited to, wrongfully giving, taking or presenting any information or material by a student with the intent of aiding him/herself or any other person on any academic work which is considered in any way in the determination of the final grade. Plagiarism involves the use of the ideas or writings of another without acknowledgment of that use. A more detailed description of these two forms of academic dishonesty, and how allegations of academic dishonesty are handled, are described in the FMU Student Handbook.

STUDENT CONDUCT

Francis Marion University prohibits the conduct listed below. Persons committing such acts are subject to appropriate action from the University. Students found responsible for committing violations are subject to sanctions that may include a written reprimand, loss of privileges, removal from campus residential facilities, restitution, educational sanctions, probation, suspension, expulsion, or other University sanctions and/or conditions.

UNIVERSITY VIOLATIONS

1. Drugs and Narcotics

a. Use, possession, sale, delivery, manufacture or distribution of any drug or narcotic or distribution of drugs or the use of drugs for which the holder has no legal prescription, or other drug-related conduct that is a violation of South Carolina law. Such conduct is a University violation regardless of where it occurs on or off campus.
b. Possession of drug-related paraphernalia unless it is proven allowable under South Carolina law.
c. Being under the influence of a drug, chemical compound, or narcotic unless proven allowable under South Carolina law. This also includes the use of medicine prescribed to another person and other controlled substances.
d. The misuse of common products for the intent of inducing or producing an altered state of consciousness and/or intoxication.

2. Alcoholic Beverages

a. Use, possession, sale, delivery, manufacture or distribution, consumption of alcoholic beverages on University property or during University activities. (Please refer to the "University Alcohol Policy and Housing Violations" for more details on alcohol issues).
b. Under the influence of alcoholic beverages on University property or during University activities. For purposes of this policy, a blood alcohol concentration of .08 or greater is conclusive evidence that a student is under the influence of alcohol, but a student's conduct, physical appearance, and other factors are also evidence. (Please refer to the "University Alcohol Policy and Housing Violations" for more details on alcohol issues).
c. The use of alcohol in any form is prohibited and includes: liquid, powder, gel, or any combination thereof for the purposes to consume, possess, distribute, or manufacture, regardless of proof level.

3. Actions Against the University Community and Members of the University Community

a. Physical abuse or assault of any person, or other conduct which threatens the health or safety of any person including self.
b. Sexual misconduct that includes any inappropriate sexual conduct or conduct of a sexual nature directed toward another person that is unwanted, disparaging, or perceived to have a negative impact on the campus community, including derogatory, degrading, or humiliating communication.
c. Assault, including sexual assault and/or any conduct that is considered felonious in nature.
d. Intentional or reckless conduct that endangers the health or safety of self or others.
e. Excessive pressure or threats against another person in an effort to coerce or intimidate.
f. Deliberate constraint or incapacitation of another without consent or permission.
g. Placing another in a dangerous/injurious situation with or without their knowledge.
h. Behavior that injures or endangers the welfare of any member of the University Community.
i. Harassment of any student or member of the University Community. (Please refer to the Harassment Policy.)
j. Influencing or attempting to influence another to not effectively participate in any University appropriate activity, proceeding, and/or function. This includes grievances and conduct hearings.
k. Retaliation against any student or students who files grievances or provides information or testimony in any conduct proceeding, hearings, meetings, and/or investigations. (Please refer to Retaliation Policy.)
l. Stalking and/or unauthorized surveillance which includes:

    1. Unwanted and repeated contact (after notice to desist) with another individual or group through personal contact using electronic or other media.
    2. Other behaviors which are perceived as threatening or intended to intimidate or induce fear.
    3. Making unauthorized video or photographic images of a person in a location in which that person has a reasonable expectation of privacy. Includes the storing, sharing, and/or other distribution of such unauthorized images by any means.

m. Violation, or attempted violation, of local, state or federal law, whether on or off campus, when it appears that the student or student organization has acted in a way which adversely affects or seriously interferes with the University's normal educational function.
n. Other conduct in which a reasonable person having sufficient intelligence to acquire postsecondary education would understand is injurious to the University or the University Community. This standard shall not be interpreted to infringe upon a student's constitutional rights.

4. Firearms, Weapons and Explosive and Incendiary Devices
a. Possession, while on University-owned or -controlled property or any University sponsored or supervised activities, of any firearm such as, but not limited to rifles, shotguns, ammunition, handguns, pellet guns, bb guns, blow guns, paintballs, stun guns, and air guns.
b. Possession or use of pocket knives having a blade longer than two inches; this includes displayable knives and collections.
c. Use of any of the following weapons: nunchucks, brass knuckles, bows/arrows, batons, tasers, slap jacks, sling shots, hatchets or other edged weapons, and any martial arts weapons. This includes display item weapons.
d. Possession or use of firecrackers, fireworks, or any incendiary devices. This includes, but is not limited to the intentional or reckless use of flammable materials and/or any materials that can be used as an accelerant.
e. The act of arson to include intentional or reckless behavior contributing to arson.
f. Any other device or weapon that could be potentially harmful to self or others.
g. Chemical components expelled in a reckless manner.

5. Theft, Damage and Unauthorized Use and Entry
a. Theft, wrongful appropriation, and unauthorized possession whether attempted or actual.
b. Damage to property of the University (including library materials) or of any organization affiliated with the University or of another member of the University Community (i.e., faculty, staff, student, or campus visitor). This includes all University-owned, -controlled, or leased property.
c. Possession of property known to be stolen or of another person without permission.
d. Unauthorized use of another student's ID card, to gain access, privileges, or as a form of identification whether with or without the other student's permission.
e. Alteration or misrepresentation of any form of identification.
f. Unauthorized entry into the dining hall or allowing another to enter the dining hall without permission from the appropriate University official(s).
g. Unauthorized presence, use or entry into University facilities.
h. Unauthorized possession or use of keys or entry card to University facilities. This includes access codes.
i. Unauthorized use or misuse of University-owned, -controlled, or leased equipment.
j. Unauthorized use of campus parking decals and temporary tags.

6. Failure to Comply
Failure to comply with the reasonable directions of a University official acting in performance of his/her duty. This includes but is not limited to:
a. Failure to report to a University office or official after notice to do so.
b. Failure to appear for a judicial hearing or comply with a disciplinary penalty.
c. Failure to pay promptly, after notice, all University bills, fines, accounts, and other financial obligations.
d. Failure to produce positive student identification upon request.

7. Providing False Information, Forgery and False Alarms
a. Furnishing false or incomplete information to a University official to include but not limited to misleading or incomplete information.
b. Providing false information during an investigation of a violation or during a student conduct hearing or conduct meeting.
c. Filing an allegation known to be without merit or cause.
d. Falsification, distortion, or misrepresentation of information during a conduct proceeding.
e. Falsely reporting a fire or other emergency, such as the presence of an explosive or incendiary device.
f. Knowingly setting off a fire alarm or emergency call box when no fire or emergency exists. This includes tampering with and/or removing emergency equipment to support false report.
g. Forgery of records or identification or University documents to include transcripts, receipts, work records, time cards, drop add forms, student ID cards, campus vehicle registrations, and any form used or created by the University.

8. Disruptive and Disorderly Conduct
a. Obstruction or disruption of teaching, research, administration and official proceedings at a University activity or in the classroom.
b. Disorderly, disruptive behavior on University-owned, -controlled, or leased property.
c. Lewd, indecent or obscene conduct or inappropriate attire that is disruptive or inconsistent for the context of the activity.
d. Pranks and practical jokes that infringe upon the rights of others or have a negative impact upon the University Community.
e. The incitement of others to violate written University policies or regulations or any directions and/or instructions verbal or written by University personnel.

9. Abuse, Misuse of the University Computing System
a. Unauthorized use and abuse of the University's computing and network system.
b. Unauthorized use of and access of another person's networking account.
c. Attempted or actual breach of security of computing data, equipment, or network.
d. Any violations outlined in the "University Policy on Acceptable Computer Use" as listed in the Student Handbook, University Catalog, or any publications created or used by the University.

10. Hazing ***(Also see Hazing Policy)***
Hazing, which is defined as; any intentional, negligent, or reckless act, on or off University property, by a student(s) or student organization, acting alone or with others, which is directed against any other student(s), that endangers the mental or physical health or safety of that student. In accordance with South Carolina law, it is also unlawful for any person to knowingly permit or assist any person in committing these acts. The authority allowed and provided by South Carolina law shall supersede university procedures concerning hazing when appropriate. Hazing includes such things as wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm to punish or injure or other unauthorized treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature, and other such actions. Additionally, the following actions are prohibited as well:

a. Assisting any person in committing acts defined as hazing.
b. Failing to report promptly any information within his/her knowledge of acts defined as hazing.
c. Abusive treatment of another person or persons.
d. Having knowledge of hazing activities and failing to report the activity and permitting hazing to occur.
e. Allowing non-students to participate in organization initiations, intake processes, or any activity reserved for enrolled students of the University.

f. Intentional or reckless behavior that has a foreseeable potential for causing physical harm.
g. Any activity that intimidates or threatens a student with ostracism or that subjects a student to extreme mental stress.
h. Any activity that would incite others to engage in hazing activity.

The implied or expressed consent of a person to acts which violate the above *does not* constitute a defense to violations of these sections. In addition, such organizations and their individual members may face criminal prosecution under the laws of the state of South Carolina. Any violator of the law is subject to criminal conviction and may be fined, jailed, or both. South Carolina Law empowers the university president latitude in addressing alleged cases of hazing that supersedes the FMU student conduct procedures otherwise outlined in the handbook.

Per *S.C. State Statute SECTION 59-101-210,* FMU maintains and updates a report of violations by fraternity and sorority organizations. FMU updates and posts this report (The Tucker Hipps report) each semester. It is available on our website: **https://www.fmarion.edu/tuckerhipps/**

11. Housing and Residence Life Regulations
The Department of Housing and Residence Life has a detailed list of policies, procedures, and regulations. Students who violate housing policies are also subject to other University violations as well. Students living in campus housing are responsible for all activities in their assigned room, apartment, and building. For more information, please see the Housing and Residence Life section of the Student Handbook.

12. University Parking Policies and Regulations
Violation of properly constituted rules and regulations governing the use of motor vehicles on University-owned or -controlled property.

13. Smoking Policy
Francis Marion University is a "smoke-free campus." Smoking is prohibited on all property-owned or -controlled by Francis Marion University, the Francis Marion University Foundation, and/or the Francis Marion University Real Estate Foundation. This prohibition includes all buildings and grounds. This policy also includes all devices for smoking.
a. The sale or distribution for marketing purposes of products designed to be smoked on Francis Marion University property.
b. Advertising and marketing efforts related to products designed to be smoked is prohibited in public spaces on Francis Marion University property and its entities as well as publications produced by the same.
c. This policy includes cigarettes, cigars, vapor devices, electronic smoking devices, or any combination thereof that is used to smoke and/or emits any substance into the air for the purpose of the activity of smoking.

14. Solicitation Policy
Solicitation by persons not affiliated with the University is prohibited for non-invitees. Students assisting with the distribution of solicitation materials are subject to the Honor Code. Both commercial and non-commercial solicitations are prohibited in non-public areas of the University.

Implementation of the Student Conduct Process
The conduct process for students is based upon the elements of constitutional due process and local, state and federal law which have been developed over the last several decades. While University students do not give up their rights at the gates of the University, it is important to understand that the level of due process in the University disciplinary system differs from that of the legal system. The following procedures outline the University process and shall be carried out as fully as possible. Community members should be aware, however, that there are emergency situations in which these procedures may be omitted when necessary to protect public safety. Any person may refer a student or student group or organization suspected of a violation of the section. Persons making such referrals are required to provide information pertinent to the case and will normally be expected to appear before a conduct board or conduct official as a complainant. The Dean of Students Office administers the conduct process at Francis Marion University, except for academic violations, which are administered by the Office of the Provost. A detailed description of the process used to administer Student Conduct and Academic Violations may be found in the FMU Student Handbook.

Portions of the materials are adapted from similar documents at the University of Maryland, the University of Tennessee (Knoxville), University of Delaware, Spelman College, and Texas Tech University, and from other materials from sources provided by the Association for Student Conduct Administration and its members. Definitions of cheating and plagiarism are adopted from "Student Rights and Responsibilities" (1970) in the Student Handbook of the University of Kentucky, Lexington, Ky.

SEXUAL HARASSMENT

It is the policy of FMU, in keeping with efforts to maintain an environment in which the dignity and worth of all employees and students of the University are respected, that sexual harassment of students, employees, and visitors to the University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex. As a place of work and learning for students, faculty, and staff, FMU must be free of all forms of sexual intimidation, exploitation, and harassment. All community members should be aware that the University does not condone such behavior and is prepared to take action to prevent and correct such behavior. Individuals who engage in sexual harassment are subject to disciplinary actions which may include, but are not limited to, oral or written warnings, demotions, transfers, suspension without pay, or dismissal for cause or sanction under the student Code of Conduct.

Sexual harassment is a form of sex discrimination that is prohibited under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. The South Carolina State Human Affairs Law also prohibits sex discrimination. Students should immediately contact the Vice President for Student Life or the Vice President for Administration. Any faculty or staff member receiving a complaint of sexual harassment should seek the advice of the Vice President for Administration.

ALCOHOL & DRUG POLICY

FMU prohibits the illegal and irresponsible use of alcohol and other drugs. The University will enforce federal, state, and local laws, as well as its own alcohol and drug policies. Procedures that support these laws and policies have been instituted and are strictly enforced. It is the responsibility of every member of the University community to know the risks associated with the use and abuse of alcohol and other drugs and to assist the University in creating an environment which promotes health-enhancing attitudes and activities. Additional information about alcohol and drug policies and procedures may be found in the FMU Student Handbook, the FMU Staff Handbook and the FMU Faculty Handbook.

The use of alcoholic beverages on campus is not encouraged and is prohibited with the following exceptions; (1) the private use of alcohol within student apartments by students of legal drinking age, (2) the provision of alcohol at certain events sponsored by a University department, contracted organization, or campus community organization upon approval by the appropriate University official (see herein). Events must meet all criteria contained herein. The use of alcoholic beverages within these two exceptions is permitted only for those of legal drinking age (21 years of age or older). Alcohol is prohibited in the Residence Halls. For appropriate events, the Provost or Vice President responsible for approving the event will determine how, when, and where alcohol may be used.

FMU prohibits the unlawful manufacture, dispensation, possession, use or distribution of illegal drugs and alcohol on its property or as a part of any of its activities by faculty, staff or students regardless of permanent, full-time, part-time or temporary status, pursuant to state and federal laws.

Statutes adopted by the State of South Carolina prohibit certain activities regarding alcoholic beverages and drugs. The law provides for certain penalties including fines up to $5,000 and incarceration up to five years. Violations of the law also subject the offender to administrative sanctions under the University's rules and regulations. The following activities are unlawful:

- Purchase of alcoholic beverages on behalf of a minor.
- Purchase or possession of alcoholic beverages by a person under 21 years old.
- Presentation of false or improper identification in order to obtain alcoholic beverages.
- Possession of an open container of beer, wine, or other alcoholic beverage in a moving vehicle or in an area where such possession has been prohibited.
- Driving under the influence of alcohol or other drugs.
- Selling, giving, or providing alcoholic beverages to a person under 21 years old.
- Distribution, use or possession of drugs and drug paraphernalia.

Referrals or information about alcohol and drug matters are available to any student, faculty, or staff member of Francis Marion. For more information about these programs, contact the Office of Testing, Counseling, and Special Services at 843-661-1840. Complete copies of the FMU Alcohol and Drug Policy may be found in the FMU Student Handbook or may be obtained from the following offices: Student Life, Provost, Communications, Administration/Human Resources, and Athletics.

SPEECH AND DEMONSTRATIONS POLICY

The University recognizes the rights of free speech and peaceful assembly as guaranteed by the First Amendment of the United States Constitution, views this right as fundamental to the democratic process, and supports the rights of students to express their views or to peacefully protest and peacefully dissent against actions and opinions with which they disagree.

The University also recognizes a concurrent obligation to develop policies and procedures which safeguard this freedom of expression but which, at the same time, will maintain on the campus an atmosphere conducive to academic work, preserving the dignity and seriousness of University ceremonies and public exercises and respecting the private rights of all individuals. Thus, the University has established regulations intended to regulate the time, place and manner of such activities in compliance with the constitution in order that demonstrations do not prohibit the freedoms or rights of other members of the University community.

The following regulations are intended to enumerate the essential provisions necessary to reconcile freedom of assembly with responsibility in any campus meeting conducted for the purpose of expressing opinions of the participants.

1. Gatherings should be reviewed by the Vice President for Student Life and the University Space Committee to ensure that they comply with all time, space and manner regulations.

2. Gatherings may be conducted in areas which are generally available to the public, provided that such gatherings:
   a. Are conducted in an orderly and peaceful manner.
   b. Do not obstruct in any way pedestrian or vehicular traffic.
   c. Do not interfere with classes, scheduled meetings, events, ceremonies or with other essential processes of the University.
   d. Are held in assigned meeting rooms inside a building.

3. Meetings which would impose an unusual demand upon staff or facilities must have approval regardless of where they are held on campus.

4. Violation of the above stated policy or any University regulations which occur during such a gathering will result in appropriate disciplinary action.

5. Persons who are not members of the University community, as well as those who are, may not engage in activities which disrupt, obstruct, or in any way interfere with the pursuits of teaching, learning, campus activities, or any other University process.

HAZING POLICY

The University will take action against any club, organization, or individual which/who has committed an act of hazing as defined by the following: any intentional, negligent, or reckless act, on or off University property, by a student(s) or student organization, acting alone or with others, which is directed against any other student(s), that endangers the mental or physical health or safety of that student. In accordance with South Carolina law, it is also unlawful for any person to knowingly permit or assist any person in committing these acts. The authority allowed and provided by South Carolina law shall supersede university procedures concerning hazing when appropriate. Hazing includes such things as wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm to punish or injure or other unauthorized treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature, and other such actions. Additionally, the following actions are prohibited as well:

a. Assisting any person in committing acts defined as hazing.
b. Failing to report promptly any information within his/her knowledge of acts defined as hazing.
c. Abusive treatment of another person or persons.
d. Having knowledge of hazing activities and failing to report the activity and permitting hazing to occur.
e. Allowing non-students to participate in organization initiations, intake processes, or any activity reserved for enrolled students of the University.
f. Intentional, negligent, or reckless behavior that has a foreseeable potential for causing physical harm.
g. Any activity that intimidates or threatens a student with ostracism or that subjects a student to extreme mental stress.
h. Any activity that would incite others to engage in hazing activity.

The implied or expressed consent of a person to acts which violate the above *does not* constitute a defense to violations of these sections.

In addition, such organizations and their individual members may face criminal prosecution under the laws of the state of South Carolina. Any violator of the law is subject to criminal conviction and may be fined, jailed, or both. Below is a description of the law under which such action may be taken:

According to South Carolina law: *"It is unlawful for any person to intentionally or recklessly engage in acts which have a foreseeable potential for causing physical harm to any person for the purpose of initiation or admission into or affiliation with any chartered student, fraternal, or sororal chartered organization. Fraternity, sorority, or other organization for the purposes of this section means those chartered fraternities, sororities, or other organizations operating in connection with a school, college, or university.… It is also unlawful for any person to knowingly permit or assist any person in committing acts made unlawful by the above or to fail to report promptly any information within his/her knowledge of acts made unlawful by the above to the chief executive officer of the appropriate school, college, or university."*

S.C. State Statute SECTION 59-101-200. Hazing prohibited; penalties.
(A) For purposes of this section:

(1) "Student" means a person enrolled in a state university, college, or other public institution of higher learning.

(2) "Superior student" means a student who has attended a state university, college, or other public institution of higher learning longer than another student or who has an official position giving authority over another student.

(3) "Subordinate student" means a person who attends a state university, college, or other public institution of higher learning who is not defined as a "superior student" in item (2).

(4)"Hazing" means the wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm by a superior student to a subordinate student with intent to punish or injure the subordinate student, or other unauthorized treatment by the superior student of a subordinate student of a tyrannical, abusive, shameful, insulting, or humiliating nature.

(B) Hazing at all state supported universities, colleges, and public institutions of higher learning is prohibited. When an investigation has disclosed substantial evidence that a student has committed an act or acts of hazing, the student may *be dismissed, expelled, suspended, or punished as the president considers appropriate.*

S.C. State Statute SECTION 59-101-210. Institutional reports of hazing violations; contents; availability; redress for violations.

(A)(1) Beginning with the 2016-2017 academic year, a public institution of higher learning, excluding technical colleges, shall maintain a report of actual findings of violations of the institution's Conduct of Student Organizations by fraternity and sorority organizations formally affiliated with the institution.

FMU updates and posts this report *(The Tucker Hipps report)* each semester.

It is available on our website: **https://www.fmarion.edu/tuckerhipps/**As indicated above, South Carolina Law empowers the university president latitude in addressing alleged cases of hazing that supersedes the FMU student conduct procedures otherwise outlined in the handbook.

GUIDELINES FOR STUDENT CONCERNS OR COMPLAINTS

The University deems it essential that all students be provided an adequate opportunity to bring concerns, complaints, or suggestions to the attention of the administration with the assurance they will be treated promptly, professionally, fairly, and without fear of reprisal. If any student believes he or she has been mistreated by any member of the faculty or staff, the procedures below should be followed. These procedures are intended to simplify the proper route for students to follow in reporting any perceived mistreatment by a University employee and are not intended to replace any existing policy or process for matters that may be grieved (i.e. sexual harassment, grade appeals, etc.).

- Concerns about faculty on academic or other matters should be reported to the department chair or dean who supervises the professor or instructor.

- Concerns about any form of perceived mistreatment by a University employee should be reported to the employee's supervisor or to the office of the Vice President of the division to which the employee belongs.

- Concerns about admission, registration, advising, or financial assistance issues should be reported to the Associate Provost for Enrollment Management or the Provost's Office.
- Concerns about billing, student accounts, or other administrative issues (Campus Police, Dining Services, Bookstore, etc.) should be reported to the office of the Vice President for Finance and Facility Affairs.

- All other concerns about non-academic matters, including complaints about treatment by other students, should be reported to the Student Life Office.

Students should be aware that once a concern is reported, the complainant may be directed to take further steps or action to have the matter addressed. By reporting to the offices above, the student will be able to determine the appropriate steps to address his or her concerns.
STUDENT

STUDENT OMBUDSMAN

The FMU Ombudsman was created in 2016 by the University President under the auspices of the administration as a resource for all Francis Marion University students to assist in the resolution of non-academic conflicts, concerns, and other problems that they may encounter while pursuing their course of study. The Ombudsman acts as a neutral and impartial resource for students in addressing and resolving non-academic issues and concerns.

The FMU Ombudsman does not take sides in disputes, does not petition on behalf of students or the University, and does not advocate for any particular outcome. The Ombudsman has no stake in outcomes. Instead, the Ombudsman advocates for a fair process and works to assist students in identifying their options to provide avenues for the resolution of their issues.

ACADEMIC INFORMATION

STUDENT RESPONSIBILITY

Each student is responsible for the proper completion of his or her academic program, for familiarity with the Francis Marion University Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic adviser will counsel, but the final responsibility for a successful college career rests with the student.

Students are required to have knowledge of and observe all regulations pertaining to campus life and student deportment. The University's Code of Student Conduct is summarized in the "Student Life" section of this catalog and stated in expanded form in the FMU Student Handbook. As students willingly accept the benefits of membership in the Francis Marion University academic community, they acquire obligations to observe and uphold the principles and standards that define the terms of FMU community cooperation and make those benefits possible.

Each student while associated with the University is expected to participate in campus and community life in a manner that will reflect credit upon the student and the University.

Change of Name or Address – Each student is responsible for maintaining communication with the University and keeping on file with the Office of the Registrar at all times any change in name and current address, including zip code, email address, and telephone number. Failure to do so can cause serious delay in the handling of student records and important correspondence. Information regarding advising and preregistration will be emailed to the FMU Gmail address for those students who are currently enrolled. Because of its nature and purpose, campus housing may not be regarded as a student's permanent home address.

Student Evaluation of Course and Instructor – Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality. The evaluation is administered during class time, with the instructor leaving the room while a designated student hands out forms, collects forms, and then delivers the completed forms to the appropriate administrative assistant. These evaluations are completely anonymous, and faculty members do not receive any feedback until grades have been turned in to the Registrar. Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost in order to confidentially notify the administration of such failure to follow procedures.

CATALOG POLICIES

The FMU Catalog serves as an agreement for students entering the university during the catalog year. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interests of the students and the institution in mind. Students are encouraged to consult an advisor if they have questions about the application of any policy.

The Francis Marion University Catalog serves as the definitive guide to academics, and the acquisition of degrees at the university. All students must satisfactorily complete all requirements described in the catalog in effect at the time of first enrollment as a degree student at the university, or all requirements described in the catalog in effect at the time of graduation. A student who changes from one major or minor to another must meet requirements of the new major or minor in effect at the time of the change.

A student who leaves the university or changes to another major or minor for a period of one calendar year or longer and then returns to the university or to the original major or minor will be required to meet requirements in effect at the time of return.

Federal and State Declarations of Emergency or other events may require the revision of university policies or procedures, as described in the catalog and other university documents. Any such changes must be approved by the president of the university and recorded by the university registrar. They will also be reflected in the electronic copy of the Catalog on the university website.

Such declarations of emergency may also result in the University imposing processes and procedures that may include, but not be limited to, closures, mode of content delivery, and/or public health and safety protocols.

Information regarding graduation requirements is available in the Office of the Registrar. Students are responsible for keeping themselves apprised of current graduation requirements for the degree programs in which they are enrolled.

ACADEMIC ADVISING

Academic advisors provide guidance to students as they pursue their degree programs. Students are encouraged to meet with their advisors to discuss their academic progress and any questions they may have about the university and its programs. Students also must meet with their advisors prior to registration for courses each fall and spring semester.

First-year students are assigned to an advisor in the Center for Academic Success and Advisement (CASA). First-year students in the Honors Program, however, are placed with an honors faculty member for advising.

After their first year at FMU, students are placed with advisors who are faculty members within their major or disciplinary specialty.

Students placed on Probation 2 are assigned an advisor in the Center for Academic Success and Advisement until they improve their academic standing.

Many students enter the University having decided on a major and/or program of study. There are, however, those students who have not decided on a major. This group of students is admitted as undecided majors. Students who wish to declare or change their major during their first year at FMU should speak to their assigned advisor. Students who are in their second year at FMU should visit the department of their new major and meet with the administrative assistant, who will then assign them a new advisor.

Students are responsible for meeting with their advisors, checking their degree audits, and reviewing the degree requirements listed in this catalog.

ACADEMIC PROGRAM DELIVERY

SEMESTER SYSTEM – The University operates on the semester system with a fall term scheduled from late August until early December and a spring term from mid-January to early May. Courses meet for 15 weeks during the semester, normally culminating in a final examination period. Two commencements are held annually, one in December and another in May. Students completing degree requirements during summer terms may participate in December commencement exercises.

SUMMER SESSION – The University operates a late spring term of three weeks and two summer terms of approximately five weeks each. Some courses may extend over more than one term during the summer session. Generally, students can earn a maximum of 15 semester hours of credit in the full summer session. However, those students enrolled in laboratory courses may earn as much as 18 semester hours of credit. Courses are generally scheduled by most departments and schools of the University. A special effort is made to offer courses that meet the certification needs of public school teachers.

EVENING COURSES – The University offers evening courses during each semester and during summer sessions. Courses offered are selected primarily on the basis of demand from those students who cannot attend daytime classes. Evening courses are offered on campus and at selected sites in the community.

OFF-CAMPUS COURSES – The University offers courses in off-campus locations where sufficient student demand warrants them. These are regular University courses for students who cannot attend classes on campus. On occasion the University offers credit courses on a contract basis with an area school system or healthcare organization.

ONLINE COURSES – The University offers online, dual delivery, and/or hybrid educational opportunities in select programs. Please consult each individual program to determine if coursework is offered in an alternative online format.

EXPERIENTIAL & NON-TRADITIONAL LEARNING

Experiential Learning at FMU seeks to add practice components to the theory learned in the classroom and lead to more complete learning that enhances traditionally acquired knowledge. Such real-life experiences better prepare students for their roles as employees and citizens. Learning activities that engage the learner in the phenomena being studied also serve to enhance students' awareness of their own values and the values of others. These supervised activities occur outside the normal classroom, laboratory or library. They may be credit or no-credit and fall into four categories all of which involve University direction and student reflection.

INTERNSHIPS

Internship programs provide meaningful introductions to career options in professionally related work experiences in business, industry, government, or service agencies. Internships are offered by individual departments to allow students to gain practical work experience in a particular field while working on a degree. This work experience is usually unpaid and may offer academic credit if there is appropriate faculty supervision. Students generally work between eight and 12 hours a week while also taking other classes. Rules of eligibility and lists of companies offering internships can be obtained from departmental offices or the Office of Career Development. Some departments require internships as part of the curriculum in certain disciplines.

Service learning allows students to put their academic training to use solving real problems in their communities. This teaching method enhances learning through supervised experience related to course work, with goals and objectives that focus on both the learning and service of the activity. Students develop by combining service tasks with structured opportunities that link the tasks to self-reflection, self-discovery, and the attainment of values, skills, and knowledge content.

FACULTY-MENTORED RESEARCH

Students who have studied content and method courses use this knowledge as they work with faculty in designing, carrying out and reporting on a research project. This activity leads to an enhanced and more practical understanding of discipline-specific professional methods. It may also lead to the discovery of new information and the dissemination of that knowledge through publications and/or presentations at regional and national professional meetings.

INTERNATIONAL EXCHANGE & STUDIES PROGRAMS

FMU offers many opportunities for students wishing to maximize and globalize their educational experience by studying at exchange partner institutions in Canada, England, France, Germany, Ireland, and Spain. Students may also pursue short-term learning opportunities through travel study courses or summer language, culture and science programs. FMU students are also eligible to participate in exchanges offered through other universities in South Carolina. For more information about the Exchange Programs, contact the International Programs Director, Dr. J. Mark Blackwell at (843) 661-1657/email jblackwell@fmarion.edu.

COOPERATIVE EDUCATION

Cooperative education involves alternating periods of academic study (coursework within the major) and periods of related work with the participating Cooperative Education employer. Work periods normally take place during the sophomore and junior years and usually last one semester. To qualify for participation in the program, students must have successfully completed 30 semester hours of academic work and make formal application in the department overseeing the experience.

The work assignment is considered an integral part of the student's education. Each completed work period will appear on the student's transcript, but no academic credit is awarded for this experience. Normally the student will not be enrolled in any classes during the semester of the work experience. During the Cooperative Education program, the student will be classified as full-time. Full-time status provides a way to address insurance, taxes, loans, and other concerns surrounding university status.

To enroll in the program, a student must obtain a form from the Director of Career Development, obtain approval from his/her department chair/dean, and return the completed form to the Director of Career Development.

REGISTRATION

The Registrar is responsible for the management of the registration process by which students enroll in classes. Registration procedures for each term are described in the schedule of classes for that term and on the University's website.

Each student should meet with his or her faculty adviser to select courses to be taken. The student may enter his or her schedules via the Patriot Portal, in the adviser's office or in the Office of the Registrar. Students must pay fees in the Cashier's Office.

Through the registration process, students assume academic and financial responsibility for the classes in which they enroll. They are relieved of these responsibilities only by formally terminating enrollment by dropping or withdrawing in accordance with procedures and deadlines specified in the

schedule of classes each term.

COURSE LOAD

The unit of measurement of University course work is the semester hour. Semester hours are also referred to as credit hours or credits. One semester hour for lecture is defined as one class hour of classroom or direct faculty instruction per week and an expectation of at least two hours of out-of-class student work each week. One semester hour for laboratory is defined as a minimum of 2-3 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of at least one hour of additional out-of-class student work each week.

One semester hour for clinical is defined as a minimum of 2-3 class hours of work each week in a clinical setting under the supervision of a clinical supervisor/instructor.

One semester hour for studio is defined as a minimum of two class hours of studio work each week under the direct supervision of an instructor and an expectation of at least two hours of individual studio work each week.

One semester hour for music ensemble is defined as a minimum of one class hour of supervised rehearsal each week and an expectation of at least two hours of individual student work each week.

For information on course listings and numbering refer to "Academic Programs-Undergraduate" or "Academic Programs-Graduate."

The usual course load for a FMU student is 15 to 17 hours per semester. With the approval of the student's department chair or dean, a student who earned a grade point average of 3.0 during the preceding regular semester (while completing 15 hours or more) or has a 3.0 cumulative grade point average may obtain permission to take up to 19 hours in one semester. In addition, seniors who are within 19 hours of graduation and who have a 2.5 cumulative grade point average may also obtain permission. Overloads of 20 hours or more require the permission of the Provost.

No student who has earned fewer than 15 hours at FMU will be permitted to carry an overload. Transient and correspondence courses which may cause an overload must be approved prior to enrolling in the course(s).

The maximum course load permitted for Late Spring Term is one course, with a maximum of four credit hours. The maximum course load for First Summer Term or Second Summer Term is seven hours.

Students with grade point averages of less than 2.0 may be required to carry reduced course loads.

CLASSIFICATION OF STUDENTS

Undergraduate students who are enrolled in the regular session and who are registered for 12 or more semester hours for University credit (not audit credit) are classified as full-time. Undergraduate students who are enrolled in the regular session but who are registered for fewer than 12 semester hours are classified as part-time. A graduate student enrolled for six or more hours is considered to be a full-time student.

All undergraduate students are also classified as either special or regular. Special students are those who have completed a baccalaureate degree but are taking undergraduate courses. Regular students are candidates for baccalaureate degrees and are further classified as follows:

Freshmen – Students who have earned fewer than 22 semester hours of credit

Sophomores – Students who have earned at least 22 but fewer than 54 semester hours of credit

Juniors – Students who have earned at least 54 but fewer than 87 semester hours of credit

Seniors – Students who have earned 87 or more semester hours of credit

CLASS ATTENDANCE POLICY

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.

Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform students, at the beginning of each course, of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Attendance policies will be outlined in the class syllabus.

If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade. It is the responsibility of a student to make up work missed because of absence from announced tests and laboratory sessions. However, announced tests and laboratory sessions may be made up only at the discretion of the instructor.

COURSE WITHDRAWAL

A student is expected to follow the course schedule for which he/she registers. However, prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. In the event that November 10 or April 10 fall on a Saturday or Sunday, the withdrawal date will be the Monday immediately following that date. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from his/her course at any time during a semester prior to the submission of senior or final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

AUDITING COURSES

A student admitted to FMU as a regular or special student may elect to audit one or more courses provided that he/she meets the course prerequisites or receives the approval of the Registrar. Students who audit a course should adhere to the class policies including attendance. Students who do not adhere to the stated policies may be dropped from the course for not attending. No credit is given for auditing.

Audited courses are considered part of the course load for a regular student in determining overload approval but not when determining whether a student is classified as full-time. Changes from audit to credit are not permitted after the regular change of schedule period has ended. Change from credit to audit is permitted after the change of schedule period has ended only if the student is doing passing work in the course and only upon the approval of

the Registrar.
Audited courses are charged at the same rate as courses taken for credit.

ADVANCED PLACEMENT CREDIT

(College Board Exams and CLEP)
Advanced placement credit can be earned through the College Entrance Board Advancement Placement Exams, CLEP exams, International Baccalaureate (IB) exams and through placement exams offered by FMU. Francis Marion University may accept a total of 30 hours of advanced placement credit. A student may not take a course for which he/she has previously earned advanced placement credit. Students may audit such courses with the permission of the instructor and the appropriate academic chair/dean.

COLLEGE ENTRANCE BOARD ADVANCED PLACEMENT

Students who have taken advanced placement tests through the College Entrance Examination Board Advanced Placement Program and who score satisfactorily may obtain college credit. The score necessary for credit for a particular course is determined cooperatively by the appropriate department or school and the Registrar. Students must request that their scores be sent to Francis Marion University c/o the Office of Counseling and Testing. Advanced Placement scores obtained during high school are usually received at FMU in mid-July.

Scores required to receive credit in the AP program:

College Board AP Examinations	*Score*	*Course Exempted*	*Credits*
African American Studies	*3, 4*	*AAAS 200*	*3*
African American Studies	*5*	*AAAS 200 +AAAS Elective*	*6*
Art History	*3, 4, 5*	*Art 101*	*3*
Studio Art: Drawing	*3, 4, 5*	*Art 203*	*3*
Studio Art: 2-D Design	*3, 4, 5*	*Art 204*	*3*
Studio Art: 3-D Design	*3, 4, 5*	*Art 205*	*3*
Biology	*3*	*Biology 104*	*4*
Biology	*4*	*Biology 105/115L*	*4*
Biology	*5*	*Biology 105/115L, 106*	*8*
*Calculus AB**	*3, 4*	*Math 201*	*3*
Calculus AB	*5*	*Math 201, 202*	*6*
Calculus BC	*3*	*Math 201, 202*	*6*
Calculus BC	*4, 5*	*Math 201, 202, 203*	*9*
Chemistry	*3, 4, 5*	*Chemistry 111, 111L, 112 112L*	*8*
Computer Science A	*3, 4, 5*	*Computer Science 226*	*3*
Computer Science AB	*3, 4, 5*	*Computer Science 226, 227*	*6*
Macroeconomics	*3, 4, 5*	*Economics 204*	*3*
Microeconomics	*3, 4, 5*	*Economics 203*	*3*
English Language and Composition	*3, 4*	*English 101*	*3*
	5	*English 101, 102*	*6*
English Literature and Composition	*3, 4*	*English 101*	*3*
	5	*English 101, 102*	*6*
Both English AP Exams	*3, 4, 5*	*English 101, 102*	*6*
Environmental Science	*3, 4, 5*	*Biology 103*	*4*
French Language	*3, 4, 5*	*French 101, 102*	*6*
French Literature	*3, 4, 5*	*French 201*	*3*
Italian Language	*3, 4, 5*	*Elective*	*6*
Japanese Lang & Cult	*3, 4, 5*	*Elective*	*6*
Comparative Government and Politics	*3, 4, 5*	*Elective*	*3*
United States Government and Politics	*3, 4, 5*	*Political Science 101*	*3*
European History	*3*	*History 103*	*3*
European History	*4, 5*	*History 103, 104*	*6*
United States History	*3*	*History 101*	*3*
United States History	*4, 5*	*History 101, 102*	*6*
World History: Modern	*3, 4, 5*	*History 105*	*3*
Human Geography	*3, 4, 5*	*Geography 101*	*3*
Latin Literature	*3, 4, 5*	*Elective*	*3*
Latin	*3, 4, 5*	*Elective*	*3*
Music Theory	*3*	*Music 115*	*3*
Music Theory	*4, 5*	*Music 115, 215*	*6*
Aural Subscription	*3*	*Music 116*	*1*
Aural Subscription	*4, 5*	*Music 116, 216*	*2*
Nonaural Subscription	*3, 4, 5*	*Music Elective*	*1*
Physics 1	*3, 4, 5*	*Physics 215*	*4*
Physics 2	*3, 4, 5*	*Physics 216*	*4*
Physics C: Electricity & Magnetism	*3, 4, 5*	*Physics 202*	*4*
Physics C: Mechanics	*3, 4, 5*	*Physics 201*	*4*
Precalculus	*4, 5*	*Math 137*	*3*
Psychology	*3, 4, 5*	*Psychology 206*	*3*
Research	*3,4,5*	*Elective*	*3*
Seminar	*3,4,5*	*Elective*	*3*
Spanish Language	*3, 4, 5*	*Spanish 101, 102*	*6*
Spanish Literature	*3, 4, 5*	*Spanish 201, 202*	*6*
Statistics	*3, 4, 5*	*Math 134*	*3*

** Including AB subscore on BC exam.*

WHO RECEIVES MY AP GRADE REPORT? HOW CAN I HAVE A COPY SENT TO A COLLEGE?
AP Grade Reports (transcripts) include final grades for all AP Exams ever taken. A copy of the report is automatically sent to you, the college(s) you designated on your answer sheet, and your school. Transcripts are typically mailed the July following each exam.

If you would like a grade report sent to an additional college, or if you did not specify a college to receive your grade report at the time of testing, you can contact AP Services to request delivery of additional grade reports. Requests generally take one week to process from the date they are received and cost $15 per report. Rush reports are processed within 2 working days and are available for $25 per report. AP Services may be reached at:

AP Services
PO Box 6671
Princeton, NJ 08541-6671
Phone: 609-771-7300 or 888-225-5427
(toll free in the U.S. and Canada)
www.collegeboard.com/student/testing/ap/exgrd_rep.html

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The University awards credit for satisfactory scores on many of the Subject Examinations offered through the CLEP program. Only freshman and sophomore students are eligible to take CLEP exams without prior permission from a department chair or school dean. Juniors and students who have attained senior standing may attempt CLEP exams but first must obtain written permission from the department chair or dean of the school of the discipline in which a particular exam is offered. Normally, seniors during the semester prior to their graduation will not be allowed to attempt CLEP exams. No graduating senior will be allowed to attempt CLEP exams after the deadline for applying for graduation. CLEP exams can be taken at the Office of Counseling and Testing at FMU (843-661-1840). The chart below explains how the test scores will be evaluated for credit at FMU.

Scores required for credit in the CLEP Program:

CLEP Exam	*Score*	*Course allowed toward degree*	*Credits*
American Govt.	*50*	*Pol. Sci. 101*	*3*
American Literature	*50*	*Lit. 200 Elective*	*3*
Analyzing & Interpreting Literature	*50*	*Lit. 200 Elective*	*3*

Biology	*50-62*	*Biology 105/115L*	*4*
	63+	*Biology 106*	*4*
Calculus	*50*	*Math 201*	*3*
Chemistry	*50-62*	*Chemistry 111*	*4*
	63+	*Chemistry 112*	*4*
College Algebra	*50*	*Math 111*	*3*
English Literature	*50*	*Lit. 200 Elective*	*3*
English Composition	*50-57*	*English 101*	*3*
with essay	*58+*	*English 102*	*3*
Financial Accounting	*50*	*Accounting 201*	*3*
French	*50-61*	*French 101 & 102*	*6*
	59+	*French 201*	*3*
History of the U.S. I: Early Colonizations to 1877	*50*	*History 101*	*3*
History of the U.S. II: 1865 to Present	*50*	*History 102*	*3*
Information Systems & Computer Applications	*50*	*Computer Science 150*	*3*
Introductory Business Law	*50*	*Business 206*	*3*
Intro Psychology	*50*	*Psychology 206*	*3*
Intro Sociology	*50*	*Sociology 201*	*3*
Pre-calculus	*50*	*Math 137*	*3*
Principles of Management	*50*	*Management 351*	*3*
Principles of Marketing	*50*	*Marketing 331*	*3*
Principles of Macroeconomics	*50*	*Economics 204*	*3*
Principles of Microeconomics	*50*	*Economics 203*	*3*
Spanish	*50-61*	*Spanish 101 & 102*	*6*
	63+	*Spanish 201 & 202*	*6*
West Civilization I: Ancient Near East to 1648	*50*	*History 103*	*3*
West Civilization II: 1648 to Present	*50*	*History 104*	*3*

INTERNATIONAL BACCALAUREATE

To assist you in reaching your academic goals, FMU awards college course credit for satisfactory scores on higher level International Baccalaureate (IB) examinations. Students who have completed courses and the tests in the International Baccalaureate Program must have their scores sent to the Office of Counseling and Testing at FMU for evaluation. The chart below explains how the tests will be evaluated in terms of credit at FMU. The official FMU transcript will reflect the credit awarded to the student.

I.B. Exam Higher Level	*Score*	*Course allowed toward degree*	*Credits*
Biology	*4*	*Biology 104*	*4*
Biology	*5*	*Biology 105/115L*	*4*
Biology	*6, 7*	*Biology 105/115L, 106*	*8*
Chemistry	*5*	*Chemistry 111*	*4*
Chemistry	*6, 7*	*Chemistry 111, 112*	*8*
Computing Studies	*5, 6, 7*	*Computer Science 190*	*3*
Economics	*5, 6, 7*	*Economics 203, 204*	*6*
English (Lang. A)	*4, 5*	*English 101*	*3*
English (Lang. A)	*6, 7*	*English 101, 102*	*6*
French	*4*	*French 101*	*3*
French	*5*	*French 101, 102*	*6*
French	*6*	*French 101, 102, 201*	*9*
French	*7*	*French 101, 102, 201*	*9*
Geography	*4, 5, 6, 7*	*Geography 101*	*3*
History-American	*4, 5, 6, 7*	*History 101 or 102*	*3*
History-European	*4, 5, 6, 7*	*History 103 or 104*	*3*
Mathematics	*5*	*Math 201**	*3*
Mathematics	*6, 7*	*Math 201, 202***	*6*
Mathematics - Prob. & Statistics (35 hour option)	*6, 7*	*Math 134*	*3*
Music	*4, 5*	*Music 115, 116, 101*	*7*
Music	*6, 7*	*Music 115, 116, 101, 215, 216, 245*	*14*
Physics	*5*	*Physics 215*	*4*
Physics	*6, 7*	*Physics 215, 216*	*8*
Psychology	*5, 6, 7*	*Psychology 206*	*3*
Spanish	*4*	*Spanish 101*	*3*
Spanish	*5*	*Spanish 101, 102*	*6*
Spanish	*6*	*Spanish 101, 102, 201*	*9*
Spanish	*7*	*Spanish 101, 102, 201, 202*	*12*

*Students will be placed in MATH 202 and receive credit for MATH 201 after successful completion of MATH 202 with a grade of C or higher.

**Students will be placed in MATH 203 and receive credit for MATH 201 and 202 after successful completion of MATH 203 with a grade of C or higher.

CAMBRIDGE INTERNATIONAL

Francis Marion awards credit to students who attain satisfactory scores (E or higher) in Cambridge International A and AS courses. Satisfactory scores and FMU credit awarded is listed below in common curricula. The Registrar will determine credit in other subject areas offered by Cambridge International on an individual basis. Students should have exam results sent directly to Francis Marion University, c/o The Office of Counseling and Testing.

AICE	SCORE	Course Exempted	Credits
Biology AS 9700	*E or higher*	*Biol 105/115*	*4*
Biology A 9700	*E or higher*	*Biol 105/115, 106*	*8*
Physics AS 9702	*E or higher*	*Physics 215*	*4*
Physics A 9702	*E or higher*	*Physics 215, 216*	*8*
Psychology AS 9990	*E or higher*	*Psyc 206*	*3*
Psychology A 9990	*E or higher*	*Psyc 206*	*3*
Sociology AS 9699	*E or higher*	*Soci 201*	*3*
Sociology A 9699	*E or higher*	*Soci 201*	*3*
Accounting AS 9706	*E or higher*	*Actg 201*	*3*
Accounting A 9706	*E or higher*	*Actg 201*	*3*
Business AS 9609	*E or higher*	*Busi 150*	*3*
Business A 9609	*E or higher*	*Busi 150*	*3*
Economics AS 9708	*E or higher*	*Econ 203*	*3*
Economics A 9708	*E or higher*	*Econ 203*	*3*
Computer Science AS 9618	*E or higher*	*CS 190*	*3*
Computer Science A 9618	*E or higher*	*CS 190*	*3*
Chemistry AS 9701	*A, B, or C*	*Chem 111, 111L, 112, 112L*	*8*
Chemistry A 9701	*A, B, or C*	*Chem 111, 111L, 112, 112L*	*8*
Chemistry AS 9701	*D or E*	*Chem 111, 111L*	*4*
Chemistry A 9701	*D or E*	*Chem 111, 111L*	*4*
Mathematics AS 9709	*E or higher*	*Math 137, 140*	*6*
Mathematics A 9709	*E or higher*	*Math 137, 201*	*6*
Mathematics AS 9231	*E or higher*	*Math 137, Math 201*	*6*
Mathematics A 9231	*E or higher*	*Math 201, 202*	*6*

ADVANCED PLACEMENT EXAMS ADMINISTERED BY FMU

English Composition – Students admitted into Francis Marion University will complete a process of directed self-placement (DSP) to choose between English 101 or the extended version of English 101 (English 101E plus English 101L). Students will complete the DSP questionnaire found on the English Department's website (www.fmarion.edu/english/compositionprogram/requirementsandcourses/), and then, if needed, will work with their advisers or the Composition Coordinator to determine which course is better suited for their writing skills. Students may receive credit for freshman English courses through Advanced Placement or Dual Enrollment credit.

Foreign Language Credit – FMU uses the College Level Examination Program (CLEP) to determine eligibility for advanced placement and exemption credit in modern languages. For those who wish to start above the 101 level, the CLEP exam must be taken prior to beginning the language

sequence at FMU. The Office of Counseling and Testing administers CLEP exams. For more information or to schedule an appointment, please call 843-661-1840.

TRANSFER CREDIT

Transcripts of students transferring from another institution are evaluated in the Registrar's Office, and the results are provided to the applicant. Determining the applicability of transferred credits to major requirements is the responsibility of the Registrar's Office.

Credit may be allowed for courses that are appropriate to the curriculum in which the student is admitted. Courses passed with a grade of D or its equivalent are not transferable and are not used in computing a student's grade point average except for specific courses taken in approved fourth-year cooperative programs. All transfer credit must have been completed at a regionally accredited institution. No credit is awarded for coursework taken on a non-credit basis, even non-credit courses completed at regionally accredited institutions. Transfer students are cautioned that a course, though acceptable for transfer, may not necessarily be applicable to a specific Francis Marion major, program, or degree.

Students who have earned an Associate of Arts or Associate of Science degree from a public two-year institution of higher learning shall receive a minimum of sixty (60) transfer credit hours. No more than 76 semester hours of credit may be accepted from institutions accredited as junior colleges or two-year institutions.

In order to complete requirements for an undergraduate degree, a transfer student must earn at least 25% of the required semester hours for that degree in residence at FMU (including a minimum of 12 semester hours above 299 in the student's major).

TRANSIENT CREDIT

A FMU student desiring to take courses at some other institution either during the summer session or the regular session and wishing to have courses transferred to FMU to apply toward a degree must have in advance the approval of his/her adviser or department chair/school dean as well as the Registrar before registering for the courses. This is known as transient credit. Only those students who are in good academic standing (those with cumulative grade point averages of 2.0 or above) and first semester transfer students in good academic standing (those transferring in with cumulative grade point averages of 2.0 or above from other institutions) can be approved to take courses at other institutions. No course specifically required in the student's major may be taken at another institution without prior approval of the department chair or school dean. Forms are available in the Office of the Registrar.

It is the student's responsibility to have an official transcript sent to the Office of the Registrar upon completion of the course(s) but no later than one month prior to the date he/she is scheduled to complete degree requirements. Grades earned at other institutions will not be computed in the FMU grade point average except when determining whether the student can graduate with honors and when taken in approved fourth-year cooperative programs. A grade of C or higher must be earned for a course to transfer to Francis Marion. A maximum of 30 semester hours in transient credit may be accepted as partial fulfillment of the requirements for the baccalaureate degree. The sum of the transient credit and the transfer credit from junior colleges and two-year institutions may not exceed 76 hours.

CORRESPONDENCE CREDIT

A maximum of 30 semester hours in correspondence courses may be accepted as partial fulfillment of the requirements for the baccalaureate degree. No more than 12 semester hours may be accepted in any one subject. The institution and the courses taken must have prior approval of the student's adviser, department chair/school dean and the Registrar. The student must have a grade of C or better on each course accepted. Grades on correspondence courses are not included in computation of grade point average. No course specifically required in the student's major may be taken by correspondence without prior approval of the department or school. Correspondence credit does not count as residential credit.

Information on correspondence courses available through other colleges and universities can be obtained from the Office of Counseling and Testing.

FINAL EXAMINATIONS

The standing of a student in his/her work at the end of a semester is based upon daily class work, tests or other work, and the final examinations. Final examinations are given on the dates and at the times designated in the final examination schedule. The final examination schedule is available in the schedule of classes published each semester. It is also available on the University website.

GRADING SYSTEM

A (Distinction)
A grade of A indicates achievement of distinction and carries four quality points per semester hour.

B+
A grade of B+ carries three and a half quality points per semester hour.

B (Above average)
A grade of B indicates above-average achievement and carries three quality points per semester hour.

C+
A grade of C+ carries two and a half quality points per semester hour.

C (Average)
A grade of C indicates average achievement and carries two quality points per semester hour.

D+
A grade of D+ carries one and a half quality points per semester hour.

D (Below average)
A grade of D indicates below-average achievement but acceptable credit toward graduation and carries one quality point per semester hour.

F (No Credit)
A grade of F indicates unsatisfactory achievement or withdrawal from the course after completion of one-third of the course without passing grades. Semester hours are included as work taken in computation of grade point average. No quality points or credits are earned.

IN (Incomplete)
IN is given a student who for an acceptable reason is allowed to postpone beyond the end of the semester or term the completion of some part of a course requirement. Approval by the department chair or dean is required. The designation of IN is not computed in the grade point average. If the IN is not replaced by a permanent grade by the end of the next semester or summer term in which the IN was given, the designation of IN will automatically become a grade of F. The grade of IN may not serve as a prerequisite for sequenced courses.

W (Withdrew)
W indicates that a course was dropped with permission prior to completion of one-third of the course or that a course was dropped with a passing grade after completion of one-third of the course. It is not included as semester hours taken in computation of grade point average.

CO (Continuing)
CO is reserved for students who at the end of the semester have not completed all their work in Honors 491. This grade is not computed in determining grade point average; however, these hours are included in the gross hours attempted and therefore are used to determine eligibility to stay in school. Under penalty of F, students must enroll the next semester in those courses in which CO was earned. Students will not be allowed to receive the CO grade more than once in the same course.

S (Satisfactory)
S indicates average or better than average achievement in certain courses which are graded on an S-U (Satisfactory-Unsatisfactory) basis only. Such courses are not included in computation of grade point average.

U (Unsatisfactory)
U indicates unsatisfactory achievement in certain courses graded on an S-U (Satisfactory-Unsatisfactory) basis only. No credit is earned.

GRADE POINT AVERAGE

Grade points are computed by multiplying the number of semester hour credits per course by the grade earned. The grade point average (GPA) is computed by dividing the total number of quality points by the total number of net hours taken. In the calculation of grade point average, the semester hours for the first repetition of a course will not count in computing net semester hours taken, but in subsequent repetitions, semester hours will be included in computing net semester hours taken. For a repeated course, the higher grade of the first two course grades earned plus the grades on all other repetitions will determine the number of quality points earned. Other institutions, however, may recalculate a student's grade point average and include all grades in that calculation. All grades will appear on the student's FMU transcript. A student with a low grade point average is advised to repeat courses for which a grade of D or F was earned.

A cumulative grade point average of 2.0 or higher is required for graduation on all work attempted at FMU (including four-year cooperative programs). In addition, a student must maintain an average of 2.0 or higher in his/her major courses in order to meet graduation requirements. Some programs may require a higher grade point average for admission, continuance in the program, and/or graduation.

Advanced placement credits, credits transferred from accredited institutions (except for credit for specific courses taken in approved fourth-year programs), credits earned through correspondence and/or extension work, and credit for courses taken on a Satisfactory-Unsatisfactory basis are not used in computing a student's grade point average but may be accepted toward a degree.

For calculating the grade point average for honor graduates, see the "Honor Graduates" section later in this chapter.

GRADE CHANGES

If a mistake was made in calculating or recording a term grade, the instructor of the course may change the grade. A change of grade may occur only within one calendar year from the receipt of the grade.

1. A faculty member seeking to change a student's term grade because of a mistake must request the change on the appropriate form, which may be obtained from the Office of the Registrar.

2. The department chairperson or dean shall approve or disapprove change-of-grade requests. If approved, the requests will be sent to the Registrar with instructions to make the necessary corrections on the official record.

GRADE APPEALS POLICY

MEMBERSHIP: The Grade Appeals Committee will consist of five faculty members to be elected by the faculty at large. The committee will elect the chair.

FUNCTION: The committee will hear final course grade appeals not resolved at the level of the academic unit.

GROUNDS FOR APPEAL: Unless the faculty member has acted in an arbitrary or capricious manner in the assignment of the final course grade in question, or unless the instructor's grading policy is in violation of the guidelines established by the University or his/her own policies as noted in the syllabus or other written documents, it is the right of the instructor to determine whether or not the final course grade should be changed.

PROCEDURES: The committee will meet as necessary, and is called by the Committee Chair. Appeals for grade changes may not be made after 60 days from the date the grade was given. The following procedures will be followed:

1. The student will first attempt to resolve the issue by consulting with the instructor.

2. If the issue is unresolved after consultation with the instructor, the student will then consult with the department chair/school dean to attempt a resolution.

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

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

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

6. Within 10 workdays after a decision, the chair of the Grade Appeals Committee will notify the student, the faculty member, the appropriate department chair/school dean, and the Provost of the committee's findings and recommendations. If the Grade Appeals Committee, through its inquiries and deliberations, determines that the grade should be changed, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, he or she will provide an explanation for refusing.

7. If after considering the instructor's explanation the Grade Appeals Committee concludes that it would be unjust to allow the original grade to stand, the committee may then recommend to the appropriate department chair/school dean that the grade be changed. The chair/dean in consultation with the instructor will assign the appropriate grade. Only the chair/dean, upon the

written recommendation of the Grade Appeals Committee, has the authority to effect a change in grade over the objection of the instructor who assigned the grade.

GRADE REPORTS

At the end of each semester and each summer term, grade reports are made available to students via the Patriot Portal.

Faculty members must give students an opportunity to make an informed decision on their academic performance prior to the last date to withdraw without academic penalty. Mid-term grades for first-semester freshmen will be recorded, submitted to the Registrar, and mailed to the advisers. Mid-term grades for other students will not be submitted. Faculty will receive a class roll prior to the last date for withdrawal to verify those enrolled in and attending the class.

TRANSCRIPTS

Official transcripts, bearing the University seal, will not be issued without the written consent of the student. A transcript will not be released if the student is indebted to the University.

Forms for requesting transcripts may be obtained from the Registrar's Office or through the University's website. A fee of $9 must accompany each individual transcript request. The request must be returned to the Office of the Registrar after fee payment is made.

REPEATING COURSES

Students may enroll in a course for a maximum of three times. Enrollments resulting in a grade of W are included in this total.

The grade earned during the second enrollment in a course will replace the original grade when calculating the student's grade point average, as long as the grade earned during the second enrollment is higher than the original grade. All grades earned after the second enrollment in a course will be included in the calculation of grade point average.

A student may not repeat for credit a 100- or 200-level language course for a higher grade once he/she has received credit for another course at a higher level in the same language.

Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU. However, a student may be permitted to repeat for additional credit a course he/she took for credit ten or more years previously.

A student may not repeat a nursing course that has a clinical or laboratory component unless they are enrolled in the nursing program.

A student may not repeat an Honors course in order to raise his/her grade point average. In order to improve the grade point average, a student may repeat in a regular section a course that he/she took as an Honors section, but the new grade will carry no Honors credit.

When a student repeats a course, all grades appear on the transcript. Grades of CO and W are not used in the calculation of grade point average but may affect a student's eligibility for financial assistance. Students should consult with Financial Assistance and their advisors before making a decision to repeat a course.

Appeals to this policy must be made to the Provost in writing before registration in the class.

ACADEMIC RENEWAL POLICY

An undergraduate student formerly enrolled at FMU who has not been enrolled at FMU for three consecutive calendar years is eligible to apply for Academic Renewal. The intent of this policy is to provide a renewed start for undergraduate students who experienced academic difficulty during their initial enrollment at FMU. Academic Renewal Applications are available to readmitted students in the Registrar's Office.

NOTE: Academic renewal is not available to graduate students.

All coursework previously taken at FMU by a student who is granted Academic Renewal will be treated as if it were transfer credit from another institution for purposes of granting credit toward graduation from FMU. The earlier courses, therefore, will not be included in computing the student's grade point average. Only those earlier courses in which a student earned a C or higher may be counted toward fulfillment of graduation requirements.

All courses and grades, including those taken while previously enrolled at FMU, will appear on the student's transcript. Other institutions are likely to include all grades and courses when calculating a student's grade point average for such purposes as transfer or admission to graduate and professional programs.

The Academic Renewal Policy is subject to the following stipulations:

1. A student may be readmitted under the Academic Renewal Policy one time only.
2. A student seeking readmission under the Academic Renewal Policy who has been enrolled at other institutions of higher education since leaving Francis Marion University must be in good academic standing at the institution most recently attended.
3. A student must seek academic renewal at the time of application for readmission. Once academic renewal has been granted, the action is irreversible.
4. A student readmitted under the Academic Renewal Policy will be governed by the rules and regulations (including major, minor, and General Education Requirements) in effect at FMU at the time of readmission.
5. Readmission under the Academic Renewal Policy does not guarantee acceptance into any program at FMU that requires a specific grade point average. Admission to those programs depends upon the policies of the particular academic schools or departments involved.
6. Students admitted under the Academic Renewal Policy are automatically placed on Academic Probation 2.
7. A course completed, either successfully or unsuccessfully, at FMU prior to academic renewal may not be repeated at another institution for transfer credit to FMU.
8. Following readmission under the Academic Renewal Policy, a student must complete at least 30 semester hours at FMU to be eligible for graduation.
9. All courses taken at FMU, including those taken prior to academic renewal, will be counted when computing eligibility for graduation with academic honors.

ACADEMIC STANDING

ELIGIBILITY TO CONTINUE
A minimum 2.0 cumulative grade point average is required to maintain good academic standing.

PROBATION
After the first major (full fall or spring) semester a student fails to obtain the required minimum 2.0 overall grade point average, the student is placed on academic Probation 1 and will receive written notification from the University.

While on Probation 1, the student is encouraged to repeat appropriate courses to regain an overall 2.0 grade point average and may take no more than 14 credit hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. At the end of the Probation 1 semester, if the student's semester GPA is at or above a 2.0 but the cumulative GPA is below 2.0, that student will stay on Probation 1 during the following semester. At the end of the Probation 1 semester, if the student's overall grade point average is less than a 1.25 and the semester GPA is below a 2.0, then the student is dismissed.

If the student's semester GPA is below 2.0 and the overall cumulative grade point average is at least a 1.25 but less than a 2.0 at the end of the Probation 1 semester, then the student is placed on Probation 2. A student on Probation 2 is strongly encouraged to repeat appropriate courses to regain an overall 2.0 grade point average and is not allowed to take more than 14 hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. Students on Probation 2 are assigned an academic advisor in the Center for Academic Success and Advisement. Once the student's academic advisor has advised the student, the academic advisor will enter the student's schedule into the system. The student is required to meet with their CASA advisor at least twice during the Probation 2 semester. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. At the end of the Probation 2 semester, if the student earns a semester GPA of 2.0 or above but earns a cumulative GPA below 2.0, that student is placed on Probation 1 for the following semester. At the end of the Probation 2 semester, if the student fails to earn a 2.0 cumulative grade point average and the semester GPA is also below a 2.0, the student is dismissed from the University.

This policy is for eligibility to continue only. Some degree programs may have higher grade point average requirements for graduation.

ACADEMIC DISMISSAL
After the first academic dismissal, the student will not be allowed to enroll at FMU until he/she has served the one major semester dismissal. At the end of serving the dismissal, the student may apply for readmission by submitting the appropriate application packet to the Admissions Office. If the student meets all other admission requirements, the student will be readmitted and placed on Probation 2. The student must meet the Academic Standards to continue.

After the second academic dismissal, the student will not be allowed to enroll at FMU until he/she has remained out of FMU for two major semesters. The student may then apply for readmission by submitting the appropriate application packet to the Admissions Office. If the student meets all other admission requirements, the student will be readmitted and placed on Probation 2. The student must meet the Academic Standards to continue.

After the third academic dismissal, the student will not be considered for readmission into the University unless she/he is eligible for the Academic Renewal program and has earned an Associate of Science or Associate of Arts Degree from another accredited institution. If the student meets all other admission requirements, the student will be admitted only into the Academic Renewal Program and placed on Probation 2.

A student who has been dismissed may appeal the dismissal. The policy and procedure for this appeal can be obtained from the University Registrar.

WITHDRAWING FROM THE UNIVERSITY
Complete withdrawals must be initiated by the student at the Registrar's Office. A Complete Withdrawal Grade Report will be completed. Failure to file the Complete Withdrawal Grade Report Form with the Registrar's Office may result in the grade(s) of F for the course(s). A student who withdraws from the University after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal. A student may not withdraw two weeks prior to Reading Day or any time thereafter.

MILITARY SERVICE MEMBERS
A student who is a member of the armed services (either active or reserve) and who is called to active service or deployed and who is unable to complete a semester will be withdrawn from courses with a grade of W. A Complete Withdrawal Grade Form must be submitted to the Registrar along with proof of military orders. A member of the service who is called to active duty or deployed for a short duration because of a natural disaster or similar circumstance will be offered accommodation so that, in consultation with the instructors, all courses may be finished. Accommodation may include alternate assignments or an extension of the time to complete a course.

The effective date of a student's complete withdrawal from the University will be the date that the student initiates the withdrawal and a Complete Withdrawal Grade Report Form is filed.

Military service members who must terminate enrollment in a semester due to military service lasting 30 days or more will be readmitted to the University at the conclusion of the military service. Students will be readmitted into the same academic program and with the same academic status as they were prior to their military service unless otherwise requested. The student must promptly notify the FMU School Certifying Official (SCO) or the Registrar of the break in enrollment due to military service. For further details on the readmission process, contact the FMU SCO, who is located in the Office of the Registrar, Stokes Administration Building, 843-661-1175.

RESIDENCE REQUIREMENTS

To earn an undergraduate degree at FMU, students must complete a minimum of 25% of the required semester hours for that degree in residence at FMU (30 semester hours for a 120 semester hour degree) within five calendar years preceding the date the degree is granted. A minimum of 12 hours above 299 in a student's major must be completed in residence at FMU.

No more than nine of the final 30 semester hours required for the degree can be taken at another institution with the exception of hours earned by students while participating in an FMU International Student Exchange Program. In special cases, students may petition the Provost for up to an additional six hours of transfer credit.

In residence means students earn a grade in a class in which they are enrolled at FMU and supervised by a faculty member of FMU. Credit earned at another institution will not satisfy the 25% residency requirement.

ASSESSMENT

All students who enroll at FMU are required to participate in assessment(s) of oral communication skills, basic computer skills, General Education knowledge and their chosen major(s), if required. Participation may include, but is not limited to, such activities as capstone courses, assessment tests, portfolios, student surveys, and the assessment activities of their major(s).

CHANGES IN GRADUATION REQUIREMENTS

In addressing the needs of an ever-changing society, the curriculum offered by FMU continues to evolve. Continuously enrolled students may elect to meet the graduation requirements stated either in the University Catalog of the year in which they first entered FMU or in the University Catalog of the

year in which they are graduated from the University. Students returning to FMU after an absence of one year or more will be expected to meet the graduation requirements stated either in the University Catalog of the year in which they returned to FMU or in the University Catalog of the year in which they are graduated. The effective University Catalog must not be more than 10 years old.

APPLICATION FOR DEGREE

Undergraduate students who plan to graduate from FMU must complete an Application for Degree with the Registrar's Office. December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 15. Students are strongly encouraged to complete and submit the form the semester before they intend to graduate to allow adequate time to complete the Senior Review process. Students should schedule a Senior Review with the Registrar's Office when they reach senior classification by earning 87 semester hours of course credits.

All degree requirements must be completed in order to participate in the commencement ceremony.

PRIVACY OF STUDENT EDUCATIONAL RECORDS

The written institutional policy concerning the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) is housed in the Registrar's Office. The University is restricted in the release of certain student records without the prior written consent of the student.

However, the University can release directory information that includes such information as the student's name, address, telephone number, etc., without the student's permission. A student who does not want this information released must make a request in writing to the Office of the Registrar within two weeks after the first day of class. The request for nondisclosure must be filed each term of enrollment.

Students have the right to inspect and review information contained in their educational records. Students wishing to review their records must make a written request to the Registrar listing the item or items of interest.

These records will be made available within 45 days of the request.

USE OF SOCIAL SECURITY NUMBER

The Privacy Act of 1974 (U.S. Public Law 93-579, Sect. 7) requires that we notify you that disclosure of your social security number (SSN) is voluntary. But you should know that FMU uses the SSN for federal identification and your official transcript. The Patriot Portal (online registration) system requires you to enter your Identification Number (ID) and a password for entry. If you do not wish to disclose your SSN, you can apply for a special identification number in person in the Registrar's Office, Stokes Administration Building, Room 118.

RECOGNIZING ACADEMIC DISTINCTION

WILLIAM H. BLACKWELL AWARD
Named in memory of the founding chairman of the Francis Marion University Foundation, the William H. Blackwell Award goes to the individual baccalaureate student(s) with the highest grade point average. Although all baccalaureate degree recipients during the year are eligible for consideration, this award is presented only during the spring commencement ceremony.

HONOR GRADUATES
The Latin phrases distinguishing the levels of performance recognized by medieval universities have come to be used to honor modern graduates as well. An undergraduate student who completes degree requirements with a grade point average from 3.5 to 3.74 shall be granted a diploma cum laude (with praise). An undergraduate student who completes degree requirements with a grade point average of 3.75 to 3.89 shall be granted a diploma magna cum laude (with great praise). An undergraduate student who completes degree requirements with a grade point average of 3.9 or higher shall be granted a diploma summa cum laude (with greatest praise).

All work that is taken at FMU (including repeated courses) and all work that is taken at other institutions and considered transferable (including courses in which grades of D and F are earned but which were not transferred) will be included in computing a student's grade point average for honors. In order to receive a diploma cum laude, magna cum laude, or summa cum laude, a transfer student must complete a minimum of 60 semester hours at FMU.

In order to graduate with honors for a second degree, a candidate must have graduated summa, magna, or cum laude in his or her first degree and must have earned a minimum of 60 hours at FMU. All work taken at the collegiate level will be computed to determine the student's grade point average for honors.

PRESIDENT'S LIST
Any full-time undergraduate student who attains a grade point average of 3.75 or higher in a given semester shall be recognized as exceptional and placed on the President's List.

PRESIDENT'S LIST FOR PART-TIME STUDENTS
Any part-time undergraduate student who has completed at least 12 hours at FMU and who has declared a major shall be placed on the President's List for Part-Time Students at the end of any semester in which the student has completed at least six semester hours and in which the student has attained a grade point average of 3.75 or higher.

DEAN'S LIST
Any full-time undergraduate student who attains a grade point average of at least 3.25 but less than 3.75 in a given semester shall be recognized as distinguished and placed on the Dean's List.

DEAN'S LIST FOR PART-TIME STUDENTS
Any part-time undergraduate student who has completed at least 12 hours at FMU and who has declared a major shall be placed on the Dean's List for Part-Time Students at the end of any semester in which the student has completed at least six semester hours and in which the student has attained a grade point average of at least 3.25 but less than 3.75.

UNIVERSITY MARSHALS
Each year the University selects a number of outstanding undergraduate students to serve as marshals for campus events and lead academic processions, especially commencement ceremonies. These full-time students serve an important role for the University by assisting at plays, lectures, concerts, and other public occasions. New marshals are chosen at the end of their freshman year from those who have compiled an outstanding grade point average. Marshals are honored in the fall of their sophomore year at a luncheon hosted by the University president and serve for the remaining three years of their FMU career. Marshals wear distinctive blue blazers with the University logo.

UNIVERSITY HONORS PROGRAM

See page 180.

UNDERGRADUATE ACADEMIC PROGRAMS

STUDENT RESPONSIBILITY

Each student is responsible for the proper completion of his/her academic program as based on the requirements stated in the Francis Marion University Catalog. The assigned faculty adviser is available for consultation, but responsibility remains with the student.

SEMESTER HOUR REQUIREMENT

Francis Marion University offers five baccalaureate degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Business Administration, the Bachelor of General Studies, and the Bachelor of Science in Nursing. Each of these degrees requires a minimum of 120 semester hours of approved credit, which includes those hours required for completion of the General Education Program and those hours required for majoring in the student's area or areas of concentration. Some majors may require more than 120 hours.

GENERAL EDUCATION GOALS & REQUIREMENTS

FMU offers programs of study that encourage students to think critically and creatively, communicate clearly and honestly, develop appreciation of aesthetic values, and be concerned with the common good as well as their own interests. Our educational goals are sustained by the liberal arts tradition and seek to provide all baccalaureate degree students with the following:

Goal 1. The ability to compose effectively with rhetorical awareness, integrate relevant research when appropriate, and produce developed, insightful arguments.

Goal 2. The ability to demonstrate comprehension of different forms of communication.

Goal 3. The ability to explain artistic processes and evaluate artistic product.

Goal 4. The ability to use fundamental math skills and principles in various applications.

Goal 5. The ability to describe the natural world and apply scientific principles to critically analyze experimental evidence and reach conclusions.

Goal 6. The ability to recognize historical processes, to identify historical periodization, and to explain historical connections among individuals, groups, and ideas around the world.

Goal 7. The ability to recognize diverse social and cultural practices and to articulate connections between individual behavior and sociocultural processes.

Goal 8. The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

Goal 9. The ability to apply critical thinking skills to assess arguments and solve problems.

The General Education required of all students at FMU is designed to give students an introduction to the broad areas of knowledge essential to a successful life and career. Included in the General Education program are choices in the humanities, the social sciences, the laboratory sciences, and basic communications. Through this program, students begin to acquire an awareness of the diverse cultures of the past and present. They also develop communication, conceptualization, and analytical and critical thinking skills. These general education courses provide the foundation for the student's declared major.

Students should note the following specific requirements pertaining to the General Education program:

ENGLISH
Students must complete English Composition through English 102 with a grade of C or higher to satisfy the Communications portion of the General Education Requirements.

AMERICAN GOVERNMENT
Students must complete a course that includes discussion of and reading in their entirety the following documents: the Constitution, the Declaration of Independence, the Emancipation Proclamation, five Federalist Papers, and at least one document that is foundational to the African American Freedom struggle. Political Science 101 or 103 meet this requirement.

MATHEMATICS
A minimum of six hours in mathematics above Math 105, Math 105E, and 105L. Math 105, Math 105E, and Math 105L are the only math courses that do not count toward the hours of Mathematics in the General Education Requirements. A B.A. degree allows PRS 203 to be substituted for one of these mathematics courses. Students should consult with their academic advisers concerning their mathematics courses.

MATH 170 and 270 can only be used to fulfill the General Education Requirements for Mathematics for the majors of early childhood education, elementary education, and B.G.S. educational studies.

MATH 134 is required for majors in nursing, business, and medical laboratory science and is recommended for majors in history and psychology.

PHYSICAL SCIENCE
Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

HUMANITIES/SOCIAL SCIENCES/NATURAL SCIENCES
General Education Requirements in the Social Sciences, Humanities, and Sciences differ for teacher education students seeking South Carolina licensure and are listed under South Carolina Licensure Requirements in the School of Education section of this catalog. Specific General Education Requirements for each teacher licensure program offered at FMU are also listed under each department offering a Teacher Licensure Option.

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

GENERAL EDUCATION REQUIREMENTS

Area	Semester Hours B.S.	B.A.
1. Communications	**9 hours**	**18 hours**
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires 9 hours of the same language or Modern Languages 100 plus 6 hours of the same language)	0	9
2. Social Sciences	**9 hours**	**9 hours**
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology[a]	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259[b]	3	
3. Humanities	**12 hours**	**12 hours**
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101[b]	3	3
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[b]	3	3
4. Humanities/Social Sciences Elective	**0 hours**	**3 hours**
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	0	3
5. Mathematics	**6 hours**	**6 hours**
Mathematics (a minimum of 6 hours: Mathematics 111, (or 111E) and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	6	6
6. Natural Sciences (Laboratories are required with all courses)	**12 hours**	**8 hours**
a. Biology or Environmental Science	4	4
b. Chemistry, Physics, or Physical Science[c]	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science[c] Psychology 206/216, or Honors 280-289[d]	4	0
Total Semester Hours for the General Education Program	48 hours	56 Hours

[d]Must be a four credit hour course with laboratory

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c.)

B.B.A. & B.G.S. degrees must satisfy the general education requirements for either B.S. or B.A.; B.S.N. degree must satisfy the general education requirements for the B.S.

a) B.S.N. students may count Psychology 334 as social science elective.

b) Art Education students may count ARTH 221 as Humanities and Secondary Math Education students may count Math 315 as Humanities Elective.

c) Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or any physics course.

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Biology Secondary Education Option (although no minor is required, a collateral in chemistry is required), Early Childhood Education, Elementary Education, English Secondary Education option, History Secondary Education Option (no minor or collateral is required), Mathematics Secondary Education option (although no minor is required for the Mathematics Secondary Education option, one collateral is required), Industrial Engineering, Mechanical Engineering, and Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

UNDERGRADUATE DEGREES & MAJORS

The Bachelor of Science in Nursing degree may be earned. The Bachelor of General Studies degree may be earned.The Bachelor of Social Work degree may be earned. The Bachelor of Arts or the Bachelor of Science degree may be earned with a major concentration in Biology, History, Mathematics, Political Science, Psychology, or Sociology. Only the Bachelor of Arts degree may be taken with a major concentration in English, French, Mass Communication, Spanish, Theatre Arts, or Visual Arts. Only the Bachelor of Science degree may be taken with a major concentration in Art Education, Chemistry, Computational Physics, Computer Science, Early Childhood Education, Elementary Education, Forestry, Health Physics, Healthcare Administration, Middle Level Education, Engineering Technology, Mechanical Engineering, Industrial Engineering, or Music Industry. Only the Bachelor of Business Administration degree may be taken with a major concentration in Accounting, Economics, Finance, General Business Administration, Management, Management Information Systems, or Marketing.

MAJOR
The typical liberal arts major at FMU consists of a minimum of 30 semester hours. Students must satisfy all requirements as listed for each major. The list of requirements for each major precedes the list of courses offered in that subject in this catalog.

A minimum of three courses above 299 in the student's major must be earned in residence (see general "Residence Requirements" earlier in this catalog and specific requirements for School of Business students in the Business section of the catalog). Correspondence credit does not count as residential credit.

Students should declare a major no later than the second semester of their sophomore year, and it is desirable that certain course selections be made in the freshman year for students planning to major in one of the business programs, education, mathematics, engineering technology, or one of the sciences.

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at FMU. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one collateral is required), Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required); English–Teacher Licensure Option; Math–Teacher Licensure Option (one 12 hour collateral is required); Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies, Bachelor of Science in Nursing, and Bachelor of Social Work programs do not require a minor or collaterals.

MINOR
A student's minor must be different than the subject area of the student's major area of study.

A student may earn a minor in most of the subject areas offered at FMU through the completion of 18 semester hours. The specific course requirements for minors are found in the department/school sections of this catalog. Specific minors may be required for particular major programs. Students are expected to declare a minor (if required) no later than the second semester of their sophomore year. The minor requirement is waived for students completing a double major unless a specific minor is required for one of those majors.

COLLATERAL
A student's collateral must be different from the subject area of the student's major area of study.

A student may earn a collateral in most subject areas offered at FMU through the completion of 12 semester hours. The specific course requirements for collaterals are found in the department/school sections of this catalog. Specific collaterals may be required for particular major programs. Students are expected to declare a collateral (if required) no later than the second semester of their sophomore year. The collateral requirement is waived for students completing a double major unless a specific collateral is required for one of those majors. Although no minor is required for the Elementary Education major, one collateral is required.

DOUBLE MAJOR
The minor and collateral requirement is waived for students completing a double major unless a specific minor or collateral is required for one of those majors. The double major will be listed on the student's transcript, but only one diploma will be awarded.

SECOND DEGREE
A second baccalaureate degree may be earned after the first degree has been awarded by an accredited institution. Students will be considered as having met the General Education Requirements. Some exceptions may occur due to outside accrediting agencies. Students are required to meet with an academic adviser to review the requirements for the major in which the student wishes to earn the second degree. Second degree students must complete a minimum of 25% of the semester hours required to complete the major in residence at FMU, including 12 semester hours above the 299 level in the major. All course requirements for the second major must be satisfied.

SPECIALIZATIONS
Within some majors, specializations are offered allowing students to plan a focused area of study. Described under degree programs, the specializations are labeled either options, tracks, concentrations, or specializations.

PROFESSIONAL EDUCATION PROGRAMS
The rationale and organizing principles that guide the School of Education's development of professional education programs are couched in a tripodal model which mirrors the school's goals for its students. We believe that our students must be knowledgeable about learners, content, and pedagogy. Students must be reflective as they plan, implement, and evaluate pedagogical and curricular issues. Students must be collaborative, developing and honing communication and leadership skills necessary to work with colleagues, students, parents, and community leaders to plan and implement efficient and effective educational programs and to initiate change when needed. We believe that critical thinking is the connecting strand which permeates these three elements. Critical thinking is a process which involves assessment, analysis, synthesis, evaluation, and appropriate action. It is our goal to prepare the Professional Educator for the 21st century.

South Carolina teacher licensure requires completion of an approved professional education program.

The professional education programs approved and available at FMU are those listed below. Major requirements for these professional education programs are listed in their respective sections of this catalog.

Licensure Area	Grade Levels
Art Education	K-12
Biology	9-12
Early Childhood Education	Pre K-3
Elementary Education	2-6
Middle Level Education	5-8
English	9-12
History	9-12
Mathematics	9-12
Multi-categorical: Autism Studies	PreK-12

Approved programs in professional education require the following, in addition to or as a part of, the General University Requirements for all programs:

1. Minimum of 126 hours required for the degree.

2. Specific General Education Requirements as indicated in the "School of Education" section of this catalog.
3. Overall grade point average of 2.5.

DEPARTMENT & COLLEGE/ SCHOOL ORGANIZATION

The academic program of FMU is offered through the following college and three schools:

FRANCIS MARION UNIVERSITY COLLEGE OF LIBERAL ARTS

Department of Biology
- Biology (B.A., B.S., minor, collateral)
- Environmental Science (B.S.)
- Environmental Studies (B.A.)
- Environmental Science and Studies (minor, collateral)

Department of Chemistry
- Chemistry (B.S., minor, collateral)

Department of English and Philosophy
- English (B.A., minor, collateral)
- Philosophy (Minor and collateral)
- Religious Studies (Minor and collateral)

Department of Fine Arts
- Art History (Minor)
- Music (Minor only)
- Performing Arts (B.A., B.S., tracks in Music Industry Business, Music Industry Performance, Music Industry Technology, Theatre Performance and Theatre Design/Technology, no minor or collateral)
- Theatre (Minor, collateral) (See Performing Arts for major.)
- Visual Arts (B.A., B.S. for Teacher Certification, minor, collateral)

Department of Forestry
- Forestry (B.S.)

Department of History
- History (B.A., B.S., minor, collateral)

Department of Mass Communication
- Mass Communication (B.S., minor, collateral)
- Speech (No major, minor, or collateral)

Department of Mathematics
- Mathematics (B.A., B.S., minor, collateral)
- Statistics (Minor only)

Department of Modern Languages
- Modern Languages (B.A., tracks in French, and Spanish; minors and collaterals in French, and Spanish)

Department of Physics and Engineering
- Astronomy (Collateral, no major or minor)
- Industrial Engineering (B.S., no minor or collateral)
- Mechanical Engineering (B.S., no minor or collateral)
- Physics (B.S., minor, collateral)
- Physical Science (Courses only: no major, minor, or collateral)

Department of Political Science and Geography
- Criminal Justice (B.A., B.S.)
- Geography (Minor, collateral)
- Political Science (B.A., B.S., minor, collateral)

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

Department of Sociology
- Anthropology (Minor and collateral)
- Sociology (B.A., B.S., minor, collateral)
- Social Work (B.S.W., no minor or collateral)

SCHOOL OF BUSINESS

- Accounting (B.B.A., minor for non-B.B.A. majors, collateral for B.B.A. majors)
- Business (Minor only)
- Economics (B.B.A., minor, collateral)
- Computer Science (B.S., minor in Computer Science and in Software Engineering, collateral in Computer Science)
- Finance (B.B.A., minor for non-B.B.A. majors, collateral for B.B.A. majors)
- General Business Administration (B.B.A., M.B.A., no minor or collateral)
- Healthcare Informatics (B.S., no minors or collateral)
- Management (B.B.A., minors for non-B.B.A majors in Human Resource Management, Supply Chain Management, and Sports Management, collaterals for B.B.A. majors in General Management, Human Resource Management and Supply Chain Management)
- Management Information Systems (B.B.A., collateral for B.B.A. majors, no minor)
- Marketing (B.B.A., collateral for B.B.A. majors in Marketing and Sports Marketing, no minor)
- Master of Business Administration (Generalist; Concentration in Healthcare Executive Management)

SCHOOL OF EDUCATION

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

SCHOOL OF HEALTH SCIENCES

- Healthcare Administration (B.S., minor, collateral) (See page 161)
- Nursing (B.S.N. Pre-licensure, R.N. to B.S.N. Track, M.S.N., no minor or collateral)
- Doctor of Nursing Practice (DNP)
- Speech-Language Pathology Program (M.SLP., undergraduate minor, no collateral)

OTHER ACADEMIC PROGRAMS

- Bachelor of General Studies Program
  - General Studies (B.G.S., no minor or collateral)
- Military Leadership (Minor, no major or collateral)

Pre-professional Programs
- Pre-Dental (Courses only)
- Pre-Engineering (Courses only)
- Pre-Law (Courses only)
- Pre-Medical (Courses only)
- Pre-Pharmacy (Courses only)
- Pre-Physical Therapy (Courses only)
- Pre-Veterinary (Courses only)

Cooperative Majors and Programs

Degrees earned at Francis Marion University

Engineering Technology (Civil, Electronics, and Mechanical)
(B.S. – Major offered through cooperative arrangements with South Carolina Technical Colleges, no minor or collateral)

Medical Laboratory Science
(B.S. in Biology with emphasis in Medical Laboratory ScienceTechnology)

Pharmaceutical Studies (Offered through cooperative arrangements with South Carolina College of Pharmacy)

Degrees earned at other institutions

The University offers a curriculum which will prepare a student for transferring to another institution for completion of the professional degree.

Engineering – Dual Degree (Offered through cooperative arrangements with Clemson University, no minor or collateral)

Interdisciplinary Programs

African and African American Studies (Minor, collateral)
Gender Studies (Minor, collateral)
Healthcare Administration (B.S., no minor or collateral)
Honors Program (Courses only: no major, minor, or collateral)
International Studies (Minor, collateral)
Interprofessional Healthcare (Courses only: no major, minor, or collateral)
Legal Studies (Collateral)
Nonprofit Management (Collateral)
University Life (Course only: no major, minor, or collateral)

COURSE LISTINGS & NUMBERING

For University courses, the following information is indicated:

Course number
Course title
Semester hour value of course
Number of clock hours required per week in course
Statement of prerequisites and/or other restrictions on enrollment
Term(s) offered
Brief course description
Restriction of credit

When two courses are listed under a single title, a comma (,) between the course numbers indicates that the first is not prerequisite to the second.

Courses are classified by numbers, which indicate the class level at which they are most often taken. Class levels and number sequences are as follows:

Freshman Courses	100-199
Sophomore Courses	200-299
Junior Courses	300-399
Senior Courses	400-499
Senior or Graduate Courses	500-599
Graduate Courses	600-899

With written departmental/school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. With written departmental/school approval and with an overall grade point average of 3.0 or better, seniors may take courses numbered 600-799 for graduate credit. All seniors taking courses for graduate credit must submit a Graduate Application for Admission. Some programs require formal admission before enrolling in any course numbered 600 or above. Work taken for graduate credit may not be used to meet undergraduate requirements. Any senior permitted to enroll for graduate credit will be classified as a non-degree student until the student has attained regular admission to a graduate degree program. No more than 12 hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the graduate program as a graduate degree student.

The figures enclosed in parentheses immediately following the title of a course are, in order of appearance, indications of the following:

1. Number of semester hour credits given for the course.
2. Number of lecture hours normally scheduled each week for one semester in the course.
3. Number of laboratory hours normally scheduled each week for one semester in the course.

If there is one figure only, there are as many class meeting hours per week as there are semester hours credit for the course. A two-number sequence, such as (3:4), means that the course carries three semester hours credit but meets four class hours each week. A three-number sequence, such as (3:2-3), means that the course carries three semester hours credit but meets two lecture hours and three laboratory hours each week.

Terms Offered Key:

F	=	Fall
S	=	Spring
SU	=	Summer
AF	=	Alternating Fall Terms
AS	=	Alternating Spring Terms

Certain courses may be offered as summer workshops and/or through distance learning.

CANCELLATION OF COURSES

The University reserves the right to withdraw any course for insufficient enrollment. In certain cases and with the approval of the Dean, classes may be offered with fewer than the required number of students in order to meet specific needs.

COLLEGE OF LIBERAL ARTS

MISSION STATEMENT

The mission of the Francis Marion University College of Liberal Arts is to provide students with skills and knowledge needed for personal and professional success.

DEPARTMENT OF BIOLOGY

Chair and Coordinator: Dr. Jeffrey Steinmetz

Faculty: Tamatha Barbeau, Vernon Bauer, Jeffrey Camper, Jason Doll, Drew Gower, Nathan Harness, Jennifer Lyles, Lisa Pike, Gregory Pryor, Jessica Reichmuth, Ednaliz Rodriguez-Medina, Timothy Shannon, Henry Slone, Jeffrey Steinmetz, Lorianne Turner, Janay Vacharasin, Shayna Wrighten, and Paul Zwiers

MISSION STATEMENT

The mission of the Department of Biology is to produce scientifically literate graduates who display robust knowledge of biological principles from molecules to ecosystems. We train our undergraduate students to use their critical thinking skills and mastery of biological principles to perform inquiry into the biological world and effectively convey biological information. We are committed to experiential learning including laboratory, field, and research experiences. Students graduating from this program will be well prepared for a variety of professional careers or entry into graduate school programs.

BIOLOGY DEGREES

MAJOR

A major in Biology requires the following:

- Communications . . . . . 9-10 hours
  - English 101 (or 101E/L), 102 . . . . . 6 or 7
  - Speech Communication 101 3
- Mathematics . . . . . 6 hours
  - Mathematics 111, 132, or higher 6
- Social Sciences . . . . . 9 hours
  - Political Science 101 or 103 3
  - Social Science Elective 3
  - Social Science Elective 3
- Humanities . . . . . 12 hours
  - Literature 3
  - History 3
  - Fine Art Appreciation 3
  - Humanities Elective 3
- Biology . . . . . 37 hours
  - Biology 105/115L* or 107 4
    - *Biology 103 and 104 may substitute for 105 and 115L with permission from the department
  - Biology 106 or 108 4
  - Biostatistics and Research Methods (218) 3
  - Sophomore Seminar (299) 1
  - Cellular Biology Block (either 301, 302, or 407) 4
  - Organismal Biology Block (either 201, 202, 206, 207, 208, 209, 216, 303, 305, 307, 312, 313, or 315) 4
  - Ecology Block (either 308, 317, 318, 400, 411, 412 or 440) 4
  - Genetics Block (either 401, 403, or 409) 4
  - Biology Electives (200 level or above) 8
  - Biology Capstone Seminar (499) 1
- Chemistry . . . . . 12 hours
  - Introductory Chemistry (111, 111L, 112 and 112L) 8
  - Organic Chemistry (201) 4
- Physics . . . . . 8-12 hours
  - General Physics (215 and 216) 8
  - OR Technical Physics (200, 201, and 202) 12
  - 2nd Collateral OR Chemistry Minor . . . . . 7-12 hours
  - Electives . . . . . 11-12 hours

Total Hours Required for Graduation . . . . . 120 hours

The minimum number of semester hours required in major courses for a major in biology is 36. The minimum number of semester hours in all courses (major and non-major) required for the major in biology is 120.

To earn a Bachelor of Arts degree with a major in biology, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202.

MINOR

A minor in biology requires 18 hours of biology including Biology 105/115 or 107 AND 106 or 108. No more than 12 hours may be below the 199 level.

COLLATERAL

A collateral in biology requires 12 semester hours of biology, no more than eight of which are below the 199 level.

OTHER INFORMATION

To advance to higher level biology courses, a student must earn a grade of C or higher in each prerequisite course. Internships, Biology 490, 494 and 498, do not fulfill the requirements of biology electives for a biology minor or collateral.

Students planning graduate studies in biology are advised to complete two semesters of organic chemistry, to take introductory courses in calculus, to gain a reading knowledge of a foreign language, and to take two semesters of Biology 497 (one credit hour of reading and planning followed by two credit hours of research).

ENVIRONMENTAL SCIENCE AND STUDIES DEGREES

Coordinator: Dr. Jason Doll

The Environmental Science and Studies program seeks to educate and train the next generation of environmental professionals. By using critical thinking skills and understanding environmental issues from an interdisciplinary perspective, students learn how to understand and solve current and future environmental challenges. The Bachelor of Science degree in Environmental Science is for students wishing to pursue careers in conservation biology, environmental science, natural resource management and related fields. The Bachelor of Arts degree in Environmental Studies is for students wishing to pursue careers in business, environmental economics, environmental justice, environmental law and policy, sustainability and related fields.

MAJORS

ENVIRONMENTAL SCIENCE

A major in Environmental Science will require completion of the following courses. These include General Education courses, core Environmental Science classes, and interdisciplinary courses related to Environmental Science.

General Education Requirements . . . . . 36 hours
Communications . . . . . 9 hours
English 101, 102 6
Speech Communication 101 3
Social Sciences . . . . . 9 hours
Political Science 101 or 103 3
Economics 203 3
Sociology 201 3
Humanities . . . . . 12 hours
Literature 3
Art 101, Music 101, or Theater 101 3
History 3
Humanities Elective 3
Mathematics . . . . . 6 hours
Math 111 or higher 6
Environmental Science Core . . . . . 21 hours
ENVR 101 4
ENVR 102 3
ENVR 201 OR ENVR 202 4
ENVR 215/GEOG 215 3
ENVR250/POLI250 3
ENVR 497 (1-3) OR ENVR 498 (1-3) 3
ENVR 499 1
Environmental Science Interdisciplinary Classes . . . . . 49 hours
Biology . . . . . 20 hours
BIOL 105/115 or 107 4
BIOL 106 or 108 4
BIOL 210 4
BIOL Electives – Choose 2 of the following,
At least 4 hours must be at the
300 level or above 8
BIOL 201, BIOL 202, BIOL 206, BIOL 207,
BIOL 208, BIOL 209, BIOL 212, BIOL 216, BIOL 218, BIOL 307,
BIOL 308, BIOL 312, BIOL 313, BIOL 317,
BIOL 318, BIOL 320, BIOL 400, BIOL 411,
BIOL 412, BIOL 440, BIOL 442
Chemistry . . . . . 16 hours
CHEM 111 and 111L 4
CHEM 112 and 112L 4
CHEM 203 4
CHEM 313 4
English
ENGL 318 3
Social Science Elective – Choose a total of 6 credits from two of the three disciplines . . . . . 6 hours
Economics: ECON 340
Sociology: SOCI 331, SOCI 351, SOCI 388
Political Science: POLI 202, POLI 203, POLI 205, POLI 206,
POLI 215, ENVR 351/POLI 351, ENVR 355/POLI 355
Physical Science
PSCI 101: Physical Science I 4
Open Electives 14
Total hours required for graduation 120

Recommendations: Biology 218: Biostatistics and Research Methods is strongly recommended

ENVIRONMENTAL STUDIES

A major in Environmental Studies will require completion of the following courses. These include General Education courses, core Environmental Studies classes, and interdisciplinary courses related to Environmental Studies

General Education Requirements . . . . . 52 hours
Communications . . . . . 21 hours
English 101, 102 6
Speech 3
Foreign Language 12
Social Sciences . . . . . 9 hours
Political Science 101 or 103 3
Economics 203 3
Sociology 201 3
Humanities . . . . . 12 hours
Literature 3
Art 101, Music 101, or Theater 101 3
History 3
Humanities Elective 3
Mathematics . . . . . 6 hours
Math 111 or higher 6
Science Elective . . . . . 4 hours
Chemistry, Physics or Physical Science 4
Environmental Studies Core . . . . . 17 hours
ENVR 101 4
ENVR 102 3
ENVR 215/GEOG 215 3
ENVR 250/POLI 250 3
ENVR 497 (1-3) OR ENVR 498 (1-3) 3
ENVR 499 1
Environmental Studies Electives – Choose 3: . . . . . 9-10 hours
ENVR 201 OR ENVR 202 4
ENVR 316/PRS 316 3
ENVR 351/POLI 351 3
ENVR 355/POLI 355 3
Environmental Studies Interdisciplinary Classes . . . . . 27 hours
English
ENGL 318 3
Economics
ECON 340 3
Geography
GEOG 105 3
Business Studies Electives – Choose 2 from the following 6
BUSI 150, ECON 204, MGT 351
Sociology Elective – Choose 2 from the following 6
SOCI 331, SOCI 351, SOCI 388
Political Science Elective – Choose 2 from the following 6
POLI 202, POLI 203, POLI 205, POLI 206, POLI 215
Open Electives 14-15
Total hours required for graduation 120

MINOR

A minor in Environmental Science and Studies consists of 18 hours to include ENVR 101 and 14 additional hours of Environmental Science and Studies related courses listed below. No more than 12 hours may be below the 199 level, no more than two classes may be from any one discipline.

COLLATERAL

A collateral in Environmental Science and Studies consists of 12 hours to include ENVR 101 and 8 additional hours of Environmental Science and Studies related courses listed below. No more than eight hours may be below the 199 level, no more than two classes may be from any one discipline.

Courses eligible for the Environmental Science and Studies minor and collateral include the following. Other courses may be included with the approval of the department.

Courses from a department major may not count towards that department major and Environmental Science and Studies minor or collateral.

BIOL 105/115: Biological Science I
BIOL 106: Biological Sciences II
BIOL 107: Integrated Biological Concepts I
BIOL 108: Integrated Biological Concepts II

BIOL 210: Conservation Biology
BIOL 212: Natural History of South Carolina
BIOL 318: Tropical Ecology
BIOL 400: Fisheries Science and Management
BIOL 440: Ecotoxicology
BIOL 442: Wildlife Biology
CHEM 111/L: General Chemistry I
CHEM 112/L: General Chemistry II
CHEM 203/L: Analytical Chemistry I: Quantitative Analysis
CHEM 313/L: Environmental Chemistry
ECON 340: Environmental and Natural Resource Economics
ENVR 102: Introduction to Sustainability
ENVR 201: Water Quality and Water Resource Management
ENVR 250: Introduction to Environmental Law and Policy
ENVR 306: Special Topics in Environmental Science
ENVR 316: Environmental Ethics
ENVR 351: U.S. Environmental Policy and Politics
ENVR 355: International Environmental Policy and Politics
GEOG 105: Physical Geography
GEOG 215: Introduction to Mapping and GIS
SOCI 331: Environment and Society
SOCI 351: Environmental Crime
SOCI 388: Disasters and Extreme Events

OTHER INFORMATION
To advance to higher level environmental science courses, a student must earn a grade of C or higher in each prerequisite course. Internships and 498 do not fulfill the requirements of environmental science electives for an environmental science major, minor or collateral.

MEDICAL LABORATORY SCIENCE OPTION

Coordinators: Dr. Gregory S. Pryor and Dr. Lorianne S. Turner

Medical laboratory scientists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course, and treatment of disease. A Bachelor of Science degree in Biology with emphasis in medical laboratory science at FMU is awarded after successful completion of 120 hours. A cooperative program with McLeod Health School of Medical Laboratory Science allows students to become medical laboratory scientists in four years. Students will complete their clinical studies during the senior year (3+1 program). Applicants to this program must be at least in their junior year. Acceptance is on a competitive basis. For more information about the option, refer to the description under "Cooperative Programs."

Students may also elect to obtain a Bachelor of Science in biology, with the appropriate prerequisites, and then apply to a medical laboratory science program for their clinical year of study (4+1 program).

BIOLOGY SECONDARY EDUCATION OPTION

Coordinator: Dr. Nathan Harness

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.

The Biology Secondary Education Option offers students the knowledge base for licensing to teach biology in the state of South Carolina. Students complete a program of study composed of core areas in biology, related sciences and education, and student teaching. The department supports and encourages the conceptual framework in the School of Education.

Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the Biology courses listed for licensure in secondary education by the School of Education.

The Biology Secondary Education Option requires completion of the following courses, which include General Education courses, certain core science and mathematics courses, education courses, biology courses, and student teaching.

General Education Requirements . . . . . 36-37 hours
Communications . . . . . 9 or 10 hours
English 101 (or 101 E), 102 . . . . . .6 or 7
Speech Communication 101 3
Social Sciences. . . . . 9 hours
Political Science 101 or 103 3
Social Science Electives 6
(Geography 105 and Sociology 201 recommended)
Humanities. . . . . 12 hours
Literature 3
Art 101, Music 101, or Theater 101 3
History 3
Humanities Elective 3
Mathematics. . . . . 6 hours
Math 111 (or 111E), 132, or higher 6
Biology Course Requirements . . . . . 49 hours
Introductory Biology
Biology 105/115 or 107 AND 106 or 108 8
Biostatistics and Research Methods 218 3
Cell & Molecular Biology: one course from Biology 220, 301 4
Organismal Biology: One course from
Biology 201, 202, 206, 207, 208, 209, 303, 305, 307, 312, 313, 315, or 320 4
Ecology: One course from
Biology 308, 317, 318, 400, 411, 412, or 440 4
Genetics: One course from
Biology 401, 403, 409 4
Biology Electives: Four semester hours of 200 level or above Biology courses 4
Research for the Secondary Educator 491 1
Biology Capstone Seminar 499 1
Chemistry
Chemistry 111, 111L, 112, 112L, and 201 12
Physics
Physics 215* 4
Education Requirements . . . . . 42 hours
Pre-Professional Education. . . . . 18 hours
Education 190 3
Education 192 3
Education 310 3
Education 311 3
Education 322 3
Education 420 3
Education 420 3
Professional Education . . . . . 9 hours
Education 310 3
Education 311 3
Education 313 1
Education 322 3
Education 393 and 437 (concurrent) 5
Education 411 3
Education 420 3
Student Teaching Block . . . . . 14 hours
Education 487 2
Education 490 12
*In addition, students are strongly encouraged to take Physics 216.
Total hours required for graduation 127-128

VETERINARY STUDIES OPTION IN BIOLOGY

Coordinator: Dr. Tamatha Barbeau

The Veterinary Studies Option prepares biology students for paraprofessional careers involving the health, well-being, or management of animals. It also

prepares students for entry into various professional-level veterinary medicine and veterinary sciences post-graduate programs. Potential career outcomes vary widely and may include veterinary medicine, veterinary support, animal care and support in biomedical and diagnostic research setting, population management of animals, zookeeping careers, and positions with non-profit animal rescue/relocation/rehabilitation organizations. The Veterinary Studies Option can also meet the admission requirements of most Veterinary Schools. Students who plan to pursue Veterinary School should research the individual requirements of the programs to which they intend to apply.
The Veterinary Studies Option requires the following:

Communications . . . . . 9-10 hours
English 101 (or 101E/L), 102 . . . . . .6 or 7
Speech Communication 101 3
Mathematics* . . . . . 6 hours
MATH 132 or higher 3-6
Social Sciences . . . . . 9 hours
POLI 101 or 103 3
Social Science Elective 3
Social Science Elective 3
Humanities. . . . . 12 hours
Literature 3
History 3
Fine Art Appreciation 3
Humanities Elective 3
Biology . . . . . 34 hours
BIOL 105/115 or 107 4
BIOL 106 or 108 4
Sophomore Seminar (299). 1
Organismal Block: (201, 202, 209, 216, 305, 311, 312, 315) 4
Cellular Block: (301, 302, or 407) 4
Ecology Block: (308, 317, 318, 400, 411,412, or 440). 4
Genetics Block: (401 or 409) 4
Biology Electives (200 level or above) 8
Biology Capstone Seminar (499) 1
Statistics*
MATH 134 or BIOL 218 3
Veterinary Studies Internship (BIOL 490) . . . . . 1-3 hours
Chemistry Collateral . . . . . 12 hours
Introductory Chemistry (111, 111L, 112 and 112L) 8
Organic Chemistry (201). 4
Physics . . . . . 8-12 hours
General Physics (215 and 216) 8
OR Technical Physics (200, 201, and 202). 12
2nd Collateral or Minor. . . . . 7-12 hours
Electives . . . . . 8-24 hours
Total Hours Required for Graduation . . . . . 120 hours

*Veterinary Studies students are required to complete the appropriate math requirement to take physics. If they take MATH 134 as the statistics requirement, they will fulfill the second math for general education. If they take BIOL 413 for the statistics requirement, they will need to take a second mathematics course.

ADDITIONAL INFORMATION FOR VETERINARY SCHOOL
Students applying to Veterinary School should:

- take Microbiology (BIOL 311) to fulfill the Organismal Block.
- take Genetics (401) to fulfill the Genetics Block.
- take Principles in Animal Nutrition (BIOL 217), Comparative Vertebrate Anatomy (BIOL 305), and Animal Physiology (BIOL 410) to fulfill the biology electives.
- complete a Chemistry Minor including Biochemistry (CHEM 404)

BIOLOGY COURSES (BIOL)

102 Biology for Education Majors (4:3-3) (Recommended for all education majors with the exception of MLE science and secondary biology; does not count towards the Biology major). This course is a lab science course that provides the information needed for the Life Science part of the PRAXIS "Elementary Education: Content Knowledge" exam. By the end of the course, students should: understand the scientific method, including being proficient with science and engineering practices; have an understanding of the basic science upon which biology rests, including the areas of cell biology, genetics, organ systems, energetics, evolution, and ecology; develop a basic understanding of how plants and animals contribute to and function within our environment; and be familiar with plant and animal diversity and physiology.

103 Introduction to Environmental Science (4:3-3) (Same as ENVR 101, Does not count toward biology major). A study of the needs of human beings for food, energy, and other natural resources and the effects of their actions on the air, water, soil, plants, and other animals. The diversity of life, ecology and evolution will be included. Throughout the course the process of doing science is emphasized. Credit cannot be received for both BIOL 103 and ENVR 101.

104 Human Biology (4:3-3) (Does not count toward biology major.) S. Basic biology of humans and how to interpret emerging technologies such as DNA fingerprinting and genetic engineering. The process of doing science is emphasized.

105 Biological Sciences I (3) F, S, SU. (Eligibility to take Math 111) The content of this course covers broad concepts of the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes the topics of cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization. Required for majors, minors, and collaterals in biology, health physics majors, and pre-nursing majors. Recommended for other science majors and middle level education majors who have an emphasis in science. Credit cannot be given for both Biology 105 and 107.

106 Biological Sciences II (4:3-3) F, S, Su. (Eligibility to take MATH 111) A survey of the domains of life in an evolutionary framework. Includes biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences. Credit cannot be given for both Biology 106 and 108.

107 Integrated Biological Concepts I (4:3-3)(Eligibility to take MATH 111) Introduction to biology's core concepts from molecules through cells including biological information, evolution, cells, emergent properties and homeostasis. This course covers similar material found in Biology 105 but increases the amount of critical analysis of data and teaches the skills necessary to critically think about biological problems. This course is designed for Biology Majors, Minors, and other science majors. Credit cannot be given for both Biology 105 and 107.

108 Integrated Biological Concepts II (4:3-3) (Eligibility to take MATH 111)Introduction to biology's core concepts from organisms through ecological systems, including biological information, evolution, cells, emergent properties, and homeostasis. This course covers similar material found in Biology 106 but increases the amount of critical analysis of data and teaches the skills necessary to critically think about biological problems. This course is designed for Biology Majors, Minors, and other science majors. Credit cannot be given for both Biology 106 and 108.

109 Introduction to Plant Biology (4:3-3) (Prerequisite: 103 or Environmental Science 101) An introduction to the principles of plant biology, including structure, function, growth, development, reproduction, evolution, and adaptation of the embryophytes, or land plants

115 Laboratory for Biological Sciences I (1:3)(Eligibility to take MATH 111) (Prerequisite/Corequisite 105) F, S, SU. This course is a practical examination of life science topics through experimental procedures with instruction on laboratory equipment and techniques. Required for majors, minors, and collaterals in biology and health physics majors. Recommended for other science majors and middle level education majors who have an emphasis in science.

201 Invertebrate Zoology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) AF. Structure, physiology, ecology, life histories, and evolutionary trends of invertebrate animals.

202 Vertebrate Zoology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) S. Classification, ecology, life histories, and evolutionary trends of vertebrate animals.

205 Human Anatomy (4:3-3) (Prerequisite: 105 or 106 and sophomore status or higher in pre-nursing major or permission of the department) F, S, SU. Designed as anatomic studies for students in medical laboratory science, nursing, and related allied health programs. Fundamental tissues, organs, and systems; anatomic terminology; early development; connective tissue, skeletal, muscular, nervous, circulatory, respiratory, digestive, genitourinary, endocrine, and integumentary systems.

206 Fall Flora (4:2-4) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) F. Collection, preservation, identification, and classification of 250 native and naturalized plants in the Pee Dee region during fall season. Most of the laboratory time is spent in the field studying the taxonomical, morphological, and ecological aspects of plants. Taxonomic keys used extensively. Students may select only two courses from the Biology 206, 207, 208 series.

207 Spring Flora (4:2-4) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) S. Collection, preservation, identification, and classification of 250 native and naturalized plants in the Pee Dee region during spring season. Most of the laboratory time is spent in the field studying the taxonomical, morphological, and ecological aspects of plants. Taxonomic keys used extensively. Students may select only two courses from the Biology 206, 207, 208 series.

208 Summer Flora (4:2-4) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) SU. Collection, preservation, identification, and classification of 250 native and naturalized plants in the Pee Dee region during the summer season. Most of the laboratory time is spent in the field studying the taxonomical, morphological, and ecological aspects of plants. Taxonomic keys used extensively. Students may select only two courses from the Biology 206, 207, 208 series.

209 Entomology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) General biology of insects, including anatomy, diversity, physiology, behavior, ecology, and evolution. The lab emphasizes collection, identification, and preservation.

210 Conservation Biology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department and Mathematics 111 (or 111E)) AF. Lecture emphasizes biological diversity, extinction processes, and applied conservation methods, including design principles for biological reserves. Conservation policy is discussed in the context of social, economic, and political factors. Laboratory and field experiences highlight the science of conservation and regional conservation issues.

212 Natural History of South Carolina (4:3-3) AS. Topics will include the scientific method and may cover a variety of plants and/or animals. Identification, taxonomy, evolution, ecology, and conservation of these groups will be covered. Laboratories will include outdoor field trips.

213 Biology of Sex (3) (Prerequisite: 4 hours in biology) This course will provide an introduction to the biological principles involved in human reproduction. Topics include the evolution of sex, reproductive anatomy and physiology, endocrinology, puberty, biology of gender, reproductive cycles, pregnancy, birth, fertility control, sexual disorders, and current issues in reproductive technology.

214 Issues in Environmental Biology (3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) This course utilizes the case study method to teach about major environmental issues facing the world today. These issues include climate change; loss of biodiversity; pollution; water supply and demand; endangered species; ecological footprint; and pesticide use. Students will work together to develop skills in group learning, speaking, and critical thinking, while learning the relevance of biology and environmental issues in their daily lives.

215 Microbiology for Healthcare Professionals (4:3-3) (Prerequisite: 105 or permission of the department) F, S, SU. Introduction to the cause, diagnosis, treatment, and prevention of infectious diseases, with an emphasis on clinical considerations and real-world healthcare applications. Intended for pre-nursing majors.

216 Ichthyology (4) (Prerequisite: 105/115 or 107 and 106 or 108 or higher or permission of department) AS. The study of fish with emphasis on identification, classification, evolution, anatomy and physiology, and ecology. Emphasis will be on South Carolina species but other important species will be included.

217 Principles of Nutrition (3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) An introduction to the principles of nutrition. General topics will include the nutritional requirements of humans and domestic animals, the mechanisms they use for nutrient digestion, absorption and metabolism, and the nutrient composition of diets.

218 Biostatistics and Research Methods (3) (Prerequisite: 105/115 or 107 and 106 or 108 and Math 111 or higher, or permission of the department). Experimental design and analysis for the biological sciences. Covers considerations in designing experiments as well as appropriate statistical analysis for each design. Designs and analysis from a variety of biological fields will be covered.

220 Introduction to Molecular Biology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) An introduction to molecular processes of the cell. This course will explore the relationships between molecular and cellular structures and their functions, with special emphasis on proteins and nucleic acids and their roles in coordinating cellular activities. The course will lay a foundation for molecular biology focusing on the concepts of macromolecules, cell cycle, replication, gene expression, and cell communication.

236 Human Physiology for Healthcare Professionals (4:3-3) (Prerequisite: 205 and Chemistry 111 and 111L or permission of the department) F, S, SU. Structure and function of the major organs and human body systems, emphasizing their mechanisms of operation, including clinical considerations. This course is recommended for pre-nursing majors only. Credit cannot be given for both Biology 236 and Biology 406.

299 Sophomore Seminar (1) (Prerequisite: 8 hours in biology or permission of the department). F, S. Seminar class for Biology majors. Topics will focus on scientific literature review, preparation for careers after graduation in the biological sciences, including the job application process, finding and applying for internships, MCAT, GRE, faculty mentored research, and how to find and apply for graduate school.

301 Cell Biology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and Chemistry 201) F, S, SU. Cellular and molecular basis of cell structure and function: chemical composition and physical properties of biological molecules; organization and function of supramolecular structures, organelles, and basic cell types; enzyme action and regulation; energetics and mechanisms of biological transport; flow of energy and information; relationships between cell and whole body functions.

302 Developmental Biology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and Chemistry 112 and 112L) AF. How a single cell, the zygote, grows into a multicelled organism. First part of the course focuses on how cells differentiate into specialized types, move around the embryo and communicate with each other. Second part of the course focuses on how molecular mechanisms give rise to major embryonic tissues, organs and organ systems in representative organisms. Also included are discussions about birth defects, sex determination and aging.

303 The Plant Kingdom (4:3-3) AS. (Prerequisite: 105/115 or 107 and 106 or 108) S. Structure, function, life histories, and evolutionary trends of vascular and nonvascular plants.

305 Comparative Vertebrate Anatomy (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108) S. Evolution and analysis of vertebrate structure, with laboratory dissection of representative animal forms.

306 Special Topics in Biology (1), (2), (3), or (4) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) In-depth study of an area of interest in biology. Different areas of study offered on a rotating basis. May be taken twice for academic credit with departmental approval.

307 Plant Structure and Function (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108) A survey of the fundamental processes, forms, and functions of plants with a focus on flowering plants (Angiosperms). Students will learn about plant anatomy and physiology as well as plant morphology and development. Through the lens of structure and function, students will also examine the evolutionary history of land plants and study the ways that plants interact with their environment.

308 Aquatic Ecology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and 218 or permission of the department and Chemistry 112 and 112L) F, SU. An examination of the physical, chemical, and biological dynamics of standing and flowing freshwaters and how these dynamics affect the ecology of organisms.

309 Introduction to Neuroscience (4:3-3) (Prerequisites: 104 or 105/115 or 107 and sophomore status or higher or permission of the department) AS. This course will introduce students to anatomical and physiological properties of the nervous system with special emphasis on the central nervous system (brain and spinal cord). Neuroscience topics to be covered will include molecular function, development, disease states, and research techniques. Laboratories will focus on neural anatomy as well as relevant sensory, developmental, molecular, and related nervous system processes.

311 Microbiology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and sophomore status or higher in pre-nursing major or permission of the department) F, S. Structure, activities, and control of microorganisms, including principles of immunology.

312 Herpetology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108) AS. The biology of amphibians and reptiles. Along with a review of these two vertebrate groups, emphasis will be placed on the identification of local species through study of specimens and field trips.

313 Mycology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108) AS. Study of the taxonomy, form and function of fungi.

315 Ornithology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) Anatomy, physiology, taxonomy, evolution, ecology, behavior, and identification of birds. Credit may not be earned for Biology 315 and 501.

317 Marine Ecology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) S. Structure and function of marine ecosystems, communities, and populations. Adaptations of marine organisms and their relationships to their environments will be examined. The ecology of coastal Carolina systems and animals will be emphasized.

318 Tropical Ecology (4:3:3) (Prerequisite: 105/115 or 107 and 106 or 108 or permission of the department) SU. Principles of tropical ecology, plus individual research projects focusing on field techniques, biodiversity, and/or behavioral, population, or community ecology. Travel study course held at FMU and at WildSumaco Biological Station in Ecuador. The course incurs an extra trip expense.

400 Fisheries Science and Management (4) (Prerequisite: 106 or 108 and 218 and Math 132 or higher or permission of department) AS. The relationship of fisheries to other natural resources; a survey of aquatic habitats and the characteristics of fish that affect their management; basic principles, practices, and techniques of management of freshwater fisheries.

401 Genetics (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and Chemistry 201) F, S, SU. Mendelian genetics, the chromosome, probability, and mapping in diploids, fungi, bacteria, and viruses; chemical basis of DNA replication and mutation and the genetic code.

403 Plant Genetics and Breeding (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and Chemistry 112 and 112L) An exploration of the fundamentals of quantitative, population, and molecular genetics in plants. Largely using horticultural crop species as model organisms, we will explore historical and contemporary plant breeding and improvement techniques. Topics will include the inheritance of qualitative and quantitative traits, breeding strategies in context of plant life history characteristics, biotechnology in crop improvement, and plant domestication.

406 Human Physiology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and 205 or 305 and Chemistry 201 or permission of the department) The normal structure and function of the major organ systems of the human body. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both Biology 236 and 406.

407 Immunology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and Chemistry 201 or permission of the department) S. Cellular and molecular basis of the immune response; antibody structure and function; antigen-antibody interactions, applications; immunogenetics; hypersensitivity.

409 Evolutionary Biology (4:3-3) (Prerequisite 105/115 or 107 and 106 or 108 and Chemistry 201) S. Topics include the theory of natural selection, mechanisms of evolutionary change, the fossil record, biogeography, molecular evolution, speciation, phylogeny reconstruction and evolutionary rates.

410 Animal Physiology (4). (4:3-3) (Prerequisite: 305 and Chemistry 201 or permission of the department) A comparative study of the function of the major organ systems in different classes of animals.

411 Ecology (4:3-3) (Prerequisite: 105/115 or 107 and 106 or 108 and 218 and Chemistry 112 and 112L) S. General principles of ecology of individuals, populations, communities, and ecosystems from an evolutionary perspective. The scientific method will be stressed.

412 Animal Behavior (4:3-3) (Prerequisites: 105/115 or 107 and 106 or 108 and 218 and junior status or permission of the department) Topics within ecology and evolution combine as students examine the adaptive significance of behavior. Key concepts include altruism and selfishness, evolutionary stable strategies and game theory, coevolution in relation to predation and predator avoidance, competition, sexual selection, parental care and conflict, communication, and human behavior. Students will explore relevant primary literature and develop and test hypotheses in topic-specific laboratories.

415 Radiation Biology (3) (Prerequisite: Physics 316 and 105/115 or 107 and 106 or 108, or permission of the department) (Same as Physics 415) S. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

430 (MLS 405) Clinical Hematology (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of blood cell formation, function, and disorders.

431 (MLS 425) Clinical Microbiology (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of the bacterial agents of human infections.

432 (MLS 450) Immunohematology (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of blood banking principles and practice.

433 (MLS 455) Clinical Immunology (3) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of human immune system and deficiencies.

434 (MLS 410) Clinical Hemostasis (2) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of hemostasis and disorders.

435 (MLS 415) Instrumentation and Methods (2) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of methodologies and principles of instrumentation used in clinical laboratory.

436 (MLS 420) Clinical Chemistry (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of chemical analytes assayed in medical settings and related disease states.

437 (MLS 430) Mycology, Parasitology, and Virology (3) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of clinically significant parasites, viruses, and fungi.

438 (MLS 440) Clinical Microscopy (2) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science or equivalent) Study of urine/body fluids and disorders.

439 (MLS 460) Medical Laboratory Systems (2) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Laboratory Science Technology or equivalent) Topics in management, medical terminology, education, and phlebotomy.

440 Ecotoxicology (4:3-3) (Prerequisite: BIOL 105/115 or 107, BIOL 106 or 108, and 218, and CHEM 201 or CHEM 203, or permission of department) This course discusses environmental contamination, including impacts to health and survival of individual organisms as well as effects on populations and ecosystems. Topics include a survey of major environmental contaminants, physiological effects of contaminants, ecological impacts resulting from pollution, and methods to detect contamination.

442: Wildlife Biology (3) (Prerequisite: BIOL 202, CHEM 112 and 112L or higher, or permission of department) This course will focus on issues associated with wildlife biology. Topics will include: history of wildlife management, natural wildlife populations and communities, invasive species, wildlife and habitat management, wildlife diseases, agriculture and wildlife, and urban wildlife.

490 Veterinary Studies Internship (1) or (2) (Prerequisite: Permission of the department). The student gains practical experience working with live animals under the supervision of a trained animal professional. A maximum of 3 semester hours may be earned. Earned hours may be used to fulfill the requirements of biology electives for a biology major..

491 Research for the Secondary Educator (1). (1:3) (Prerequisite: 105/115 or 107 and 106 or 108 and 218 or permission of the department) Students devise and carry out an independent research project that can be translated for use in a high school science classroom. The research will address a scientific question and will be formatted as a citizen science project, with open-ended outcomes. Open only to biology majors pursuing the secondary education option.

494 Pre-Health Program Internship (1:3) (Prerequisite: Permission of the department) Clinical experience under the supervision of a practicing health professional consistent with a student's career goals. Open only to juniors and seniors with a cumulative grade point average of 3.2 or higher. Interested students should register with the Coordinator of Pre-Health Programs. A maximum of 3 semester hours can be earned. Earned hours may be used to fulfill the requirements of biology electives for a biology major.

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of the department) F, S, SU. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

498 Biology Internship (1) or (2) (Prerequisite: Permission of the department) Independent work under the direction of a professional biologist which may include teaching, research, or other service. A maximum of 3 semester hours may be earned. Earned hours may be used to fulfill the requirements of biology electives for a biology major.

499 Biology Capstone Seminar (1:2) (Prerequisite: 16 hours in biology or permission of the department.) F, S. Capstone class for Biology majors. Topics will focus on the job application process, developing a resume, interview skills, and communicating with the public. Students will gain proficiency in professional communication, resume building, and interview skills.

501 Ornithology (4:3-3) (Prerequisite: 106 or permission of the department) Anatomy, physiology, taxonomy, evolution, ecology, behavior, and identification of birds. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credits as undergraduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Credit may not be earned in Biology 315 and 501.

515 Special Topics in Biology for Elementary Teachers (4), (3), (2), or (1) (Prerequisite: Bachelor's degree) As Needed. Designed to give elementary teachers an opportunity to learn information and laboratory techniques to help them teach biology. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit.

602 Aquatic and Terrestrial Ecology (4:3-3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of the department) Structure and function of marine and terrestrial ecosystems with emphasis on southeastern United States. Lecture, laboratory, and field trips.

615 Special Topics in Biology for High School Teachers (4), (3), (2), or (1) (Prerequisite: Teacher's license to teach high school biology).

ENVIRONMENTAL SCIENCE AND STUDIES COURSES (ENVR)

101 Introduction to Environmental Science (4:3-3) (Same as Biol 103) A study of the needs of human beings for food, energy and other natural resources and the effects of their actions on the air, water, soil, plants and other animals. The diversity of life, ecology and evolution will be included. Throughout the course the process of doing science will be emphasized. Credit cannot be received for both BIOL 103 and ENVR 101.

102 Introduction to Sustainability (3) This class provides a broad overview of issues associated with sustainability, from both a U.S. and international perspective. Students will learn the basic concepts of sustainability, explore the science of sustainability, look at practical applications of sustainability by governments and businesses, and learn how to measure sustainability.

201 Water Resource Management (4) (Prerequisite: ENVR 101) With growing challenges from population growth, economic growth, and climate change, understanding water related issues is critical to any city, state or country's future success. This course provides students with an overview of water resources management, with a special emphasis on examples drawn from South Carolina and the Pee Dee. Topics will include surface and groundwater resources, demand from the agricultural, energy, domestic, and environmental sectors, and the impact of population growth, climate change, and governmental policies on water quality and availability.

202 Hydrological Processes (4) (Prerequisite: MATH 111, PSCI 101, or by permission of the department) Simulating the movement of water through the environment plays an important role in resource management, climate modeling, and ecological restoration. This course provides students with an overview of hydrological processes, with a special emphasis on hydrological data analysis and numerical simulation. Topics will include the hydrological cycle, atmospheric thermodynamics, precipitation, plant water use, groundwater flow, and catchment modeling.

215 Introduction to Mapping and GIS (3) (Same as GEOG 215) Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information. Credit cannot be received for both GEOG 215 and ENVR 215.

250 Introduction to Environmental Law (3) (Prerequisite: POLI 101 or 103) (Same as POLI 250) This class introduces students to the major statutes and policies used to protect humans and the environment, including current challenges related to climate change. The class will additionally look at enforcement issues, the role of the market, and constitutional issues related to environmental regulation. Credit cannot be received for both POLI 250 and ENVR 250.

306 Special Topics in Environmental Science and Studies (1), (2), (3), or (4) (Prerequisite: ENVR 101 or permission of the department) In-depth study of an area of interest in environmental science and studies. Different areas of study offered on a rotating basis. May be taken twice for academic credit with departmental approval.

316 Environmental Ethics (3) (Same as PRS 316) This course discusses ethics with specific reference to environmental issues. Specific issues include, among others: obligations to non-human animals, equitable distribution of scarce resources, development, and issues in environmental aesthetics. Credit cannot be received for both PRS 316 and ENVR 316.

351 U.S. Environmental Policy and Politics (3) (Prerequisite: POLI 101 or 103) (Same as POLI 351) Examines the governmental institutions (federal, state, and local), the non-governmental actors and organizations, and the governmental and political processes that interact to shape and create environmental public policy in the United States. Credit cannot be received for both POLI 351 and ENVR 351.

355 Global Environmental Policy and Politics (3) (Prerequisite: POLI 101 or 103) (Same as POLI 355/GEOG 355) Students examine how environmental processes interact with social, political, and economic processes and institutions around the world. This course traces the historical and theoretical perspectives that influence global environmental policy and management, explores how multiple identities (e.g. gender, culture, race, and nation) impact the experience of environmental politics, and applies these theoretical and experiential perspectives to contemporary environmental issues (e.g. climate change, resource use, energy policy, and agriculture). Credit cannot be received for both POLI 355/GEOG 355 and ENVR 355.

497 Special Studies (3), (2), or (1) (Prerequisite: ENVR 101 and permission of the department) F, S, SU. A maximum of 3 semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

498 Environmental Science & Studies Internship (1) or (2) (Prerequisite: ENVR 101 and permission of the department) Independent work under the direction of a professional biologist which may include teaching, research, or other service. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements of environmental science or environmental studies for their respective majors, minors or collaterals.

499 Environmental Science & Studies Capstone Seminar (1) (Prerequisite: ENVR 101 and junior standing) Capstone class for Environmental Science and Studies majors. Topics will include review of major issues in the field, as well as career / graduate program preparation, including resumes, job interviews, graduate school applications, etc.

FOUR YEAR PLAN FOR BIOLOGY MAJORS: WITH A CHEMISTRY MINOR OR COLLATERAL

Freshman Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111 (or 111E) or higher	3	Mathematics 132	3
Biology 105 and 115, 106, 107, or 108	4	Biology 105 and 115, 106, 107, or 108	4
Chemistry 111 and 111L	4	Chemistry 112 and 112L	4
Total Credits	**14-15**	**Total Credits**	**14**

Sophomore Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biostatistics and Research Methods	3	Biology Elective	4
Chemistry 201	4	Chemistry minor or 2nd Collateral	3 or 4
Literature	3	History	3
Political Science 101 or 103	3	Speech Communication	3
Humanities Elective	3	Sophomore Seminar	1
Total Credits	**16**	**Total Credits**	**14-15**

Junior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology (Cell, Developmental, or Immunology) or Biology (Organismal)	4	Biology (Cell, Developmental, or Immunology) or Biology (Organismal)	4
Physics 215	4	Physics 216	4
Art 101, Music 101, or Theatre 101	3	Social Science	3
Social Science	3	2nd Collateral or Elective	3
		Biology 499	1
Total Credits	**14**	**Total Credits**	**15**

Senior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology (Ecology) or Biology (Genetics or Evolution)	4	Biology (Ecology) or Biology (Genetics or Evolution)	4
Chemistry minor or 2nd Collateral	3 or 4	Biology Elective	4
Elective	3	2nd Collateral or Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total Credits	**16-17**	**Total Credits**	**17**

Total Hours Required for Degree 120

FOUR YEAR PLAN FOR BIOLOGY MAJORS: BIOLOGY SECONDARY EDUCATION OPTION

Freshman Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111 (or 111E) or higher	3	Mathematics 132	3
Biology 105 and 115, or 107	4	Biology 106 or 108	4
Chemistry 111 and 111L	4	Chemistry 112 and 112L	4
		Art 101, Music 101, Theater 101	3
Total Credits	**14-15**	**Total Credits**	**17**

Sophomore Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
History	3	Speech 101	3
Social Science Elective	3	Political Science 101 or 103	3
Literature	3	Education 192	3
Education 190	3	Biology (Organismal)	4
Chemistry 201	4	Biology 218	3
Total Credits	**17**	**Total Credits**	**16**

Junior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Humanities Elective	3	Education 313	1
Education 311	3	Education 322	3
Education 310	3	Education 411	3
Biology (Genetics)	4	Biology (Cell)	4
Physics 215	4	Biology (Ecology)	4
		Biology 491	1
Total Credits	**17**	**Total Credits**	**16**

Senior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Social Science Elective	3	Education 487	2
Education 420	3	Education 490	12
Education 393	2		
Education 437	3		
Biology Elective	4		
Biology 499	1		
Total Credits	**16**	**Total Credits**	**14**

Total Hours Required for Degree 127-128

FOUR YEAR PLAN FOR BIOLOGY MAJORS: MEDICAL LABORATORY SCIENCE (3+1) OPTION WITH A CHEMISTRY MINOR

Freshman Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 132	3	Mathematics 134*	3
Biology 105 and 115 or 107	4	Biology 106 or 108	4
Chemistry 111 and 111L	4	Chemistry 112 and 112L	4
Total Credits	**14-15**	**Total Credits**	**14**

Sophomore Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs**
Biology 311	4	Biology Elective with lab	4
Chemistry 201	4	Chemistry 202	4
Elective	3	History: 100-level	3
Social Science Elective	3	Speech Communication	3
		Art 101, Music 101, Theatre 101	3
Total Credits	**14**	**Total Credits**	**17**

Junior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology 401	4	Biology 407	4
Political Science 101 or 103	3	Humanities Elective	3
Physics 215	4	Literature	3
Chemistry 203	4	Social Science Elective	3
		Physics 216	4
Total Credits	**15**	**Total Credits**	**17**

Senior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology 430	4	Biology 434	2
Biology 431	4	Biology 435	2
Biology 432	4	Biology 436	4
Biology 433	3	Biology 437	3
		Biology 438	2
		Biology 439	2
Total Credits	**15**	**Total Credits**	**15**

Total Hours Required for Degree 120

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

FOUR YEAR PLAN FOR BIOLOGY MAJORS: VETERINARY STUDIES OPTION WITH A CHEMISTRY MINOR OR TWO COLLATERALS

Freshman Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
English 101 (or English 101E)	3 or 4	English 102	3
Mathematics 132	3	Speech 101	3
Biology 105/115, or 107	4	Biology 106 or 108	4
Chemistry 111 and 111L	4	Chemistry 112 and 112L	4
Total Credits	**14-15**	**Total Credits**	**14**

Sophomore Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology (Organismal)	4	Statistics (MATH 134 or BIOL 218)	3
Chemistry 201: Organic Chemistry I	4	Chemistry 202 or 2nd Collateral	3-4
Social Science Elective	3	Literature	3
Art 101, Music 101, or Theatre 101	3	Political Science 101 or 103	3
Elective	3	Sophomore Seminar	1
Total Credits	**17**	**Total Credits**	**13-14**

Junior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Physics 215: General Physics I	4	Physics 216: General Physics II	4
Chemistry 404 or 2nd Collateral	3	Biology (Elective)	4
Biology 490: Veterinary Studies Internship	1-2	2nd Collateral or Elective	3
History	3	Humanities Elective	3
Social Sciences Elective	3	Elective	3
Total Credits	**14-15**	**Total Credits**	**17**

Senior Year

Fall		Spring	
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology (Ecology)	4	Biology (Genetics or Evolution)	4
Biology (Cell, Developmental, or Immunology)	4	Biology (Elective)	4
		Elective	3
Biology 499: Biology Capstone Seminar	1	Elective	3
2nd Collateral or Elective	3	Elective	2-3
Elective	3		
Total Credits	**15**	**Total Credits**	**16-17**

Total Hours Required for Degree 120

DEPARTMENT OF CHEMISTRY

Chair and Coordinator: Dr. Jennifer Kelley
Faculty: Adesola Adeyemi, Trevor Baumgartner, Allen Clabo, Diana Jenkins, Jennifer Kelley, Jessica M. Gause, LeRoy Peterson, and Kristofoland Varazo

MISSION STATEMENT

The Department of Chemistry offers lower-level courses appropriate for general education and upper-level courses for major and minor programs in chemistry. These courses also serve as foundation courses for majors in other areas such as biology, mathematics, and pre-professional programs. Topics and concepts on the fundamental laws of nature that govern the physical universe and on the methods of scientific inquiry used to investigate and develop those laws are the foundations of course content. A basic understanding of the fundamental laws of nature and a basic understanding of the process of scientific inquiry are essential parts of a liberal arts education.

The chemistry program seeks to offer courses in chemistry that are taught by full-time faculty members with appropriate advanced degrees dedicated to science education at the university level. The courses offered in the department range in level from introductory courses that expose non-science majors to scientific thought to advanced courses that cover current and complex topics in modern chemistry. The laboratory experience is required in appropriate courses to illustrate the importance of experimentation to the scientific endeavor. For the majors in chemistry, the opportunity to undertake undergraduate research is offered. Since part of research is the interpretation and communication of results, majors graduating from those programs in the department are expected to be proficient in oral and written communication, to be familiar with the scientific literature, and to be aware of the importance and usage of computers in science.

The current chemistry curriculum consists of two tracks. The first is the track leading to the traditional chemistry major. The second track is the curriculum leading to the American Chemical Society (ACS) certified degree. The ACS-certified degree requires additional advanced course work in chemistry and mathematics, as well as undergraduate research.

Those students completing either of the two major tracks offered by the Department of Chemistry are prepared to enter into any number of career choices. These include work in local, regional, and national industries, with governmental agencies, and graduate or professional schools.

MAJOR

A major in chemistry includes the following:

General Education Requirements . . . . . 48-50 hours
- Communications . . . . . 9-10 hours
- English 101 (or English 101E/L), 102 . . . . . 6 or 7
- Speech Communications 101 3

Social Sciences . . . . . 9 hours
- Political Science 101 or 103 3
- Social Science Electives (2) 6

Humanities . . . . . 12 hours
- Literature 3
- History 3
- Art 101, Music 101, or Theater 101 3
- Humanities Elective 3

Mathematics . . . . . 6 hours
- Mathematics 111 (or Math 111 E/L), 132, or higher . . . . . 6 or 7

Natural Sciences . . . . . 12 hours
- Biology 4
- Chemistry 111/111L 4
- Chemistry 112/112L 4

Chemistry Requirements . . . . . 28 hours
- Chemistry 201 4
- Chemistry 202 4
- Chemistry 203 4
- Chemistry 301 4
- Chemistry 302, 403, 404, 405, 407, 408, 497, 498* 4
- Chemistry 303 or 313 4
- Chemistry 402 3
- Chemistry 499 1

*A minimum of four hours must be selected from the courses listed.

Other Requirements . . . . . 17 hours
- Mathematics 201 3
- Mathematics 202 3
- Mathematics 203, 301, 304, 306, 310, or 312 3
- Physics 201 4
- Physics 202 4

Minor/Collateral & Free Electives . . . . . 25-27 hours
Minimum Hours Required for Graduation . . . . . 120 hours

ACS-CERTIFIED MAJOR

An ACS-certified major in chemistry requires:

General Education Requirements . . . . . 48-49 hours
Communications . . . . . 9-10 hours
- English 101 (or English 101E/L), 102 . . . . . 6 or 7
- Speech Communications 101 3

Social Sciences . . . . . 9 hours
- Political Science 101 or 103 3
- Social Science Electives (2) 6

Humanities . . . . . 12 hours
- Literature 3
- History 3
- Art 101, Music 101, or Theater 101 3
- Humanities Elective 3

Mathematics . . . . . 6 hours
- Mathematics 201 3
- Mathematics 202 3

Natural Sciences . . . . . 12 hours
- Biology 4
- Chemistry 111/111L 4
- Chemistry 112/112L 4

Chemistry Requirements . . . . . 41 hours
- Chemistry 201 4
- Chemistry 202 4
- Chemistry 203 4
- Chemistry 301 4
- Chemistry 302 4
- Chemistry 303 4
- Chemistry 402 3
- Chemistry 403 2
- Chemistry 404 3
- Chemistry 405, 407 or 408 (2) 6
- Chemistry 497 or 498 (2) 2
- Chemistry 499 1

Other Requirements . . . . . 17 hours
- Mathematics 203, 301, 304 or 306 (3) 9
- Physics 201 4
- Physics 202 4

Minor/Collateral & Free Electives . . . . . 14 hours
Minimum Hours Required for Graduation . . . . . 120 hours

The minimum number of semester hours required in major courses for a traditional major in chemistry is 36; for an ACS-certified major in chemistry, the minimum is 49. The minimum number of semester hours in all courses (major and non-major) required for either the traditional or ACS-certified degree major in chemistry is 120.

Students majoring in chemistry and planning to enter graduate school should consider completing the American Chemical Society certified major in chemistry.

MINOR
A minor in chemistry requires a minimum of 18 semester hours including Chemistry 111, 111L, 112, 112L, and 201. Remaining hours may be chosen from Chemistry courses at the 200-level or higher. Permission of department chairperson is required before Chemistry courses may be taken without appropriate prerequisites.

COLLATERAL
A collateral in chemistry requires 12 semester hours, including Chemistry 111, 111L, 112, and 112L. Remaining hours may be chosen from Chem 201, 203, 204, or 313. Permission of the department chairperson is required before Chemistry courses may be taken without appropriate prerequisites.

OTHER INFORMATION
Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

Credit toward graduation may not be earned in both Chemistry 150 and any other chemistry course.

To advance to the next chemistry course, a grade of C or higher must be earned in each prerequisite chemistry course.

FORENSIC SCIENCE OPTION IN CHEMISTRY

Coordinator: Dr. Jessica M. Gause

The forensic science option in chemistry offers students a traditional chemistry major that includes courses from the criminal justice curriculum for work in forensic fields including SLED and/or advanced degrees in forensic science.

This forensic option requires the completion of general education courses and the requirements for the traditional chemistry major along with selected criminal justice courses from sociology and political science focusing on areas such as criminology, social deviance, violence, alcohol and drugs, judicial processes, and policing. The aim of this track is to ensure that students who complete it will be technically competent, proficient in scientific principles, and knowledgeable about societal and institutional criminal justice settings. It is intended for undergraduate students with a strong career interest in forensic science.

General Education Requirements . . . . . 48-49 hours
Communications . . . . . 9-10 hours
- English 101 (or English 101E/L) . . . . . .3 or 4
- English 102 3
- Speech Communication 101 3

Social Sciences . . . . . 9 hours
- Political Science 101 or 103 3
- Political Science 230 3
- Sociology 201 3

Humanities . . . . . 12 hours
- Literature 3
- History 3
- Art 101, Music 101, or Theater 101 3
- Humanities Elective 3

Mathematics . . . . . 6 hours
- Math 132 or 137 3
- Math 134 3

Natural Sciences . . . . . 12 hours
- Biology 105 and 115 or 107 4
- Biology 106 or 108 4
- Chemistry 111 and 111L 4

- Biology 105 and 115 or 107 4
- Biology 106 or 108 4
- Chemistry 111 and 111L 4

Forensic Science curriculum . . . . . 38 hours
- Chemistry 404 3
- Chemistry 497 (Research in Forensics) 1
- Chemistry 204 (Essential Forensic Chemistry) 4
- Sociology 210 (Introduction to Crime Studies) 3
- Sociology Course selected FROM 341, 342, 343, 344, or 347. 3
- Political Science Course selected FROM 206, 346, or 347 3
- Physics 201 and 202 8
- Math 201 3
- Math 202 3
- Math 203, 301, 304, 306, 310, or 312 3
- Biology 205 4

Chemistry Requirements . . . . . 28-29 hours
- Chemistry 112 and 112L 4
- Chemistry 201 4
- Chemistry 202 4
- Chemistry 203 4
- Chemistry 301 4
- Chemistry 303 or 313 4
- Chemistry 499 1
- Upper level Chemistry: One course from 300 or 400-level Chemistry 302, 402, 403, 405, 407, 408, 497, 498* . . . . . .3 or 4

*A minimum of 3 hours must be selected from these courses.

Free Electives . . . . . 6 hours
Total hours required for graduation . . . . . .120-122 hours

PRE-PHARMACY OPTION IN CHEMISTRY

Coordinator: Dr. Kristofoland Varazo

The pre-pharmacy option in Chemistry offers students a traditional chemistry major that includes the pre-pharmacy curriculum for application to pharmacy school at The University of South Carolina or the Medical University of South Carolina. The pre-pharmacy option requires the completion of general education courses, pre-pharmacy curriculum courses, and the requirements for the traditional chemistry major.

General Education Requirements . . . . . 48/49 hours
Communications . . . . . 9/10 hours
- English 101 or 101E/101L, 102 . . . . . 6/7
- Speech Communication 101 3

Social Sciences . . . . . 9 hours
- Political Science 101 or 103 3
- Economics 204 3
- Social Science Electives 3

Humanities . . . . . 12 hours
- Literature 250. 3
- History 3
- Art 101, Music 101, or Theater 101 3
- Humanities Elective 3

Mathematics . . . . . 6 hours
- Math 132 or 137 3
- Math 134 3

Natural Sciences . . . . . 12 hours
- Biology 105, 115 4
- Psychology 206, 216 4
- Chemistry 111 and 111L. 4

Pre-Pharmacy curriculum . . . . . 48 hours
- Chemistry 112 and 112L. 4

Chemistry 201 4
Chemistry 202 4
Chemistry 404 3
Biology 106 4
Biology 205 4
Biology 406 4
Biology 215 or 311 4
Physics 201, 202 8
Math 201 3
Math 202 3
Math 203, 301, 304, 306, 310, or 312 3

Chemistry Requirements . . . . . 20 hours
Chemistry 203 4
Chemistry 301 4
Chemistry 302, 403, 405, 407, 408, 497, 498* 4
Chemistry 303 or 313 4
Chemistry 402 3
Chemistry 499 1
*A minimum of 4 hours must be selected from these courses.
Free Elective . . . . . 4 hours
Total hours required for graduation . . . . . 120/121 hours

CHEMISTRY COURSES (CHEM)

111 General Chemistry I: General Concepts in Chemistry (3:3) (Prerequisite/corequisite Mathematics 111 (or 111E)) F, S, SU. The states of matter, including the gas laws; stoichiometry; electronic structure and bonding; periodicity; solutions.

111L General Chemistry I Laboratory: General Concepts in Chemistry (1:3) (Prerequisite/corequisite 111 and Mathematics 111 (or 111E) F, S, SU. Introductory laboratory experiments reinforce concepts from Chemistry 111 as well as description and explanation of observed reactions, measurements, calculations, proper use of laboratory equipment and laboratory safety.

112 General Chemistry II: General Concepts in Chemistry (3:3) (Prerequisites: 111 and 111L) F, S, SU. Oxidation-reduction, equilibria, electrochemistry, thermodynamics, acids and bases, kinetics, chemistry of the representative elements, coordination compounds of the transition elements, nuclear chemistry.

112L General Chemistry II Laboratory: General Concepts in Chemistry (1:3) (Prerequisites 111 and 111L; prerequisite/corequisite 112) F, S, SU. Introductory laboratory experiments reinforce concepts from Chem 112 as well as description and explanation of observed reactions, measurements, calculations, proper use of laboratory equipment and laboratory safety.

150 Chemistry for Everyday Life (4:3-3) (Corequisite/eligibility to take Mathematics 111, 111E or 121) F, S, SU. The focus of this course is on the common chemical language used in general society today. Special emphasis will be placed on the basic chemistry of currently "hot topics" such as the depletion of the ozone layer and alternative energy sources. Topics such as food chemistry, agricultural chemistry, and the chemistry of household products will be also addressed. Chemical concepts including stoichiometry, atomic structure, acid-base chemistry and basic organic chemistry will be integrated throughout the course. Academic credit may not be received for Chemistry 150 and Chemistry 101.

201 Organic Chemistry I (4:3-3) (Prerequisites: 112 and 112L) F, S, SU The structure, properties, synthesis, and reactions of organic compounds, and their characterization by IR and NMR spectroscopies. Organic molecules studied include alkanes, alkenes, alkynes, and aromatics. The lab emphasizes separation, purification, and identification of organic compounds by physical, chemical, and spectroscopic means. Use of the chemical literature is introduced.

202 Organic Chemistry II (4:3-3) (Prerequisite: 201) S, SU. The structure, properties, synthesis, and reactions of additional classes of organic compounds and their characterization. Molecules studied include alkyl halides, alcohols, ethers, thiols, aldehydes, ketones, carboxylic acids, acyl halides, esters, amides, anhydrides, amines, carbohydrates, amino acids, and proteins. The lab includes the synthesis and characterization of several classes of organic compounds, with emphasis on the use of IR, NMR, and UV-Vis spectroscopies and mass spectrometry. Use of the chemical literature is reinforced.

203 Analytical Chemistry I: Quantitative Analysis (4:3-4) (Prerequisites: 112, 112L) F. Solution equilibria; evaluation of analytical data; precipitation theory and precipitate formation; volumetric and gravimetric principles; acids, bases, and neutralization; oxidation-reduction; electroanalysis; photometry; complexation analysis; methods of separation.

204 Essential Forensic Chemistry: Understanding the Evidence (4:3-3) This course aims to explain the scientific principles and techniques behind the work of crime scene investigators (CSIs) and will be illustrated with various case studies. Topics will include crime scene investigation procedures and principles, collection and physical evaluation of evidence, fingerprint classification, blood analysis and much more. Labs will focus on method analysis of crime scenes. Current trends in forensic chemistry addressing scientific, technological, and societal effects will be explored. This course emphasizes the importance of investigation and the legal process through accurately questioning, hypothesizing, analyzing data, concluding, and communicating. Additionally, scientific processes will be applied in focused lab activities.

297 Introduction to Research in Chemistry (1), (2), or (3) (Prerequisites: 112 and 112L and permission of department) F, S, SU. Students are introduced to a variety of techniques of chemical research, including synthesis, spectroscopy, chemical literature searching, and molecular modeling. The focus of the course is on using the tools of chemical research in practical applications to problems rather than on theoretical aspects of the methods. Faculty involved in undergraduate research introduce their research interests and methods and the contributions undergraduates students could make. Students complete both a written report and an oral presentation on a research topic or method of interest. A maximum of three semester hours of credit may be earned toward graduation.

301 Physical Chemistry I (4:3-3) (Prerequisite: 202, Physics 202, and Math 202 or permission of department; Corequisite: 203 or permission of department) F. The states of matter, thermodynamics, equilibria, solutions and colligative properties, phase rule, conductance, and electrochemistry. The lab contact reinforces lecture material, including gas laws, and combustion and solution calorimetry. [Before enrolling in Chemistry 301, a student must have a 2.0 cumulative grade point average in all courses prerequisite to Chem 301.]

302 Physical Chemistry II (4:3-3) (Prerequisite: 301 and Math 203 or permission of department; corequisite: 303) S. Quantum mechanics, computational chemistry, spectroscopy, statistical mechanics and thermodynamics, and kinetics. The lab contact reinforces lecture material, including NMR and IR spectra, in addition to inorganic synthesis and characterization.

303 Analytical Chemistry II: Instrumental Analysis (4:3-4) (Prerequisite: 203, 301) S. Electroanalytical and electrogravimetric methods; potentiometric and coulometric methods; conductometric titrations; polarography and amperometric titrations; methods based on infrared, ultraviolet, and visible spectroscopy; flame photometry; atomic absorption spectrometry; gas chromatographic methods; methods based on nuclear magnetic resonance spectroscopy; fluorescence analysis; mass spectrometry.

313 Environmental Chemistry (4:3-3) (Prerequisite: 203) Introduction to the chemistry of natural systems with an emphasis on atmospheric and aquatic chemistry. Sampling and measurement techniques used to characterize the environment, particularly using electrochemical, spectroscopic, and chromatographic methods.

402 Inorganic Chemistry (3) (Prerequisite: 301 or permission of department) S. Structure of the atom, ionic and covalent bonding models; group theory; the solid state; advanced acid-base concepts; chemistry in nonaqueous solvents; structure and reactivity of coordination compounds; organometallic chemistry; bioinorganic chemistry.

403 Advanced Synthesis and Characterization Laboratory (2:6) (Prerequisite: 301; corequisite 402 or permission of department)
S. This laboratory-only course provides hands-on instruction in the synthesis, purification, and characterization of micro and macromolecular inorganic and organic chemical systems. Emphasis will also be placed on applications in the modern world. Materials to be synthesized and studied include inorganic and organic polymers, compounds, macromolecular materials, and nanoparticles.

404 Biochemistry I (3) (Prerequisite: 202 and one semester of biology or permission of department) F. Chemistry of biologically important processes at the molecular level: the chemistry and metabolism of carbohydrates, proteins, and lipids and the action of vitamins, hormones, and enzymes.

405 Advanced Organic Chemistry (3) (Prerequisite: 202 or permission of department) Pericyclic reactions including electrocylic, cycloaddition/ cycloreversion, and sigmatropic reactions. Linear Free-Energy Relationships. Modern Techniques in NMR Spectroscopy including polarization transfer and two-dimensional methods. Analysis of two multi-step syntheses of the natural product Periplanone B.

407 Introduction to Polymer Science (3) (Prerequisite: 202 or permission of department) Emphasis on polymer synthesis, characterization and structure/property relationships; addition and step-growth polymerizations; glass transition temperature; copolymers; the amorphous and crystalline states; mechanical properties.

408 Biochemistry II (3) (Prerequisite: 404 or permission of department) AS. Advanced principles of the structure, function, and analysis of biological molecules; chemical reactions of biomolecules including kinetics, mechanisms, and thermodynamics; regulation of chemical reactions and response to external signals by cells. Also includes advanced studies of select topics in biochemistry including bioinorganic chemistry, photochemistry, and molecular virology.

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) F, S. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

498 Chemistry Internship (1) or (2) (Prerequisite: 202 and permission of department) F, S, SU. Students are introduced to independent practical work under the direction of a professional chemist which may include research or other related laboratory service. Students are required to keep a daily journal and complete a final report. A maximum of three semester hours of credit may be earned toward graduation.

499 Chemistry Senior Capstone (1) (Prerequisite: Senior standing with declared chemistry major or permission of department) S. The course serves as a bridge to the next stage in the student's career path that includes a review of basic chemical knowledge, an examination of career goals, discussions about graduate and professional schools, and the presentation of an approved chemical research topic in both written and oral communication forms. Students will also participate in the assessment of their basic undergraduate chemical knowledge and of the department's chemistry program.

DEPARTMENT OF ENGLISH & PHILOSOPHY

Chair: Dr. Meredith Love-Steinmetz
Faculty: Mark Blackwell, Delilah Clark, David Cowles, Caleb Doan, Jo Angela Edwins, Catherine England, Lochran Fallon, Benjamin Hilb, Maisha Hossain, Adam Houle, Landon Houle, Christopher Johnson, Jennifer Kunka, Meredith Love-Steinmetz, Jason Marley, Christine Masters-Wheeler, Dustin Meyer, Shawn Miller, Matthew Nelson, Meredith Reynolds, Tyler Sehnal, Shawn Smolen-Morton, Rachel N. Spear, Matthew Turner, Chris Washington, Lance Weldy, Casey Wilson, and Megan Woosley-Goodman

MISSION STATEMENTS

ENGLISH – The Department of English and Philosophy serves all students in the University by providing instruction in writing and analytical reading for the general education program. The department seeks to prepare students for graduate studies in the major or for entering professions that emphasize writing and critical thinking skills. The major in English introduces students to their literary and linguistic heritage and acquaints them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, and literary criticism are also offered. Students may pursue the English degree through the Literature Program, the Technical and Professional Writing Program, the Creative Writing Program, or the Teacher Licensure Option. Students may also earn either a minor or a collateral in English. Three writing minors are offered including creative writing, technical and professional writing, and writing and language.

PHILOSOPHY AND RELIGIOUS STUDIES – The Department of English and Philosophy offers undergraduate students an opportunity to take courses in, to minor in, or to collateral in a field of study that tradition has taken to be at the core of the humanities. Courses in philosophy and religious studies offer students a chance to examine the central issues of value, knowledge, and reality that have preoccupied human beings since the beginning of history. The aim of the courses is to provide students with the logical, conceptual, metaphorical, historical, and religious resources necessary for critically addressing these issues. The assumptions of this aim are that the possession of such resources is the hallmark of an educated person and, further, that the success of a democratic society depends on an educated citizenry.

ENGLISH

Coordinator: Dr. Meredith Love-Steinmetz
Interim Coordinator of Technical and Professional Writing Program: Dr. Christine Masters-Wheeler
Coordinator of Creative Writing Program: Dr. Jo Angela Edwins
Coordinator of Teacher Licensure Option: Dr. Matthew C. Nelson

MAJOR

A major in English requires students to select either the Literature Program, the Technical and Professional Writing Program, the Creative Writing Program, or the Teacher Licensure Option:

a) LITERATURE PROGRAM:

a. 13 hours of English requirements:
   ENGL 261 OR ENGL 263 British Literature survey (3)
   ENGL 262 OR ENGL 264 American Literature survey (3)
   ENGL 361 Shakespeare (3)
   One World Literature Course (ENGL 362, 363, or 364) (3)
   ENGL 496 English Capstone Experience (1)
b. 21 hours of electives in the English Major above the 259 level to include:
   At least two literature courses at the 400 level
   At least three literature courses at the 300 level
   Not more than one of these courses may be counted: ENGL 250, 250G, 251, or 252
c. 12 hours of open electives

b) TECHNICAL AND PROFESSIONAL WRITING PROGRAM:

33 hours above 299 level

English 305	Business Writing
English 317	Editing & Publishing
English 318	Technical Communication

One creative writing course at the 300-level (366 to 372)

English 411	Multimedia Writing

Three additional writing courses at the 300- or 400-level
One literature course at the 300- or 400-level

English 495	Technical and Professional Writing Capstone
English 498	English Internship

To be eligible for English 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0.

In addition to the requirements above, the student majoring in Technical and Professional Writing is required to complete Art 206 Introduction to Graphic Design.

c) CREATIVE WRITING PROGRAM: 34 hours

English 250	Introduction to Literature
OR English 250G	Introduction to Literature: Examining Depictions of Gender
OR English 251	Introduction to Film Studies
OR English 252	Reading and Writing Fiction, Poetry, and Drama
English 261	Early British Literature Survey
OR English 262	Early American Literature
OR English 263	Late British Literature Survey
OR English 264	Late American Literature Survey
English 317	Editing & Publishing
English 367	Creative Writing: Fiction Workshop
English 368	Creative Writing: Advanced Fiction Workshop
English 370	Creative Writing: Poetry Workshop
English 371	Creative Writing: Advanced Poetry Workshop
English 366	Creative Writing: Literary Nonfiction Workshop
OR English 372	Creative Writing: Playwriting Workshop

One course from English 411, English 431, or English 498
Two courses in 300- or 400-level literature, at least one focused on literature since 1900

English 490	Capstone in Creative Writing

d) TEACHER LICENSURE OPTION: 34 hours above 259 level.
The Department of English, and Philosophy provides the knowledge base for students licensing to teach English in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education: critical thinking, collaboration, and reflection.

General Education	**53-54 hours**
Communications	18-19 hours
English 101 (or English 101E/L)	3-4
English 102	3
Speech Communication 101	3
Foreign Language	9
Social Science (No more than 6 hours may be taken in any one discipline)	9 hours
a. Political Science 101 or 103	3
b. Anthropology, Economics, Geography, Political Science, or Sociology	6
Humanities	12 hours
a. Literature (any language)	3
b. History	3
c. Art 101, Music 101, or Theatre 101	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, or Theatre	3
Mathematics	6
Natural Sciences (Laboratories are required for all courses)	8 hours
a. Biology	4
b. Chemistry, Physics, or Physical Science*	4
*Credit toward graduation may not be earned in both Physical Science 101 and any physics course.	
Pre-Professional Education	18 hours
Education 190	3
Education 192	3
Education 310	3
Education 311	3
Education 322	3
Education 420	3
Professional Education	10 hours
Education 313	2
Education 393	2
Education 411	3
Education 434	3
Student Teaching Block**	14 hours
Education 487	2
Education 490	12
**Education 487 and 490 to be taken simultaneously	

English Course Requirements:		**34 hours above 259**
English 261	Early British Literature Survey	
OR English 263	Late British Literature survey	3
English 262	Early American Literature	
OR English 264	Late American Literature survey	3
English 306	Development of Modern English	3
English 310	Modern English Grammar	3
English 316	Literature for Young Adults	3
English 340	Theories of Writing	3
English 361	Shakespeare	3
English 496	English Capstone Experience	1
British Literature Elective		3
American Literature Elective		3
World Literature Elective		3
Additional literature Elective		3

1. At least one literature course (in addition to English 496) must be at the 400 level.
2. Not more than one of these courses may be counted: ENGL 250, 250G, 251, or 252.
3. No minor/collateral requirements.
4. Completion of 9 hours of foreign language courses, including MOLA 100 and SPAN 101 and 102 or FNCH 101 and 102.

The minimum number of semester hours in all courses (major and non-major) required for the liberal arts option major and the technical and professional writing option, and the creative writing option in English is 120; for the teacher licensure option in English, it is 124.

MINOR

A literature minor in English requires 18 semester hours above the 200 level*, no more than three hours at the 250-252 level and at least four electives at the 300 and 400 levels listed as LITERATURE courses.

A writing minor in English is offered in three tracks:

Creative Writing Minor requires*:

English 367	Creative Writing: Fiction Workshop
English 368	Creative Writing: Advanced Fiction Workshop
English 370	Creative Writing: Poetry Workshop
English 371	Creative Writing: Advanced Poetry Workshop
English 372	Creative Writing: Playwriting Workshop
English 366	Creative Writing: Literary Nonfiction Workshop (strongly recommended) Or an additional 300 or 400-level writing course.

Technical and Professional Writing Minor requires*:

English 305	Business Writing
English 317	Editing & Publishing
English 318	Technical Communication
English 495	Technical and Professional Writing Capstone
	Plus two additional courses chosen from 300-400-level writing courses, which may include English 498 English Internship

To be eligible for English 498, minors must earn an overall grade point average of at least 2.33 and a minor grade point average of 3.0.

Writing and Language Minor requires*:

English 306	Development of Modern English
English 310	Modern English Grammar
English 317	Editing & Publishing
Plus three additional courses chosen from 300-level writing courses	

COLLATERAL

A literature collateral in English requires 12 semester hours above the 200 level, no more than three hours at the 250-252 level and at least three electives at the 300 and 400 levels listed as LITERATURE courses below.

A Writing Collateral in English is offered in three tracks:

Creative Writing Collateral requires four of the six following courses*:

English 366	Creative Writing: Literary Nonfiction Workshop
English 367	Creative Writing: Fiction Workshop
English 368	Creative Writing: Advanced Fiction Workshop
English 370	Creative Writing: Poetry Workshop
English 371	Creative Writing: Advanced Poetry Workshop
English 372	Creative Writing: Playwriting Workshop

Technical and Professional Writing Collateral requires:

English 305	Business Writing
English 318	Technical Communication

One writing course chosen from 300-400-level writing courses.
Plus one additional course chosen from 300-400-level writing courses or English 317 Editing & Publishing.

To be eligible for English 498, collateral students must earn an overall grade point average of at least 2.33 and a collateral grade point average of 3.0, plus at least a B in 305 and 318.

Writing and Language Collateral requires*:

English 306	Development of Modern English
English 310	Modern English Grammar

Plus two additional courses chosen from 300-level writing courses.

**Students majoring in the Technical and Professional Writing program cannot declare a minor or collateral in Creative Writing or in Writing and Language. Students majoring in the Creative Writing program cannot declare a minor or collateral in Professional Writing or in Writing and Language. Students majoring in the Creative Writing program who choose to minor in literature cannot count any courses in their minor that they have taken for their major.*

ENGLISH COMPOSITION

The English Composition Requirement is met by completing the General Education Requirements ending with English 102 with a grade of C or higher.

Students admitted into Francis Marion University should complete a process of directed self-placement (DSP) to choose between English 101 or the extended version of English 101 (English 101E plus English 101L). Students should complete the DSP questionnaire found on the English Department's website (www.fmarion.edu/english/), and then, if needed, should work with their advisors or the Composition Coordinator to determine which course is better suited for their writing skills. Students may be exempted from or receive credit for English Composition courses through Advanced Placement, International Baccalaureate, CLEP, or Dual Enrollment credit.

English 102 with a grade of C or higher is prerequisite for all English courses at the 200-level or above. Students should register for English Composition each semester until they have successfully completed English 102, which should be completed by the time the student has become a junior.

Students at any level whose instructors or advisors determine that inability to write effectively may be affecting their academic achievement may be referred to the Writing Center for assistance.

ENGLISH COURSES (ENGL)

WRITING

101 Analysis and Argument (3) The grade of C or higher in English 101 (or in English 101E plus a grade of S in English 101L) is required for the student to advance to English 102. Introduction to critical reading and to composing processes, including invention and revision, through writing analyses and arguments for specific audiences and purposes. Through extensive writing assignments, practice, and peer activities, students will learn to read and write in various rhetorical contexts and will be introduced to documentation of sources. Small class sizes allow individual attention and cooperative learning. Credit cannot be earned for both English 101 and English 101E.

101E Analysis and Argument with Extended Studio (3) (Corequisite: English 101L) The grade of C or higher in English 101 (or in English 101E plus a grade of S in English 101L) is required for the student to advance to English 102. English 101E is the equivalent of English 101 (see catalog description for ENG 101) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Credit cannot be earned for both English 101 and English 101E.

101L Extended Studio (1:2) (Corequisite: English 101E) Extended studio time and space for students enrolled in English 101E. The studio component complements the English 101E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for English 101L, students must receive a grade of C or higher in English 101E; credit for ENG 101L can only be earned once.

102 Rhetoric, Genre, and Research (3) (Prerequisite: A grade of C or higher in (a) English 101 or in (b) English 101E plus a grade of S in English 101L.) Complex composition assignments involving rhetorical strategies, critical reading, and formal research. Practice performing multiple research methods, evaluating and documenting sources, synthesizing research, and developing original arguments. Emphasis on analyzing genre to inform writing strategies and research methods, preparing students to transfer knowledge about genre and composition to other writing contexts. Small class sizes allow individual attention and cooperative learning. Students must complete English 102 with a grade of C or higher to satisfy the English Composition portion of the Communications area of the General Education Requirements.

305 Business Writing (3) (Prerequisite: 102 with a grade of C or higher.) Introduces students to the written communications requirements of business and industry. Students write for specific audiences and learn organization, conciseness, and clarity in writing. Class simulates real-life business situations.

317 Editing & Publishing (3) (Prerequisite: 102 with a grade of C or higher.) Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will also gain extensive practice in careful proofreading, editing, and document design through creating client-based digital or print publications.

318 Technical Communication (3) (Prerequisite: 102 with a grade of C or higher.) Introduces students to the conventions of writing in technology and the sciences. Students learn technical writing style, the integration of visual aids, collaborative processes, and document production cycles.

331 Special Topics in Writing (3) (Prerequisite: 102 with a grade of C or higher; one previous literature course recommended). Provides reading, instruction, and practice in techniques in writing in a particular genre or sub-genre. Students are expected to compose and share work with the instructor and other students. May be taken twice for academic credit with departmental approval.

340 Theories of Writing (3:3-2) (Prerequisite: 102 with a grade of C or higher.) Offers a treatment of the composing process, emphasizing matters useful to teachers of writing, especially current theories. Most assignments involve essay writing, including a substantial amount of application of critical theory to literary texts. Practicum requires students work in the Writing Center or Extended Writing Studio two hours per week.

341 Advanced Composition for Teachers (3) (Prerequisite: 102 with a grade of C or higher) Extensive work in analysis and composition of texts written by and for professional educators. Assignments involve careful reading and practice composing in various modes relevant to early-childhood, elementary, and middle-level teachers. Students also explore connections among writing, teaching, and learning as they examine the implications that their experiences as writers have for their work as teachers, particularly as teachers of writing.

353 Writing in the Health Professions (3) (Prerequisite: 102 with a grade of C or higher) Offers training in writing for the health professions. Emphasizes the rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Teaches correct usage of APA style.

366 Creative Writing: Literary Nonfiction Workshop (3) (Prerequisite: 102 with a grade of C or higher) Introduces students to literary nonfiction. Emphasizes the reading and discussion of multiple sub-genres in the field, with an emphasis on twentieth and twenty-first century texts. Also emphasizes the techniques of literary nonfiction writing through the composition of original student work. May discuss the publication of original work in print and digital formats.

367 Creative Writing: Fiction Workshop (3) (Prerequisite: 102 with a grade of C or higher; one previous literature course is recommended) Introduces students to the fundamentals of fiction writing. Emphasizes the composition of original student fiction and the development of editorial skills in classroom discussion and workshop formats.

368 Creative Writing: Advanced Fiction Workshop (3) (Prerequisite: 367; one previous literature course is strongly recommended) Builds on the fundamentals of prose fiction writing and emphasizes the study and mastery of a wide range of techniques in original student fiction using classroom discussion and workshop formats. Also explores strategies for submitting fiction for publication.

370 Creative Writing: Poetry Workshop (3) (Prerequisite: 102 with a grade of C or higher; one previous literature course is recommended) Introduces students to writing poetry. Class discussion will center on the work of class members. All students will be expected to compose and to share their poems with the instructor and with other students.

371 Creative Writing: Advanced Poetry Workshop (3) (Prerequisite: 370; one previous literature course is strongly recommended). Builds on the fundamentals of poetry writing with an emphasis on increased mastery using a wider range of techniques. Students will write numerous original works to be discussed in workshop, with the better works to be submitted for publication.

372 Creative Writing: Playwriting Workshop (3) (Prerequisite: 102 with a grade of C or higher; one previous literature course is strongly recommended) Introduces students to writing for the stage. Class discussion emphasizes stagecraft, character development, and dramatic conflict. Students will be expected to write their own plays for in-class critique and possible submission for production/publication.

405 Advanced Business Communication (3) (Prerequisite: 305 or permission of department) Teaches advanced skills required to communicate effectively in a contemporary business setting, including written and oral presentation formats. Written formats include printed and electronic forms.

411 Multimedia Writing (3) (Prerequisite: 102 with a grade of C or higher and an additional 300-level writing course) Teaches visual and digital rhetorical strategies needed in writing for multimedia programs, websites, and other new media. Class provides practice in planning, writing, designing, and testing materials developed for business and organizational clients.

418 Advanced Technical Communication (3) (Prerequisite: 318) Designed to help students become more independent technical communicators, preparing them to work as lead writers in team projects or as independent writing contractors. Students work and study at specific client sites, identify their own documentation projects, develop an implementation plan, and then follow through as lead writers, relying on classmates and subject experts as quality reviewers. Students develop documentation projects from conception to publication.

419 UX Research and Writing (3) (Prerequisite: 318 with a grade of C or higher, or permission of the department.) Students conduct user experience (UX) research and communicate findings that ultimately contribute to a larger design process. This course emphasizes industry standard methods such as interviews, think-aloud protocols, observations, and surveys for conducting UX research, which students will design and implement with real-world clients and users. Includes a professional portfolio that students can use to showcase their UX work, including User Personas, Journey Maps, Needs Statements, Wireframes, and Prototypes.

421 Gender and Public Rhetoric (3) (Prerequisite: 102 with a grade of C or higher and either one upper-division writing course or permission of the chair) Students study non-fiction texts through the lens of gender and rhetorical theory. Students will compose critical essays, prepare presentations, and conduct research for a final project focusing on gender and language.

431 Advanced Topics in Writing (3) (Prerequisite: 102 with a grade of C or higher and an additional 300-level writing course) Provides advanced study in the reading and practice of techniques in writing in a particular genre or sub-genre. Students compose and share work with the instructor and other students. May be taken twice for academic credit with departmental approval.

490 Capstone in Creative Writing (1) (Prerequisite: Creative writing majors must have at least 18 hours in English above the 250 level or take the class in the semester they complete the major. Creative writing minors must have at least 12 hours completed towards the minor or take the class in the semester they complete the minor.) Includes professional portfolio development, reflection on craft, and instruction in career and graduate school search skills.

495 Technical and Professional Writing Capstone (3) (Prerequisite: Technical and Professional Writing majors must have at least 18 hours toward the major above the 299 level or take the class in the semester

they complete the major. Technical and Professional Writing minors must have at least 12 hours completed towards the minor or take the class in the semester they complete the minor, or have permission of the instructor.) Includes portfolio development, assessment of Technical and Professional Writing majors' and minors' knowledge of the discipline through client-based projects, and instruction in career search skills.

496 English Capstone Experience (1) (Prerequisite: At least 21 hours in English above the 100 level) Includes assessment of English majors' knowledge of the discipline and instruction in career search skills. Satisfactory performance required of all students in the semester they complete the major.

498 English Internship (3) (Prerequisite: Permission of department and internship agency; overall grade point average of at least 2.33; grade point average in an English major or minor of at least 3.0) Directed internship in writing and communications work for a business, public service agency, or industry. With permission of the department, the course may be repeated in a subsequent semester for an additional 3 credits.

501 Writing Experience (6) (Prerequisite: Elementary or secondary certification and/or permission of department) Workshop provides intensive practice in writing for different audiences and situations and extensive reading in composition theory and pedagogy. Emphasis on the application of writing experiences and theory to the teaching of writing in various disciplines in all grades. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

LITERATURE COURSES

250 Introduction to Literature (3) (Prerequisite: 102 with a grade of C or higher.) Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us. May be supplemented with multimedia and readings from other disciplines.

251 Introduction to Film Studies (3) (Prerequisite: 102 with a grade of C or higher.) Provides a historical survey of Western cinema, introducing standard film terms, key historical developments, film analysis, and interpretation. Covers salient issues in contemporary film studies.

250G Introduction to Literature: Examining Depictions of Gender (3) (Prerequisite: 102 with a grade of C or higher). Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us with a particular emphasis on gender issues. May be supplemented with multimedia and readings from other disciplines. A student cannot receive credit for both English 250 and English 250G.

252 Reading and Writing Fiction, Poetry, and Drama (3) (Prerequisite: 102 with a grade of C or higher.) Examines literature through the experience of writing beginning-level fictional, poetic, and dramatic sketches in conjunction with critical analyses of texts.

261 Early British Literature Survey (3) (Prerequisite: 102 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 9th century to 1785; provides an introductory foundation for further study.

262 Early American Literature Survey (3) (Prerequisite: 102 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from the 16th century to 1865; provides an introductory foundation for further study.

263 Late British Literature Survey (3) (Prerequisite: 102 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 1785 to the present; provides an introductory foundation for further study.

264 Late American Literature Survey (3) (Prerequisite: 102 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from 1865 to the present; provides an introductory foundation for further study.

270 Professions in English (3) (Prerequisite: 102 with a grade of C or higher.) This course introduces students to the various subfields of English studies and the professions available to students who earn a Bachelor of Arts in English. Students explore the different areas of English studies including literature, critical theory, creative writing, professional and technical communication, and rhetoric and composition; meet with professionals working in publishing, grant writing, content creation, and the non-profit sector; and create a college and career exploration plan. Not applicable toward General Education Requirement (Literature).

300 Foundations for Literary Studies (3) (Prerequisite: 102 with a grade of C or higher.) Introduces literary studies with emphasis on research methodologies, elementary literary theory, analysis, and the skills necessary to read and respond to poetry, fiction, and drama.

306 Development of Modern English (3) (Prerequisite: 102 with a grade of C or higher.) Treats the evolution of English in an historical light, giving special emphasis to each phase of its development. Comparatively examines Old English, Middle English, and Modern English. Gives attention to the nature of language, as well as to the history and structure of African American Vernacular English.

310 Modern English Grammar (3) (Prerequisite: 102 with a grade of C or higher.) Reviews traditional grammar, requiring students to demonstrate mastery of traditional grammar and grammatical terminology. Introduces analysis of style and modern grammatical theory including structural linguistics and transformational-generative linguistics. Gives attention to language acquisition by children and to regional and social variations of modern American English.

326 Medieval British Literature (3) (Prerequisite: 102 with a grade of C or higher.) Surveys the literature produced in England during the Old and Middle English periods, with special attention to the epic, lyric poetry, visionary literature, admonitory prose, histories, and drama. Readings from earlier periods or contemporaneous European sources may also be included.

327 Renaissance British Literature (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on the concept of "renaissance" and its development throughout the literature of early modern Britain. Through reading a representative sample of prose, poetry, and drama (non-Shakespearean), students will examine generic structures and explore the dynamic relationships between the literature and social contexts of the time.

328 Neoclassical British Literature (3) (Prerequisite: 102 with a grade of C or higher.) Focuses primarily on the works of Dryden, Swift, Pope and Johnson. Through a wide range of reading, including texts by a number of minor authors, students will investigate the major themes of Restoration and 18th century literature. Particular attention will be given to satire and works that explore the uses and limitations of rationality.

332 The Romantics (3) (Prerequisite: 102 with a grade of C or higher.) Explores and analyzes in depth various British Romantic authors and texts, covering a range of genres. Includes some consideration of European Romanticism and the Romantic Movement as expressed in visual and musical arts.

333 The Victorians (3) (Prerequisite: 102 with a grade of C or higher.) Explores the intersection between imaginative writing and cultural issues during this period (1830 to 1900) of intensive change regarding gender roles, economic and social inequality, individual liberty versus traditional values, the rise of science (including evolution), religious difference, the role of art and literature, and the justification of any belief in a time of intellectual and spiritual disagreement.

334 Modernism (3) (Prerequisite: 102 with a grade of C or higher.) Focuses primarily on the literature of British authors from 1890 to 1950. Takes an interdisciplinary approach, situating literature within larger social, cultural, and artistic movements, exploring the decline of the British Empire, the persistence of the social class system, the disillusionment with the techno-rationalism of modernity, experimental forms of representation such as Cubism, Psychological Realism, Expressionism, Imagism, Futurism, Surrealism, and Existentialism.

335 Contemporary British Literature (3) (Prerequisite: 102 with a grade of C or higher.) Covers a wide range of recent British literature, including authors who have been recognized with prestigious literary prizes. Material may include multiple genres (fiction, poetry, drama, and film). Course will give insight into the cultural, political, and personal complexities that characterize mid- to late-20th century and 21st century British texts.

342 Writing in Early America (3) (Prerequisite: 102 with a grade of C or higher.) Covers the philosophical, historical, and literary beginnings of American literature through 1820. Examines literary purpose, audience, and genre for a variety of texts authored by Native Americans, Puritans, African Americans, visitors to America, and Revolutionary thinkers. Texts will include sermons, diaries, histories, autobiographies, biographies, poetry, plays, letters, pamphlets, captivity narratives, songs, and fables.

343 American Romanticism (3) (Prerequisite: 102 with a grade of C or higher.) Covers philosophical and literary changes associated with a turn toward the imagination and the intuitive. Includes texts by writers such as Melville, Hawthorne, Poe, Thoreau, Douglass, Emerson, Dickinson, and Whitman, and others, notably women, who were also writing popular texts of the time period.

344 American Realism and Naturalism (3) (Prerequisite: 102 with a grade of C or higher.) Examines the philosophic and literary turning away from Romanticism in the aftermath of the Civil War and the style and subject matter of American realists, including representations of middle-class and lower-class life. Also explores the emergence of Naturalism and the development of psychologically and socially complex characters and their historical and cultural contexts.

346 Modern American Literature (3) (Prerequisite: 102 with a grade of C or higher.) Covers the literature of the United States from roughly World War I to the end and aftermath of World War II. Particular emphasis on literary Modernism and some attention to its underpinnings in intellectual history and postwar cultural shifts. Additional topics may include Imagism, the continuing relevance of Realism, regionalism, the Harlem Renaissance, the little magazine, the Nashville Fugitives, and New Criticism.

347 Contemporary American Literature (3) (Prerequisite: 102 with a grade of C or higher.) Emphasizes post-World War II American literature. Readings may include a focus on individual genres or schools or a survey of fiction, creative nonfiction, poetry, and drama. Emphasizes close readings of primary texts and puts works in larger historical, cultural, and theoretical contexts.

348 African-American Literature (3) (Prerequisite: 102 with a grade of C or higher.) Presents an overview of literature produced by African Americans from the mid-19th century to the present. Explores how African-American writers address issues surrounding gender, race, class, sexual orientation, and identity. Using poetry, novels, essays, autobiographies, short stories, and speeches, examines themes, literary movements, and the development of an African-American literary tradition. Authors include Frederick Douglass, Richard Wright, Jessie Fauset, Ralph Ellison, Toni Morrison, and James Baldwin.

349 Literature of the South (3) (Prerequisite: 102 with a grade of C or higher.) Studies the literature and culture of the U.S. South. Emphasizes writers and works from the 20th century Southern Literary Renascence (e.g., Faulkner, Williams, Tate, Warren) to contemporary times, with attention to how these writers engage questions of region.

350N American Women Writers (3) (Prerequisite: 102 with a grade of C or higher.) Familiarizes students with women's literature in the United States, focusing on women as creators of, and characters within, American literature. Covers novels, essays, short stories, poems, and plays with special emphasis on their social and historical contexts. Draws from texts stretching from the 17th to the 20th centuries and considers, among many other subjects, issues of gender, class, race, and artistic form.

352 History of American Drama (3) (Prerequisite: 102 with a grade of C or higher.) Surveys American dramatic literature from the colonial period to the modern, including developments in form, technology, aesthetics, and dramatic theory in the context of American culture and politics.

361 Shakespeare (3) (Prerequisite: 102 with a grade of C or higher.) Examines in detail selected histories, comedies, and tragedies. Requires outside reading and individual research to broaden the student's comprehension and appreciation of Shakespeare's works.

362 Mythology and Literature (3) (Prerequisite: 102 with a grade of C or higher.) Studies worldwide mythologies (with emphasis on the Greek) and their relation to selected literary works, leading to an understanding of universal mythic themes and their application to literature.

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

364 World Literature: 1650 to Present (3) (Prerequisite: 102 with a

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

365 Modern Drama (3) (Prerequisite: 102 with a grade of C or higher.) Surveys 20th century world drama and dramatic theory. Examines the literary, technical, and aesthetic developments in world drama since the late 19th century, beginning with Realism, then traces the various reactions to it, including Symbolist, Expressionist, Absurdist and Epic theatre, and contemporary hybrid forms. Emphasizes seminal playwrights, directors, and theatre companies important to the cultivation of the modern theatre audience.

382 Special Topics in Literature (3) (Prerequisite: 102 with a grade of C or higher.) Examines a specific literary theme or topic to acquaint the student with a significant aspect of literature. May be taken twice for academic credit with departmental approval.

383 Film, Genres, and Styles (3) (Prerequisite: 102 with a grade of C or higher.) Explores the history and form of specific types of films as they have been grouped by critics, viewers, and movie makers. Follows the development of film types, like science fiction or the western, and situates each film in its historical and cultural context and analyzes its structure.

384 African-American Film History (3) (Prerequisite: 102 with a grade of C or higher.) Explores the history of African Americans in North American film and the specific contributions of African Americans to visual forms in narrative films. Chronologically follows the involvement of African Americans in film production, acting, directing, and distribution.

385 Gender, and Literature (3) (Prerequisite: 102 with a grade of C or higher.) Examines literary texts through the lens of gender studies, exploring how constructed identities of gender and intersectionalities of gender, race, class, and sexuality relate to the text.

426 Rise of the British Novel (3) (Prerequisite: 102 with a grade of C or higher.) Focuses exclusively on the development of prose fiction from 1660 through 1832. Covers a representative sample of novels and explores various explanations for the "sudden" development of the novel as a distinct genre.

427 Advanced Study in British Literature Before 1785 (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Chaucer, Milton, Satire). May be taken twice for academic credit with departmental approval.

433 The Nineteenth-Century Novel (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on the development of the novel as an art form in 19th-century Britain, examining the history of the book, readership, serialization, publishing practices, and lending libraries. Also explores the manner in which novels represent several historical and cultural themes, such as class boundaries and conflict, expectations of gendered behavior, domesticity, servitude, detection, imperialism, science, industrialization, and other social issues.

434 Advanced Study in British Literature After 1785 (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Dickens, the Brontës, C.S. Lewis). May be taken twice for academic credit with departmental approval.

443 The American Novel (3) (Prerequisite: 102 with a grade of C or higher.) Considers how this particular genre has evolved within the framework of American literature. Traces the development of the novel in America from its beginnings as a hybrid form toward its more contemporary forms in later centuries. Examines how the novel changes to accommodate other movements in American literature such as Romanticism, Realism, Naturalism, Modernism, and Post-Modernism. Looks at the relationship of novels to other cultural and historical phenomena.

444 American Poetry (3) (Prerequisite: 102 with a grade of C or higher.) Familiarizes students with American poetry from colonization to the present day. Lecture and discussion will emphasize the historical and sociocultural context of the poems. Potential poets of focus include Bradstreet, Wheatley, Whitman, Dickinson, Eliot, Pound, Hughes, Stein, Williams, Stevens, Brooks, Bishop, Lowell, Plath, Ammons, and Ashbery.

447 Advanced Study in American Literature (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on major American writers, groups of writers, a genre, or a theme (e.g., Faulkner, Dickinson, drama). May be taken twice for academic credit with departmental approval.

448 Advanced Study in African-American Literature (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on major African-American writers, groups of writers, a genre, or a theme (e.g., Toni Morrison, the Harlem Renaissance). May be taken twice for academic credit with departmental approval.

465 Advanced Study in Critical Theory and Literature (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on a range of critical theories or on areas or issues in literature with emphasis on critical methods of inquiry. This course is strongly recommended for majors planning on graduate studies.

466 Advanced Study in International Literature (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on the literature of countries other than Britain and the United States (e.g., Latin American literature, Arab literature, Sub-Saharan African literature). May be taken twice for academic credit with departmental approval.

467 Advanced Study in Language, Rhetoric, or Theory (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on an area of contemporary rhetorical theory (e.g. Serial Narratology). May be taken twice for academic credit with departmental approval.

491 Senior Seminar (3) Either a grade point average of 3.0 or better in English courses or permission of department) Focuses on a variety of topics not included in the regular English curriculum. Taught by several faculty members, using a seminar format with emphasis on student presentations and on the types of research projects students are likely to encounter in graduate school.

497 Special Studies (3), (2), or (1) (Prerequisite: one 300 level literature course or permission of department) Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

LITERATURE FOR TEACHERS

313 Literature for Young Children (3) (Prerequisite: 102 with a grade of

C or higher.) Studies the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral. Credit cannot be earned for both English 313 and 315.

315 Literature for Children (3) (Prerequisite: 102 with a grade of C or higher.) Studies the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral. Credit cannot be earned for both English 313 and 315.

316 Literature for Young Adults (3) (Prerequisite: 102 with a grade of C or higher.) Studies literature appropriate for use in middle and high school grades. Special attention to defining and evaluating young adult literature. Basic instruction in literary reading, writing, and criticism. Required of all English teacher licensure candidates.

PHILOSOPHY & RELIGIOUS STUDIES

Coordinator: Dr. Matthew W. Turner

MAJOR
No major in philosophy and religious studies is offered.

MINOR
A minor in philosophy and religious studies requires 18 semester hours in philosophy and religious studies (six courses designated Philosophy and Religious Studies, at least two courses of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201, 202, and either 204 or 205.

COLLATERAL
A collateral in philosophy and religious studies requires 12 semester hours in philosophy and religious studies (four courses designated Philosophy and Religious studies, at least two of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201 and 202.

PHILOSOPHY AND RELIGIOUS STUDIES COURSES (PRS)

201 Introduction to Philosophy (3) An introduction to the discipline of philosophy. Topics covered include the nature of reality, problems about knowledge, the existence of God and nature of religious thinking, personal identity and immortality, consciousness and the mind/body problem, morality and ethics, and the nature and value of art.

202 Introduction to the Study of Religion (3) F, S, SU. Examination of religion from the perspective of its project of maintaining predictable order, derived from a sacred source, and contending against forces of dissolution. Specific references to religious traditions (one familiar and one unfamiliar) will be made. Theoretical and practical issues explored.

203 Symbolic Logic (3) This course is an introduction to formal symbolic logic. Includes a study of truth tables and natural deduction, in both propositional as well as predicate logic. Topics in the philosophy of logic covered as time permits.

204 Hebrew Bible (3) F. Survey of Old Testament literature and thought. Discussion of the text in terms of the significance of the creation stories, the Exodus, the law, the prophets, etc.

205 Christian Traditions (3) S. Survey of New Testament literature and concepts within their historical context. The four gospels, Acts, Paul's writings, and Revelation are examined as documents reflecting the diversity of early Christianity.

300 Religions of Asia (3) S. Comprehensive study and comparison of the fundamental concepts, practices, institutions, and writings of the major world religions.

301 Ancient Philosophy: The Western Tradition (3) A study of the emergence of philosophy in the ancient Greek world. The course focuses primarily on the metaphysics, epistemology, and ethics of Plato and Aristotle, but will include a discussion of the Pre-Socratic, Hellenistic, and Roman philosophers as time permits.

302 Modern Philosophy (3) This course is a study in two contrasting traditions of philosophy that arose in Europe in the 17th and 18th centuries: continental rationalism and British empiricism. Philosophers covered include Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. Of central concern will be these philosophers' views on the nature of knowledge and perception as well as their accounts of the fundamental components of reality. The course concludes with a brief introduction to the philosophy of Immanuel Kant.

305 Existentialism (3) Study of the rise and development of existentialism as a critical response to traditional philosophy and the character of the modern world. Existentialism will be explored through philosophy, literature, and film. Writers covered will include Kierkegaard, Dostoevsky, Nietzsche, Kafka, Heidegger, Sartre, Camus, et al.

306 Ethics (3) Study of ethical philosophy in both theoretical and practical dimensions. The course includes topics from the history of philosophy, as well as contemporary philosophical problems.

307 Asian Philosophy (3) A survey of Asian philosophy, with a primary focus on the Indian and Chinese traditions. Includes orthodox and heterodox Hindu philosophy, Buddhist philosophy, Confucianism & Neo-Confucianism, Taoism, and Ch'an (Zen) Buddhist philosophy.

311 The Muslim Experience (3) F. Discusses the past, present, and future of Islam across nations and continents. Focuses on the Islamic demand for social justice, its encounters with other religions of the Bible (Judaism and Christianity), and its encounters with other cultures.

312 Medieval Philosophy (3) A study of the philosophical traditions that developed in the West between the ancient Greco-Roman world and the world of modern Europe. In addition to the central figures of the Christian medieval tradition, primarily Augustine and Aquinas, the course will cover important philosophers from the Judaic and Islamic traditions.

313 Philosophy of Mind (3) Includes a historical overview of theories of mind and consciousness, as well as an introduction to contemporary views. The course will focus on the nature of consciousness and the mind body problem. In particular, the topic of artificial intelligence – whether machines can think – will be discussed. Other topics will include the problem of other minds, the self and personal identity, freewill, and the relationship between belief and action.

316 Environmental Ethics (3) (Same as ENVR 316) This course discusses ethics with specific reference to environmental issues. Specific issues include, among others: obligations to non-human animals, equitable distribution of scarce resources, development, and issues in environmental aesthetics. Credit cannot be received for both PRS 316 and ENVR 316

397 Special Topics (3) In-depth seminar in a topic in philosophy and/or religious studies. May be taken twice for academic credit.

401 Philosophy of Religion (3) Study of selected topics from ancient times to the present emphasizing fundamental philosophical-theological problems.

402 Contemporary Philosophy (3) Critical philosophical investigation in light of contemporary thinking of such topics as perception, language, mind, and God.

499 Advanced Study (3) (Prerequisite: 18 hours in Philosophy and Religious Studies) AS. A research project, offered as an independent study, that culminates in a major research paper or philosophical essay. This research and writing project is to be designed in consultation with, and is subject to the final approval of, a Faculty Project Committee. This Faculty Project Committee will consist of three faculty members who are selected by the student and agree to serve in this capacity. At least two members of the Faculty Project Committee must be PRS faculty, one of whom will serve as the project supervisor. Such projects are normally undertaken in the final semester of residence. May be taken for credit (three hours) towards the Honors degree by special arrangement.

FOUR YEAR PLAN FOR ENGLISH MAJOR, CREATIVE WRITING PROGRAM

Freshman Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Foreign Language 101	3
MOLA 100	3	Political Science 101 or 103	3
Science and lab	4	Social Science	3
Total Credits	**16-17**	**Total Credits**	**15**

Sophomore Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English 250, 250G, 251, or 252	3	English 367	3
Foreign Language 102	3	English 370	3
Speech Communication 101	3	English 261, English 262, English 263, or English 264	3
Social Science	3		
Science and lab	4	Minor Elective	3
		Art 101, Music 101, or Theatre 101	3
Total Credits	**16**	**Total Credits**	**15**

Junior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English Literature Elective 300-400*	3	English 368	3
English 317	3	English 366 or 372	3
English 371	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	**15**	**Total Credits**	**15**

Senior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English Literature Elective 300-400*	3	English Writing Elective 400-level	3
Minor Elective	3	English 490	1
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	**15**	**Total Credits**	**13**

Minimum Hours Required for Degree 120

*At least one of the English Literature 300-400 courses must focus on literature since 1900

FOUR YEAR PLAN FOR ENGLISH MAJOR, TECHNICAL AND PROFESSIONAL WRITING PROGRAM

Freshman Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
MOLA 100	3	Foreign Language 101	3
Science and lab	4	Social Science	3
Total Credits	**16-17**	**Total Credits**	**15**

Sophomore Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English 305	3	English 318	3
Foreign Language 102	3	Speech Communication 101	3
Art 101, Music 101, Theatre 101	3	Social Science	3
English 317	3	Art 206	3
Science and lab	4	English Literature Elective	3
Total Credits	**16**	**Total Credits**	**15**

Junior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English Elective 300-400	3	English 411	3
English 366, 367, 370, or 372	3	Free Elective	3
Minor Elective	3	English Elective 300-400	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Minor Elective	3
Total Credits	**15**	**Total Credits**	**15**

Senior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English Elective 300-400	3	English 498	3
English Elective 300-400	3	English 495	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	**15**	**Total Credits**	**15**

Total Hours Required for Degree 120

DEPARTMENT OF FINE ARTS

Chair: Professor A. Glen Gourley
Faculty: Will Carswell, EunJung Chang, Mary Frances Coleman, Gregory Fry, Brittany Gilbert, Brandon Goff, Glen Gourley, Douglas Gray, Paolo Gualdi, Dana Harrell, Charles Jeffcoat, Brian Jones, Julie Mixon, Terry Roberts, Delaney Shin, Allison Steadman, Emily Tuttle

MISSION STATEMENT

The Department of Fine Arts offers major programs in music industry, theatre arts, and visual arts. Minors are offered in music, theatre arts, visual arts, and art history. Collaterals are offered in music, theatre arts, and visual arts. Introductory courses in art and theatre are offered for non-majors. All FMU students may pursue the introductory course in music and performance ensembles.

Students majoring in art education, music industry, theatre arts, and visual arts combine general education courses with lecture courses in art education, art, music, or theatre history, and upper-level courses emphasizing studio performance. Theatre arts majors may specialize in performance areas or design and technical production areas. Visual arts majors may specialize in ceramics, graphic design, painting, or photography. A music industry degree is offered. These major programs serve as ends in themselves as well as preparation for graduate study, related careers, and the teaching of art.

ART HISTORY MINOR

A minor in art history requires 18 semester hours, including Art History 220, 221, 350 or 360 or 370, 390, 400, and three semester hours selected from Art History 340 and 380.

ART HISTORY COURSES (ARTH)

Coordinator: Dr. Samuel H. Howell Jr.

220 History of Western Art: Ancient through Medieval (3) Historical survey of art focusing on Prehistory; the Ancient Near East and Egypt; the Aegean, Greece, and Rome; Early Christian and Byzantine art; and Early Medieval, Romanesque, and Gothic art. Works of art from each period of civilization are analyzed for individual qualities and compared with previous examples to demonstrate influences and the development of styles. Emphasis is upon art and architecture as cultural expression and upon the relationship of art and society.

221 History of Western Art: Renaissance through Modern (3) Historical survey of art focusing on the Early Renaissance, the High Renaissance, Mannerism, the Baroque, Rococo; the 19th century, including Romanticism, Neoclassicism, Realism, Impressionism, and Post-Impressionism; movements since 1900, including Fauvism, Cubism, Expressionism, Abstractionism, Surrealism, Modern architecture, and the New York School. Works of art from each period or movement are analyzed for individual qualities and compared to previous examples to demonstrate influences and the development of styles. Emphasis is upon art and architecture as cultural expression and upon the relationship between art and social and technological changes.

340 Art of the United States (3) (Prerequisite: Art History 221 or permission of the department) Introduction to the art and architecture in continental U.S. from the time of the first European voyages of discovery up to the Armory Show of 1913. Course explores the role of the visual arts in establishing the new nation's self identity, in interpreting the native landscape and everyday life against European models and traditions, and in tracing the rise of the professional American art establishment which by the early 20th century finally considered itself the equal of its European counterparts.

350 Native Arts of the Americas (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the artistic and cultural traditions of native peoples in both North America and South America. Attention is placed on the collecting and studying of relevant artifacts and the evolution of competing methods for interpreting them.

360 Islamic and African Art (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the traditional art forms of Western and Central Asia, North Africa, and Spain while under Islamic rule. The arts of Africa, especially Sub-Saharan, will also be covered by tribe and region.

370 East Asian Art (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the artistic and cultural traditions of Asia (focusing on India, China, Japan) from the bronze age to developments in the 20th century. Course emphasis is on the development of traditional art forms as they evolved within courtly and/or religious (especially Buddhist, Hindu, Shinto) frameworks.

380 Nineteenth Century Art (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the paintings and sculptures of European art from just before the French Revolution (Jacques-Louis David, Antonio Canova, and Neoclassicism) to the radical aesthetic changes ushered in by the Symbolists (such as Gauguin, Munch, and Rodin) at the very end of the 19th century.

390 Twentieth Century Art (3) (Prerequisite: Art History 221 or permission of the department) Beginning in the 1890s, this course is a broad overview of the major visual art forms of the twentieth century from the Symbolists to the peaking of Modernism in the 1970s. Painting and sculpture are covered as well as architecture and design, with limited coverage of photography and the cinema.

400 Contemporary Art Since 1980 (3) (Prerequisite: Art History 221 and 390 or permission of the department.) This course covers the full global range of recent visual culture since about 1980-from traditional art media (painting, sculpture, illustration, and photography) through innovations involving craft forms (ceramics, glass, weaving, etc.) to electronic and computer-generated images that have revolutionized graphic design.

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.

MINOR

There is no minor in Performing Arts. Please see the section on "Music" or "Theatre" for information on a minor in those areas.

COLLATERAL

There is no collateral in Performing Arts. Please see the section on "Music" or "Theatre" for information on a collateral in those areas.

MUSIC INDUSTRY

Coordinator: Dr. Terry A. Roberts

The mission of the Francis Marion University Music Industry Program is to educate, train, and develop students to excel in music as a career. This is done with a solid education in music, and an expansive education in the liberal arts. Our curriculum embraces both time-honored and

contemporary musical styles. Through a course of scholarly and practical learning experiences integrating performance, writing, and technology, each student is prepared for career opportunities open to today's music professional. The Music Industry program serves as the musical center for the university and surrounding community.

SPECIALTY TRACKS IN MUSIC INDUSTRY

1. Twenty-nine semester hours of Music Industry Foundation Courses:
   Music theory (Music 115, 116, 215, and 216) . . . . . 8 hours
   Music history (Music 301 and 302). . . . . 6 hours
   Music business and technology
   (Music 172, 210, 211, and Music 498 or 499
   [Performance Track should take SPCO 203
   and must take 499]). . . . . 15 hours
2. Twenty-seven semester hours in one specialty track option:

a. Business Track*:
   Music 317 and 371 . . . . . 6 hours
   Music 372 . . . . . 3 hours
   Completion of two levels of applied or group lessons
   (four semester hours) . . . . . 4 hours
   Five semesters of ensemble (three must be applied
   as material and commercial support) . . . . . 5 hours
   Nine hours of 200 level (or higher) courses from the School of Business (Approved by the faculty advisor). . . . . 9 hours
   Music 372 or a 300 level (or higher) course from the School of Business (Approved by the faculty adviser) . . . . . 3 hours

**A minor in the School of Business is recommended for students in the Business Track--Business, Accounting, Economics, Finance, Human Resource Management, or Supply Chain Management.*

b. Performance Track:
   Music 315, 316, 317, and 415 . . . . . 10 hours
   SPCO 203 or MUSI 372 or a 200 level (or higher)
   course from the School of Business
   (Approved by the faculty adviser) . . . . . 3 hours
   Completion of four levels of applied or group lessons
   (eight semester hours) . . . . . 8 hours
   Seven semesters of ensemble (No more than a total
   of six semester hours may apply toward graduation.) . . . . .6 hours
   Completion of a senior recital

c. Technology Track**:
   Music 371 . . . . . 3 hours
   Music 372 . . . . . 3 hours
   Completion of two levels of applied lessons
   (four semester hours) . . . . . 4 hours
   Six semesters of ensemble (three large and three small,
   and three must be applied as material and
   Commercial support). . . . . 6 hours
   Eleven hours selected from at least two of the following areas:
   a. Physics 202 or higher
   b. 200 level (or higher) business courses (approved by the adviser)
   c. Completion of one level of applied lessons
   in a second area . . . . . 11 hours

** Physics is the recommended minor for the Technology Track.

NOTE: Large ensembles are MUSI 100, 140, and 150. Small ensembles are MUSI 120, 130, 160, 180, and 190.

3. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or departmental approval

4. Seven semesters of Music 102 (Recital Attendance)

5. 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

A major in Performing Arts with a degree in a music industry specialty track requires the following:

The minimum number of semester hours required in major courses for a major in Performing Arts with a Music Industry Track Specialty is 56. 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 Music Industry specialty track is 120.

The following relates to all applied courses:

Applied lessons develop individual performance skills and musicianship. Students will become aware of how physical and mental aspects of performance combine to produce musical effects through mentored study of technical exercises, etudes, and solo literature. Each level of the progressive curriculum has specific requirements (below). Students are required to take at least two semesters at each level and must meet the requirements of each level before proceeding to the next. Instructors will design a personal course of study for each student based on performance area and individual need. Students may audition for two different applied lessons during any one semester, but they must select a principal discipline of specific instrument or voice that applies to the performance requirement of the degree above.

Level 1 (a,b) Successful completion of a juried performance evaluated by music faculty.

Level 2 (c,d) Participation in one student recital and successful completion of a juried performance evaluated by music faculty.

Level 3 (e,f) Participation in one student recital each semester and successful completion of a juried performance evaluated by music faculty.

Level 4 (g,h) Successful performance of a recital (25 minutes minimum) evaluated by music faculty.

ENSEMBLES

Music Industry students must participate in the ensemble program during each semester of residence. All students enrolled in applied music courses are expected to participate concurrently in a major ensemble. Students with scholarship awards may be assigned participation in ensembles beyond the minimum requirement of their curriculum.

MINOR

A minor in music requires 18 semester hours to be distributed as follows:

1. History and Theory . . . . . 11 hours
   Music 115, 116, 215, 216, and 301 or 302

2. Ensemble . . . . . 3 hours
   Three semester hours from any combination of Music 100, 120, 125, 130, 140, 150 and/or 160 - No more than three semester hours of ensemble music may apply toward graduation requirements.

3. Applied hours . . . . . 4 hours
   Four semester hours from any combination of Music 121, 131, 132, 141, 142, or 143 - No more than 4 semester hours of applied music may apply toward graduation requirements.

COLLATERAL

A collateral in music requires the following: Music 101, 115 and 116; three semester hours selected from Music 100, 120, 125, 130, 140, 150 and/or 160; and two semester hours selected from Music 121, 131, 132, 141, 142 and/or 143 for a total of 12 semester hours.

MUSIC COURSES (MUSI)

100 Chorus (1) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes.) Carries credit at the rate of one hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

101 Introduction to Music (3) F, S, SU. Attention is focused on one element of music at a time (melody, harmony, timbre, and texture). Each element is discussed in its historical context, and illustrative examples are played.

102 Recital Attendance (0) As a requirement for graduation, performing arts majors in the music industry program attend department-approved performances for seven semesters.

115 Introduction to Music Theory (3) (Corequisite: 116) Presents the basic melodic, rhythmic, and harmonic elements of Western music beginning with the elementary structure of single line melody progressing to the essentials of harmonic construction. Analysis of musical literature from all style periods.

116 Aural Skills I (1) (Corequisite: 115) Rhythmic reading, development of sight-singing skills using the traditional movable "do" method, interval and chord recognition, and dictation fundamentals.

120 Select Vocal Ensemble (1) (Prerequisite: Vocal Audition.) Modern and popular music is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

121 Applied Voice (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in vocal performance; includes development of technical skills and interpretation of standard literature.

125 FMU Singers/Broadway Show Chorus (1) (Prerequisite: Enrollment in Music100) Music from classic and modern Broadway musicals is rehearsed and performed both on and off campus. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, and/or 160) may apply toward graduation requirements for non-majors.

126 Group Voice (1) (Prerequisite: Vocal Audition or permission of the department.) Group instruction in vocal performance designed for non-majors; includes development of technical skill and interpretation of standard literature. With permission of the department, up to two semesters of 126 may count toward the first level of applied lessons for students who become Performing Arts majors.

130 String Ensemble (1) (Prerequisite: Audition). String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque, Classical, Romantic, and twentieth century music. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

131 Applied Piano (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in piano performance; includes development of technical skills and interpretation of standard literature.

132 Applied Strings (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in string instrument performance; includes development of technical skills and interpretation of standard literature.

140 Concert Band (1) The Concert Band is a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

141 Applied Woodwind (1:3) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in and solo performance of woodwinds; includes development of technical skills and interpretation of standard literature

142 Applied Brass (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in brass instrument performance; includes development of technical skills and interpretation of standard literature.

143 Applied Percussion (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in percussion instrument performance; includes development of technical skills and interpretation of standard literature.

144 Applied Guitar (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) Private instruction in guitar performance; includes development of technical skills and interpretation of standard literature.

145 Applied Organ (1) (Prerequisite: Performing Arts major and permission of the department) Private instruction in organ performance: includes development of skills and interpretation of standard literature.

146 Group Guitar I (1) Group instruction designed for non-majors or potential Performing Arts majors looking to study guitar as their primary instrument. This beginning course covers basics in music reading, chords, strumming and picking techniques. With permission of the department, one semester of 146 may count toward the first level of applied lessons for students who become Music Industry majors.

150 Music Industry Ensemble (1) (Prerequisite: Audition) A chamber ensemble devoted to the development of individual performance and improvisation skills through the preparation and staging of music for small groups representing a variety of classic and modern jazz, pop, rock and soul styles. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

156 Group Piano I (1) (Prerequisite: Performing Arts major, Music minor or permission of the department) An introduction to basic skills in piano playing, accompaniment, sight-reading, practical keyboard harmonization, and improvisation. The course provides a foundation for non-piano concentration music industry majors to prepare for the piano.

157 Group Piano II (1) (Prerequisite: 156 or permission of the department) Continuation of piano performance skills development and expansion of tonal concepts learned in Music 156.

160 Chamber Jazz Ensemble (1) (Prerequisite: Audition). The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups representing a variety of jazz styles and periods. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and 190) may apply toward graduation requirements for non-majors.

172 Music Commerce I (3) An overview of the music industry. Includes topics in music business careers, promotion and trade associations, basics of music merchandising such as music products, sales, instruments, and equipment. Music publishing, licensing and royalties, web commerce, and marketing will also be covered.

173 Music Commerce II (3) (Prerequisite: 172) An overview of the music industry, including record production and companies, recording studios and engineers, commercial radio, and radio business. The performance side of

the music industry will cover artist promotion, management, and contracts.

180 Percussion Ensemble (1) (Prerequisite: Audition) Percussion Ensemble is a chamber music ensemble featuring works written or arranged specifically for percussion and percussion-related media. Literature will be selected and rehearsed with the ultimate goal of performance. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180 and/or 190) may apply toward graduation requirements for non-majors.

190 Guitar Ensemble (1) (Prerequisite: Audition) The Guitar Ensemble course consists of the practice of music for guitar in groups that can go from duets, trios, and quartets to larger ensembles of guitars. The repertoire consists mainly of works written for any combination in the number of guitars included. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

210 Introduction to Music Technology (3) (Prerequisite: 215, 216 and Performing Arts major or permission of the department) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI application, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

211 Sound Recording and Reinforcement (3) (Prerequisite: 210 and Performing Arts major or permission of department) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation, microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

215 Theory of Tonal Music (3) (Prerequisite: 115, Corequisite: 216) A continuation of Music 115 with emphasis on linear and harmonic aspects of diatonic music through study of chord construction, textures, forms, and chromatic harmony.

216 Aural Skills II (1) (Prerequisite: 116, Corequisite: 215) A continuation of Music 116. Advanced concepts of rhythmic and melodic reading, sight-singing, and dictation skills will be emphasized. Concepts of chromaticism will be introduced.

301 Music History I (3) (Prerequisite: English 102 or permission of the department) An historical survey of music from the Ancient period through the Baroque period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic, and social systems.

302 Music History II (3) (Prerequisite: 301 or permission of department) An historical survey of music from the 18th century to the contemporary period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic, and social systems.

314 Music for the Elementary School Teacher (3) Emphasis on giving the student enough facility with elementary notation and music reading that he/she will feel confident in preparing material for classroom use.

315 Advanced Music Theory (3) (Prerequisite: 215, Corequisite: Music 316) The final level of the music theory sequence; the course focuses on advanced harmonic techniques, part writing, written and visual analysis, and consideration of harmonic practices in contemporary and popular music.

316 Aural Skills III (1) (Prerequisite: 216/Corequisite: 315) The final level of the aural skills sequence with an emphasis on recognition of common harmonic models as well as sight-singing and dictation patterns of increased complexity.

317 Ensemble and Arts Management (3) (Prerequisites: 215, 216) T) This course covers ensemble management, including scheduling, music library, and concert production.

371 Advanced Production Techniques (3) (Prerequisite: 211 or permission of the department) A comprehensive study of advanced tracking, mixing, and mastering techniques. Current trends in technology will be closely examined as well as mixing and mastering trends throughout all music genres.

372 Principles and Techniques of Songwriting (3) (Prerequisite: 415 or permission of the department) This course is an introduction to the world of songwriting. It will cover such topics as melodic construction, phrasing, and formal design. It will also cover lyrical structure throughout the appropriate genres. Copyright, licensing, and publishing will also be covered.

415 Music Theory Practicum (3) (Prerequisite: 315) This is a project based approach to practical application of music theory skills, including an introduction to composition, arranging for voices and instruments, orchestration, and writing for contemporary ensembles.

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

498 Music Industry Internship (6) (Prerequisite: Permission of the department and internship agency, senior status, and successful completion of 36 semester hours in the major at a minimum grade point average of 3.0 in all Music Industry courses and 2.5 cumulative grade point average in all courses taken at FMU.) This is a formal intern assignment in which the qualifying student participates in a music industry business or organization as an intern for a selected period of time. An internship will be awarded according to merit and availability determined by the department when the student meets the prerequisite.

499 Music Industry Seminar (6) (Prerequisite: Senior status and successful completion of at least 36 semester hours in the Performing Arts major/Music Industry track.) This course is designed as a culminating experience for the Performing Arts major and comprises an in-depth integration and application of the student's personal experiences, opportunities, and ambitions as related to his/her anticipated career. A final project incorporates the discussion of short and long-term goals and a plan for the realization of these goals. All individual projects are reviewed by three faculty members.

THEATRE ARTS

Coordinator: Mr. A. Glen Gourley

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 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.

FMU and the Theatre Arts program are accredited by the National Association of Schools of Theatre (NAST).

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, 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 or 397 three semester hours from the performance specialty
   b) Performance specialty: Theatre 201, 205, 405, and six semester hours selected from Speech Communication 203, or any Theatre courses above the 299 level.

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.

THEATRE COURSES (THEA)

101 Introduction to Theatre (3) F, S, SU. Introduction to the many areas of the art of the drama to aid in a more perceptive enjoyment of a theatrical production.

200 Acting for Non-Majors (3) An overview of the actor's art, including the history, theory, and practices of the craft of acting. Class exercises and scene assignments will allow students to expand their ability to use their voices, bodies, and imaginations on the stage. Credit cannot be given for both Theatre 200 and 203.

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.

202 Stagecraft (3:2-2) S. Training in scenery construction with major emphasis on drafting and the use of theatre equipment. Discussion and illustration of modern theatre production techniques as practiced by contemporary theatre artists.

203 Acting I (3) (For performing arts majors and theatre minors only or permission of the department.) Analysis of and application of the fundamental principles underlying the actor's art, the development of poise, and the use of the voice and body on stage. First semester theatre majors should enroll in this class. Credit cannot be given for both Theatre 200 and 203.

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.

205 Acting II (2) (Prerequisite: 200 or 203 or permission of the department) Application of basic improvisational and movement techniques. Introduction to the Stanislavski system. Solo and scene work stressing textual analysis and resulting characterization.

209 Introduction to Costume Technology (3:2-2) F. Basic training in costume craft and construction technologies. Lecture, demonstration, and practical application of costume technology that may include sewing, pattern making, millinery, and fabric dyeing.

210 Theatre Practicum (1) F, S. (Prerequisite: Performing arts major or theatre minor or permission of department) A laboratory experience in all aspects of theatre production-performance, technical and/or business. Four hours of the practicum are required of a major for graduation.

291 Script Analysis (3) (Prerequisite: English 101 or English 101E/L) AF. Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

301 Directing I (3) (Prerequisite: Performing arts major or theatre minor or permission of the department) AF. Work in directing for the theatre. Topics include the director as creative interpretative artist and the director and the actor. Students direct individual projects.

302 Scenic Design (3) (Prerequisite: 202 or permission of department) AF. An exploration of scenic design principles and elements in terms of creating the visual environment of a play. Projects to include concept development, visualization of that concept, and presentation of the design through models or renderings and drafted construction drawings.

303 Theatre Management (3) (Prerequisite: 202 and 301 or permission of the department) AS. Study in the basic concepts and methods in the management of theatres. Emphasis on the specific role and duties of a stage manager within the production process. Also to include the theory and practice of theatre administration objectives: organization, season budget, schedule, personnel, publicity, box office, and house management.

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

305 Acting III (2) (Prerequisite: 205 and junior or senior status or permission of department) AF. Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

309 Costume Design (3:2-2) (Prerequisite: 209) AS. Exploration and application of aesthetic principles of costume design. Special focus on interpretation of character through line, color, and fabric, employing a variety of rendering processes in the studio environment.

320 Theatre History (3) Study of the Western theatre, both its physical form and literature, from the beginning to the present.

328 Acting for Professional Simulations (3), (2), or (1) (Prerequisite: 200 or 203 or permission of department) As requested. A study of and practical experience in the area of acting for professional simulations. May be taken more than once for credit.

397 Special Topics in Theatre (3), (2), or (1) (Prerequisite: Permission of department) As requested. In-depth study of an area of interest in theatre. Different areas of study will be offered. Must have a 2.25 grade point average or higher in all Theatre courses. No more than six hours may be taken for academic credit.

401 Directing II (3) (Prerequisite: 301 or permission of the department) AF. Analysis and application of the staging of plays to provide training in production technique. Students direct individual projects.

402 Lighting Design (3) (Prerequisite: 202) AF. Analysis and application of

current procedures and practices in the execution of lighting designs for the stage.

405 Advanced Acting (3) (Prerequisite: 205 or permission of the department) AS. Emphasis on the practical application of Stanislavski's principles of psycho-technique and their subsequent interpretations. Also covers professional audition techniques and preparation.

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

VISUAL ARTS

Coordinator: Mr. Charles Jeffcoat

The Visual Arts Program provides a broad exposure to art as a part of an overall B. A. curriculum. This is accomplished through experiences in both foundation courses and upper level studio specialties, as well as through classroom presentation in the history of art. Students learn both technical and creative thinking skills through studio practice, classroom discussions, and frequent critiques. Goals of the program are to provide a sense of personal expression and enrichment, and to provide the tools with which majors can pursue post-graduate programs and/or careers in the Visual Arts field. The art faculty regularly engage in scholarly pursuits and in professional exhibitions of their work.

The visual arts program is accredited by the National Association of Schools of Art and Design (NASAD).

MAJOR
A major in visual arts requires the following:

1. Visual Arts Foundation courses: Art 203, 204, 205, 206, 301; nine semester hours selected from Art 207, 208 or 218, 210, 215, and/or 230. Only 208 or 218 may count toward the General Education Requirements.

2. Art History Courses: Art History 220, 221, three semester hours selected from Art History 350, 360, and 370, and three semester hours selected from Art History 340, 380, 390, and 400.

3. Four courses in one specialty area:
   a) Painting Specialty: Art 307, 407, and six semester hours of art studio courses approved by the faculty adviser and department.
   b) Photography Specialty: Art 208 or 218, 308 or 318, 328, and 408. (Though only 208 or 218 may be taken under Photography Specialty area, the other may be taken as a Visual Arts Foundation course.)
   c) Ceramics Specialty: Art 310, 410, and six semester hours of art studio courses approved by the faculty adviser and department.
   d) Graphic Design Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.

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.

**Students with an Associate's in Applied Science degree with a major in Digital Arts (or another major in visual arts [with departmental approval]) entering the program from a South Carolina technical school will transfer into the program with a minimum of sixty hours. These students are required to meet all general education and major requirements but will not be required to have an additional minor or collateral.*
The minimum number of semester hours in all courses (major and non-major) required for the major in Visual Arts is 120.

GRAPHIC DESIGN SPECIALTY

SOPHOMORE PORTFOLIO REVIEW IN THE DEPARTMENT OF FINE ARTS
A portfolio review is required for Visual Arts - Graphic Design Specialty majors seeking to enroll in Graphic Design courses at the 300 level. The portfolio review is also required for transfer students, students changing majors, or students changing specialties who elect to continue in the Graphic Design Specialty within the Visual Arts program.
In order to register for any 300 level course in the Graphic Design Specialty the student must pass the review requirements. Students who do not pass the review are eligible to reapply the following semester.

To apply for a review the student must:

1. Have a grade point average of at least 2.25 in all undergraduate courses taken at FMU.

2. Have at least a 2.5 grade point average in all Art and Art History courses attempted.

3. Have completed one foundation art history course from Art History 220 or 221.

4. Have completed both Art 230 and Art 231.

The number of semester hours required in major courses for a major in Visual Arts is 36 of Visual Arts studio and 12 of Art History. Students with concentrations in Ceramics, Painting or Photography are required to exhibit work and write an artist's statement as part of a senior exhibit. These exhibitions are presented on the FMU campus as small group shows during the final year of enrollment. Each student's portion of the group exhibit is comprised of works from the student's specialty area, is prepared under the direction of the student's specialty area professor, and serves as partial fulfillment of the senior seminar course. Students with concentrations in Graphic Design are required to assemble a final portfolio of work under the direction of the student's specialty area professor. The portfolios are to be presented and defended in front of an audience of design professionals, faculty and peers during the final semester of enrollment.

MINOR
A minor in visual arts requires 18 semester hours, including:
Six semester hours selected from Art 203, 204, 205, 206, 301

Six semester hours selected from Art 207, 208, 210, 215, 218, 230, 231

Three semester hours of Art History

Three semester hours above the 299 level in any Visual Arts studio course

COLLATERAL
A collateral in visual art requires 12 semester hours including:
Three semester hours selected from Art 203, 204, 205, 206, 301

Three semester hours selected from Art 207, 208, 210, 215, 218, 230

Three semester hours of Art History

Three semester hours above the 299 level in any Visual Arts studio course

TEACHER LICENSURE OPTION IN ART EDUCATION

Coordinator: Dr. Eunjung Chang

Students in the art education program receive an education equivalent to a

B.S. in Art Education.

NOTE: The B.A. is no longer an option for Teacher Certification in Visual Arts. Art Education students must meet the General Education requirements for the B. S.

It is the mission of the art education program to educate individuals who are highly qualified art educators and who will be leaders in the field–artists with competent skills across a range of different media; teachers with a strong knowledge base who are effective organizers, managers, and communicators; and leaders in scholarship and professional services. To fulfill our mission, we require students to take rigorous courses in education, art education, and studio art. These courses are supplemented by real world learning opportunities, including educational field trips, active participation in national and state art education organizations and conferences, community-based service projects, school internships, and exposure to practicing artists through an active visiting artist program.

The art education program is accredited by the National Association of Schools of Art and Design (NASAD).

The Francis Marion University School of Education prepares competent and caring teachers.

The Department of Fine Arts provides the knowledge base for students seeking licensure to teach art in the state of South Carolina.

General Education (B.S.). . . . . 48-49 hours
Communications. . . . . .9-10 hours
English 101 (or English 101E/L) . . . . . .3 or 4
English 102. 3
Speech Communication 101 3
Social Sciences. . . . . 9 hours
Anthropology 200 or Geography 101. 3
Political Science 101 or 103 3
Additional three hours to be chosen from economics, geography, political science, sociology, or Honors 250-259 3
Humanities . . . . . 12 hours
Literature (in any language). 3
History 3
Art History 220 3
Art History 221 3
Mathematics. . . . . 6 hours
Mathematics 111 (or 111E) or higher 6
Natural Sciences . . . . . 12 hours
Biological Science with lab. 4
Physical Science with lab 4
Psychology 206 and 216 4

ADMISSION TO THE ART EDUCATION PROGRAM IN THE DEPARTMENT OF FINE ARTS

A student must make application for admission to the Art Education Program in the Department of Fine Arts upon successful completion of 30 semester hours to include the following:

1) Have a cumulative grade point average of at least 2.5* in all undergraduate courses taken at FMU.
   * Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2016 and beyond must achieve a cumulative 2.75 grade point average for admission to the teacher education program.

2) Have completed Art Education 312.

3) Have completed one beginning level studio course from Art 207, 208, 210, or 230.

4) Have completed one foundation art history course from Art History 220 or 221.

5) Have at least a 2.75 grade point average in all Art, Art History, and Art Education courses attempted.
6) Have passed the Praxis I/Praxis CORE: Reading, Writing, and Math assessment.

7) Have positive recommendations from the Art Education faculty.

NOTE: Students must schedule a conference in the School of Education to discuss the Professional Licensure program.

The number of semester hours required in major courses for a teacher licensure option in art education is 27 semester hours of art studio, 12 semester hours of art history, and 12 semester hours of art education. The minimum number of semester hours in all courses (major and non-major) required for the teacher licensure option in art education is 127. A one-person show is required during the final semester of enrollment. The one-person show will be comprised of works from the student's studio and art education classes and will be under the direction of the student's art education adviser. A traditional portfolio and a CD portfolio of the student's work must be completed by the end of student teaching.

MINOR
No minor in art education is offered.

COLLATERAL
No collateral in art education is offered.

ART COURSES (ART)

101 Introduction to Art (3) Patterns of perception and understanding are established through analysis of major works of painting, sculpture, and architecture in a historical survey. The class format includes a liberal use of slides and occasional films.

203 Basic Drawing (3:1-5) Introduction to the fundamentals of drawing in pencil, charcoal, and pen and ink. Emphasis on line, value, and proportion. Studio exercises from both still life and landscape sketching are included, as well as the basics of perspective.

204 Two-Dimensional Design (3:1-5) Introduction to the elements and principles of design, as well as specific design applications through various materials and techniques; includes a thorough study of basic color theory and practice.

205 Three-Dimensional Design (3:1-5) Investigation of three-dimensional organization techniques, with special emphasis on the plastic controls of form and space. An introduction to tools and various sculptural media, including wood, plaster, and clay.

206 Introduction to Graphic Design (3:1-5) Foundations of technology in the arts. Emphasis on the design, reproduction, and distribution of digital images.

207 Introductory Painting (3:1-5) (Prerequisite: 203) Experiences in basic oil painting, mostly through the study of still life and landscape. Analyses of color mixing techniques, lighting, and composition.

208 Introduction to Film Photography (3:1-5) (Prerequisite/Corequisite: 204 or permission of department) Introduction to basic 35mm camera operation, black and white film processing, and darkroom procedures in enlarging and developing prints. Emphasis is on practicing technical skills and learning the basics of photographic composition.

210 Introductory Ceramics (3:1-5) Processes and techniques in both wheel-throwing and hand building in the art and craft of pottery. Throwing leads progressively toward stoneware clay tooling, decorating, glazing, and firing.

Special emphasis is placed on ceramics for teachers.

215 Introduction to Printmaking (3:1-5) (Prerequisite: 203, 204) Exploration of basic printmaking materials, techniques, and processes. Utilization of stenciling, woodcut techniques, linoleum block printing, monotype, collograph, stamp printing, collage relief, paper lithography, and basic bookmaking.

218 Introduction to Digital Photography (3:1-5) Introduction to Basic Digital Photography including camera operations and computer image manipulations. Emphasis is on learning basic camera function, photographic compositions, and computer enhancement of photographic images.

230 Graphic Design I (3:1-5) (Prerequisite: 204 and 206 or permission of department) Introduction to graphic design. Emphasis is on design of effective graphics for visual communication. Studio activities include layout and design using desktop publishing and computer software.

231 Typography (3:1-5) (Prerequisite: 204 and 206 or permission of the department) This course will consider the problems and practices of typographical theory and presentation in the area of visual design. Specific considerations will include acquiring a general knowledge of typography and its use as related to design, exploration of that knowledge by traditional methods and with computer applications and self-exploration encompassing creative problem solving.

301 Figure Drawing (3:1-5) (Prerequisite: 203) Intensive study of the human figure through studio sessions with models and through analysis of the drawings of the masters.

306 Special Topics in Visual Arts (3:1-5) In-depth study in a specialty area offered in the visual arts program. Group travel may be required depending upon specialty area. May be taken twice for academic credit with departmental approval.

307 Intermediate Painting (3:1-5) (Prerequisite: 204, 207) Specific problems in modern styles and methods, with emphasis on experimentation with acrylic techniques. Canvas construction and preparation.

308 Intermediate Film Photography (3:1-5) (Prerequisite: 208) Further exploration of black and white darkroom and print finishing techniques. Other film formats and cameras introduced in addition to 35 mm. Emphasis on personal expression through varied approaches to image making.

310 Intermediate Ceramics (3:1-5) (Prerequisite: 210) Further development of skills, techniques, and the aesthetics of clay. Acquaintance with work of potters past and present with special consideration of the Japanese tradition.

311 Ceramic Sculpture (3:1-5) (Prerequisite: 205 and 210 or permission of department) Introduction to ceramic fabrication methods of slabwork, modeling from solid masses, and press molding. Survey of ancient through contemporary ceramic sculpture. Discussion of aesthetic and critical issues of form and content.

317 Watercolor (3:1-5) (Prerequisite: 207) Introduction to basic watercolor materials and techniques through still life and landscape studies. Development of appreciation of watercolor as an art medium and as a means of rendering for design.

318 Alternative Digital Imaging (3:1-5) (Prerequisite: 208 and 218) Exploration and experimentation with alternative imaging emphasizing digital photography use for imaging concepts and including various software explorations. Further development of digital alternative photographic skills and individual expression.

328 Photographic Lighting (3: 1-5) (Prerequisite: 218 or permission of the department) Introduction to basic photographic lighting techniques and equipment. Topics include lighting with continuous, strobe and hot shoe flash, the use of light meters and light modifiers. Instruction includes on location and studio lighting applications. A Digital SLR camera is required.

330 Graphic Design II (3:1-5) (Prerequisite: 230 and 231 or permission of the department) Further development of graphic design skills and understanding. Emphasis is on design of effective graphics and imagery for print and electronic publication. Studio activities include layout and design using desktop publishing and computer graphics software.

331 Interactive Design I (3:1-5) (Prerequisite: 230 and 231 or permission of the department) Graphic design for hypertext, web, and interactive environments. Emphasis is on the thoughtful composition of the user interface and design elements within an interactive environment.

407 Advanced Painting (3:1-5) (Prerequisite: 307) Emphasis on more individual expression and solving a pictorial problem in a consistent, related series of paintings. Knowledge of contemporary concepts is stressed.

408 Advanced Photography (3:1-5) (Prerequisite: 308 or 318 and 328) Emphasis on sustained individual development. Completion of a photographic portfolio as a vehicle for personal expression of a theme or concept. Awareness of contemporary masters is stressed.

410 Advanced Ceramics (3:1-5) (Prerequisite: 310) Advanced techniques in clay, with an emphasis on artistic discipline and sustained individual development, large two-piece forms, porcelain, philosophy, criticism, aesthetics.

430 Graphic Design III (3:1-5) (Prerequisite: 330 and 331 or permission of the department) Continuation of graphic design sequence. Emphasis is on advanced projects for multi-part design publications. Students will work as a part of a design team to participate in development of design systems, image analysis, and media production. The course will include an introduction to design for time-based media.

431 Interactive Design II (3:1-5) (Prerequisite: 331 or permission of the department) Graphics and design for hypertext environments. Emphasis is on the role of images and design elements in an interactive environment.

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

498 Visual Art Internship (3) (Prerequisite: Permission of the department and internship agency, senior status, and successful completion of 36 semester hours in the major at a minimum grade point average of 3.0 in all Visual Arts courses and 2.5 cumulative grade point average in all courses taken at FMU). Internship will be awarded according to merit and availability determined by the department when the student meets the prerequisite. A student otherwise unqualified may be awarded an internship provided he/she presents clear and convincing evidence of extraordinary circumstances which the Visual Arts faculty deems worthy of an exception.

499 Senior Seminar (1) (Prerequisite: Senior standing and permission of department) This course is an upper level capstone course taken during the semester that all Visual Arts requirements are completed and is intended to go hand in hand with the Visual Arts Senior Exhibition. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a postgraduate experience and stresses preparation of professional goals for the student.

ART EDUCATION COURSES (ARTE)

217 Creative Arts for the Elementary School Teacher (3:1-2) Designed to foster awareness, enthusiasm, and commitment to the importance of the arts within the elementary education curriculum and to develop an understanding of the role the arts play in each individual's life. General topics dealt with are art and music education rationale, basic perceptual and

conceptual skill building in visual art, exploration of art media, exploration of musical instruments and musical learning experiences, the relationship of art and music to national/global cultural understanding, introduction to theories of children's sequential artistic and music development from infancy through the 3rd grade (this includes typical and atypical development), interdisciplinary arts learning experiences, and critical awareness of the relationship of music, theatre, dance, and visual art curriculums.

312 Curriculum Materials and Methods in Art Education (3:1-2) This course is designed to introduce and instruct the art education student in the following: art education rationale; the history of art education in the United States; exploration and development of art media, tools, and curriculum resources; application of art education theory and practice in the areas of art history, art criticism, aesthetics, art production, and national/global awareness and understanding; creation and development of art lesson plans and curriculum resources.

415 Historical Foundations of Art Education (3) (Prerequisite: 312 or permission of department) Study of the disciplines of art history, art criticism, and aesthetics, and their theories, development, and methods for teaching.

416 Contemporary Issues in Art Education (3) (Prerequisite: 312 or permission of department) Study of current issues in art education, including visual culture art education, community-based art education, museum education, arts integration, gifted and talented art education, special needs, service learning, authentic assessment, and technology.

501 The School Art Program (3) (Prerequisite: 415 and 416 or permission of department) This course is the capstone course for art education students. Course includes information to assist in a successful transition into the art teaching profession. Pragmatic in nature, it addresses major art education issues that the new teacher will face the first few years of teaching through discussion, group presentations and lectures. Other issues covered include classroom management, lesson planning, instructor and classroom evaluation, developing professional dispositions and leadership skills.

DEPARTMENT OF FORESTRY

Director: Dr. Andrew Londo

MISSION STATEMENT

Graduates of the Francis Marion University Forestry Program will be able to meet society's demands for the management and protection of forests for recreation and products as well as the conservation and management of wildlife. The program focuses on practical field skills and the reinforcement of sustainable and responsible forestry practices.

MAJOR

Graduates of the Francis Marion University Forestry Program will be able to meet society's demands for the management and protection of forests for recreation and products as well as the conservation and management of wildlife. The program focuses on practical field skills and the reinforcement of sustainable and responsible forestry practices.

Students must complete 30 hours prior to enrollment in the Forestry Program, including the following required pre-forestry core courses: Mathematics 111 or higher and 134, Biology 103/Environmental Science 101, Biology 109, and Chemistry 111 and 111L. Students must maintain a 2.75 grade point average or better in all courses making up those 30 hours. Students must also have a grade of C or better and a grade point average of 2.6 or better in the pre-forestry core courses listed above. If a student takes a course twice, the higher of the two grades will be used to calculate the pre-forestry core GPA and overall GPA; any subsequent / additional attempts will not be considered in calculating the pre-forestry core GPA or overall GPA. Qualified pre-forestry students must then apply and be accepted in order to enroll in the technical forestry courses. If more students apply for admission into the Forestry Program than space allows, admission will be based on rank order using the grade point averages.

A major in Forestry requires the completion of the following courses. These courses include general education courses, a core of professional forestry-related courses, and adjacent science courses to satisfy the certification requirements of the Society of American Foresters.

Communications	**9-10 hours**
English 101 (or 101E/L), 102	6 or 7
Speech Communication 101	3
Mathematics	**6 hours**
Mathematics 111 or higher	3
Mathematics 134	3
Social Sciences	**9 hours**
Political Science 101 or 103	3
Political Science/Environmental Science 250	3
Economics 203	3
Humanities	**12 hours**
Literature	3
History	3
Fine Art Appreciation	3
English 318	3
Science Requirements	**32 hours**
Introduction to Plant Biology (BIOL 109)	4
Conservation Biology (BIOL 210)	4
Fisheries Science and Management (BIOL 400)	4
Ecology (BIOL 411)	4
Hydrological Processes (ENVR 202)	4
Biology Electives: Two courses from BIOL 209, 303, 307, 313, 320, or 413	8
General Chemistry (111 and 111L) or higher	4
Economics	**3 hours**
Economics 340	3
Forestry Requirements	**50 hours**
Introduction to Forestry (101)	4
Dendrology (202)	4
Spatial Analysis of Natural Resources (203)	4
Forest Mensuration (204)	3
Forestry Field Experience (205)	4
Soils and Hydrology (301)	4
Tree Physiology (302)	4
Forest Health and Protection (303)	3
Silviculture (304)	4
Forest Harvesting and Roads (305)	3
Forest Resource Policy (306)	3
Forest Planning and Management (401)	4
Wood Properties and Utilization (402)	3
Senior Thesis and Capstone (499)	3
Total Hours Required for Graduation	**121 hours**

OTHER INFORMATION

To advance to a higher-level DEPARTMENT OF forestry, a student must earn a grade of C or higher in each prerequisite course.

No additional minor or collateral is required.

Upon earning credit toward graduation (grade of C or better) in FRST 205, forestry majors receive the designation of "Upper-level Forestry Student". Upper-level forestry students are subject to a higher tuition for their remaining semesters of studies (normally their last four semesters) as detailed in the University's Tuition & Fees publication.

In addition to the course requirements above, a student is encouraged to pursue a summer of supervised training at a professionally related site off campus.

ADMISSION REQUIREMENTS FOR THE TECHNICAL FORESTRY MAJOR DEGREE PROGRAM

Applications to the technical portion of the Forestry Program may be submitted during the freshman year if a student has:

- Completed at least 30 total hours with an overall grade point average of 2.75.
- Completed the pre-forestry core courses with a grade of C or better and have a grade point average of 2.6 or better in those courses.

Applications may be obtained from the biology department and the application deadline is March 1. After admission to the Forestry Program, students will complete an additional 90 hours of general education, science, and technical forestry course work. Some of the technical forestry courses are only offered in the summer and many may also require extra driving on the part of the student to locations away from FMU.

FORESTRY COURSES (FRST)

101 Introduction to Forestry (4:3-3) (Prerequisite: Biology 109. Pre or Corequisite: Mathematics 134). This course serves as an introduction to academic and career planning in the Forestry major. Students will review fundamental concepts and contemporary issues in forestry. They will examine career choices in forestry. As a first year experience the course will also focus on community building and strategies for academic success.

202 Dendrology (4:3-3) (Prerequisite: Biology 109). Introduction to the morphology and family characteristics of Gymnosperm and Angiosperm trees. Identification of trees commonly encountered in forestry using keys, including keys for winter identification of twigs. Labs will include field trips collecting tree samples to aid in sight identification.

203 Spatial Analysis of Natural Resources (4:3-3) (Prerequisite: Mathematics 134). Methodology and technology employed to collect, manage, analyze, and present spatial information for forestry and other natural resource management. Applications of aerial photography, geographic information systems, remote sensing, and global positioning systems as they relate to forest planning, species management, and water management.

204 Forest Mensuration (3:2-3) (Prerequisite: 203). Direct measurement and indirect estimation of primary and secondary forest products, including analysis of plot density, productivity, and development.

205 Forestry Field Experience (4:3-3) (Prerequisite: 201 and 202 and 204). The forestry field experience is a hybrid on-campus/ off-campus field practicum for students majoring in forestry. Field skills will be demonstrated and practiced in the forest environment in the areas of applied silviculture, harvesting, and inventory. Visits to forest product manufacturing will provide additional insights into resource utilization.

301 Soils and Hydrology (4:3-3) (Prerequisite: Chemistry 111 and 111L). Study of the chemical and physical properties of soil, as well as its formation, quality, and interactions with water. Study of hydrology and water quality with a focus on soil and water resource management, productivity, and implications for the environment.

302 Tree Physiology (4:3-3) (Prerequisite: Biology 109 and Chemistry 111 and 111L). This course will cover the processes trees use to grow and survive, focusing on how factors like environment, genetics, and anatomy influence function. Key topics include photosynthesis, respiration, water transport (transpiration), nutrient uptake, and the role of plant hormones. The goal is to provide a comprehensive understanding of how trees work, from cellular functions to whole-plant responses.

303 Forest Health and Protection (3:2-3) (Prerequisite: 302). Overview of the dominant insect pest and disease problems of forests, with an emphasis on their identification and management. Prevention, detection, and management will be stressed.

304 Silviculture (4:3-3) (Prerequisite: 302). Theory and techniques of controlling growth, regeneration, density, species composition and diversity, health, and overall quality of forest stands. Techniques learned include seeding growth and planting of tree species; thinning and regeneration cuts; and appropriate use of controlled burns, pesticides, herbicides, and fertilizers.

305 Forest Harvesting and Roads (3:2-3) (Prerequisite: 201 and 203). Introduction to timber harvesting systems and the design of forest roads. Includes discussions on production, cost, quality, safety, and environmental protection measures involved in harvesting and road production. Field exercises stress planning of harvesting and road construction operations to achieve high yield with low impact.

306 Forest Resources Policy (3) (Prerequisite: Sociology 201). This course examines the goals, issues, and policies affecting the use and management of renewable natural resources. Includes an introduction to important forest-related programs, laws, and policies as well as provides an overview of the processes involved in policy creation.

401 Forest Planning and Management (4:3-3) (Prerequisite: 204 and 304). The methods and practices relevant to the management, planning, maintenance, and decision-making processes of forest operations. Emphasizes appraisal and inventory methods, productivity and yield forecasting, forest regulation, and management plan preparation.

402 Wood Properties, Utilization, and Valuation (3) (Prerequisite: 204). The course serves as a general introduction to wood and its associated products by introducing students to the structure, function, and physical properties of wood. Covers the major uses of wood, characteristics of major wood products, manufacturing processes, as well as favorable qualities found in the raw material.

499 Senior Thesis and Capstone (3) (Prerequisite: 304 and 401). This is a capstone course under the direct supervision of a faculty member. Students will write a thesis or other professional capstone product (e.g., a report or portfolio) that describes a systematic inquiry into an unknown, fundamental, or applied problem in forestry. Participation in senior thesis requires the submission of a proposal the prior semester that is to be approved by a supervising faculty member and the coordinator of the Forestry Program. The thesis or capstone product is written in close collaboration with the faculty member and must be approved by that faculty member and a second faculty reader within the department.

FOUR YEAR PLAN FOR FORESTRY MAJORS:

Freshman Year (Pre-Forestry Year)			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
English 101 (or 101E/101L)	3-4	English 102	3
Mathematics 111 or above	3	Math 134	3
Political Science 101 or 103	3	History	3
Biology 103 or Environmental Science 101	4	Biology 109	4
		Chemistry 111/111L	4
Total Credits	**13-14**	**Total Credits**	**17**

Sophomore Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Speech Communication	3	Economics 203	3
Sociology 201	3	Literature	3
Forestry 201: Field Orientation	4	Art 101, Music 101, or Theatre 101	3
Forestry 203: Spatial Analysis	3	Forestry 202: Dendrology	4
		Forestry 204: Forest Mensuration	3
Total Credits	**13**	**Total Credits**	**16**

Summer Between Sophomore and Junior Years	
	Late Spring
Forestry 205: Forestry Field Experience	4
Total Credits	**4**

Junior Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Economics 340	3	Biology Elective	4
Biology 210: Conservation Biology	4	Forestry 303: Forest Health & Protection	3
Forestry 301: Soils and Hydrology	4	Forestry 304: Silviculture	4
Forestry 302: Tree Physiology	4	Forestry 305: Forest Harvesting & Roads	3
Total Credits	**15**	**Total Credits**	**14**

Senior Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Biology 402: Terrestrial Ecology	4	Humanities Elective	3
Forestry 306: Forest Resource Policy	3	Biology Elective	4
Forestry 401: Forest Planning & Mgmt.	4	Biology 400: Fisheries Management	4
Forestry 402: Wood Properties, Util., Value.	3	Forestry 403: Senior Capstone/Thesis	3
Total Credits	**14**	**Total Credits**	**14**

Total Hours Required for Degree – 120

DEPARTMENT OF HISTORY

Chair: Dr. William Bolt
Faculty: William Bolt, Alena Eskridge-Kosmach, Erica Johnson, Christopher Kennedy, Jason Kirby, Haeseong Park, Benjamin Schaffer, Louis Venters, and David Walton

MISSION STATEMENT

The overarching purpose of the history department is to train the intellect and to prepare students for lives of personal enrichment and constructive achievement. The study of history comprises the elements of a liberal education: the acquisition of knowledge, the nurturing of understanding, and the development of perspectives on oneself and one's society. The reconstruction of the human past conveys an appreciation of cultural contexts and traditions, and it enhances critical thinking and communication skills. The major in history provides a broad understanding of the development of various cultures throughout the world. History department faculty engage in scholarship and research and serve in various ways the University and the local community.

MAJOR IN HISTORY

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)

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, 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)

3. 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

4. Participation in all required program assessment activities during the senior year.

5. *Students wishing to seek a concentration in U.S., European, or Non-Western History must take at least 15 hours in the appropriate group of courses and at least 3 hours in each of the other two groups. Students who decide not to seek a concentration must take at least one course each in Groups A, B, and C.

6. Completion of a foreign language through 102

*Students seeking the Bachelor of Arts degree with a major in history must complete requirements 1 or 2 as well as 3, 4 and 6. Students preparing for graduate studies in history are especially encouraged to complete the Bachelor of Arts degree. Students have the option to earn the Bachelor of Science degree with a major in history by satisfying requirements 1 or 2, as well as 3 and 4.

It is recommended that history majors take Mathematics 134 as part of their General Education Requirements. Students should also consider taking Computer Science 150.

The minimum number of semester hours required in major courses for a major in history is 33. The minimum number of semester hours in all courses (major and non-major) required for the major in history is 120.

MINOR

A minor in history consists of 18 semester hours, no more than nine of which may be below the 200 level.

COLLATERAL

A collateral in history consists of 12 semester hours, no more than six of which may be below the 200 level.

Successful completion of a 100-level history course is required of all students enrolling in history courses at or above the 299 level. In special circumstances, exceptions may be made with the joint permission of the instructor and the department chair.

HISTORY SECONDARY EDUCATION

Coordinator: Dr. Jason Kirby

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.

The Department of History provides the knowledge base for students licensing to teach History in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education: critical thinking, collaboration, and reflection. Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the History courses listed for licensure in secondary education by the School of Education.
The History Secondary Education Option requires completion of the following courses. These include General Education courses, History courses, Education courses, and student teaching.

GENERAL EDUCATION REQUIREMENTS (48 HOURS)

Communications	9
English 101 (or 101E), 102	6 or 7
Speech Communication 100	3
Social Studies	9
Political Science 101	3
Geography 102	3
Economics 203 or 204	3
Humanities	12
Literature (any language)	3
History	3
Sociology 201	3
Art 101, Music 101, or Theatre 101	3
Mathematics	6
Biology	4
Chemistry, Physics, or Physical Science	4
Psychology 206/216	4

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, 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)

EDUCATION REQUIREMENTS	**42 HOURS**
Pre-Professional Education	**6 HOURS**
Education 190	3
Education 192	3

Praxis CORE exam must be passed prior to admission to the Education program

Professional Education 22 HOURS	
Education 310	3
Education 311	3
Education 313	2
Education 322	3
Education 420	3
Education 393 and 435 (concurrent)	5
Education 411	3

Student Teaching Block	**14 HOURS**
Education 487	2
Education 490	12

TOTAL HOURS REQUIRED FOR GRADUATION **123 hours**

To qualify for licensure to teach History at the secondary level, one must pass the Praxis exam in World and U.S. History. For more information, go to https://www.ets.org/praxis/prepare/materials/5941.

HISTORY COURSES (HIST)

101 United States History to 1877 (3) General survey of the United States from the era of discovery until 1877, emphasizing major political, economic, social, and intellectual developments.

102 United States History since 1877 (3) General survey of the United States from 1877 to the present, emphasizing major political, economic, social, and intellectual developments.

103 European History to the French Revolution (3) General survey of European civilization from its ancient origins to the French Revolution with emphasis on major social, economic, intellectual, and political developments.

104 European History since the French Revolution (3) General survey of European civilization from the French Revolution to the present with emphasis on major social, economic, intellectual, and political developments.

105 Introduction to Modern World History (3) A survey of cultural traditions, political institutions, social structures, economic patterns, and applied technologies in the world. Emphasizes the distinctive features of different parts of the globe, with examples drawn from Asia, Africa, the Middle East, the Americas, and Europe, and the increasing importance of global interactions from the nineteenth century to the present.

210 Introduction to Archaeology (3) (HIST 210 is the same as ANTH 210) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology. Credit cannot be received for both HIST 210 and ANTH 210.

220 Introduction to Public History (3) An introduction into the theory and methods in public history, including archives, historical preservation, digital history, and film. Students will learn the state of the field, the venues in which history is practiced outside of formal educational settings, and the real-world issues of explanation, interpretation, and public engagement.

299 The Historian's Craft (3) Explores the evolution of historic inquiry and the methods that historians use to investigate the past. Introduces students to the way historians collect and evaluate historical sources, interpret evidence, and formulate historical questions. Additionally, students will master the research and composition skills required for upper-level history courses. For history majors only. History 299 does not fulfill the general education requirement in history. One 100-level history course or permission of the department is prerequisite to all history courses at or above the 299 level

300 Economic History of the United States (3) (Same as Economics 300) Development of business attitudes, institutions, organizations, and technology from the world of the colonial entrepreneur through stages of specialization and integration to the establishment of our modern industrial economy. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

302 Native American History (3) (Prerequisites: One 100-level history course or permission of department) This course approaches Native American experience from a sympathetic yet unromantic cultural perspective. We begin with the premise that Native Americans were active agents in producing their history both before and after the European invasion of North America – not just victims of white oppression and/or abstract social forces. This is not an exhaustive history of Native Americans, and thus is selective in both scope and content. For instance, topics will include cultural diversity in North America on the eve of European colonization; the dynamics of early Indian-European encounters in different regions of North America; the role of slavery in Native American societies and in Indian-European relations; the political and spiritual dimensions of accommodation and resistance to Euro-American expansion in the eighteenth century; the construction and reconstruction of Indian identities in the era of the American Revolution; forced Indian Removal; and the nineteenth-century struggles for the Great Plains and the Great Basin. We will also discuss differing approaches to studying Native histories. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

303 United States: Colonial and Revolutionary Periods, 1587-1789 (3) Study of the settlement of North America with particular, but not exclusive, emphasis on the social, political, economic, and intellectual development of the English colonies. The stresses that led to the American Revolution are emphasized along with the campaigns and battles that culminated with the creation and ratification of the Constitution. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

305 Empires and Nations in Latin America (3) Study of the rise and fall of the Spanish and Portuguese empires in America, the Latin American independence movement, and the efforts of various Latin American countries to maintain their political autonomy and national identity in recent times. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

306 Latin America: Tradition and Change (3) Study of the clash between tradition and change in Latin America from the colonial period into the 21st century with emphasis on the social, religious, and economic aspects of conflict. One 100-level history course or permission of department is

prerequisite to all history courses above the 299 level.

307 The History of the United States in World Affairs (3) Study of the history of the United States in world affairs from the early national period to the present with emphasis on the rise of the United States to the status of a world power and on the role of the United States as a world power. European as well as American perspectives will be considered. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

308 Russia and Eastern Europe (3) History of the nations of Eastern Europe in the 19th and 20th centuries, with emphasis on the past 100 years. Major topics include the peoples of Eastern Europe, the Russian Empire, the Austro-Hungarian Empire, the collapse of the empires in World War I, Communist revolution in Russia, new states in Eastern Europe, Stalin's regime, impact of World War II, the Soviet Union and its East European Empire, and the collapse of Communism. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

309 Europe, 1814-1914 (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset of war in 1914. One 100-level course or permission of the department is prerequisite to all history courses above the 299 level.

310 Representations of Race (3) (Prerequisites: One 100-level history course or permission of department) From classical Greece and Rome, who saw themselves under the siege by the "barbarian hordes," to contemporary America and its war on "Islamic extremism," from the *Birth of the Nation,* to *300*, Western societies have repeatedly represented a particular group of people as a threat to civilization. This course will examine a wide range of representations of non-White and/or non-Western people and cultures in film, literature, scientific and legal writings, popular culture, and artistic expression. What is behind this impulse to divide the world into "us" and "them"? How is it bound up with the distribution of power and resources? And what happens when the "barbarian hordes" talk back? One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

311 History of Black America to 1865 (3) Study of Black history in the United States from European colonization to the end of the Civil War, with emphasis on the unique tactics used by Black people to resist and persevere against repression. Major topics include the formation of racial theory; racialized slavery, Black resistance, and the Black abolitionist movements; and the broad theme of global connections among Black Americans, other parts of the African diaspora, and Africa itself. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

312 History of Black America since 1865 (3) Study of people of African descent in the United States from emancipation to the recent past, with emphasis on Black identity, agency, and memory and the central place of African Americans in the national historical narrative. Major topics include Reconstruction; segregation, accommodation and institution building; migration and urbanization; the civil rights movement and its aftermath; approaches to Black religion, culture, and intellectual life; and global dimensions of the Black freedom struggle. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

313 The American Civil Rights Movement (3) (Prerequisites: One 100-level history course or permission of department) This course examines the various historical developments that arose during the "long civil rights movement" from the 1930s to the present. Students will investigate the shifting historical dynamics that African Americans confronted as they experienced, challenged, and eventually overcame Jim Crow segregation and sought an end to systemic racial discrimination. In particular, students will explore the nuanced interplay "bottom-up" and "top-down" forces played throughout the "long" black freedom struggle. They will also gain an appreciation of the movement's wide-ranging implications on other 1960s-to-present-day social and political undertakings.

315 America in the 1960s (3) (Prerequisites: One 100-level history course or permission of department). This course examines the various historical developments that arose during one of America's most polarizing and transformative decades. Topics ranging from the Vietnam War, the civil rights movement, the assorted countercultural trends and influences, the women's movement, to the conservative backlash forces will receive in-depth coverage. Moreover, understanding the leadership approach and policy decisions of Presidents John F. Kennedy, Lyndon B. Johnson, and Richard Nixon as well as the influential dominance of popular culture on citizens' social, cultural, and political attitudes will provide a foundational lens into the decade's history.

316 South Carolina History (3) Survey of the history of the state from its founding to the present with emphasis on political, social, and economic developments and the changing attitudes prevalent among its citizenry. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

317 History of the Mass Media (3) Considers the mass media, concentrating on four aspects of media history: domestic journalism, foreign journalism, entertainment, and sociological values. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

318 The Historical Focus (3) In-depth study of one historical subject emphasizing interpretations, bibliographies, and historiography and utilizing the historical method. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken twice for academic credit with departmental approval.

319 The Vietnam War (3) A study of the Vietnam War from its origins to its outcome, focusing predominantly on U.S. role in the conflict but including as well the war's international dimensions and its impact on the American home front. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

320 History of Modern Germany (3) Considers the development of the German people, primarily within the framework of the nation-state. Emphasis of the course falls within the period 1870 to 1945. Deals with the internal development and foreign relations of a nation which was at the center of European and world affairs for 75 years. Brief consideration of the period since 1945, including unification. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

321 Family and Gender in World History (3) A general survey of family and gender in comparative perspective that addresses family, gender and demographic systems as they vary and change through time and space. The course addresses family, demography and gender roles as they evolved from ancient times to the present in Europe, the Middle East, Asia, Africa and the Americas and considers the interaction of family and gender with economic, religious, political, institutional and demographic change. One 100-level history course or permission of the department is prerequisite for all history courses above the 299 level.

324 History of Traditional East Asia (3) Survey of East Asian countries: China, Japan, and Korea, from ancient times to the mid-19th century, with emphasis on the emergence and development of cultural traditions and political institutions in these countries and their interaction. One 100-level

history course or permission of department is prerequisite to all history courses above the 299 level.

329 Europe in the Era of the World Wars, 1914-1945 (3) Considers European developments from an international point of view, including such topics as the transition to the 20th century, World War I, the search for peace and democracy, the Great Depression, Communism, Fascism, and World War II. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

330 Europe and the World since 1945 (3) Considers the reconstruction of Europe after World War II; the rise and fall of the Cold War; the democratic west and Soviet east; political and economic developments from the 1940s to the 1990s; the European Community; decolonization; the new Europe: society, technology, and culture; and the collapse of Communism. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

331 Modern British Isles (3) Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 100-level course or permission of the department is prerequisite to all history courses above the 299 level.

332 British Empire (3) Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 100-level history course or permission of the department is prerequisite for all history courses above the 299 level.

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.

339 The Atlantic World (3) (Prerequisites: One 100-level history course or permission of department) This course is a study of the Atlantic World System (1450-1850). Atlantic World history refers to relationships and interactions between the peoples of the Americas, Africa and Europe, from the fifteenth through the nineteenth century, as these regions came to constitute a single, integrated system, joined rather than separated by the Atlantic Ocean. Its study focuses on themes such as migration and colonialism; the African slave trade, New World slavery and its abolition; trans-oceanic commerce and the development of history's first worldwide cash economy; violence, mixing and transculturation among Europeans, Africans and indigenous Americans; negotiation of knowledge about medicine, geography and the natural world; and the evolution of imperial systems and the wars of Independence. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

340 History of Modern Mexico (3) Emphasis on the transition of Mexico from a rural, oligarchic economy and society to an urban-oriented nation in the midst of industrialization. Special emphasis is placed on the Diaz dictatorship, 1876 to 1910, and the Revolution, 1910 to 1940. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

341 History of Modern China (3) Study of modern China from 1600 to the present, with emphasis on the period since 1840. Focus on China's interaction with the West, efforts at modernization, reforms and revolutions, and changes in political institutions, economic patterns, social relations, intellectual trends, and cultural life. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

342 History of Modern Japan (3) Study of Modern Japan from 1600 to the present, with emphasis on Japanese modernization since 1868. Political institutions, socioeconomic structures, cultural traditions, and the international environment are examined to explain the rise of Japan first as a military power in Asia prior to the Second World War and then as an economic power in the world since the war. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

343 Archaeology of the Southeastern United States (3) (Prerequisites: One 100-level history course or permission of department) (Same as Anthropology 343) This course focuses on the historical archaeology of the Southeastern United States, with an emphasis on South Carolina. From the Contact, Antebellum, and Postbellum periods this course centers on the role that material culture played in the past. Particular attention is placed on the importance of slavery and race as foundational institutions in the Southeast. Additionally, students will have an opportunity to gain hands-on experience learning how to process, analyze, and preserve artifacts from Friendfield village, a 19th-20th century African-American community in Hobcaw Barony, Georgetown, SC. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level. Credit cannot be received for both HIST 343 and ANTH 343.

344 The Old South, 1660 to 1865 (3) Political, social, economic, and intellectual development of the Old South from its colonial beginning to its demise in the Civil War. Historiography of the period will also be covered. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

345 The New South, 1865 to the Present (3) Transition of the Old South into the New South: the Reconstruction period and the South in the 20th century. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

346 Civil War America (3) This course will examine the Civil War era in its broad cultural and social context beginning with a study of the divergent paths of the American people in the early 19th century and culminating in an examination of how the events of this era reshaped the understanding of concepts such as freedom, loyalty, and equality. A special emphasis will be placed on the interrelationship between battle front and home front. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

347 The United States in the Era of World War II (3) Analyzes the conduct of the United States in the sequence of events that led to the outbreak of World War II in Asia and Europe. Evaluates American military participation in the Allied war effort against the Axis. Discusses the impact of the war on the American home front. Examines the role of the United States in the conclusion of World War II and the initiation of the Cold War. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

351 Medieval Europe (3) Considers the history of Medieval Europe from the fall of Rome through the Hundred Years' War. Special emphasis on the barbarian invasions, the medieval church, manorialism and feudalism, the Carolingian Empire, aspects of medieval economic history, the 12th century "Renaissance" and High Medieval thought, the western monarchies, and the crises of the 14th century. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

352 The French Revolution and Hist Napoleon (3) (Prerequisites: One 100-level history course or permission of department) This course surveys the transition from the Old Regime to the Modern Age in Europe and Europe's colonies from 1789 to 1815. The focus of the course will be the culture of politics, including the practices of modern democracy, nationalism, imperialism, authoritarianism and the language of human rights took root during this time, as well as the means of resistance to these ideologies. Cultural, political, and social experiments during the French Revolution still inform the world today. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

357 The History of the Future (3) (Prerequisites: One 100-level history course or permission of department) How might the 1960s TV show *Star Trek* have reflected, on the one hand, a futuristic world and, on the other hand, contemporary race and gender relations? What did the 1984 movie *The Terminator* have to say about the perils of artificial intelligence? How was the 1939 World's Fair both a reaction to the Great Depression and a vision of an America that relied almost solely on the automobile? How did the fear that communism might spread worldwide permeate the book *1984*? This course will address these and many other questions by examining how past visions of the American future since the late 1800s reflected the times in which those visions appeared. We will develop this theme by looking at visions of the future through a wide variety of lenses, including architecture, city planning, health care, domestic and foreign politics, military strategy, race, gender, ethnicity, the internet, and social media. Additionally, we will consider what the future might hold for Americans. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

362 The United States Between the Wars, 1918-1941 (3) Examination of the nature and legacy of change in American society, and values during the boom of the 1920s, the Great Depression, and the approach of war. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

363 U.S. Constitutional History to 1900 (3) Study of the origins and development of the Constitution from the early 1600s until 1900. Topics that will be covered will be the foundations of constitutional law, the issue of sovereignty, the Articles of Confederation and Perpetual Union, the Constitutional Convention of 1787, the emergence of different interpretations of the Constitution, states' rights, slavery, secession, Reconstruction, the rights of workers, and segregation. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

364 Jacksonian Democracy (3) Examines the political, economic, social, and cultural transformation in the United States from 1815 until 1860. Major topics include the rise of democracy, states' rights, the political party system, the onset of industrial capitalism, the Second Great Awakening, women's rights, sectional tensions, and slavery. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

370 African History (3) Survey of the African continent from human origins to the present. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa, with emphasis on Africa in a global context. One 100-level history course or permission of the department is prerequisite to all history courses about the 299 level.

391 Twentieth Century Communist Societies (3) An examination of 20th century communist societies beginning with the historical and ideological background, how and why these societies became communist, and how communism was practiced in the Soviet Union, Eastern Europe, China, North Korea, and Vietnam. Includes an examination of the political and institutional frameworks, and the diverse social, economic, and cultural adaptations of these societies to communist ideology and rule. Students will learn about the decline and breakup of communist states in Europe, as well as the accommodation to capitalism and survival of communist states in Asia. Includes an analysis of the experience of social-democracy in the countries of Western and Southern Europe. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

406 United States Military History (3) (Same as Military Science 406) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

420 Archaeology in South Carolina (6) Prerequisites: One 100-level history course as well as HIST 210 and HIST 220 are prerequisites for this class. Provides students an opportunity to gain practical experience in the field on archaeological sites relevant to the study of South Carolina.

487 The History Internship (3) (Prerequisites: Permission of department. Student must have a grade of C or higher in History 299, at least 12 hours in history, and a grade point average of 3.0 or higher in his/her major courses.) By request. Provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature. Students must submit an application for History 487 and receive departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. The History Internship cannot be repeated.

497 Special Studies (3), (2), or (1) (Prerequisites: Permission of department. Students must have a grade of C or higher in History 299, at least 12 hours in history, and a grade point average of 3.0 or higher in his/her major courses.) By request. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

499 Senior Thesis (3) (Prerequisite: A grade of C or higher in History 299 and 18 hours in history) A writing-intensive senior seminar in which History majors conduct significant independent research. The course is designed to give students an in-depth experience of reading critically both primary and secondary sources, and of developing and defending a position as an historian does.

DEPARTMENT OF MASS COMMUNICATION

Chair and Coordinator: Dr. Stan Diel
Faculty: David Baxley, Jenifer Butler, Stan Diel, and Layire Diop

MISSION STATEMENT

The Mass Communication program at FMU seeks to provide our students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations, and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, inculcate in them an appreciation of free expression, kindle in them a desire to learn, help them understand the roles the media play in America, and encourage them to share the fruits of their intellectual growth in fields that make use of the skill sets gained through this program. We will provide our students a climate of learning that stresses the importance of personal honor and integrity and that promotes the responsibility to serve society through the productive use of their communication talent and training.

By offering a bachelor's in arts and a bachelor's in science, we present students the opportunity to realize professional opportunities available to our majors that include traditional media and non-media paths towards successful careers. We want to encourage students to become informed, responsible, and articulate; and be able to think critically and creatively; write well; and develop an understanding of media history, ethics, and law. We aim to refine the student's reporting, writing, and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies of communication to better equip them to work in the emerging multimedia workplace.

Combining discipline-specific knowledge with expressive, interpretive, and reasoning skills, we encourage originality and creativity and promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning into graduate study. We seek to provide the knowledge and the learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

MAJOR

Department of Mass Communication Major
Mass Communication (B.A., B.S., minor, collateral)
Francis Marion minimum GPA: 2.0
Program minimum GPA: 2.0

Bachelor of Arts requirements:

1. Fifty-six (56) semester hours of FMU required General Education courses.
2. Twenty-four (24) semester hours of Mass Communication Foundation Courses: MCOM 110, 201, 210, 221, 301, 306, 451, and 455.
3. Twelve (12) semester hours in one track option
   a. Broadcast Journalism: MCOM 321, 421, and six (6) additional hours of broadcast related electives approved by faculty advisor.
   b. Convergence Journalism: MCOM 402, 440, and six (6) additional hours of convergence related electives approved by faculty advisor.
   c. Public Relations: MCOM 310, 410, and six (6) additional hours of public relations related electives approved by faculty advisor.
4. Minor/Collateral requirements (two options)
   a. two 12-hour collaterals approved by the faculty advisor
   b. an 18-hour minor approved by the faculty advisor.

Bachelor of Science requirements:

1. Forty-eight (48) semester hours of FMU required General Education courses.
2. Twenty-four (24) semester hours of Mass Communication Foundation Courses: MCOM 110, 201, 210, 221, 301, 306, 451, and 455.
3. Twelve (12) semester hours in one track option
   a. Broadcast Journalism: MCOM 321, 421, and six (6) additional hours of broadcast related electives approved by faculty advisor.
   b. Convergence Journalism: MCOM 402, 440, and six (6) additional hours of convergence related electives approved by faculty advisor.
   c. Public Relations: MCOM 310, 410, and six (6) additional hours of public relations related electives approved by faculty advisor.
4. Twelve (12) semester hours of electives from any discipline including but not limited to – economics, history, technology, science, medicine, and design. Students must coordinate a tailored plan for the degree with their faculty adviser and receive advisor approval.

Broadcast Journalism

220 Broadcast Production
230 Mass Communication Practicum
240 Social Media Impact on Journalism
320 Broadcast Presentation Skills
321 Broadcast Field Production and Reporting
421 Advanced Broadcast Journalism: Reporting and Producing
430 Critical Issues in Mass Communication
498 Communication Internship

Convergence Journalism

230 Mass Communication Practicum
Choice from Broadcast Journalism*
Choice from Sports Journalism*
Choice from Public Relations*
402 Online Journalism
440 Convergence Journalism
498 Communication Internship
*The same course cannot satisfy two requirements

Public Relations

230 Mass Communication Practicum
240 Social Media Impact on Journalism
304 Photojournalism
310 Public Relations Techniques
410 Advanced Public Relations
420 Contemporary Issues in Public Relations
430 Critical Issues in Mass Communication
498 Communication Internship

5. 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

MINOR

A minor in Mass Communication requires 18 semester hours to consist of: Mass Communication 110, 201, 210, 221, and 6 additional credit hours in MCOM electives.

COLLATERAL

Collateral in mass communication consists of Mass Communication 110, 201, 210, and 221.

PREREQUISITES

In order to be admitted to any course that has a prerequisite, the enrolling student must have passed the prerequisite course(s) with a grade of C or higher, or with the permission of the department.

MASS COMMUNICATION COURSES (MCOM)

110 Introduction to Mass Communication (3) Surveys the historical development and present roles of the individual components of the mass media. Each will be examined as to its function, job opportunities and legal

and ethical issues.

201 News and Feature Writing (3) (Prerequisite: A grade of C or higher in English 102 or permission of department) Introduction to reporting, news writing and feature writing.

210 Introduction to Public Relations (3) An introduction to the field of public relations to include history, principles, ethics, responsibilities of the practitioner, and career opportunities.

220 Broadcast Production (3) (Prerequisite: Completion of foundation courses or permission of the department) Introduces students to the basic terminology, equipment and operating procedures used in the production of material for radio and television; includes practice in radio and television studios. A course for any student interested in broadcasting.

221 Introduction to Broadcast Journalism (3) An introduction to the basics of both television news studio and field production techniques. Emphasis will be placed on news gathering procedures including writing, editing, and putting together news stories for broadcast.

225 Introduction to Sports Broadcasting (3) Provides instruction in multiple facets of broadcasting sports, including play-by-play, color commentary, interviewing, and sports talk. The course provides opportunity to develop oral and composition skills required in obtaining the first job, as well as career guidance. The course will consist of assigned reading, research, analyzing historic audio clips, and student-produced recordings.

230 Mass Communication Practicum (1) (Prerequisite: Permission of the department) This course in experiential learning may be repeated for up to three credits. It will provide students practical, real-life, hands-on experience in journalism and public relations at a supervised setting outside the classroom. Students enrolled in the course will receive credit for successfully completing the practical experience at on-campus or off-campus sites. On-site supervisors will direct students in assignments, provide hands-on assistance and forward assessments to a professor who will assign a grade. Subsequent enrollment in the practicum would be designed to develop a different skill-set.

240 Social Media Impact on Journalism (3) (Prerequisite: Permission of the department) This course will present an in-depth examination of the increasing use of social networking web sites by journalists and news organizations. The focus of the course is on analyzing how various sites, such as Facebook and Twitter, can help journalists be more effective in communicating news and information to the general public. The study also examines potential negative effects of new media.

301 Reporting of Public Affairs (3) (Prerequisite: 201) Reporting assignments of public affairs and contemporary public issues will engage the student's research and interview skills and include visits to public agencies.

304 Photojournalism (3) (Prerequisite: Permission of the department) Field assignments using techniques, methods and procedures of photojournalism as a means of communication. Emphasis will be placed on digital photography assignments, digital image production, fieldwork and collaboration with others to produce stories, features, articles for publication and the creation of material for the Internet.

306 News Editing and Design (3) (Prerequisite: 110 and 201 or permission of department) Provides instruction for layout and design, proofreading, headline writing, picture editing, and related skills for both online and print publications.

310 Public Relations Techniques (3) (Prerequisite: Completion of foundation courses or permission of the department) The study of communication tools/techniques utilized in effective public relations. These techniques include press releases, brochures, media placement, press conferences, public service announcements, video news releases, the Internet, etc.

320 Broadcast Presentation Skills (3) Introduces students to the techniques involved in effective vocal delivery and on-camera presentation. Students practice the skills required to work as reporters, announcers, anchors, program hosts, spokespersons and other positions that require the individual to be on radio or television. A course for any student interested in broadcasting, mass communication, business, sports management, or sports communication.

321 Broadcast Field Production and Reporting (3) (Prerequisite: MCOM 221 or permission of the department) Students learn the basics of reporting news stories, from the initial idea through the final editing process. The emphasis is on using broadcast news gathering, interviewing and reporting techniques, along with obtaining a mastery of basic video field production. Students use video camcorders, audio equipment and lighting accessories to videotape news stories on location. They also learn basic skills of computer-based video editing.

330 Covering Sports (3) Provides instruction in conventional methods of covering sports for the media. The course provides opportunities for students to develop skills in designing products about sports for the print media, broadcasting and sports information services.

397 Debate and Forensics Symposium (1) Examine the use of rhetoric, evidence and effective presentation style in the context of organized, competitive debate. Emphasis on development of skills that will prepare students for intercollegiate competition. Students may earn a maximum of 3 credit hours in 397.

402 Online Journalism (3) (Prerequisite: MCOM 201 or permission of the department) Provides instruction in the basics of reporting, writing and editing for online journalism using the Internet.

410 Advanced Public Relations (3) (Prerequisite: MCOM 310 or permission of the department) The detailed analysis of the utilization of principles and techniques of public relations in a variety of contemporary situations and the practical application of these principles and techniques in a real situation.

420 Contemporary Issues in Public Relations (3) (Prerequisite: MCOM 210) An in-depth examination of a contemporary public relations topic or issue.

421 Advanced Broadcast Journalism: Reporting and Producing (Prerequisite: MCOM 321 or permission of the department) Reporting and producing for TV news, including fact-gathering and packaging the news stories. Heavy emphasis on finding, researching, interviewing, shooting, editing, and producing TV news stories both on campus and in the Florence market.

430 Critical Issues in Mass Communication (3) (Prerequisite: Permission of the department) An in-depth examination of a critical issue in mass communication.

440 Convergence Journalism (3) Development of journalistic skills for the multimedia work place. Assignments designed to refine reporting, writing, and presentation skills for each of the new converged platforms: online, television, and newspaper. Cultural values which inhibit crossover presentations will be discussed.

451 Media Law (3) Study of defamation, right of privacy and journalistic privilege as defined by federal and state constitutions, judicial precedents, and statutory law. An exploration of the freedoms and limitations granted the U.S. press.

455 Media Ethics (3) An examination of ethical responsibilities associated with the field of mass communication. Various philosophical theories of ethical practices will be used to address issues involving race, gender, hatred, invasion of privacy, defamation, and intimidation.

475 Sports, Media, and Society (3) Examination of impact sports has upon our society from the way it is covered by the media. Analysis of the historical

and sociological aspects of the correlation between the media, sports, and society.

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

498 Communication Internship (3:8) (Prerequisite: Permission of department and internship agency, senior status, and successful completion of 24 semester hours in the major at a minimum grade point average of 3.0 in all Mass Communication courses and 2.5 cumulative grade point average in all courses taken at FMU.) Internships will be awarded according to merit and availability determined by the department when the student meets the prerequisite. Students otherwise unqualified may be awarded an internship provided he/she presents clear and convincing evidence of extraordinary circumstances which the Mass Communication faculty deems worthy of an exception.

SPEECH COMMUNICATION

Coordinator: Dr. Jenifer Butler

MAJOR
No major in speech communication is offered.

MINOR
No minor in speech communication is offered.

COLLATERAL
No collateral in speech communication is offered.

SPEECH COMMUNICATION COURSES (SPCO)

101 Basics of Oral Communication (3) F, S, SU. Fundamental principles of oral communication: delivery, audience analysis, and holding listener attention. Practice in extemporaneous speaking and in constructive criticism of speaking.

203 Voice and Diction (3) F, S. Improvement in voice and diction through understanding of the basic physiology of the speech communication mechanism, through application of the International Phonetic Alphabet, and through the oral interpretation of literature.

300 Argumentation and Persuasion (3) (Prerequisite: 101) Students learn the basic principles of argumentation and persuasion with a focus on the fundamentals of Lincoln-Douglas style debate and classical rhetorical appeals. Topics include Internet database research, synthesis of collected data, analysis of evidentiary quality, refutation of counter claims, identification of logical fallacies, framing of issues and coherent storytelling. Students are prepared to work with a great range of issues and coherent storytelling. Students work with a great grant of opinion and evidence. Class debates on contemporary issues are used as an evaluative tool. Debates outside class are offered as well.

301 Small Group Methods and Discussion (3) (Prerequisite: Psychology 206) Provides students with the opportunity to explore and apply research in small group communication. Students will learn the skills necessary to participate effectively in small groups. Special attention will be given to the role and function of decision-making in groups. Other topics to be covered include (but are not limited to) leadership, power, and conflict management.

DEPARTMENT OF MATHEMATICS

Chair and Coordinator: Dr. Thomas L. Fitzkee
Faculty: Fangjun Arroyo, K. Daniel Brauss, Minerva Brauss, Chace Covington, Roman Aranda, Monica Dowdy, Renee Dowdy, Ivan Dungan, Thomas Fitzkee, Johanna Gibson, Kevin LoPresto, Kathy McCoy, Sharon O'Kelley, Nicole Panza, J. Lee Phillips, Daniel Scofield, Damon Scott, and Denise Tracy

MISSION STATEMENT

The Department of Mathematics offers a baccalaureate degree in Mathematics. Mathematics majors can choose between two track offerings, Mathematical Sciences or Teacher Licensure. The department also offers two minors, one in Mathematics and another in Statistics. In addition, the department has a collateral offering in Mathematics.

The principal purpose of the Department of Mathematics at Francis Marion University is to offer all University students a varied and well-balanced program of undergraduate education in mathematics. In the liberal arts tradition, the courses in the program teach students to think logically, to analyze problems and solve them appropriately, and to communicate their ideas clearly.

The department provides a broad range of entry-level courses in order to meet the needs of students with widely varying mathematical backgrounds and to provide them with skills appropriate for their selected majors. The mid-level and upper-level curriculum provided by the department leads to baccalaureate degrees in two distinct but overlapping areas: mathematical sciences and teacher licensure in mathematics. These courses prepare students for careers in education, business or industry, or for further study at the graduate level. The department also offers graduate courses in support of the post-baccalaureate program in teacher relicensure.

To maintain the vitality of the department and enhance the University's teaching mission, members of the department undertake new course development, conduct research, or pursue other avenues of faculty development. The department serves the general public by hosting an annual high-school mathematics competition and by actively participating in workshops, seminars, science fairs, and other programs that support the region's general education and development

MAJOR
A major in mathematics requires the following:
Students must choose one of the following two options:

MAJOR IN MATHEMATICS WITH THE MATHEMATICAL SCIENCE OPTION

1. Mathematics 201, 202, 203, 304, 306, and 499.
2. Mathematics 213 or Computer Science 226.
3. Mathematics 311, but double majors may substitute Mathematics 230 for 311.
4. Mathematics 405, 407, or 411.
5. Mathematics Electives (Mathematics 170, 270, and 370 may not serve as a mathematics elective at any level)
   a. One mathematics elective at or above 200 level,
   b. one more mathematics elective at or above the 300 level,
   c. and a third mathematics elective at or above the 400 level.
6. Two 12-hour collaterals approved by the faculty advisor, or one 18-hour minor approved by the faculty advisor.

MAJOR IN MATHEMATICS WITH THE TEACHER LICENSURE OPTION

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century. The Department of Mathematics provides the major knowledge base for students seeking licensure to teach mathematics in the state of South Carolina. The department supports and encourages the conceptual

framework of the School of Education.

General Education	B.S.	B.A.
Communications	9-10 hours	18-19 hours
English 101 (or English 101E/L)	3 or 4	3 or 4
English 102	3	3
Speech Communication 101	3	3
Foreign Language	0	9
Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Mathematics 315	3	3
Mathematics (a minimum of 6 hours: Mathematics 111 (or 111E) and higher; B.A. degree allows Philosophy and Religious Studies 203 to be substituted for one of the math courses.)	-	-
Natural Sciences (Laboratories are required with courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science*	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science*, Psychology 206/216, or Honors 280-289	4	0

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and for the B.S. degree, at least one course from c above.)

*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry or any physics course.

Pre-Professional Education	18 hours	18 hours
Education 190	3	3
Education 192	3	3
Mathematics 213 or Education 310 or Computer Science 190	3	3
Education 311	3	3
Education 322	3	3
Education 420	3	3
Professional Education	10 hours	10 hours
Education 313	2	2
Education 411	3	3
Education 393 and 436 taken concurrently	5	5
Student Teaching Block**	14 hours	14 hours
Education 487	2	2
Education 490	12	12
**Education 487 and 490 to be taken concurrently		
Supporting Courses	6 hours	6 hours
Education 322	3	3
Education 411	3	3
Major or collateral courses (See specific courses below)	40-70	40-70

Mathematics Major Requirements:		
Mathematics 201	3	3
Mathematics 202	3	3
Mathematics 203	3	3
Mathematics 230	3	3
Mathematics 304	3	3
Mathematics 306	3	3
Mathematics 304	3	3
Mathematics 306	3	3
Mathematics 311	3	3
Mathematics 312	3	3
Mathematics 315	3	3
Mathematics 345	3	3
Mathematics 405	3	3
Mathematics 499	3	3
Mathematics 213 or Computer Science 190 or 226	3	3
Electives (if needed)		

Collateral requirement for Teacher Licensure option:
a) one 12-hour collateral approved by the faculty adviser

It is strongly recommended that all mathematics majors take Physics 201 and 202. The minimum number of semester hours required in major courses for a major in mathematics is 33 for the Mathematical Sciences Option and 36 for the Teacher Licensure Option. The minimum number of semester hours in all courses (major and non-major) required for the major in mathematics is 120 (121 for Teacher Licensure Option if the collateral is chosen in a biological or physical science).

MINOR

A minor in mathematics consists of Mathematics 201, 202, and 203 plus nine additional semester hours above the 203-level. At least six of those additional hours must be at the 300-level or higher. Mathematics 270 and 370 cannot be used to satisfy the requirements for a minor in mathematics.

COLLATERAL

A collateral in mathematics consists of Mathematics 201 and 202 plus six semester hours above the 202 level. Mathematics 270 and 370 cannot be used to satisfy the requirements for a collateral in mathematics.

OTHER INFORMATION

During registration, beginning students at Francis Marion University are placed into their first mathematics course by the Department of Mathematics through the Chair or designee upon consideration of the appropriate and available information. The Department reserves the right to require a student to take a placement test if the available information is not adequate for making a sound determination of placement. All listing of prerequisites of mathematics courses are requirements, not recommendations, and may be waived only by the Department Chair or designee.
Below are typical student placements or credits based on AP test results:

- Score of 3 or higher on AP Calculus BC exam typically results in placement into Mathematics 203.
- Score of 5 on AP Calculus AB exam typically results in placement into Mathematics 203.
- Score of 3 or 4 on AP Calculus AB exam typically results in placement into Mathematics 202.
- Score of 1 or 2 on AP Calculus AB exam typically results in placement into Mathematics 201.
- Score of 4 or higher on AP Precalculus exam yields credit for Math 137.
- Score of 4 or higher on AP Statistics exam yields credit for Math 134.

Mathematics 105 and Mathematics 105E and 105L, while earning credit toward graduation, will not satisfy any of the six hours of Mathematics in the General Education Requirements.

Mathematics 170, 270, and 370 are designed for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies. It should be noted that a grade of C or higher in Mathematics 111 (or 111E) or department placement is required to take Mathematics 170.

Many areas of concentration require completion of Mathematics 132 or 134 as preparation for certain applied courses.

Students who complete General Education Requirements for a B.A. by taking

Mathematics 111 (or 111E/111L) and Logic should consider the restriction such selections place on future choices of a major.
Mathematics 134 is required for majors in business, nursing, and medical technology and is recommended for majors in sociology, history, and psychology.

No student can later take for credit any mathematics course that was a prerequisite (or was in the prerequisite sequence) for a mathematics course for which he/she has already received credit UNLESS he/she is repeating that course in order to obtain a better grade or he/she obtains written permission from the department.

A student cannot receive credit for Mathematics 105, 105E/105L, 111, 111E/111L or 121 after receiving credit for any mathematics course numbered higher than 121. A student may repeat a course to raise a grade earned in that course.

MATHEMATICS COURSES (MATH)

105 College Algebra I (3) (Prerequisite: Placement Scores. A grade of C or higher in Mathematics 105 is required to advance to Mathematics 111, 111E/111L or 121). F, S, SU. The study of real numbers and their operations and properties; order of operations including exponents and roots; linear equations and inequalities in one and two variables, their systems and applications; introduction to functions and graphs; and the study of polynomials and their operations. Earns credit toward graduation but will not satisfy any of the six hours of Mathematics in the General Education Requirements. Credit cannot be given for both Mathematics 105 and Mathematics 105E.

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

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

111 College Algebra II (3) (Prerequisite: Grade of C or higher in Mathematics 105 or Mathematics 105E or placement scores. The grade of C or higher is required in Mathematics 111 (or 111E) to enroll in any higher numbered mathematics course for which Mathematics 111 (or 111E) is a prerequisite.) F, S, SU. The study of polynomials, their operations and factoring, operations with and simplifying rational expressions, roots and radicals, quadratic equations and inequalities, graphs of non-linear functions and the conic sections; exponents and logarithmic functions. Credit cannot be given for both Mathematics 111, 111E and 121.

111E: College Algebra II with Extended Studio II (3) (Prerequisite: Grade of C or higher in Mathematics 105 or 105E or placement scores. The grade of C or higher is required in Mathematics 111E to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.) F, S, SU. Mathematics 111E is the equivalent of Mathematics 111 (see catalog description for MATH 111) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process, and problem solving. Credit cannot be earned for both Mathematics 111, 111E, and 121.

111L Extended Studio II (1:3) (Corequisite: Mathematics 111E). Extended studio time and space for students enrolled in Mathematics 111E. The studio component complements the Mathematics 111E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing process and problem solving. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for Math 111L, students must receive a grade of C or higher in Math 111E; credit for Math 111L may only be earned once.

121 Introduction to Mathematical Modeling and Problem Solving (3) (Recommended for non-math and non-science majors) (Prerequisite: Grade of C or higher in Mathematics 105E and 105L or placement scores or permission of the department.) The study of algebra and polynomial functions and operations to include linear and nonlinear functions, data analysis, basic statistics, and linear regression in applications setting. Credit cannot be given for both Mathematics 111, 111E and 121.

131 Mathematical Modeling and Problem Solving (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or 121 or placement scores) F, S. This course uses mathematics to solve real-world problems. A mathematical model is a representation of a scenario that is used to gain understanding of some real-world problem and to predict future behavior. The modeling cycle encompasses formulating a problem as a mathematical model, analyzing the mathematical model, calculating solutions, and validating results.

132 College Trigonometry with Analytic Geometry (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or placement scores) F, S, SU. This course introduces trigonometric concepts that include angle measurement, right-triangle ratios, trigonometric functions, inverse trigonometric functions, graphs of trigonometric functions, solutions of right and oblique triangles and trigonometric equations, trigonometric identities, polar coordinates, and vectors. Emphasis is placed on applications.

134 Probability and Statistics (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or 121 or placement scores) F, S, SU. Elementary topics in probability and statistics are covered, including sampling methods, descriptive statistics, counting and probability, discrete and normal distributions, central limit theorem, confidence intervals, hypothesis testing, simple linear regression, and correlation.

137 Pre-Calculus (3) (Prerequisite: A grade of C or higher in Mathematics 111 (or 111E), placement scores, or permission of the department.)Precalculus provides a comprehensive study of functions and mathematical concepts that prepare students for calculus. The course covers trigonometric functions, trigonometric identities, and solutions to and applications of right and arbitrary triangles; properties of functions, including their composition, inversion, and piecewise definition; techniques of graphing functions, including polynomial, rational, algebraic, exponential, and logarithmic functions.

140 Applied Calculus (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E), or 121, or 137 or placement scores) Topics include limits, derivatives, applications of the derivative, exponential and logarithmic functions, definite integrals, and applications of the definite integral. This course cannot be used in place of Mathematics 201 for any reason, and it is not a sufficient prerequisite for Mathematics 202. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

170 Survey of Mathematics for Early Childhood and Elementary Teachers I (3) (Prerequisite: Grade of C or higher in Mathematics 111 (or 111E) or placement scores) F, S. Origin and development of the real numbers. Emphasis on the precision of Mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of Mathematical structures in the use of equalities, equations, and inequalities are emphasized. Mathematics 170 is for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies.

190 Finding Success in Mathematics for Teachers (2) (Prerequisites: Seeking admission to the SOE Professional Education Program) This course is intended to support the development and analysis of mathematics skills

essential for professional educators through the lenses of student efficacy, mathematics anxiety, and problem-solving approaches to skill development and test taking. The course will focus on reflections of previous experiences in mathematics, the most common areas of difficulty on the Praxis Core Academic Skills for Educators: Mathematics exam, and individualized skill goals identified through course pre-assessments. This course does not satisfy any mathematics or general education requirement. The course is graded S/U.

201 Calculus I (3) (Prerequisite: Grade of C or higher in Mathematics 137 or placement scores or permission of department) F, S, SU. The first of a three-course sequence covering an introduction to the analysis of real-valued functions of one real variable. Topics include the limit of a function, continuity, the derivative, and applications. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

201L Calculus I Workshop (1:3) (Corequisite: Mathematics 201) Intensive calculus workshop for students enrolled in Mathematics 201. Students work collaboratively in small groups on problems that emphasize the key ideas of calculus. The workshop will also introduce students to technology that can automate and help visualize calculus concepts. Assessed as S (Satisfactory) or U (Unsatisfactory).

202 Calculus II (3) (Prerequisite: Grade of C or higher in Mathematics 201 or qualifying AP score) F, S, SU. Continuation of Calculus I, the course covers the integral, techniques of integration, the exponential function, the logarithm function, and applications.

203 Calculus III (3) (Prerequisite: Grade of C or higher in 202 or qualifying AP score) F, S, SU. Continuation of Calculus II, the course covers sequences, infinite series, improper integrals, and applications.

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

222 Problem Solving in the Sciences using Software (3) (Prerequisite: Grade of C or higher in 201 or placement scores.) Provides students from diverse areas of science an introduction to software currently available to solve problems in the sciences with the aid of computers. Packages include, but are not limited to, Maple, Matlab, SAS, and SPSS. Skills that pertain to the practical implementation of solutions to applied problems in the use of these software packages will be presented. Problems from the sciences that require elementary concepts from calculus, algebra, and statistics will be considered. Appropriate presentation of solutions containing computational and graphical components together with documentation will be emphasized.

230 Discrete Mathematics I (3) (Eligibility to take 202 or permission of department) S, SU. Propositional and predicate logic, methods of proof, sequences and summations, recursion, combinatorial circuits, algorithm analysis, set theory, counting techniques, Boolean algebras, and other related topics.

235 Mathematics for the Middle School Teacher (3) (Prerequisite: Grade of C or higher in Mathematics 230) F. Topics include the development of the set of real numbers, problem solving, elementary number theory, rational and irrational numbers, decimals, percents, relations and functions. Mathematics 235 is for students seeking South Carolina Teacher Licensure in middle school education with a Mathematics area of concentration and is not open to other majors.

270 Survey of Mathematics for Early Childhood and Elementary Teachers II (3) (Prerequisite: Grade of C or higher in Mathematics 170 or 201) F, S. Continuation of Mathematics 170. The study of rational numbers (fractional, decimal and percentage forms), of elementary concepts in probability, of data analysis (collecting, organizing, and displaying data), and of appropriate statistical methods are the major components of the course with additional emphasis on problem-solving. Mathematics 270 is for students seeking South Carolina Teacher Licensure in early childhood education and in elementary education or a B.G.S. in Educational Studies.

301 Ordinary Differential Equations (3) (Prerequisite: Grade of C or higher in 202 or permission of the department.) F, S. General first-order differential equations and second-order linear equations with applications. Other topics may include Mathematical models, computational methods, dynamical systems, aspects of higher-order linear equations, Laplace transforms, and an introduction to partial differential equations.

304 Linear Algebra (3) (Prerequisite: Grade of C or higher in Mathematics 202) F, S. Introduction to the algebra of finite-dimensional vector spaces. Topics covered include finite-dimensional vector spaces, matrices, systems of linear equations, determinants, change of basis, eigenvalues, and eigenvectors.

305 Linear Programming (3) (Prerequisites: 304 and one course from 213 or Computer Science 226) S. Introduction to the theoretical, computational, and applied aspects of the subject. Topics covered include the Mathematical model of linear programming, convex sets and linear inequalities, the simplex method, duality, the revised simplex method, and several of the many applications. Computer solutions for several problems will be required.

306 Multivariable Calculus (3) (Prerequisite: Grade of C or higher in Mathematics 203 or permission of the department, Mathematics 304 recommended. A student with a grade of B or higher in Mathematics 202 may, with permission of the department, take Mathematics 203 concurrently with Mathematics 306 instead of as a prerequisite.) F, S. Vectors and vector calculus; the calculus of real-valued functions of several variables; topics include partial derivatives, gradients, extrema problems, multiple integrals, iterated integrals, line integrals, and Green's Theorem, as time permits.

310 Mathematical Models and Applications (3) (Prerequisite: 202) AS. Introduction to the theory and practice of building and studying mathematical models for various real world situations that may be encountered in the physical, social, life, and management sciences.

311 Transition to Higher Mathematics (3) (Prerequisites: Grade of C or higher in Mathematics 203 or Mathematics 230 or qualifying AP score) F. This course is principally devoted to understanding and writing mathematical proofs with correctness and style. Elements of mathematical logic such as Boolean logical operators, quantifiers, direct proof, proof by contrapositive, proof by contradiction, and proof by induction are presented. Other material consists of topics such as elementary set theory, elementary number theory, relations and equivalence relations, equivalence classes, the concept of a function in its full generality, and the cardinality of sets.

312 Probability and Statistics for Science and Mathematics (3) (Prerequisites: A grade of C or higher in Math 202 or permission of the department) F. The course will cover topics in descriptive statistics, elementary probability, random variables and their distributions, expected values and variances, sampling techniques, estimation procedures, hypothesis testing, decision making, and related topics from inferential statistics.

315 History of Mathematics (3) (Prerequisite: 202) Origins of mathematics and the development of Egyptian and Babylonian, Pythagorean, Greek, Chinese and Indian, and Arabic mathematics as well as mathematics of the Middle Ages and modern mathematics. The development of the calculus, geometry, abstract algebra, analysis, mathematics notation, and basic mathematics concepts will be emphasized as well as the personalities of mathematicians and their contributions to the subject.

317 Number Theory (3) (Prerequisite or corequisite: 202) Introduction to the elementary aspects of the subject with topics including divisibility, prime numbers, congruencies, Diophantine equations, residues of power, quadratic residues, and number theoretic functions.

318 Combinatorics and Graph Theory (3) (Prerequisite: 203) In

combinatorial theory the course will discuss the basic counting principles, arrangements, distributions of objects, combinations, and permutations. Considerable attention will be given to ordinary and exponential generating functions. Also to be covered will be the standard counting techniques of recurrence, inclusion-exclusion, Burnside's Theorem, and Polya's Enumeration Formula. In graph theory the course will cover the basic theory of graphs. Also covered will be graph isomorphism, planar graphs, Euler and Hamiltonian circuits, trees, and graph colorings.

330 Special Topics in Mathematics I (3) (Prerequisite: Permission of the department) In-depth study of an area of interest in mathematics. Different areas of study will be offered.

332 Discrete Mathematics II (3) (Prerequisite: Grade of C or higher in either 230 or 311 or permission of department) Major topics covered include sums, recurrences, relations and functions including integer functions (mod, floor, ceiling), elementary number theory, binomial coefficients, discrete probability, and graphs. Additional topics may be chosen from generating functions (solving recurrences, convolutions), special numbers (e.g., Stirling, Bernoulli, Fibonacci), and asymptotics (O notation, manipulation, and summation formulas).

345 Plane Geometry (3) (Prerequisite: 230 or 311 or 370 or permission of the department) F. Topics include the elements of plane geometry, up to and including congruence, parallelism and similarity, area and volume, ruler and compass constructions, other geometries and transformations. This course includes topics from the history of mathematics.

370 Survey of Mathematics for Early Childhood and Elementary Teachers III (3) (Prerequisite: Grade of C or higher in Math 202 or 270) F, S, SU. Continuation of Mathematics 270. Intuitive development of geometric shapes in two- and three-dimensional space. Concepts of congruence, parallelism, perpendicularity, symmetry, transformations, measurement (English and metric systems as well as estimation skills), right angle trigonometry, and coordinate geometry are considered. Mathematics 370 is for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies.

405 Abstract Algebra (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department) F. Introduction to the terminology and basic properties of algebraic structures, such as groups, rings, and fields. The course includes topics from the history of mathematics.

407 Real Analysis I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department) At the intermediate-level covers the following topics: Cauchy sequences and the construction of real numbers, sequences and series of real numbers, the real line as a metric space, continuity and uniform continuity, derivatives of real-valued functions of one real variable, spaces of continuous functions, Lebesgue measure and the Lebesgue integral, and Fourier series.

409 Complex Analysis I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department) Complex numbers and functions, derivatives and integrals of complex functions, the Cauchy integral theorem and its consequences, residue theory, and conformal mapping. Additional topics as time permits.

411 Topology I (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department). Introduction to Point Set Topology including discussion of limit points, continuity, compactness, connectedness, metric spaces, locally compact spaces, locally connected spaces, and the Baire Category Theorem.

420 Mathematical Probability (3) (Prerequisite: 306 and a grade of C or higher in Mathematics 230 or 311) AS. Introduction to probability theory to include the topics of probability spaces, conditional probability and independence, combinatorial theory, random variables, special discrete and continuous distributions, expected value, jointly distributed random variables, order statistics, moment generating functions and characteristic functions, Law of Large Numbers, and the Central Limit Theorem.

421 Mathematical Statistics (3) (Prerequisites: Math 306 and a grade of C or higher in Math 312 and a grade of C or higher in either Math 230 or 311) (Same as Statistics 421). The course will cover topics of statistical inference including point estimators, confidence intervals, minimum variance unbiased estimation, method of maximum likelihood estimation, large sample theory, hypothesis testing, and power of statistical tests.

422 Nonlinear Optimization (3) (Prerequisite: 306) Nonlinear optimization topics including derivatives, partial derivatives, one-dimensional search techniques, multi-dimensional search techniques, both unconstrained and constrained optimization techniques including LaGrange Multipliers and Kuhn-Tucker Conditions, and specialized techniques. Emphasis is on optimization theory, numerical algorithms with error analysis, and solving applied problems.

425 Numerical Analysis (3) (Prerequisite: 203 and one of 213 or Computer Science 226) (Same as Computer Science 425) F. Techniques and types of errors involved in computer applications to mathematical problems. Topics include techniques for solving equations, systems of equations, and problems in integral calculus. Computer solutions for several problems will be required.

430 Special Topics in Mathematics II (3) (Prerequisite: Permission of the department) In-depth study of an area of interest in mathematics. Different areas of study will be offered.

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

499 Mathematics Capstone Course (3) (Prerequisite: A grade of C or higher in Mathematics 230 or 311, at least 24 hours of mathematics required for the major; and permission of the department; should be taken the semester before graduation) S. This course will include review and integration of the concepts from the core courses required for the mathematics major as well as an in-depth exploration in some advanced mathematics area. Requirements will include an internal exam and completion of a capstone mathematics project sponsored by a faculty member and approved by the Department of Mathematics.

502 Geometry for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Accelerated training in methods of proof, Euclidean, non-Euclidean, transformational, and finite geometries, plus constructions. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

508 Linear Algebra for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) Matrices, vector spaces, and linear transformations. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level

courses. Occasionally will be offered in the fall and/or spring semester.

509 Abstract Algebra for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) Review of real and complex numbers, sets, functions, induction, and well ordering. Introduction to semi-groups, groups, rings, homomorphism, and isomorphism. Elementary theory of groups, elementary theory of rings. As time permits, topics will include factor groups, quotient rings, cyclic groups, finite groups, abelian groups, polynomial rings, division rings, and fields. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

511 Discrete Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) Study of propositional and predicate logic, set theory, combinatorics and finite probability, relations, functions, Boolean Algebras, simplification of circuits, and other selected topics in discrete mathematics. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

515 History of Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) General survey of the history of mathematics with special emphasis on topics that are encountered in high school or college (undergraduate) mathematics courses. The course will cover the mathematics of ancient times, beginning with the Egyptians, Babylonians, and Greeks, and continue to the present. Particular attention will be given to the contributions of selected mathematicians. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

516 Calculus for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). Full development of limits, derivatives, and integrals. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Concentration is on concepts and applications. Occasionally will be offered in the fall and/or spring semester.

518 Probability and Statistics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major or permission of the department). Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distributions; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive and inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

520 AP Calculus AB Certification for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics, or permission of department, or permission of State Department of Education.) Study of the topics covered in the AP Calculus AB course and how a teacher should cover these topics. There are essentially six main areas: function theory, definitions of limits and derivatives, differentiation techniques, applications of the derivative, the definite integral and techniques of integration, and applications of the integral.

521 AP Calculus BC Certification for Teachers (3) (Prerequisite: 520 or the equivalent, or permission of State Department of Education, or permission of department) Study of topics covered in the AP Calculus BC course and how a teacher should cover these topics. In addition to all subject matter covered in Mathematics 520, which will be reviewed during the course, the following topics will be emphasized: the calculus of vector functions and parametrically defined functions; polar coordinates; integration by parts, partial fractions, and trigonometric substitution; L'Hopital's rule; improper integrals; convergence of sequences of numbers and functions; series of real numbers; power series; Taylor polynomials and error approximation.

530 Special Topics in Mathematics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department). A topic of interest to secondary mathematics teachers will be logically and rigorously covered.

STATISTICS

MAJOR
No major in statistics is offered.

MINOR
A minor in statistics consists of Mathematics 134 or 312, Statistics 220, 221 and 240 plus six additional semester hours of approved statistics courses above the 200 level. Students may also use one of the following courses for three of the six additional hours of statistics courses: Biology 218, Business 305, Engineering 320, Psychology 302 or Sociology 303.

STATISTICS COURSES (STAT)

220 Statistical Methods I (3) (Prerequisite: A grade of C or higher in Math 134 or 312, or Corequisite: Math 312) F. STAT 220 is designed to introduce students in varying disciplines to statistical methods and software. By the end of the course students should have a conceptual understanding of statistical analysis and should be able to choose appropriate statistical procedures for their data. They should be able to carry out statistical tests, using software as appropriate, and draw valid conclusions.

221 Statistical Methods II (3) (Prerequisite: A grade of C or higher in Stat 220) S. STAT 221 is a continuation of Statistical Methods I (STAT 220) and is designed to introduce students in different disciplines to more complex data models utilizing statistical software. By the end of the course, students should have the conceptual understanding and knowledge to implement and interpret models using linear and multiple linear regression along with one- and two-way analysis of variance and non-parametric statistics.

240 Introduction to Statistical Computing (3) (Prerequisite: A grade of C or higher in Stat 220) F. This course will cover topics in statistical computing including reading and manipulating data, data structures, producing graphical data representations, analyzing data with statistical tests and procedures. The course will make use of appropriate statistical software such as R or SAS.

320 Introduction to Experimental Design (3) (Prerequisite: A grade of C or higher in Stat 220) S. This course will cover the design and analysis of experiments, including one and two factor analysis of variance, randomized designs, repeated measure and factorial experiments. The course will make use of appropriate statistical software such as R, SAS or Minitab.

340 Introduction to Data Science (3) (Prerequisite: A grade of C or higher in Stat 220) S. The course will introduce students to the process of extracting insight about the world through data. This includes collecting, organizing and visualizing data, understanding statistical and machine learning methods, training these methods on a particular data set, and validating and testing the results. The methods will include both supervised and unsupervised learning. Discussions will also include the importance of the bias-variance trade-off. Though the course will make use of appropriate statistical software such as SAS, R, or Python, no prior coding experience is necessary.

421 Mathematical Statistics (3) (Prerequisites: Math 306 and a grade of C or higher in Math 312 and a grade of C or higher in either Math 230 or 311) (Same as Mathematics 421) This course will cover topics of statistical inference including point estimators, confidence intervals, minimum variance unbiased estimation, method of maximum likelihood estimation, large sample theory, hypothesis testing, and power of statistical tests.

FOUR YEAR PLAN FOR MATHEMATICS MAJORS

Freshman Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 201[1]	3	Mathematics 202	3
Speech Communication 101	3	Science and lab[2]	4
Science and lab[2]	4	Art 101, Music 101, or Theatre 101	3
History 101, 102, 103, 104, or 105	3	Political Science 101 or 103	3
Total Credits	**16-17**	**Total Credits**	**16**

Sophomore Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 250, 251, or 252	3	Mathematics 306	3
Mathematics 203	3	Mathematics 213 or Computer Science 226	3
Mathematics 304	3	Social Science Elective	3
Science and lab[2]	4	Humanities Elective	3
Social Science Elective	3	Minor Elective	3
Total Credits	**16**	**Total Credits**	**15**

Junior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Mathematics 311	3	Mathematics 405, 407, or 411	3
Mathematics Elective[3]	3	Mathematics Elective[3]	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	**15**	**Total Credits**	**15**

Senior Year

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Mathematics Elective[3]	3	Mathematics 499	3
Minor Elective	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	2-3[4]		
Total Credits	**14-15**	**Total Credits**	**12**

Total Hours Required for Degree 120

[1] Depends on Math Placement

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

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

[4] Depends on English 101 course.

DEPARTMENT OF MODERN LANGUAGES

Chair: Dr. Shawn Smolen-Morton
Faculty: Rocio Brown, A. Shay Crawley, Kristin Kiely, Shawn Smolen-Morton, and Elizabeth Zahnd

MISSION STATEMENT

MODERN LANGUAGES – The Department of Modern Languages offers a major in Spanish. Minors and collaterals are also offered in French and Spanish. The department provides the resources for students to acquire proficiency in the four language skills (listening, speaking, reading, and writing) in French and Spanish to gain knowledge of the culture, the literature, and the civilization of countries where these languages are spoken. Career opportunities for foreign language majors include 1) teaching, 2) international business, 3)translation/interpretation, and 4) professions requiring a University degree with a background in the liberal arts. Modern Languages majors also frequently seek graduate degrees in foreign languages or related fields.

MODERN LANGUAGES

Modern Languages courses serve both the French and Spanish tracks, and may include experiential learning components. MOLA 100 and 101- and 102-level Spanish or French are required for all Bachelor of Arts degrees.

MODERN LANGUAGES COURSES (MOLA)

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.

MOLA 110 World Languages and their Cultures (3) An introduction to the basic grammar and vocabulary of one foreign language per semester, emphasizing comprehension and communication, oral and written. Offers languages that may include Arabic, German, Latin, Japanese, Mandarin, and Russian. Students learn to recognize the functions, history, and values of the target language's cultural practices and products. Students may take the course a maximum of two times to receive credit for two different languages.

MOLA 120: Introduction to Translation (3) (Prerequisite: French 101 or Spanish 101, or equivalent familiarity with any modern language other than English) A theoretical and practical introduction to translation. Students explore major approaches to translation, study problem-solving techniques, and practice translating a variety of texts through hands-on activities with workplace applications.

250 Introduction to French and Hispanic Literature in Translation (3) Introduces a variety of literature and allied narrative art from Hispanic and Francophone cultures. Familiarizes students with cultural concepts, traditions, and products. Practices literary analysis and appreciation, covering key phrases and vocabulary from the original language.

MODERN LANGUAGES, FRENCH

Coordinator: Dr. Elizabeth A. Zahnd

MAJOR
No major in French is offered.

MINOR
A minor in French requires 18 semester hours, including up to six hours of Modern Languages (MOLA) courses.

COLLATERAL
A collateral in French requires 12 semester hours, including up to three hours of Modern Languages (MOLA) courses.
A collateral in Modern Languages requires 12 semester hours in Modern Languages.

OTHER INFORMATION
Placement tests will be available to all students with experience in French through the Office of Counseling and Testing. Credit will be given for each semester's work exempted, including French 101. A student may not take for credit a course for which he/she has earned exemption credit, but he/she may audit without special approval a course from which he/she has been exempted.

A student may not repeat for credit a 100- or 200-level language course once he/she has received credit for another course at a higher level in the same language.

FRENCH COURSES (FNCH)

101 Elementary French I (3)* An introduction to basic French grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

102 Elementary French II (3) (Prerequisite: 101 or equivalent)* Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

201 Intermediate French I (3) (Prerequisite: Completion of 102 or equivalent)* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

203 French for the Arts and Sciences (3) (Prerequisite: Completion of 102 or equivalent) Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.

210 French for the Professions (3) (Prerequisite: Completion of 201 or equivalent). Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

300 Introduction to Reading Literature in French (3) (Prerequisite: 102 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone literature. Guided readings and discussions of a variety of texts in French, including literary excerpts and a range of essays from digital media.

301 Grammar and Composition (3) (Prerequisite: 102 or equivalent on the placement test) Intensive grammar review and enhancement. Extensive writing practice to complete a range of creative and communicative tasks with an emphasis on precision, clarity, and style.

302 Conversation (3) (Prerequisite: 102 or equivalent on the placement test) The development of oral and listening proficiency in French through conversation on subjects of interest pertaining to France and Francophone countries. Addition of new vocabulary through reading and discussion of authentic print and digital media from the target cultures.

303 Francophone Literature and Culture (3) (Prerequisite: 102 or equivalent on the placement test) An introduction to the French-speaking world outside of France. Study of the culture, history, and major literary movements of Francophone Africa, Canada, and the Caribbean. Written work and discussions in French based on authentic cultural readings, including literary texts and current articles from print and digital media.

304 Masterpieces of French Literature (3) (Prerequisite: 102 or equivalent on the placement test) In-depth study of major works written in French from the medieval period to the 21st century. Class discussions and readings in French with the exception of literary criticism. May be taken twice for academic credit with departmental approval.

305 French Civilization (3) (Prerequisite: 102 or equivalent on the placement test or permission of department) Study of the history, art, culture, and everyday life of France and the Francophone world. Written work and discussions in French based on authentic cultural readings, including literary texts and current articles from print and digital media.

401 Survey of French Literature to 1800 (3) (Prerequisite: 102 or equivalent on the placement test) Study of representative works and movements from the Middle Ages to the end of the seventeenth century with an emphasis on literary analysis and historical context. Focused discussions and extensive writing practice in French.

402 Survey of French Literature from 1800 (3) (Prerequisite: 102 or equivalent on the placement test) Study of representative works and movements from 1800 to the present with an emphasis on literary analysis and historical context. Focused discussions and extensive writing practice in French.

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

MODERN LANGUAGES, SPANISH

Coordinator: Dr. Kristin Kiely

MAJOR
A major in Modern Languages - Spanish requires the following:

1. Twenty-seven semester hours, including SPAN 301 and 302
2. 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

The minimum number of semester hours required in major courses for a major in Modern Languages - Spanish is 33. The minimum number of semester hours in all courses (major and non-major) required for the major in Modern Languages - Spanish is 120.

Up to six hours of Modern Languages (MOLA) courses may count towards the Spanish Major.

MINOR
A minor in Spanish requires 18 semester hours, including up to six hours of Modern Languages (MOLA) courses.

COLLATERAL
A collateral in Spanish requires 12 semester hours, including up to three hours of Modern Languages (MOLA) courses.

A collateral in Modern Languages requires 12 in Modern Languages.

OTHER INFORMATION
Placement tests will be available to all students with experience in Spanish through the Office of Counseling and Testing. Credit will be given for each semester's work exempted, including Spanish 101. A student may not take for credit a course for which he/she has earned exemption credit but may audit without special approval a course from which he/she has been exempted.

A student may not repeat for credit a 100- or 200-level language course once he/she has received credit for another course at a higher level in the same language.

SPANISH COURSES (SPAN)

101 Elementary Spanish I (3)* An introduction to basic Spanish grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

102 Elementary Spanish II (3) (Prerequisite: Completion of 101 or equivalent)* Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

201 Intermediate Spanish I (3) (Prerequisite: Completion of 102 or equivalent)* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

202 Intermediate Spanish II (3) (Prerequisite: Completion of 201 with a grade of C or higher or equivalent) Continued study of Spanish with concentration on more advanced grammar and sophisticated sentence structure. Emphasizes practical communication.

204 Fantasy Texts, Songs, and Comics (3) (Prerequisite: Completion of 201) Students develop the core language skills and cultural knowledge at the intermediate level by working with important legends, fairy tales, songs, and comics written by Spanish and Latin American writers and artists.

210 Spanish for Business (3) (Prerequisite: Completion of 201 or equivalent). Development of practical oral and written communication skills in Spanish to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

220 Spanish for Health Care (3) (Prerequisite: 201 or equivalent) An intermediate Spanish course targeting the health care professions. Spanish 220 aims to equip the student with the necessary communicative skills in Spanish to assist non-English speaking Hispanic patients.

301 Grammar and Composition (3) (Prerequisite: 201) F. Class analysis of samples of different types of writing and the drafting of student compositions which model these samples. Effective writing strategies are discussed and then incorporated into student writing. Grammar review when appropriate for particular writing assignments.

302 Conversation (3) (Prerequisite: 201) S. The development of oral and listening proficiency to handle practical, specific situations of everyday life. A variety of class strategies are used to build proficiency, which include, among others, role playing, discussions, mock debates, and directed conversations.

303 Introduction to the Study of Hispanic Literature (3) (Prerequisite: 201) A transitional course designed to provide a comprehensive introduction to critically reading and approaching Hispanic literature in advanced courses. Through class discussions of selected texts from a variety of genres, students should acquire the skills necessary to read and analytically approach literary works in Spanish.

304 Masterpieces of Hispanic Literature (3) (Prerequisite: 201) As Needed. In-depth study of masterpieces of Hispanic literature from the Middle Ages of the 20th century. Class discussions in Spanish. May be taken twice for academic credit with departmental approval.

305 Afro-American Latin American Literature (3) (Prerequisite: Completion of 201) Provides a panoramic study of writers of African descent living in or from Latin America, the Caribbean, and the United States. Through a variety of genres, the course studies the history and impact of the African diaspora in Latin America. Taught in Spanish with opportunities to read in both Spanish and English.

308 Civilization and Culture of Spain (3) (Prerequisite: 201) This course provides an historical and cultural panorama of Spain. It includes, but is not limited to, the following topics: history, geography, economy, fine arts, religion, politics, customs, and traditions.

309 Civilization and Culture of Spanish America (3) (Prerequisite: 201) This course provides a historical and cultural panorama of Spanish America and includes, but is not limited to, the following topics: pre-Columbian civilizations, history, geography, economy, fine arts, religion, politics, customs, and traditions.

401 Survey of Peninsular Literature to 1700 (3) (Prerequisite: 201) F. Survey of works and authors in Peninsular literature from its beginning to the end of the 17th century. Emphasis on the Renaissance and Baroque periods. Class discussions in Spanish.

402 Survey of Peninsular Literature from 1700 (3) (Prerequisite: 201) S. Survey of important writers in Peninsular literature from approximately 1700 to the present day. Emphasis on the 19th century novel, the generation of '98, and 20th century literature. Class discussions in Spanish.

403 Survey of Hispanic American Literature I (3) (Prerequisite: 201) A survey of important authors from the Colonial period to Independence. Some indigenous pre-Columbian literature will be studied. Emphasis will be on the early chronicles and the Baroque period. Class discussions in Spanish.

404 Survey of Hispanic American Literature II (3) (Prerequisite: 201) A survey of important authors and works from 1800 to contemporary times. Emphasis on Modernism and 20th century narrative. Class discussions in Spanish.

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of department) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. May be taken for credit (three hours) towards the Honors degree by special arrangement.

FOUR YEAR PLAN FOR MODERN LANGUAGE MAJOR, SPANISH TRACK

Freshman Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
Spanish 101	3	Spanish Elective	3
Science and lab	4	Social Science	3
Total Credits	**16-17**	**Total Credits**	**15**
Sophomore Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Spanish 201	3	Spanish 202	3
Science with lab	4	Art 101, Music 101, or Theatre 101	3
Computer Science 150	3	Social Science	3
Speech Communication 101	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Total Credits	**16**	**Total Credits**	**15**
Junior Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Spanish 301	3	Spanish 302	3
Spanish Elective	3	Spanish Elective	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	**15**	**Total Credits**	**15**
Senior Year			
	Fall		Spring
Course	**Sem. Hrs.**	**Course**	**Sem. Hrs.**
Spanish Elective	3	Spanish Elective	3
Spanish Elective	3	Minor Elective	1
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Total Credits	**15**	**Total Credits**	**13**
Total Hours Required for Degree 120			

DEPARTMENT OF PHYSICS & ENGINEERING

Chair: Dr. Ginger Bryngelson
Faculty: Russell Abdullah, Brittany Baker, Ginger Bryngelson, Lorna Cintron-Gonzalez, Larry Engelhardt, Philip Fulmer, Derek Jokisch, Mark Kanaparthi, Lisa Manglass, Jeannette Myers, Olujide Oyerinde, Michael Potter, Hunter Sims, and Sethfield Smith

MISSION STATEMENT

The Department of Physics and Engineering offers baccalaureate degrees in Physics, Industrial Engineering, Mechanical Engineering, and Engineering Technology. The department also offers a collateral in Astronomy. Students majoring in Physics choose a concentration in either Computational Physics or Health Physics. Students majoring in Engineering Technology choose a concentration in either Civil Engineering Technology, Electronics Engineering Technology, or Mechanical Engineering Technology. The engineering technology degrees are offered in conjunction with South Carolina's technical colleges. Additional engineering options for students include a Dual-Degree Program in Engineering with Clemson University and a non-degree Pre-Engineering curriculum.

Courses are offered in physics, physical science, and astronomy that fulfill the University's General Education requirement. These courses also serve as foundation courses for majors in biology, chemistry, mathematics, and engineering. The fundamental natural laws of the physical universe and the methods of scientific inquiry are essential parts of a liberal arts education.

The Department of Physics and Engineering seeks to offer courses in astronomy, engineering, physical science, and physics that are taught by full-time faculty members with appropriate advanced degrees dedicated to science education at the University level. The faculty strive for excellence in instruction, research, and discipline-related service to the community. The courses offered in the department range in level from introductory courses that expose non-science majors to scientific thought to advanced courses that cover contemporary topics in physics and engineering.

The laboratory experience is required in appropriate courses to illustrate the importance of experimentation to the scientific endeavor and engineering profession. For the majors in the department, the opportunity to undertake undergraduate research is offered and professional internships are encouraged. Majors graduating from programs in the department are expected to be proficient in oral and written communication, familiar with the scientific and engineering literature, and aware of the importance and usage of technology in science and engineering.

Students completing the majors offered by the department will be prepared for careers in industry and scientific research or for graduate school.

ASTRONOMY

Coordinator: Dr. Jeannette M. Myers

MAJOR
No major in astronomy is offered.

MINOR
No minor in astronomy is offered.

COLLATERAL
A collateral in astronomy requires 12 hours, including Astronomy 101, 102, and 203. Astronomy 203, while earning credit toward graduation, will not satisfy any of the four hours of Natural Sciences in the General Education Requirements.

ASTRONOMY COURSES (ASTR)

101 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take MATH 111 (or 111E) or MATH 121) F, SU. A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU Observatory.

102 Voyage through the Solar System (4:3-3) (Prerequisite: Eligibility to take MATH 111 (or 111E) or MATH 121) S, SU. A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, dwarf planets, comets and meteors; comparisons of terrestrial to Jovian planets; exoplanets and planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

203 Observational Astronomy (4:2-6) (Prerequisite: 101 or 102 or permission of department). Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

PHYSICAL SCIENCE

Coordinator: Dr. Brittany Baker

MAJOR
No major in physical science is offered.

MINOR
No minor in physical science is offered.

COLLATERAL
No collateral in physical science is offered.

Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

PHYSICAL SCIENCE COURSES (PSCI)

101 Physical Science I: Basic Concepts of Physics and Astronomy (4:3-3) (Prerequisite: MATH 105, 105E/105L, or eligibility to take MATH 111 (or 111E) or 121) F, S, SU. Topics include: astronomy, mechanics, heat, electricity and magnetism, waves and light.

102 Physical Science II: Basic Concepts of Physics and Chemistry (4:3-3) (Prerequisite: 101) S, SU. The wave and particle nature of light, optics, atomic structure and processes, including radioactivity and basic chemistry.

103 Physical Science: Basic Concepts of Earth Science (4:3-3) (Prerequisites: 101 or PHYS 215 or permission of the department) S. Study of the earth's structure and our environment with an emphasis on the processes that shape them. The fundamental principles of geology, meteorology, and oceanography will be covered. Topics include rocks and minerals, the earth's interior, earthquakes and tsunamis, weather and climate, the hydrosphere, natural resources, energy and environmental concerns.

150 Physical Science for Teachers (4:3-3) (Prerequisite: MATH 105, 105E/105L, or eligibility to take MATH 111 (or 111E) or 121) F. A course designed for middle level, elementary, and early childhood education majors which covers mechanics, electricity, magnetism, waves, light, and optics. The course focuses first on helping students understand content knowledge but also models scientific inquiry.

PHYSICS

Coordinator: Dr. Ginger Bryngelson

MAJOR
Students pursuing a major in physics can select a concentration in Computational Physics or a concentration in Health Physics.

A. Computational Physics Concentration
A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 212, 220, 301, 302, 314, 320, 401, 406, 410, and 419
2. At least one course among Physics 312, Physics 330 – 339, or Physics 430 – 439
3. Mathematics 201, 202, 203, 301, and 306
4. Chemistry 111, 111L, 112, and 112L
5. Computer Science 190 or 226 or Mathematics 213

In addition to these courses, Mathematics 304, Engineering 310, Mathematics 312, Physics 316, and Mathematics/Computer Science 425 are highly recommended.

No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for the computational physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for a computational physics concentration is 120. Students desiring to take additional hours in physics are strongly encouraged to do so.

B. Health Physics Concentration
A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 314, 316, 416, 417, 418, and 419
2. Biology 105/ 115 or 107, 106 or 108, 415 and one course from Biology 301, 401, 406, 411, or 440
3. Mathematics 201, 202, 203, 301, and 306
4. Chemistry 111, 111L, 112, 112L, 201, and 203
5. Computer Science 226 or Mathematics 213
6. Engineering 310

In addition to the course requirements above, the student majoring in health physics is required to complete one summer of supervised training at a previously approved, professionally related site off campus. No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for a health physics concentration is 36. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 120.

MINOR
A minor in physics requires 18 semester hours, including Physics 200, 201, 202, and 314. Physics 215 and 216 may not be counted toward the minor.

COLLATERAL
A collateral in physics requires 12 semester hours, including Physics 200, 201, and 202 or 215 and 216.

OTHER INFORMATION
Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

PHYSICS COURSES (PHYS)

200 Technical Physics I (4:3-3) (Prerequisite or Corequisite: MATH 132 or MATH 137 or permission of the department) F. Introduction to waves, fluids, thermodynamics, optics, atoms, nuclei, and particles. Topics include wave motion, sound waves, buoyancy, temperature, gas laws, heat, calorimetry, states of matter, laws of thermodynamics, light, reflection, refraction, diffraction, interference, standing waves, polarization, atomic physics, nuclear physics, and particle physics.

201 Technical Physics II (4:3-3) (Prerequisite or Corequisite: MATH 201 or permission of department) S, SU. Calculus-based introduction to classical mechanics and dynamics. Topics include vectors and vector notation; Newton's Three Laws of Motion; force; motion in one, two, and three dimensions; linear momentum; torque; rotational motion; angular momentum; work-energy; kinetic and potential energy; conservation of energy; and force fields.

202 Technical Physics III (4:3-3) (Prerequisite: 201. Prerequisite or Corequisite: MATH 202 or permission of department) F, SU. Calculus-based introduction to classical electricity and magnetism. Topics include Coulomb's Law, electric fields, Gauss' Law, electric potential and potential energy, electric components and circuits, magnetism and magnetic fields, magnetic forces and torques, magnetic materials, Ampere's Law, induction, and the formal connection of electric and magnetic fields through Maxwell's equations.

210 Introduction to Radiation Protection (1) (Prerequisite: 200 or permission of department) S. This course will introduce the fundamental principles involved in radiation protection including time, distance, and shielding; activity; radioactive decay; nuclear instrumentation; and the measurement of and units for radiation quantities. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

212 Survey of Physics Research (1) (Prerequisite: 200 or Pre/Corequisite: 201, or permission of the department) S. An introduction to current areas of active physics research, both in the department and in the broader community. Topics will vary but may include current research in Astronomy, Astrophysics, Atomic/Molecular/Optical Physics, Condensed Matter Physics, and High-Energy/Particle Physics as well as developments in the tools used to conduct this research. Students will hear research presentations by FMU students and faculty and will gain experience in finding and reading scientific articles. The course may include opportunities for off-campus experiential learning.

215 General Physics I (4:3-3) (Prerequisite: MATH 132 or 137) F, SU. Algebra-based introduction to mechanics, thermodynamics, and waves. Topics include motion in one and two dimensions, Newton's laws of motion, equilibrium, work, energy, momentum, rotational motion, gravity, heat, waves, and sound. Examples from medicine and biology will be included whenever possible.

216 General Physics II (4:3-3) (Prerequisite: 215) S, SU. Algebra-based introduction to electricity, magnetism, and optics. Topics include electrical forces, electric fields, direct and alternating current circuits, magnetic forces, magnetic fields, electromagnetic induction, reflection, refraction, diffraction, interference, mirrors, and lenses. Examples from medicine and biology will be included wherever possible.

220 Computational Methods for Physics and Engineering (3) (Prerequisite: 201) F. An introduction to the computational tools and numerical methods used in physics and engineering. Students will use both spreadsheets (e.g., Excel) and numerical packages (e.g., Python) to obtain numerical solutions to a wide variety of physical problems, including: motion with air resistance, oscillations, nuclear decay, planetary motion, and circuit analysis. Students will learn to work with data, including reading data from a file, plotting, and fitting. Methods used will include finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, numerical solutions for coupled algebraic equations, and the use of both symbolic

packages and numerical methods for computing derivatives and integrals.

301 Classical Mechanics (3) (Prerequisites: 202 and MATH 202 or permission of department; Prerequisite/Corequisite: 220 or permission of the department) AF. Classical mechanics using vector calculus applied to non-relativistic Newtonian dynamics: dynamics of particles and rigid bodies, collisions, and vibrational and wave motion. Lagrangian and Hamiltonian formulations of mechanics to be included.

302 Electricity and Magnetism (3) (Prerequisites: 202, 220, and MATH 202 or permission of department) AS. Introduction to classical electromagnetic theory. The differential form of Maxwell's equations will be developed and applied to various problems in electrostatics, magnetostatics, electromagnetic fields, and waves. Particular emphasis will be placed on radiation fields with applications to optics. Electric and magnetic properties of materials will also be discussed briefly.

312 Lasers and Optics (3) (Prerequisite: 202 or 216. Pre/Corequisite: MATH 201 or permission of department). Introduction to lasers and optics. Laser topics include laser emission, holography, fiber optics, laser spectroscopy, and laser applications. Optics topics include geometrical optics with an emphasis on reflection and refraction, as well as wave optics with an emphasis on diffraction, interference, and polarization. Additional topics may include optical spatial cloaking, optical microscopy, spatial light modulation, and other optics applications. The course will include both lab and lecture activities..

314 Modern Physics (4:3-3) (Prerequisites: 202 and MATH 202 or permission of department) S. Introduction to relativity and quantum theory including their historical background, the experimental basis of these theories, and applications to atomic and molecular structure.

315 Special Topics in Modern Physics (3) (Prerequisite: 314) Topics to be covered will be chosen from a variety of fields of physics: elementary particle physics, solid state physics, statistical physics, astrophysics and general relativity, cosmology, molecular structure, Gauge field theories, and the four vector formulation of special relativity. Topics chosen will depend upon student interest, but it is intended that several topics will be introduced in any given course.

316 Nuclear Physics (4:3-3) (Prerequisite: 314 or permission of department) F. Topics include: natural and artificial radioactivity, nuclear reactions, nuclear models and structure, particle accelerators and detectors, neutron physics and reactors, and an introduction to elementary particles.

318 Environmental Radiation Physics (3) (Prerequisite: 202 or 216) F. Introduction to the sources and characterization of radiation, the properties of radioactive materials and the effects of radiation and radioactive materials on the environment.

320 Computational Statistical and Thermal Physics (3) (Prerequisites: 220, 314, MATH 203, and a programming course [CS 190 or 226 or MATH 213] or permission of the department) S. Analysis of the properties of many-particle systems at finite temperature using both analytical and numerical methods. Topics include heat, work, temperature, pressure, entropy, the laws of thermodynamics, engines, refrigerators, phases of matter, and phase transitions. These macroscopic phenomena will be described from a microscopic perspective using basic probability concepts, Monte Carlo and Molecular Dynamics methods, statistical ensembles, classical and quantum distribution functions, the partition function, and free energy.

330 Introduction to Astrophysics (3) (Prerequisite: 200, 202). This course examines phenomena in the universe using the application of physics principles. Topics will be selected from: celestial mechanics, properties of light and particles, mathematical modeling of a stellar interior, stellar formation and evolution, degenerate remnants, black holes, galactic structure, interstellar and intergalactic medium, dark matter, the cosmic microwave background, the large-scale structure of the universe, dark energy, cosmology, and the fate of the universe.

331 Introduction to Condensed Matter Physics (3) (Prerequisite: 314). Introduction to the basic concepts of condensed matter physics. Topics include but are not limited to crystal structure; diffraction and reciprocal lattices; electronic, magnetic, and optical properties; energy band structure; superconductivity; phonons; and the relationship between microscopic structure and bulk properties in different materials. Concepts related to common experimental apparatus as well as analytical and/or computational tools will also be discussed.

332 Introduction to High Energy Physics (3) (Prerequisite: 314) An introduction to the Standard Model of particle physics, including the properties of the fundamental particles. The strong, weak, and electromagnetic interactions will be studied, including QED and QCD. Topics will include relativistic kinematics, conservation laws, and symmetries; and how these relate to particle decays and scattering processes. Techniques used for calculating experimental observables will be emphasized, including the use of Feynman diagrams. The physics of particle accelerators and detectors will also be introduced.

397 Research in Physics (3), (2), or (1) (Prerequisite: Permission of department) F, S, SU. In conjunction with a physics faculty advisor, each student will complete one or more research projects in physics, health physics or astronomy. The projects are developed as a result of consultation between the student and the advisor. Students will be expected to complete a written report and give an oral presentation. A maximum of four credit hours may be earned towards graduation.

401 Quantum Mechanics (3) (Prerequisites: 220 and 314 or permission of department) AF Methods of quantum theory including quantum state vectors, operators, eigenvalue equations, and expectation values. The Schrodinger Equation and applications to quantum spins, bound particles, free particles, and scattering. Three-dimensional problems including the hydrogen atom. Perturbation theory and its application to atoms and molecules. Modern applications of quantum mechanics such as quantum cryptography, quantum computing, and magnetic resonance.

406 Advanced Computational Physics (3) (Prerequisites: 220, 314, MATH 301, and a programming course (CS 190 or 226 or MATH 213) or permission of department) F. A survey of advanced topics in computational physics including chaotic motion, mechanical and electromagnetic waves, diffusion, and fluid dynamics. Problems are solved using numerical methods involving ordinary and partial differential equations, linear algebra, and fast Fourier transforms. High-performance computing techniques are introduced to solve problems using multi-core and many-core computer architectures.

410 Advanced Laboratory in Physics (1:3) (Prerequisite: 220, 314 and permission of department) AF. Students will learn experimental skills in physics by performing advanced undergraduate physics experiments that involve laser spectroscopy, interferometry, resonance, Fourier methods, digital oscilloscopes, and single photon tests of quantum mechanics. Students will learn methods for communicating scientific results in the form of formal laboratory reports, including the appropriate scientific content, style, format, clarity, and analysis. Students will also learn oral presentation skills by preparing and delivering an oral presentation on one of the advanced undergraduate physics experiments.

415 Radiation Biology (3) (Prerequisite: 316 and BIOL 106, or permission of department)(Same as BIOL 415) AS. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

416 Nuclear Radiation Physics (4:3-3) (Prerequisite: 316 and ENGR 310) S. Topics to be covered include the interaction of radiation with matter, gas and scintillation counters, semiconductor detectors; counting statistics, special electronic circuits, and the literature of radiation detection.

417 Principles of Health Physics (4:3-3) (Prerequisite: 416) F. Topics include the biophysical basis for radiation protection, environmental and personnel monitoring, dosimetry and dose calculations, shielding, standards for radiation exposure, waste treatment and disposal, emergency procedures, government regulations, and safety procedures.

418 Practical Applications of Health Physics (3) (Prerequisite: 417 or permission of department) S. This course will cover applications and more in-depth analysis of health physics principles presented in PHYS 417. Advanced topics will be presented, and the implementation of these principles to real-world applications will be discussed. Emphasis on practical applications of radiological protection principles including design of a radiation safety program, special considerations for various radiation-generating facilities, current trends in waste management, response to radiological incidents, risk assessment, and homeland security.

419 Senior Seminar in Physics (1) F. This course will help to prepare seniors both for their future careers and for further post-baccalaureate study. Topics will include preparing resumes; finding, interpreting, and applying to job ads; interviewing; and applying to graduate schools. Students will practice reading scientific papers, and will learn strategies to better understand these papers. For the final project, each student will pick a topic that is relevant to their future plans and will produce both a written report and an oral presentation.

420 Senior Research in Physics (1:3) (Prerequisite: Senior status and permission of department) F, S. In conjunction with a physics faculty adviser, each student will complete one or more research projects in physics. The projects assigned will be determined based on the interest of the student. The culmination of this course is a detailed written report and an oral presentation.

497 Special Topics in Physics (3), (2), or (1) (Prerequisite: Permission of department) In-depth study in a specialty area of physics. May be taken multiple times for academic credit.

INDUSTRIAL ENGINEERING

Coordinator: Dr. Lorna R. Cintron-Gonzalez

MAJOR
Industrial engineers analyze and evaluate methods of production and help organizations improve systems and processes that improve quality and productivity. They work to eliminate any waste of time, money, materials, energy, and other commodities. An industrial engineering graduate will be prepared for a career in business, healthcare, consulting, government, or manufacturing. The industrial engineering program provides students with a rigorous study of the theory of the industrial engineering discipline, including areas of physics, mathematics, and business.

A major in industrial engineering requires completion of the following:

1. Engineering 101, 201, 211, 220, 252, 310, 320, 330, 350, 356, 373, 420, 450, 467, 470, and 480
2. Physics 200, 201, 202, and 220
3. Mathematics 201, 202, 203, 304, and 306
4. Chemistry 111 and 111L
5. English 318
6. Economics 203 and 204

In addition to the course requirements above, the student is encouraged to pursue a summer of supervised training at a professionally related site off campus. No additional minor or collateral is required.

The minimum number of semester hours required in engineering courses is 51. The minimum number of semester hours in all courses (major and non-major) required for the industrial engineering degree is 122.

Upon earning credit toward graduation (grade of D or better) in ENGR 252, industrial engineering majors receive the designation of "Upper-Level Engineering Students." Upper-Level Engineering Students are subject to higher tuition for their remaining semesters of studies (normally their last 4 semesters) as detailed in the University's Tuition & Fees publication.

MINOR
No minor in industrial engineering is offered.

COLLATERAL
No collateral in industrial engineering is offered.

MECHANICAL ENGINEERING

Coordinator: Dr. Michael Potter

MAJOR
Mechanical engineers apply the physics of motion (force, energy, and kinematics) to design equipment, devices, and machines. Mechanical engineers work in a variety of design and manufacturing industries, including aerospace, automotive, construction, energy, and robotics.

A major in mechanical engineering requires completion of the following.

1. Engineering 101, 201, 211, 212, 220, 250, 310, 320, 330, 350, 370, 400, 401, 402, 411, and 482
2. Physics 200, 201, 202, and 220
3. Mathematics 201, 202, 203, 301, and 306
4. Chemistry 111 and 111L
5. English 318
6. Economics 203 and 204

In addition to the course requirements above, the student is encouraged to pursue a summer of supervised training at a professionally related site off campus.No additional minor or collateral is required.

The minimum number of semester hours required in engineering courses is 52. The minimum number of semester hours in all courses (major and non-major) required for the mechanical engineering degree is 123.

Upon earning credit toward graduation (grade of D or better) in ENGR 212, mechanical engineering majors receive the designation of "Upper-Level Engineering Student". Upper-level engineering students are subject to higher tuition for their remaining semesters of studies (normally their last 4 semesters) as detailed in the University's Tuition & Fees publication.

MINOR
No minor in mechanical engineering is offered.

COLLATERAL
No collateral in mechanical engineering is offered.

ENGINEERING COURSES (ENGR)

101 Introduction to Engineering (3) (Prerequisite/Corequisite: MATH 132 or 137 or permission of department) S. Introduction to the engineering profession, applications of engineering principles and approaches, integrated systems approach to problem solving, overall goals and components of the engineering programs, career opportunities, development of engineering work skills, and communication skills. In addition, the course covers the importance of professionalism, ethics, contemporary challenges, and lifelong learning.

201 Engineering Graphics (3) S. Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (e.g., AutoCAD®, SolidWorks®) will be used.

211 Statics (3) (Prerequisite: 101, PHYS 201, MATH 201) F. The course involves the analysis of forces and moments on particles and rigid bodies in static equilibrium. Topics include structural analysis of trusses, frames, and machines; internal forces; friction; and center of mass.

212 Dynamics (3) (Prerequisite: 211; Prerequisite/corequisite: MATH 202) S. This course involves study of the kinematics and kinetics of particles and rigid bodies. Two-dimensional and three-dimensional analysis will be covered along with topics related to the vibrations of mechanical systems.

220 Materials Engineering (3) (Prerequisites: PHYS 201 and CHEM 111 and 111L) S. This course is designed to introduce students to the structures and properties of metals, ceramics, polymers, and composites. In addition, students will gain an understanding of the processing and design limitations of these materials, as well as being introduced to new classes of materials being developed to meet the ever-expanding range of material requirements. Use in manufacturing is emphasized.

250 Mechanics of Materials (3) (Prerequisite: 212; Prerequisite/corequisite: MATH 301) S. The course covers determination of stresses, deflections, and stability of deformable bodies. The course will include methods to identify, formulate, and solve problems related to the effect of forces on deformable bodies. An emphasis will be placed on the behavior of beams and columns.

252 Operations Analysis and Management (3) (Prerequisites: 211 and MATH 202) S. Students are introduced to principles, tools, and models for analyzing, engineering, and managing manufacturing and service operations. The course focuses on the application of project management methods, value stream mapping, line balancing, and queueing theory for manufacturing and service industries. Emphasis is also given to discrete-event simulation models of operational dynamics, including analysis of cycle time, throughput, and inventory. The course also includes an introduction to probability topics with an engineering focus.

297 Introductory Undergraduate Research in Engineering (3), (2), or (1) (Prerequisite: Permission of the department) F, S. Working with an engineering faculty member, each student enrolled will be assigned to one or more engineering research project(s). The project(s) assigned will be determined based on the interest of the student. The number of hours will be based on the complexity of the project(s) and the time required to complete the project(s). The culmination of this course will require a report, presentation, or equivalent product.

301 Engineering Mechanics (3) (Prerequisite: PHYS 201; Corequisite: MATH 202) F. An introduction to statics and dynamics. Topics include static equilibrium of particles, rigid bodies, and trusses; rotational motion; torque; moment of inertia; Newton's Laws of Motion; linear and angular momentum methods; work and energy methods; kinematics of particles and rigid bodies; applications of vector analysis; and structural analysis of joints and trusses.

310 Electronics and Instrumentation (4:3-3) (Prerequisites: PHYS 202 and PHYS 220) F. This class provides an introduction to analog and digital electronics with specific application to instrumentation used in scientific and engineering applications. Topics include analog signal processing, power supplies, sensors (theory and interpretation of sensor data), and microcontrollers with heavy emphasis on design projects to achieve practical results and to give insights on troubleshooting electronic equipment used in the workplace.

320 Statistics for Engineers (3) (Prerequisite: 212 or 252; Prerequisite/corequisite: PHYS 220) F. This course will introduce students to the theories and engineering applications of statistical methods, data analysis, experimental design, and data visualization. A major objective of this course is to develop students' capabilities to analyze datasets, including the visualization and communication of observations in addition to the application of statistical, mathematical, and probabilistic analytical methods, to engineering challenges.

330 Engineering Economy (3) (Prerequisite: 212 or 252) S. Concepts and techniques of analysis for evaluating the value of products/services, projects, and systems in relation to their cost. A major objective of this course is to develop the students understanding of economic equivalence, the time value of money, financial uncertainty and financial risk, and the way that these concepts can and should be embedded within engineering decision-making.

350 Manufacturing Processes (4:3-3) (Prerequisites: 212 or 252; 220, and MATH 202) F. An overview of manufacturing processes primarily for metals and alloys, focusing on fabrication and joining processes. Emphasis will be placed on process capabilities and limitations, with calculation of process parameters for select processes. Also includes topics in additive manufacturing, heat treatment, product design and process planning, design-for-manufacture/assembly, numerical control, and inspection. The laboratory experience will provide manual and computer-aided process techniques, including assembly, machining, casting, welding, sheet metal forming, powder metallurgy, and inspection.

356 Quality Control (3) (Prerequisite: 320 or permission of department) S. Study of statistical quality control and fundamentals of design of experiments. Applications in manufacturing and service industry. Topics include: process variability, six sigma, control charts, process capability, analysis of variance, hypothesis testing, factorial designs.

370 Fluid Mechanics (3) (Prerequisite: 212, MATH 301, MATH 306, PHYS 200) S. The course introduces the concepts and applications of fluid mechanics and dimensional analysis with an emphasis on fluid behavior, internal and external flows, applications of conservation equations to different engineering systems, and analysis of engineering applications of incompressible pipe systems..

373 Operations Research (3) (Prerequisite: 252. Prerequisites/Corequisites: MATH 304 and PHYS 220 or permission of department) S. This course exposes students to linear and integer programming using optimization (e.g., Simplex, Excel Solver, CPLEX) and heuristic techniques (e.g., Greedy, Genetic). A wide array of standard optimization problems such as Knapsack, Traveling Salesman and Cutting Plane will be discussed using applications from a variety of fields (health care, energy, logistics/transportation, social networking, etc.). Extensions to mixed integer programming and non-linear programming will be introduced in the later stages of the course.

397 Advanced Undergraduate Research in Engineering (3), (2), or (1) (Prerequisites: 212 or 252 and permission of the department) F, S. This course will be open to upper-level engineering students. Working with an engineering faculty member, each student enrolled will be assigned to one or more engineering research project(s). The project(s) assigned will be determined based on the interest of the student. The number of hours will be based on the complexity of the project(s) and the time required to complete the project(s). The culmination of this course will require a report, presentation, or equivalent product.

400 Thermodynamics and Heat and Mass Transfer (4:3-3) (Prerequisite: 370) S. The course covers applications of the laws of thermodynamics to closed and open systems. Topics include steady one-dimensional conduction, lumped parameter analysis, convection, radiation, and diffusion.

401 Design of Mechanisms (3) (Prerequisites: 201, 212, MATH 301) F. The course focuses on the function, classification, position, velocity, acceleration, and dynamic forces of multi-element mechanical linkages. Furthermore, the course discusses design methods and practical information about common mechanisms and mechanism components, including four bar linkages, gears, gear trains, and cams.

402 System Dynamics and Controls (3) (Prerequisites: 212, 310, MATH 301) S. The course covers dynamic modeling and simulation of systems with mechanical, hydraulic, thermal, and/or electrical elements. Topics include frequency response analysis, stability, and feedback control design of dynamic systems.

411 Design for Manufacturing and Assembly (3) (Prerequisites: 350 Prerequisite/corequisite: 401) F. The course is based on concurrent engineering techniques to link product design to manufacturing and assembly process design. The course will introduce students to manufacturing and assembly process design techniques used to reduce costs. Course topics include geometric dimensioning and tolerancing, design for manufacturing principles, design for assembly principles, and other design for X principles.

420 Human Factors Engineering (3) (Prerequisite: 252) F. Study of work design, human factors, and ergonomics. Provides students with tools and techniques used to design, analyze, and improve working stations, with the goal to improve efficiency and productivity. Topics include: time measurement, workplace ergonomics, environmental design, introduction to cognitive ergonomics, and workplace health and occupational standards.

450 Simulation Modeling (3) (Prerequisite: 320) F. Introduction to queuing theory, simulation modeling, and analysis and design of work systems through simulation. Emphasizes the statistical basis for simulation modeling and analysis, especially as a decision support tool. Simulation software will be used to design and evaluate systems, with engineering applications to manufacturing and production systems.

467 Supply Chain Engineering (3) (Prerequisite: 373, Prerequisite/ Corequisite: 468 or permission of department) F. This course will introduce students to the theories and applications of supply chain engineering. Students will learn about supply chain components and metrics as well as how to develop and solve mathematical models to obtain solutions to supply chain challenges. The course will cover supply chain engineering comprehensively and will include discussions on forecasting, transportation, supplier selection, risk, and globalization. Methods in optimization and simulation will be used to implement and integrate these topics into supply chain decision-making.

468 Production Planning (3) (Prerequisite: 250 or 252) F. This course provides an in-depth study of the full spectrum of activities of production managers. Topics covered include forecasting, independent demand inventory management, just-in-time inventory management, materials requirement planning, capacity planning, production activity control, and master production scheduling. Emphasis will be given to the use of personal computers to support decision making. Credit cannot be received for both Engineering 468 and Management 468.

470 Facility Design (3) (Prerequisites: 350, 373 and 468) S. Theory and concepts involved in model formulation for design and analysis of facility plans. Includes facility layout, facility location, and material handling system design. Application of quantitative tools and techniques for flow analysis, layout planning, and automated material handling system design.

480 Industrial Engineering Senior Design (4) (Prerequisites: 310, 420 and 467; Prerequisites/corequisites: 330, 356 and 470) S. The capstone design course for industrial engineering majors. Survey of methods, tools, and techniques used to plan, communicate, manage and control projects, and work on teams. Students work in teams to develop a proposal for, and implement, an industrial engineering design project for an actual manufacturing or service industry client.

482 Mechanical Engineering Senior Design (4) (Prerequisites: 370, 411) S. This course serves as the capstone design experience for mechanical engineering students. The course involves the design and development of solutions to real-world mechanical engineering problems. Students will demonstrate the ability to work in teams and solve problems, which include multiple realistic constraints and require the application of engineering standards and codes.

497 Special Topics in Engineering (3), (2), or (1) (Prerequisite: Permission of department) In-depth study in a specialty area of engineering. May be taken multiple times for academic credit.

PRE-ENGINEERING CURRICULUM

Coordinator: Dr. Ginger Bryngelson

A student who wishes to spend the first two years of his/her academic career studying a pre-engineering program at FMU is advised to take the following courses: Physics 200, 201, 202, 220, 314; Chemistry 111, 111L, 112, and 112L; English 101 (or English 101E plus English 101L), English 102; and any two courses from English 250, 251, 252; Math 201, 202, 203, 301, 306; twelve hours of social science and humanities electives, including Economics 203, 204; and six to nine hours of free electives, such as Speech Communication 101 or English 318.

This curriculum represents the maximum number of non-engineering credit hours which are required of pre-engineering students at most non-engineering institutions. It is not expected or required that FMU students complete this entire program prior to transferring to an institution offering four-year baccalaureate programs in engineering. After transferring, the student could expect to complete the requirements for a Bachelor of Science degree in an engineering discipline (except chemical engineering) after completing two to two-and-one-half years of additional study.

Students interested in this curriculum should plan their program based on the catalog requirements of the institution to which they plan to transfer. The advisers for pre-engineering are assigned from the Department of Physics and Engineering.

ENGINEERING TECHNOLOGY (CIVIL, ELECTRONICS, & MECHANICAL)

Coordinator: Dr. Ginger Bryngelson

The Bachelor of Science degree in Engineering Technology is a cooperative program with South Carolina Technical Colleges, whereby the technical college provides the Engineering Technology coursework that will prepare students for immediate employment, and Francis Marion provides additional coursework that will prepare students for long-term career advancement. Students pursuing this degree must select a concentration in either Civil Engineering Technology (CET), Electronics Engineering Technology (EET), or Mechanical Engineering Technology (MET) and must complete all of the course requirements for an Associate in Applied Science degree in their respective concentration (either CET. EET, or MET) from a South Carolina Technical College. As a part of this cooperative arrangement, students may be simultaneously enrolled in courses on both campuses.

The total number of credits required for graduation is 120. Approximately 50 of these credits must be completed at a South Carolina Technical College in order to satisfy that institution's CET/EET/MET course requirements. The Francis Marion course requirements comprise the remaining credits, which are listed below.

Francis Marion University course requirements (71 credits):

- 6 credits of Mathematics: Mathematics 134 and at least one of the following: Math 132, 137, or 201
- 12 credits of Physical Science: Physics 215 and 216 (or 200, 201, and 202) and Chemistry 111/111L
- 4 additional upper-level credits: English 318 and Physics 419
- 18 credits for a Minor in Business: Students must complete a minor in Business as described later in this catalog (within the School of Business section).
- 31 credits of General Education (A total of 48 hours are required for

General Education, but 17 of these credits are already included in the requirements listed above.)

In addition to the course requirements above, Engineering Technology students are encouraged to take BUS 151.

Since students are required to complete the Francis Marion General Education Requirements (listed earlier in this catalog), they are not required to also complete the general education requirements from the technical college. For the list of courses required from the technical college, students should consult the course catalog for that institution. For example, at the time of this writing, Florence Darlington Technical College requires 47 credits for CET, 49 credits for EET, and 48 credits for MET (not including General Education requirements), as listed here: https://www.fdtc.edu/academics/programs/catalog

DUAL-DEGREE PROGRAM IN ENGINEERING WITH CLEMSON UNIVERSITY

Coordinator: Dr. Ginger Bryngelson

Students enrolled in a liberal arts or science program at FMU who wish to prepare for a career in engineering may do so through a cooperative program between FMU and Clemson University. Under this program, it is anticipated that a student will spend three years at FMU in a special pre-engineering curriculum and two years at Clemson University studying an engineering discipline. Upon successful completion of this program, the student will receive a Bachelor of Science degree in an engineering discipline from Clemson University and a Bachelor of Science (or Arts) degree in an appropriate field from FMU. A student with grades no lower than "C" in all courses in the dual-degree program, and a cumulative grade point average of at least 2.7/4.0, is assured of admission into most Clemson engineering programs. Some Clemson engineering departments may require a higher cumulative grade point for admission and students must meet the intended department's standard for acceptance.

Upon transfer to Clemson University, the following engineering majors are available to students who participate in the Dual Degree Program in Engineering With Clemson University:

Biosystems Engineering	Electrical Engineering
Computer Engineering	Industrial Engineering
Chemical Engineering	Material Science and Engineering
Civil Engineering	Mechanical Engineering

A. A minimum of 86 hours must be completed with a grade of C or above in each course. (A course may be retaken to improve the grade to C or better, but grades in all courses will be considered by Clemson University in determining a student's grade point average.)

B. All General Education Requirements at Francis Marion University must be met. However, in order to simultaneously satisfy a General Education Requirement at Clemson University, one of the following courses should be taken at FMU: Music 101; History 105; or Philosophy and Religious Studies 202.

C. In addition, the following courses must be completed (some of these may be included as part of the General Education Requirements):

1. Physics 200, 201, 202, 220, 314
2. Mathematics 201, 202, 203, 301, 306
3. Chemistry 111, 111L, 112, and 112L
4. Computer Science 226
5. Economics 203, 204

D. A minimum of seven hours of electives must be selected in consultation with advisers at Clemson University and Francis Marion University.

The selection will be influenced by the student's choice of engineering major. Recommended courses include the following:

1. Physics 301, 312, 406
2. Engineering 310
3. Mathematics 304, 305, 312, 425
4. Computer Science 227
5. Chemistry 201, 202 (Chemical Engineers only)

During the first two years at FMU, a student participating in the dual-degree program must complete a form titled, "Intention to Pursue the Dual-Degree Program at Clemson University," and send it to the Transfer Coordinator in the College of Engineering at Clemson University. The Coordinator will act as the Clemson academic advisor for the student and will contact the student with program information. Formal application for admission to Clemson University should be made during the fall semester of the third year at FMU. In order to smooth the transition into engineering and to prepare the student to finish an engineering degree in two years at Clemson, it is recommended that the student complete two courses in engineering (selected in consultation with advisers at Clemson University and FMU) during one summer session at Clemson University before transferring.

Upon completion of an engineering curriculum at Clemson University and upon the student's submitting a satisfactory transcript of grades to FMU, the student will be awarded a Bachelor of Science degree in an engineering discipline from Clemson University and a Bachelor of Science (or Arts) degree in an appropriate field from FMU.

DEPARTMENT OF POLITICAL SCIENCE & GEOGRAPHY

Chair: Dr. Dillon Tatum
Faculty: Richard Almeida, Scott Brown, Fred Carter, Richard Doughty, Tobias Lemke, Kyle Morgan, Lauren Perez, Dillon Tatum, Jennifer Titanski-Hooper, T. Alissa Warters, and David White

MISSION STATEMENTS

GEOGRAPHY – The geography program is part of the Department of Political Science and Geography. The geography program offers a variety of courses. Many students enroll in one of the two introductory courses, Cultural Geography and World Regional Geography, to help fulfill the social science component of the General Education Requirement. Students preparing for a career in teaching also find the Cultural Geography course useful in meeting state requirements for certification. Other geography courses are topical (Physical, Economic, Political) or regional and provide students with an understanding of how the regions of the world relate to, and interact with, each other.

A geography minor and collateral are available at FMU.

Graduates with minors in geography work in many areas of government and private industry. Expanding areas of employment are in the fields of planning and geographic information systems. Many students also become teachers.

POLITICAL SCIENCE – The political science program provides instruction to enable all students to complete as part of their general education requirement an introductory-level course in political science

that includes material dealing with the United States Constitution and Federalist Papers.

Students may earn a major, minor, or collateral in political science. The program offers its majors a broad understanding of political phenomena, including political institutions, political processes, political behavior, political thought patterns, and contemporary political issues. The course of study for the major prescribes a set of core courses in the discipline's traditional sub-fields of American government, comparative politics, international relations, political philosophy, and political methodology. Students elect the remainder of their primary work from a range of course offerings pertaining to foreign and/or domestic American government and politics. The flexibility of the curriculum permits students to pursue a program of courses tailored to their individual interests and career goals.

Graduates with a major in political science receive the broad training and develop the general competence in the discipline required to equip them for successful careers in journalism, politics, the military, public service and quasi-public agencies, commerce and industry, teaching, and other occupations for which preparation in the field is desirable, or to undertake postgraduate professional study in political science, public administration, or related areas, such as law.

CRIMINAL JUSTICE - The undergraduate major in Criminal Justice at Francis Marion University is aimed at preparing future professionals with the analytic and practical skills necessary to manage, lead, and excel in careers related to criminal justice administration. As such, this program emphasizes rigorous training in social scientific approaches to criminal justice, as well as introducing students to the institutional, legal, and operational aspects of the US criminal justice system.

GEOGRAPHY

Coordinator: Dr. Scott S. Brown

MAJOR
No major in geography is offered.

MINOR
A minor in geography requires 18 semester hours of geography coursework, including at least six hours selected from the following introductory courses: Geography 101, 102, and 105. Three credits can be in related fields at the discretion of the Geography Coordinator.

COLLATERAL
A collateral in geography requires 12 semester hours.

GEOGRAPHY COURSES (GEOG)

101 Cultural Geography (3) Study of humans and their interrelationship with the environment as well as the development of differing cultures. The diffusion of knowledge and similarities between cultures is stressed.
102 World Regional Geography (3) Study of the regions of the world; their cultures, physical resources, populations, and economies.

105 Physical Geography (3) Study of the development and spatial distribution of land forms, climates, soils, minerals, and water resources. Interrelationships among the elements of the physical environment and regional patterns formed by these elements are analyzed against the background of human exploitation.

201 Economic Geography (3) Study of the elements involved in economic production of agricultural and industrial products throughout the world. Transportation systems and locational theory are also studied.

204 Political Geography (3) (Same as Political Science 204)) (Same as Political Science 204) The physical and cultural factors of various countries and regions have greatly influenced the political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context. Credit cannot be received for both POLI 204 and GEOG 204.

205 Geography of South Carolina (3) An introductory-level course in the geography of South Carolina. Includes a section on the physical setting of the state (landforms, climate, soils, and vegetation) as well as a study of the contemporary situation with respect to population, urbanization, and industrialization. It should be especially helpful to those planning to teach in the public schools.

208 Urban Geography (3) This course examines geographic approaches to urban design and structure to understand the various ways that cities are imagined, designed, and experienced. The course explores the relationship between urban imaginations and urban realities and analyzes how globalization and the processes of uneven development shape life in cities. Through this analysis, students will gain insight into the various futures that cities may hold.

209 Rural Geography (3) This class will explore agrarian economies and societies around the world, with an analysis of the economic, environmental, and social changes that these areas have experienced. We will place strong emphasis on more traditional rural landscapes, including the cultivated landscape and the constructed environment. As these cultural landscapes are becoming ever more a rarity in a contemporary world of globalization and agricultural commercialization, the class will focus on the sustainable qualities and preservation of rural, folk cultural landscapes, in terms of both food production and dwelling construction and their significance as viable alternatives to rural development and meeting basic needs.

210 Geography of North America (3) Geographical study of the United States and Canada. Climate, landforms, soils, vegetation, population, industry, and economic resources are studied, as well as the trade and communications networks of the region.

211 Geography of Europe (3) A regional survey of the European continent with a later study of the individual countries. The importance of natural resources and the role of cultural diversity in their development are stressed.

212 Geography of Latin America (3) Geographical study of Latin America with emphasis on population, settlement, climate, landforms, agriculture, and industry. The growth of communications, trade and urbanization is also examined.

213 Geography of Africa (3) Introductory analysis of the geography of Africa, with particular emphasis upon cultural diversity and social organization, environmental perception, agricultural systems, economic development, and political instability.

215 Introduction to Mapping and GIS (3)(Same as ENVR 215) Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information. Credit cannot be received for both GEOG 215 and ENVR 215.

300 Special Topics in Geography (3) (2) (1) In-depth study of an area of interest in geography. Different areas of study offered on a rotating basis. May be taken twice for academic credit with department approval.

355 Global Environmental Policy and Politics (3) (Prerequisite: Political Science 101 or 103 or Geography 101 or 102) (Same as Political Science 355 and Environmental Science and Studies 355) Students examine how

environmental processes interact with social, political, and economic processes and institutions around the world. This course traces the historical and theoretical perspectives that influence global environmental policy and management, explores how multiple identities (e.g. gender, culture, race, and nation) impact the experience of environmental politics, and applies these theoretical and experiential perspectives to contemporary environmental issues (e.g. climate change, resource use, energy policy, and agriculture). Credit cannot be received for both POLI 355/GEOG 355 and ENVR 355.

POLITICAL SCIENCE

Coordinator: Dr. Dillon Tatum

MAJOR

POLITICAL SCIENCE GENERAL TRACK

A major in political science requires the following:

1. Political Science 101, 103, 277, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

   American Politics: Political Science 201, 202, 206, 215 230, 250, 305, 311, 317, 319, 320, 322, 336, 338, 340, 351

   Comparative Politics/International Relations: Political Science 203, 205, 240, 301, 312, 314, 315, 316, 324, 326, 327, 328, 329, 333, 341, 355

2. 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

The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

POLITICAL SCIENCE INTERNATIONAL AFFAIRS TRACK

A major in political science with a concentration in international affairs requires the following:

1. Political Science 101, 103, 277, 285, and 295

2. Eighteen hours of international affairs course work distributed as follows:

   Six hours of core courses:
   Political Science 203 (International Relations)
   Political Science 205 (Comparative Government)

   Twelve hours of international politics selected from:
   Political Science 204 (Political Geography)
   Political Science 240 (Introduction to Political Economy)
   Political Science 301 (Political Movements and Revolutions)
   Political Science 312 (International Law and Institutions)
   Political Science 314 (United States Foreign Policy)
   Political Science 315 (Politics of War and Security)
   Political Science 316 (Violence and Politics)
   Political Science 324 (Asian Politics)
   Political Science 326 (Latin American Politics)
   Political Science 327 (Middle Eastern Politics)
   Political Science 328 (Soviet and Russian Politics)
   Political Science 329 (Western European Politics)
   Political Science 333 (Central and East European Politics)
   Political Science 341 (International Political Focus)
   Political Science 355 (Global Environmental Policy and Politics)

3. Six hours of additional coursework in political science

NOTE: Three of the twelve hours in international politics may be substituted with suitable interdisciplinary coursework from upper-level international geography courses or with upper-level coursework in a different department, with the approval of the department chair.
The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

MINOR
A minor in political science requires 18 semester hours, including Political Science 101 and 103.

COLLATERAL
A collateral in political science requires 12 semester hours, including Political Science 101 or 103.

COLLATERAL IN LEGAL STUDIES
A legal studies collateral requires the following:
1. POL 206 (Introduction to Law)
2. Nine additional semester hours from the following courses, with no more than 3 semester hours from one discipline:
   Business 206 (Legal and Social Environment of Business)
   Management 359 (Employment Law and Labor Relations)
   Mass Communication 451 (Media Law)
   Philosophy 306 (Ethics)
   Political Science 312 (International Law and Organizations)
   Political Science 320 (Constitutional Law)
   Political Science 322 (Civil Rights and Civil Liberties)
   Political Science 323 (Rights of the Accused)
   Psychology 350 (Forensic Psychology)

NOTE: For students pursuing a major, a minor, or a collateral in political science, only POL 206 may count simultaneously toward the legal studies collateral and the political science major, minor, or collateral.

OTHER INFORMATION
Students wishing to enroll in Political science 477, 487, or 497 should confer with the department chair.

POLITICAL SCIENCE COURSES (POLI)

101 United States Government (3) An examination of United States political institutions with particular attention to the principles, processes, structure, and functions of the national government. This course includes an examination of the Declaration of Independence, the U.S. Constitution, the Emancipation Proclamation, and other documents pertinent to the founding of the United States and the African American freedom struggle.

103 Introduction to Political Science (3) Introductory study of the normative origins of government, structure and function of different political systems, relations between nation states, and various methods and approaches to the study of politics. This course includes an examination of the Declaration of Independence, the U.S. Constitution, the Emancipation Proclamation, and other documents pertinent to the founding of the United States and the African American freedom struggle.

200 Contemporary Political Issues (3) Study of current governmental and political problems of national or international scope. Students are required to report on readings from current news periodicals.

201 Political Participation in America (3) (Prerequisite: 101 or 103) Introduction to political participation, emphasizing voting, public opinion, political socialization, and the development of political cultures and subcultures in the U.S.

202 State and Local Government (3) (Prerequisite: 101 or 103) Survey of the functioning and problems of state and local government in the United States, with illustrations from South Carolina jurisdictions.

203 International Relations (3) (Prerequisite: 101 or 103) Examines the major factors underlying international relations, methods of conducting foreign relations, foreign policies of the major powers, and the means of avoiding or alleviating conflicts.

204 Political Geography (3) (Same as Geography 204) The physical and cultural factors of various countries and regions have greatly influenced political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context. Credit cannot be received for both POLI 204 and GEOG 204.

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

206 Introduction to the Law (3) (Prerequisite: 101 or 103) An introduction to the legal process, including the origins and evolution of the American legal system, legal reasoning, the role of the courts in the judicial process, law as a profession, and civil and criminal procedure.

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

230 Introduction to Criminal Justice (3) (Prerequisite: 101 or 103) (Same as CRJS 230) Survey of the fundamental concepts, institutions, and structures of the American criminal justice system. Credit cannot be received for both CRJS 230 and POLI 230.

240 Introduction to Political Economy (3) (Prerequisite: 101 or 103) This course provides a survey of the political economy subfield within political science from both a comparative and an international relations perspective. Topics include key theoretical debates in the study of political economy, the creation of domestic monetary and fiscal policies, competing approaches to trade, the international monetary system, the creation of international financial institutions, and globalization.

250 Introduction to Environmental Law (3) (Prerequisite: 101 or 103) (Same as Environmental Science and Studies 250) This class introduces students to the major statutes and policies used to protect humans and the environment, including current challenges related to climate change. The class will additionally look at enforcement issues, the role of the market, and constitutional issues related to environmental regulation. Credit cannot be received for both POLI 250 and ENVR 250.

277 Sophomore Seminar: Careers in Political Science (1) (Prerequisite/ Corequisite: 101 or 103; for declared political science majors, or permission of the department; does not count toward General Education Requirements or the political science minor or collateral) This course introduces political science majors to and prepares them for the variety of careers open to them after graduation. It emphasizes skills they should master as political science majors for successful careers, including research and writing, analytical thinking, resume preparation, interviewing, and networking. It will also highlight opportunities at FMU, such as internships, international programs, and student organizations.

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

295 Methods of Political Science (3) (Prerequisite: 101 or 103) Examination of the history of the study of politics; the development and scope of political science; and the methods of conducting political research.

301 Political Movements and Revolutions (3) (Prerequisite: 101 or 103) Consideration and analysis of the major political ideologies of the modern world: socialism, fascism, communism, anarchism, nationalism, and democracy.

305 Political Parties and Organizations (3) (Prerequisite: 101 or 103) Description and analysis of the role and function of political parties, lobbying groups, and political actions committees. The impact of these organizations on American political life is of particular interest.

311 Southern Politics (3) (Prerequisite: 101 or 103) Examination of selected aspects of change and continuity in Southern politics from Reconstruction until the present.

312 International Law and Institutions (3) (Prerequisite: 101 or 103) Introduction to central issues in international law, institutions, and organizations. Special attention is given to theoretical approaches to international cooperation, the history of international law, and the function of post-war international organizations.

314 United States Foreign Policy (3) (Prerequisite: 101 or 103) The principles and machinery of the conduct of American foreign relations. Primary emphasis is on United States foreign policy since World War II.

315 Politics of War and Security (3) (Prerequisite: 101 or 103) Study of the causes and conduct of war. Topics include grand strategies, military doctrines, nuclear and conventional deterrence, and terrorism.

316 Violence and Politics (3) (Prerequisite: 101 or 103) Introduction to central debates about political violence, its place in society, and its public deployment. Special attention is given to theoretical approaches to violence, the roots and experiences of genocide, terrorism, ethnic conflict, and collective trauma.

317 The United States Congress (3) (Prerequisite: 101 or 103) Comprehensive study of the American legislative process emphasizing the development and operation of the U.S. Congress. The interaction of Congress with other political institutions will also be examined.

319 The American Presidency (3) (Prerequisite: 101 or 103) Examination of the office of President with attention to its historical and constitutional development, to presidential selection, and to the various roles, powers, functions, and problems attendant to the contemporary Presidency.

320 Constitutional Law (3) (Prerequisite: 101 or 103) Study of the institutional aspects of American constitutional law. Topics include judicial review, separation of powers and federalism.

322 Civil Rights and Civil Liberties (3) (Prerequisite: 101 or 103) Study of civil rights in the American constitutional context with emphasis on freedom of religion and expression, freedom of association, privacy rights, and protection against discrimination.

323 Rights of the Accused (3) (Prerequisite: 101 or 103) Focuses on the rights of persons suspected or accused of crimes with particular emphasis on criminal legal procedure, the constitutional protection against unreasonable search and seizure, the rights of the accused before and during the trial, and rights of those convicted of crimes.

324 Asian Politics (3) (Prerequisite: 101 or 103) Introduction to the political systems of Asian countries, particularly China and Japan. It examines their political institutions and processes, their social dynamics, the impact of tradition, and the demands of modernization.

326 Latin American Politics (3) (Prerequisite: 101 or 103) Introduction to the political dynamics and government structures of Latin America—a highly complex and diverse region that includes a variety of sub-regions and ethnic groups. Special emphasis is given to exploring and understanding its chronic economic problems and their relation to political development in the region.

327 Middle Eastern Politics (3) (Prerequisite: 101 or 103) Introduction to the Middle East and North Africa from a comparative perspective. It examines the geography, political structure, social structure, economic conditions, and a brief history of each state in the region. Issues such as authoritarian rule, development, conflict, human rights, and the role of Islam are examined.

328 Soviet and Russian Politics (3) (Prerequisite: 101 or 103) Introduction to the study of the former Soviet Union and contemporary Russia, including the stages of communist rule, the causes of the collapse of communism, and its implications for Russia and the rest of the world. Special emphasis is given to government structures and political processes in post-Soviet Russia.

329 Western European Politics (3) (Prerequisite: 101 or 103) Introduction to the study of modern democracy in Western Europe since the end of the Second World War. Special attention is given to the political institutions of the region, the formation of the supranational European Union, as well as contemporary social and political debates prevalent in the region.

333 Central and East European Politics (3) (Prerequisite: 101 or 103) Introduction to major political and economic developments in Central and Eastern Europe since the end of the Second World War. Special attention is given to the theoretical roots and empirical legacies of communism in the region, regime change and the politics of transition, and continued problems in state capacity building and democratization in the region.

336 Politics of Sports (3) (Prerequisite: 101 or 103) This course explores the intersection of politics and sports, both amateur and professional, at the local, state, national and international levels. Topics covered relate to equality in sports (i.e. race, gender, class, age, ability), political activism, management-labor relations, government support and government regulation of sports, nationalism in and international relations via sports, and sports governing bodies, such as the National Collegiate Athletic Association and International Olympic Committee.

338 Politics and Film (3) (Prerequisite: 101 or 103) Focuses on the relationship between films and components of the American political system. Primary emphasis is on the political messages, symbols, and values contained within particular well-known films. Additional emphasis is on theoretical approaches for studying political films.

340 U.S. Political Focus (3) (Prerequisite: 101 or 103) In-depth examination of selected topics dealing with institutions, processes, or phenomena in U.S. politics. Students may earn up to nine hours of academic credit in focus courses bearing the 340/341 designation.

341 International Political Focus (3) (Prerequisite: 101 or 103) In-depth examination of selected topics dealing with comparative politics, international relations, or foreign policy. Students may earn up to nine hours of academic credit in focus courses bearing the 340/341 designation.

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.

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.

351 U.S. Environmental Policy and Politics (3) (Prerequisite: 101 or 103) (Same as Environmental Science and Studies 351) Examines the governmental institutions (federal, state, and local), the non-governmental actors and organizations, and the governmental and political processes that interact to shape and create environmental public policy in the United States. Credit cannot be received for both POLI 351 and ENVR 351.

355 Global Environmental Policy and Politics (3) (Prerequisite: 101 or 103) (Same as Geography 355 and Environmental Science and Studies 355) Students examine how environmental processes interact with social, political, and economic processes and institutions around the world. This course traces the historical and theoretical perspectives that influence global environmental policy and management, explores how multiple identities (e.g. gender, culture, race, and nation) impact the experience of environmental politics, and applies these theoretical and experiential perspectives to contemporary environmental issues (e.g. climate change, resource use, energy policy, and agriculture). Credit cannot be received for both POLI 355/GEOG 355 and ENVR 355.

477 Applied Politics (3), (2), or (1) (Prerequisite: Completion of 18 hours in political science and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. Students are limited to a total of 3 hours in Political Science 477 and may not enroll in Political Science 487). Students work for a legislative, governmental, or political organization, and are expected to complete reading and writing assignments.

487 Public Administration/Criminal Justice Internship (3) (Prerequisite: Completion of 18 hours in political science and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. Students enrolling in Political Science 487 may not enroll in Political Science 477.) Students work for a public or non-profit agency in an administrative capacity and are expected to complete reading and writing assignments.

497 Special Studies (6), (3), (2), or (1) (Prerequisite: Permission of department) Open to either (A) Honors students accepted into the Washington Semester program (six hours maximum), or (B) juniors or seniors with a grade point average of 3.0 or higher in their major courses (three hours maximum). A research product in Track B may be taken for credit (three hours) towards the Honors degree by special arrangement.

CRIMINAL JUSTICE

Coordinator: Dr. Dillon Tatum

MAJOR

CRIMINAL JUSTICE—CRIME AND CRIMINAL BEHAVIOR TRACK

A major in criminal justice with a concentration in crime and criminal behavior requires the following:

1. CRJS 230 (or POLI 230); POLI 206, 215; SOCI 210, 220, 341.
2. Eighteen hours of coursework distributed as follows:

Nine hours selected from the following courses:
SOCI 343: Juvenile Delinquency
SOCI 346: Crime and Organizations
SOCI 349: Hate Crimes and Terrorism
SOCI 351: Environmental Crime
SOCI 352: Rural Crime
SOCI 353: Human Trafficking

Six hours selected from the following courses*:
ANTH 205: Intro to Biological Anthropology
CHEM 204: Essential Forensic Chemistry
POLI 316: Violence in Politics
POLI 323: Rights of the Accused
POLI 346: Criminal Justice and Public Policy
PSYC 325: Intro to Psychopathology
PSYC 350: Forensic Psychology

* Note: Only one course below the 300 level can be used to satisfy this requirement.

Three hours of additional sociology coursework above the 299-level.

3. Methods Requirement: Students are required to complete either the methods sequence in sociology (SOCI 302 and 303) or the methods course in political science (POLI 295). This requirement is automatically satisfied if students double major in political science or sociology.
4.

CRIMINAL JUSTICE—CRIMINAL JUSTICE ADMINISTRATION AND POLICY TRACK

A major in criminal justice with a concentration in criminal justice administration and policy requires the following:

1. CRJS 230 (or POLI 230); POLI 206, 215; SOCI 210, 220, 341.
2. Eighteen hours of coursework distributed as follows:

Fifteen hours selected from the following courses:
POLI 200: Contemporary Political Issues
POLI 202: State and Local Government
POLI 205: Comparative Politics
POLI 346: Criminal Justice and Public Policy
POLI 347: Politics of Crime and Justice
SOCI 346: Crime and Organizations
MGMT 351: Management of Organizations
CRJS 300: Special Topics in Criminal Justice Administration and Policy

Three hours of additional political science or sociology coursework (above the 199-level for political science; and above the 299-level for sociology).

3. Methods Requirement: Students are required to complete either the methods sequence in sociology (SOCI 302 and 303) or the methods course in political science (POLI 295). This requirement is automatically satisfied if students double major in political science or sociology.

CRIMINAL JUSTICE—LAW, JUSTICE AND INSTITUTIONS TRACK

A major in criminal justice with a concentration in law, justice and institutions requires the following:

1. CRJS 230 (or POLI 230); POLI 206, 215; SOCI 210, 220, 341.
2. Eighteen hours of coursework distributed as follows:

Fifteen hours selected from the following courses:
POLI 312: International Law and Institutions
POLI 316: Violence and Politics
POLI 320: Constitutional Law
POLI 322: Civil Rights and Civil Liberties
POLI 323: Rights of the Accused
POLI 347: Politics of Crime and Justice
SOCI 346: Crime and Organizations
CRJS 301: Special Topics in Law, Justice and Institutions

Three hours of additional political science or sociology coursework (above the 199-level for political science; and above the 299-level for sociology).

3. Methods Requirement: Students are required to complete either the methods sequence in sociology (SOCI 302 and 303) or the methods course in political science (POLI 295). This requirement is automatically satisfied if students double major in political science or sociology.

AUTOMATIC MINORS AND DOUBLE MAJORS

Upon completion of the criminal justice curriculum, students will receive an automatic minor in sociology if enrolled in the Crime and Criminal Behavior Track. Students can receive a minor in political science (Criminal Justice Administration and Policy Track; or Law, Justice, and Institutions Track) provided they have completed both POLI 101 and POLI 103. Students may elect to pursue additional coursework in these disciplines to complete a second degree, in which case the minor requirement will be waived. To earn a second degree in sociology or political science, students must complete all the additional major requirements for that degree.

CRIMINAL JUSTICE COURSES (CRJS)

230 Introduction to Criminal Justice (3) (Prerequisite: POLI101 or 103) (Same as POLI230) Survey of the fundamental concepts, institutions, and structures of the American criminal justice system. Credit cannot be received for both CRJS230 and POLI230.

300 Special Topics in Criminal Justice Administration and Policy (3) In-depth examination of selected topics related to the administration of justice and criminal justice policy.

301 Special Topics in Law, Justice and Institutions (3) In-depth examination of selected topics related to criminal law, the criminal justice system, and the institutions of justice in the US and other countries.

DEPARTMENT OF PSYCHOLOGY

Chair: Dr. Megan Haggard

Faculty: Christopher Bullock, Anna Caroline Chinnes, Antonio Cooper, Megan Haggard, Madeleine Mason, Matthew Hagler, Dara Hamilton, Crystal Hill-Chapman, Laurie Hunter, Jesse Sargent, Charlene Wages, and Stephanie Williams

MISSION STATEMENT

The Department of Psychology offers an undergraduate psychology major along with a minor and collateral. The purpose of the undergraduate major is to provide students with an understanding of psychology as the science of behavior and experience including the major theories and issues within psychology; to emphasize the role of the liberal arts in higher education and personal development; to promote an appreciation for individual and cultural diversity; to develop critical thinking skills; to develop competence with methods of scientific research and data analysis; to assure

that students have the necessary research experiences and coursework to undertake graduate education; and to assist students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology majors will become aware of the various career options related to the major. The program also provides opportunities for internships in applied settings. A major in psychology will provide students with a broad-based education that will equip them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students who wish to pursue further education in areas such as law, medicine, business, or seminary, as well as psychology. The department also offers a graduate program.

MAJOR
A major in psychology requires 38 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 336, and 499
2. At least one course from the Psychology of Individuals and Groups Core courses of Psychology 319, 325, 326
3. At least one course from the Developmental Core courses of Psychology 315, 316, 334
4. One course from the Integrative Experiences courses of Psychology 470 and 498
5. Nine hours of psychology electives, with a minimum of eight hours at the 300-level or higher
6. Biology 104, 105/115 or 107
7. 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

A psychology major may only count Psychology 206 and 216 towards the General Education Requirements (Sciences). When fulfilling the General Education Requirements for Mathematics, it is recommended that psychology majors take Mathematics 134. Also, psychology majors should attempt to gain a strong background in the science areas, as that coursework will benefit them in their major studies.

The minimum number of semester hours required in psychology courses for a major in psychology is 38 (plus an additional four hours in Biology). The minimum number of semester hours in all courses (major and non-major) required for the major in psychology is 120.

MINOR
A minor in psychology requires 18 semester hours, including Psychology 206.

COLLATERAL
A collateral in psychology requires 12 semester hours, including Psychology 206.

PSYCHOLOGY COURSES (PSYC)

206 Introductory Psychology (3) F, S, SU. Survey of the biological, experimental (including sensory processes, learning, memory, and motivation), social, personality, and developmental processes. In addition to these content areas, an understanding of scientific methodology will be studied.

216 Introductory Psychology Laboratory (1:3) (Prerequisite/corequisite: 206) F, S. The main focus will include hands-on experiences with scientific methodology used in psychology including observation of phenomenon, data collection, data analysis, critical analysis of findings, and report writing.

220 Careers in Psychology (1) (Prerequisites: 206 and 216; for declared psychology majors only; does not count toward General Education Requirements or the psychology minor or collateral) F, S. Provides general knowledge concerning careers that may be pursued in Psychology. Topics include strategies in making career decisions, how to apply to graduate schools, and how to seek entry-level jobs with a bachelor's degree. Entry-level evaluation of the major will occur.

270 Beginning Supervised Student Research (1:3) (Prerequisite: Instructor approval, permission of department, and PSYC-206) F, S, SU. This introduction to the laboratory practice of research methods in psychology provides students with familiarity in the basic techniques of data entry and conducting research protocols in the context of ongoing department research. Regular weekly lab meetings will include discussions of special topics. Students may earn a maximum of three-credit hours in 270/370 combined.

302 Quantitative and Psychometric Methods (3) (Prerequisite: 206, 216, completion of General Education Mathematics Requirement, Prerequisite/corequisite: 220 or permission of the department) F, S, SU. The student will become familiar with fundamental descriptive and inferential statistics as used in psychology. Topics will also include reliability, validity, confidence intervals, and measures of effect size. In addition, students learn APA-style reporting of statistics and become familiar with SPSS.

303 Research Methodology (3:2-2) (Prerequisite: Grade of C or higher in Psychology 302) F, S, SU. Introduction to the experimental method in the study of behavior, with laboratory exercises to provide practical knowledge and skill in experimental design and technical writing. Advanced inferential statistics.

304 Brain and Behavior (3) (Prerequisite: 206, Completion of the Psychology Major Biology Requirement) F, S. Study of the role of the nervous system in the generation of behavior, feelings, and thoughts. Attention will be given to methodologies used by neuroscientists-particularly physiological psychologists-to study the nervous system and behavior. Primary emphasis will be on the role of neuronal activity in "normal" behavior; however, problems (e.g. addiction, amnesia, mental illness) will be studied as examples of some products of a malfunctioning nervous system.

305 Introduction to Behavioral Genetics (3) (Prerequisites: 206 and Biology 105 and 115 or permission of department) SU. This course is an introduction to the interdisciplinary field combining behavioral sciences and genetics to study roles of the genes and other factors involved in a variety of complex behaviors of humans. Emphasis is placed on the use of genetic designs and methods to address psychologically relevant questions concerning the nature and etiology of individual differences in behavior. Methods to be covered include traditional methodologies like twin and adoption studies as well as linkage and association studies. In addition, special emphasis on the interaction between genotype and environment during development is discussed. Other current issues in behavioral genetics will be discussed including Mendelian Genetics, Intelligence, Personality Disorders, Psychopathology, Antisocial Behavior, and Substance Abuse. Students successfully completing the course should be able to evaluate critically the primary behavioral genetic research.

306 Pediatric Psychology (3) (Prerequisites: 206 and Biology 105 and 115 or permission of department) SU. This course is a general introduction to pediatric psychology. Information about etiology and developmental course of a variety of medical conditions will be reviewed with focus on the impact of medical conditions on children's school, family, and social-emotional functioning. Students successfully completing the course should be able to evaluate critically pediatric research.

310 The Psychological Focus (3) (Prerequisite: 206) F, S, SU. In-depth study of an area of interest within psychology, including literature review and consideration of the relevant applications to contemporary society.

May be taken twice with departmental approval.

312 Human Sexuality (3) (Prerequisite: 206 or permission of department) S. Survey of important issues in sexuality including sexual development, reproductive sexuality, social issues in sexuality, and dimensions of sexual expression.

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

315 Child Behavior: Growth and Development (3) (Prerequisite: 206 or major in Education or permission of the department) F, S, SU. Study of theory and research focusing on the psychological development of infants and children. Topics covered include maturation, intelligence, academic achievement, classical and operant conditioning, observational and social learning, language acquisition, and methodological advances in the study of child psychology. Neuropsychological development and models of gene-environment interaction, including the biopsychosocial perspective and neuropsychological bases of behavior, also will be discussed.

316 Adolescent Behavior: Growth and Development (3) (Prerequisite: 206 or major in Education or permission of the department) F, S, SU. Study of the adolescent today, including cognition and reasoning; neuropsychological development; attitudes and values toward sex, family, school, and peers; delinquency and substance use; activism and work; and personality development. Models of gene-environment interaction, including the biopsychosocial perspective and neuropsychological bases of behavior, will be covered. Transitions from childhood to adolescence (middle school years) and adolescence to adulthood (high school and college years) will also be explored.

317 Applied Behavior Analysis (3) (Prerequisite: 206) F. Overview of current research in experimental and applied behavior analysis directed toward the understanding of simple and complex animal and human behavior. Review of applications of behavior analysis in such applied areas as parenting, education, and psychological treatment of disabilities and disorders.

318 Educational Psychology (3) (Prerequisite: 206 or permission of department) F, S, or SU. Theory and research in cognition, learning, motivation, personality, developmental and social psychology applied to the instructional setting.

319 Social Psychology (3) (Prerequisite: 206) F, S. An overview of classic and contemporary research in social psychology. A wide range of topics will be covered that relate to everyday social life drawn from the areas of attitudes and persuasion, social cognition and self-processes and interpersonal relationships.

325 Introduction to Psychopathology (3) (Prerequisite: 206 or permission of department) F, S, or SU. Historical survey of various forms of mental illness and maladjustment, focusing on diagnosis in the Diagnostic and Statistical Manual. Methods of therapy, research, and theoretical concerns are emphasized.

326 Theories of Personality (3) (Prerequisite: 206) F, S, SU. Survey of biological, intrapersonal, and social theories of personality. Research methodology and assessment techniques as they relate to theories are reviewed.

327 Psychology of Gender (3) (Prerequisite: 206) F, S, SU. Overview of the major areas and findings regarding gender in the field of psychology. Topics addressed include gender theory, gender identity development, history of gender, gendered communication, and competition between and within the sexes.

332 The Psychology of Relationships (3) (Prerequisite: 206 or permission of department) F, S, or SU. This course is designed as an exploration of psychological theories and research methods used in the study of couple and family relationships. Perspectives covered may include clinical, developmental, health, learning, motivational, cognitive-behavioral, and evolutionary psychology. The psychological study of couple and family relationships will be covered, processes within these relationships will be examined, and empirically-based strategies used for couple and family intervention and relationship enhancement will be explored.

334 Life Span Development (3) (Prerequisite: 206 or permission of department) F, S, or SU. Survey of major theories of development across the life span. Includes physical, cognitive, emotional, social, and moral aspects of development and issues presented in a developmental context. Research methods and empirical results of significant studies are covered.
336 Learning and Cognition (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Theory and research in the areas of learning and cognition with a particular focus on the application of learning theory to behavioral interventions and cognitive processes such as visual and auditory perception, memory, attention, reasoning, and intelligence.

337 Sensation and Perception (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Study of human sensory and perceptual processes, including mechanisms by which the various sensory systems (vision, hearing, taste, touch, and smell) receive information from the environment. The student will gain an understanding of how humans interpret sensory information, and how that information subsequently impacts human behavior. Theoretical foundations and current research strategies will be explored.

338 Motivation and Emotion (3) (Prerequisite: 206 or permission of the department) F, S, SU. Survey of current perspectives on theory and research in the areas of emotion and motivation. The basic nature of emotion and its functions are covered, and both primary and secondary motivational systems are discussed. Neurobiological, physiological, developmental, cultural, and social influences are explored, and current theoretical and empirical approaches are introduced.

346 Cognitive Neuroscience (3) (Prerequisite: 206 or permission of department) F, S, SU. Overview of psychological, physiological, and computational methodologies used to understand the neural basis of cognitive processes such as vision and attention, learning and memory, reading and language, meaning and semantics, and the organization and control of action. The emphasis will be on how the application of converging methodologies (brain imaging - EEG and fMRI, recordings from individual neurons, studies of brain-injured patients) leads to important insights into the nature of cognition that would be difficult to obtain through any one methodology alone.

347 Advanced Applied Behavior Analysis (3) (Prerequisite: 317) Continuation of Psychology 317 covering advanced methods and applications of operant, respondent, and observational learning principles and procedures used to develop and implement therapeutic behavior modification strategies in a variety of clinical, educational, family, and community settings with various populations (child and adult) to reduce maladaptive behaviors and increase adaptive behaviors. Topics include advanced methods and applications, ethical considerations, behavioral systems support, selection of appropriate intervention strategies, and the measurement, display, and interpretation of behavioral data in the evaluation of behavioral research and intervention outcomes.

350 Forensic Psychology (3) (Prerequisite: 206 or permission of department) This course provides an introduction to forensic psychology. Students will understand how the fields of psychology and law intersect in individual and public policy domains. Topics covered include roles of

forensic psychologists, criminal responsibility and competence to stand trial, malingering, and trial consulting.

357 Conceptual Foundations of Behavior Analysis (3) This course reviews the conceptual and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice). The course also reviews the dimensions of applied behavior analysis and how the field is demarcated from other applied psychologies. An emphasis is placed on ensuring students understand the goals of a scientific study of behavior (description, prediction, and control) and associated philosophical underpinnings and assumptions (e.g., selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). Course content is drawn from a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior.

367 Behavioral Measurement and Data-Based Intervention Development (3) This course introduces students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating behavior analytic research. Further, this course will cover the use of ongoing data to develop, individualize, and optimize interventions for challenging behavior and skill deficits. Specific subject matter in this course includes observational data collection, response class definitions, operational definitions, experimental design, single-case research methodology, and graphic display/analysis of data.

370 Intermediate Supervised Student Research (2:6) or (1:3) (Prerequisite: Instructor approval, permission of department, and PSYC-206) F, S, or SU. Directed research in psychology guides students in detailed laboratory work such as behavioral coding of department research projects. Regular weekly lab meetings will include discussions of special topics and allow students to develop their own research questions. Students may earn a maximum of three credit hours in 270/370 combined.

377 Applied Behavior Analysis Skills Assessments and Interventions (3) (Prerequisites: 357 and 367) This course reviews seminal and current research on the assessment of skill deficits and developing individualized interventions to address skill deficits identified through assessment. A particular emphasis is placed on the use of criteria-referenced assessments of skill deficits with respect to verbal behavior, daily living, and social interaction. In addition to skills assessments, this course will also cover the development of evidence-based curriculums and individualized interventions employed to address skills deficits and the use of ongoing data collection to evaluate intervention effectiveness.

387 Functional Assessment and Function Based Treatment (3) (Prerequisites: 357 and 367) This course reviews seminal and current research concerned with identification of the environmental variables that contribute to the occurrence of challenging behavior. An emphasis is placed on research concerning indirect assessment, descriptive assessment, and experimental functional analysis. Further, this course will review variations in functional analysis methodology across school, clinical, and home settings and as applied to different clinical populations. The course will also cover research concerned with the development and evaluation of treatments for challenging behavior based on the results of functional analysis / functional assessment with a focus on empirically supported treatment approaches. Additionally, the course will review empirically supported approaches to training and supervision of staff and students concerning conducting functional analysis/assessment of challenging behavior and treatment implementation.

390 Psychological Testing (3) (Prerequisite: 206) F. A review of psychometric principles and a survey of tests dealing with intelligence, special aptitudes, personality, and attitudes.

397 Applied Behavior Analysis Ethics and Supervision (3) (Prerequisites: 357 and 367) This course reviews ethical practices relevant to providing Applied Behavior Analytic services along with evidence-based staff training and supervision practices. Ethics content for this course is drawn from the most recent Ethics Code for Behavior Analysts and Code-Enforcement Procedures as published by the Behavior Analysis Certification Board. Content on evidence-based staff training and supervision practices comes from recent peer reviewed publications and an organizational behavior management textbook.

400 Board Certified Assistant Behavior Analyst® Internship (1) (Prerequisites: 357 and 367) This course is comprised of an internship designed to develop professional behavior and clinical skills relevant to providing applied behavior analytic services. Students taking this course will be provided supervised experience that will contribute towards meeting the supervision requirements for certification as a Board Certified Assistant Behavior Analyst® (BCaBA®). Students taking the course will gain practical experience utilizing applied behavior analysis for a diverse array of problems with focus on serving individuals diagnosed with Autism Spectrum Disorder and/or other neurodevelopmental disabilities. All supervised experiences will occur in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst® (BCBA®) that has completed the supervision training requirements as provided by the Behavior Analysis Certification Board. This course may be taken multiple times for course credit.

401 Board Certified Assistant Behavior Analyst® Internship (2) (Prerequisites: 357 and 367) This course is comprised of an internship designed to develop professional behavior and clinical skills relevant to providing applied behavior analytic services. Students taking this course will be provided supervised experience that will contribute towards meeting the supervision requirements for certification as a Board Certified Assistant Behavior Analyst® (BCaBA®). Students taking the course will gain practical experience utilizing applied behavior analysis for a diverse array of problems with focus on serving individuals diagnosed with Autism Spectrum Disorder and/or other neurodevelopmental disabilities. All supervised experiences will occur in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst® (BCBA®) that has completed the supervision training requirements as provided by the Behavior Analysis Certification Board. This course may be taken multiple times for course credit.

470 Senior Research (3) (Prerequisite: Instructor approval, permission of department, PSYC-302, and senior standing) F, S, or SU. Directed psychological research under the supervision of faculty member. Research content will vary depending upon faculty and student's research interests. All individual research is reviewed by a faculty committee.

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

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

499 Senior Seminar (3) (Prerequisite: Semester of graduation or permission of department) F, S. Course integrates various content areas around major psychological themes. Emphasis is placed on critical thinking, writing and oral expression. Evaluation of core knowledge and skills of the major will occur.

FOUR YEAR PLAN FOR PSYCHOLOGY MAJORS

Freshman Year

Fall Course	Sem. Hrs.	Spring Course	Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics Course	3	Mathematics Course*	3
Psychology 206	3	Psychology 220	1
Psychology 216	1	Psychology 315, 316, or 334	3
Political Science 101 or 103	3	Art 101, Music 101, Theatre 101	3
		History	3
Total Credits	**13-14**	**Total Credits**	**16**

Sophomore Year

Fall Course	Sem. Hrs.	Spring Course	Sem. Hrs.
Literature	3	Speech Communication 101	3
Social Science	3	Psychology 304	3
Biology 105/115 or 104	4	Chemistry, Physics,	
Psychology Elective	3	or Physical Science and lab	4
Psychology 319	3	Psychology 336	3
		General Elective	3
Total Credits	**16**	**Total Credits**	**16**

Junior Year

Fall Course	Sem. Hrs.	Spring Course	Sem. Hrs.
Social Science	3	Psychology 303	4
Humanities	3	Minor Course	3
Psychology 302	3	Minor Course	3
Psychology Elective	3	General Elective	3
General Elective	3	General Elective	3
Total Credits	**15**	**Total Credits**	**16**

Senior Year

Fall Course	Sem. Hrs.	Spring Course	Sem. Hrs.
Psychology 470 or 498	3	Psychology 499	3
Psychology Elective	3	Minor Course	3
Minor Course	3	Minor Course	3
Minor Course	3	General Elective	3
General Elective	3	General Elective	1
Total Credits	**15**	**Total Credits**	**13**

Total Hours Required for Degree 120

*Mathematics 134 is the math course preferred for psychology majors.

DEPARTMENT OF SOCIOLOGY

Chair and Coordinator: Dr. Jessica Doucet
Faculty: Jessica Burke, Todd Couch, Jessica Doucet, Lisa Eargle, Kertrina Graham, Kiley Molinari, and Russell Ward

MISSION STATEMENT

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program prepares students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications. The program also provides students with opportunities for internships in applied settings. A major in sociology provides students with skills that will prepare them for graduate school or careers that require investigative methods, critical observation, and attention to diversity.

MAJOR

A major in sociology requires the following:

1. Thirteen semester hours of core course work in sociology: 201, 302, 303, 403, and 496
2. Twenty-one semester hours of focused course work in one of

three specializations (see below for required course work for each specialization):
a) Human and Social Services
b) Criminology and Deviance
c) Health Institutions and Disparities
3. Minor/collateral (two options)
a) two 12-hour collaterals approved by the faculty adviser
b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in sociology is 34. The minimum number of semester hours in all courses (major and non-major) required for the major in sociology is 120.

HUMAN AND SOCIAL SERVICES SPECIALIZATION

In addition to the core courses, a major in sociology with a specialization in human and social services requires twenty-one hours of focused course work as follows:
1. Three sociology courses selected from: 333, 334, 362, 374, 375, 376, 381, 382, 384, 387, 388, 389
2. Two sociology courses selected from: 306, 310, 311, 315, 327, 331
3. One sociology course selected from: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352, 353
4. One additional sociology course numbered 200 and above

CRIMINOLOGY AND DEVIANCE SPECIALIZATION

In addition to the core courses, a major in sociology with a specialization in criminology and deviance requires twenty-one hours of focused course work as follows:
1. Sociology 210
2. Three sociology courses selected from: 220, 341, 342, 343, 344, 346, 347, 348, 349, 351, 352, 353
3. Two sociology courses selected from: 306, 310, 311, 315, 327, 331
4. One additional sociology course numbered 300 and above

HEALTH INSTITUTIONS AND DISPARITIES SPECIALIZATION

In addition to the core courses, a major in sociology with a specialization in health institutions and disparities requires twenty-one hours of focused course work as follows:
1. Sociology 375
2. Three sociology courses selected from: 334, 344, 347, 376, 381, 387, 388
3. Two sociology courses selected from: 306, 310, 311, 315, 327, 331
4. One additional sociology course numbered 200 and above

MINOR
The minor in sociology requires 18 hours, including Sociology 201. No more than six of these hours can be earned from courses below the 300 level.

COLLATERAL
A collateral in sociology requires 12 semester hours, including Sociology 201. No more than six of these hours can be earned from courses below the 300 level.

SOCIOLOGY COURSES (SOCI)

201 Introduction to Sociology (3) F, S, SU. Introduction to the concepts and methods of sociology. Investigation of socialization, group processes, social institutions, and social change.

205 Interpersonal Relationships and Family Life (3) Gender roles, stages of committed relationships, power and conflict in family life, work and family roles, parenting, divorce and remarriage.

210 Introduction to Crime Studies (3) Examines crime in society, including crime prevalence and trends, and characteristics of offenders and victims; explores crime typologies and criminological theories; examines societal reactions to crime, including law and strategies to control crime.

220 Social Control and Crime (3) An examination of the different ways societies attempt to control criminal behavior, through formal and informal means, including shaming and stigmatization, incarceration, probation, rehabilitation, restricting the exercise of rights, and seizure of assets. Important theories and concepts related to social control will be discussed.

230 Cultural Diversity (3) (SOWK 230 is the same as SOCI 230) This course provides students with the knowledge, skills, and strategies needed to navigate and thrive in multicultural environments. Designed for aspiring social work professionals and anyone seeking to build inclusive, equitable relationships, the course fosters a deep understanding of cultural dynamics and equips students with tools to address biases, promote inclusivity, and create respectful, culturally-sensitive spaces. Credit cannot be received for both SOWK 230 and SOCI 230.

240 Social Welfare Policy (3) (SOCI 240 is the same as SOWK 240) This course provides a comprehensive introduction to the theories, methods, and frameworks used in the analysis of social welfare policies. Focusing on both the development and evaluation of policy, students will engage with the complex dynamics between social needs, government interventions, and the broader socioeconomic environment. The course emphasizes the application of policy analysis tools to evaluate the effectiveness, equity, and efficiency of social welfare programs, such as healthcare, housing, education, unemployment benefits, and social security. Credit cannot be received for both SOCI 240 and SOWK 240.

301 Sociological Focus (3) (Prerequisite: 201 or permission of department) In-depth study of one sociological subject emphasizing interpretations, methodologies, and relevant applications to contemporary society. May be taken twice for academic credit with departmental approval.

302 Social Research Methods (3) (Prerequisite: 201 and declared sociology, criminal justice, or social work major, or permission of department) Introduction to understanding how research methods help us answer important social questions, appreciating why our limited perceptions of social processes can be wrong, and acquiring critical skills necessary for evaluating research and communicating it to others; emphasis on the advantages and limitations of different data collection strategies.

303 Social Statistics and Data Analysis (3) (Prerequisite: 201, eligibility to take Mathematics 134, and declared sociology, criminal justice, or social work major, or permission of department) Introduction to statistical concepts; determining levels of measurement; calculating and interpreting descriptive and inferential statistics, including z-scores and confidence intervals; conducting hypothesis tests; determining associations between variables; regression and correlation analysis; data analysis using SPSS.

306 Social Problems (3) (Prerequisite: 201 or permission of the department) Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, healthcare), violations of social norms (substance abuse, violence, and property crime),

and social change (population growth, food, urbanization, environment).

310 Race and Society (3) (Prerequisite: 201 or permission of department) A theoretically grounded examination of how racial groupings are created, inhabited, transformed, and eliminated. Topics explored in this course include theoretical models for understanding racial difference, the social implications of racial hierarchies, and the significance of racial coalitions in promoting social change.

311 Economic Inequality (3) (Prerequisite: 201 or permission of the department) Examines the impact of economic structures in shaping the lived experience of the individual. Topics explored in this course include theoretical explanations of inequality, the impact of inequality on daily life, and societal responses to inequality.

315 Gender and Society (3) (Prerequisite: 201 or permission of department) Study of feminine and masculine roles and lifestyles, with emphasis upon socialization experiences in settings such as home and school; expression of gender roles in family, work, spiritual, artistic, and recreational activities; inequalities of opportunities and rewards, cultural influences upon preferred gender roles.

327 Aging and Later Life (3) (Prerequisite: 201 or permission of department) An introduction to gerontology as a social phenomenon with an emphasis on theories of aging, the composition of the elderly population, family relationships, living arrangements, work and retirement, the welfare state, end-of-life care and dying, and aging and inequality.

331 Environment and Society (3) (Prerequisite: 201 or permission of department) An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues. An emphasis is placed on how the allocation of environmental resources (kind, amount, and quality) varies by race/ethnicity, gender, class, and nationality, and the different responses that these groups have to environmental problems/issues.

333 Urban Sociology (3) (Prerequisite: 201 or permission of department) Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, and strategies of urban planning. The United States and other nations are examined. Explores how gender, racial/ethnic, class, age, nationality, and other group relations affect urban processes and life.

334 Population and Society (3) (Prerequisite: 201 or permission of department) Scientific study of population size, composition and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure as it varies by race/ethnicity, class, gender, age, and nationality.

339 Sociological Theory (3) (Prerequisite: Sociology 201 or permission of department) Selective survey of major theorists and theoretical perspectives with emphasis upon their applications to contemporary research.

341 Criminology (3) (Prerequisite: 201 or permission of department) Examines how social structures and participation in social networks influence the likelihood and nature of criminal activities. Also examines how individuals and groups react to crime. Includes a critical review and application of theoretical explanations of crime and criminal behavior.

342 Social Deviance (3) (Prerequisites: 201 or permission of department) Introduces several theoretical perspectives from which deviant behavior is analyzed, following a basic distinction between "kinds of people" theories versus explanations focused upon society and culture. Current research on several forms of deviance - violence against persons, sexuality, substance use, organizational crime, economic crime.

343 Juvenile Delinquency (3) (Prerequisite: 201 or permission of department) Critical examination of alternative theoretical explanations of juvenile delinquency and the various programs developed to prevent and control, with consideration of their assumptions, arguments, and research support.

344 Violence and Victimology (3) (Prerequisite: 201 or permission of department) Examines the various forms of violence, with attention given to how the reporting of and reactions to violence are shaped by the way it is defined and measured. Correlates of violence and theories explaining violence and victimization are explored. Impacts of crime on victims, criminal justice system responses to victimization, and policy implications are also discussed.

346 Crime and Organizations (3) (Prerequisite: 201 or permission of department) Exploration of the types of crime committed within, by, and against organizations, characteristics of crime perpetrators, their activities, and impacts on society, as well as explanations for why these crimes exist and approaches used to combat these crimes.

347 Alcohol, Drugs and Society (3) (Prerequisite: 201 or permission of department) Drug use/abuse as a social phenomenon, with attention given to illegal drugs, legal drugs and alcohol. While there will be an emphasis on theoretical application, patterns of drug use/abuse among various populations (race, class, sex, education, etc.) will be examined, as well as society's responses to drug use/abuse in the form of drug policies and regulatory attempts.

348 Family Violence (3) (Prerequisite: 201 or permission of department) An exploration of family violence from a sociological and criminological lens. Specific types of violence that occur in the family setting (spousal abuse, child abuse, elder abuse, and dating violence) are examined, including patterns based on gender, social class, race, age, culture, and religion. Prevention and intervention measures are discussed, along with public policy implications.

349 Hate Crimes and Terrorism (3) (Prerequisite: 201 or permission of department) A critical examination of hate crimes and terrorism, including their similarities and differences, types of perpetrators and victims, perpetrator activities and tactics used, and societal impacts, as well as explanations for why these crimes occur and approaches used to impede these crimes. Major hate crime cases and terrorism incidents within the US and abroad are also reviewed.

351 Environmental Crime (3) (Prerequisite: 201 or permission of department) An in-depth exploration of the types of environmental crime activities, including major crime cases, their perpetrators and victims, and responses given to the commission of these crimes by society. Theories explaining the presence and prevalence, as well as the methods for documenting and studying these crimes are covered.

352 Rural Crime (3) (Prerequisite: 201 or permission of department) Examines critical issues related to crime in the rural context, including offending and victimization. Explores the types of crimes committed in rural areas, including those that are unique to this setting. Critiques criminological theories and their ability to explain rural crime. Analyzes the issues that rural police and agents of the criminal justice system face in dealing with criminal matters.

353 Human Trafficking (3) (Prerequisite: 201 or permission of the department) An in-depth examination of what human trafficking is, including the many different forms in which it appears, and human trafficking's pervasiveness within the US and around the world. Explanations for why human trafficking occurs, how victims are recruited

and entrapped, who is likely to become a perpetrator, and how societies are investigating and responding to these crimes. Societal responses include political policies towards complicit nations, criminal justice system responses to traffickers, and prevention and aftercare for trafficking victims.

362 Human Behavior in the Social Environment (3) (Prerequisite: 201 or permission of department) This course is designed to provide the theoretical and empirical knowledge base for understanding human behavior in the social environment using a life course approach. It emphasizes the bio-psycho-social development patterns of individuals and families as they interact in various environments throughout the life course. Theories of human behavior about individuals and families are critically reviewed. The course also examines the policy and research implications of human behavior in social environments. Special attention is given to vulnerable populations and how social systems promote or deter the development of individuals and families.

374 Work in Society (3) (Prerequisite: 201 or permission of department) Patterns and organization of work; the theories and methods associated with studying work; how work varies across social and demographic groups; and impact of family structure, technology, globalization and public policy on work.

375 Society, Health, and Medicine (3) (Prerequisite: 201 or permission of the department) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems.

376 Social Perspectives on Mental Health and Illness (3) (Prerequisite: 201 or permission of the department) This course examines issues of mental health and illness from a sociological lens. The main objective is to understand mental health and illness from a social, cultural, and institutional standpoint as opposed a medical or psychological context. Several topics will be explored: theoretical perspectives on mental health and illness, research methodology, social patterns and trends, the importance of social factors that contribute to mental illness, social stressors, stigma and labeling, and treating mental illness.

381 Sports in Society: Problems and Potentials (3) (Prerequisite: 201 or permission of department) Scientific study of sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, the focus will be on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

382 Modern Families (3) (Prerequisite: 201 or permission of department) Examines sociological theories used to study the family. Explores current and historic American family trends, how society and various social institutions shape the family, and the internal dynamics of the family as a social group in society.

384 Education in Society (3) (Prerequisite: 201 or permission of the department) This course examines the structure and operation of the education system, primarily in the United States. Several issues will be addressed including: theoretical perspectives on education's role in society; how schools interact with other social institutions, such as the family, economy, politics, and religion; funding sources and variety of educational institutions; factors affecting student performance; issues of access and inequality among different social and demographic groups; and public policies affecting educational outcomes.

387 Death and Dying (3) (Prerequisite: 201 or permission of department) An overview of the perspectives on death in different cultures, social influences on those perspectives, death in relation to modern health care systems and related ethical issues, models of grief and its expression, last rites, consequences for survivors, suicide, contemporary risks of death.

388 Disasters and Extreme Events (3) (Prerequisite: 201 or permission of department) Types of disasters and extreme events; stages in the disaster process; theories and methods used to study disasters; how disaster vulnerability and resilience varies across social and demographic groups; how social institutions respond to disasters; disaster prevention and mitigation efforts.

389 Religious Life (3) (Prerequisite: 201 or permission of the department) Examines the role of religion in developing, transforming, and redefining the social world. Topics explored in this course include the origin of religious life and its implications for the individual and society, the utility of religion for promoting social change, trends in religious practice, and new religious movements.

403 Applied Social Analysis (3) (Prerequisite: Eighteen hours of sociology including 302 and 303; senior standing; declared sociology or social work major; and permission of department) The focus of this course is an individual research project that involves using survey research and qualitative methodology. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling techniques, measurement, data collection, data file creation, and data analysis using statistical software. Finally, students learn about the Institutional Review Board (IRB) process and present their findings to the class.

496 Sociology Capstone Experience (1) (Prerequisite/Corequisite: 403; Prerequisite: Senior standing; declared sociology major, and permission of department) This course will be used as the final step towards preparing seniors for the job market or graduate school. An examination of potential careers, professional goals, application materials, and employment/ graduate school searches will occur. Students will also participate in an assessment of learning outcomes via an exit exam.

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

498 Sociology Internship (3:1-6) (Prerequisite: Eighteen hours of sociology, including 201, 302, and 303; senior standing; declared sociology major; and permission of the department) Provides students with a structured experience working in a community service agency. Each student is expected to work 6 to 10 hours each week on site, as arranged with the cooperating agency. Readings and discussions will cover such topics as the organizational structure of service agencies, relationships with clients, and relationships with other agencies. See your advisor and the course instructor no less than one semester in advance of enrolling in Sociology 498.

ANTHROPOLOGY

Coordinator: Dr. Kiley Molinari

MAJOR
No major in anthropology is offered.

MINOR
A minor in anthropology requires 18 hours, including Anthropology 100.

COLLATERAL
A collateral in anthropology requires 12 hours, including Anthropology 100.

ANTHROPOLOGY COURSES (ANTH)

100 Introduction to Anthropology (3) An introduction to the anthropological way of thinking about language, human and animal interactions, culture, prehistory, the rise of civilization, evolution, and fossil hominins, among other areas. This course will touch on the four sub-fields of anthropology: archaeology and biological, cultural, and linguistic anthropology.

205 Introduction to Biological Anthropology (3) An introduction to the subfield of biological anthropology. This course explores evolution, fossil hominins, primate behavior, and biocultural adaptations. Students will be provided the foundation on key concepts within the field, and introduced to current debates and topics within biological anthropology surrounding forensics, medical anthropology, genetics, and DNA.

210 Introduction to Archaeology (3) (ANTH 210 is the same as HIST 210) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology. Credit cannot be received for both ANTH 210 and HIST 210.

215 Language and Culture (3) An introduction to linguistic anthropology with an emphasis on the cultural aspects of language use, thought, and learning. This course examines similarities and differences within societies, cultures, and languages around the world. By exploring the structure of language, different accents, dialects, and forms of communication, students will get a glimpse into the linguistic diversity that takes place not only in the United States, but also in other countries.

220 Native Peoples of North America (3) An examination of the history, culture, and contemporary lives of Native American and First Nations peoples in North America. This course explores decolonization through Indigenous film, music, art, and literature while studying contemporary issues facing Native American and First Nations peoples and their communities.

230 Cultural Anthropology (3) An introduction to the diversity of human behavior, organization, and worldviews, including religious practices, social organization, gender and kinship systems, art, and globalization. Students will learn and apply the theories and methods of anthropology to the identification of similarities and differences in humans across a variety of cultural groups. This course includes an ethnographic field research component.

300 Anthropological Focus (3) (Prerequisite: 100, any 200-level anthropology course, or permission of the department) This course serves as an in-depth study of one anthropological subject emphasizing the methodologies, interpretations, literature, and primary sources surrounding one of the four subfields. It may be taken twice for academic credit with departmental approval.

305 Indigenous Media (3) (Prerequisite: 100, any 200-level anthropology course, or permission of the department) This course focuses on different literature and media written, produced, directed, and made by Indigenous peoples. It is intended to provide an approach to understanding events that have shaped and continue to influence the lives of Indigenous peoples through the lens of film, works of fiction and poetry, the voices of podcasts, and other media such as apps and video games. Primarily this class will focus on Indigenous voices to gain a better perspective of the lives of Indigenous peoples around the world from their own perspectives. Reading materials, videos, and other forms of mixed media will help students become familiar with key issues within Indigenous communities both historically and contemporarily.

343 Archaeology of the Southeastern United States (3) (ANTH 343 is the same as HIST 343) (Prerequisites: One 100-level history course or permission of department) This course focuses on the historical archaeology of the Southeastern United States, with an emphasis on South Carolina. From the Contact, Antebellum, and Postbellum periods this course centers on the role that material culture played in the past. Particular attention is placed on the importance of slavery and race as foundational institutions in the Southeast. Additionally, students will have an opportunity to gain hands-on experience learning how to process, analyze, and preserve artifacts from Friendfield village, a 19th-20th century African-American community in Hobcaw Barony, Georgetown, SC. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level. Credit cannot be received for both ANTH 343 and HIST 343.

498 Anthropology Internship (3:1-6) (Prerequisite: 100 and at least one of the following: 205, 210, 215, or 230; junior or senior standing; declared anthropology minor; and permission of the department) The purpose of this course is to provide an organized experience working within a community service organization or agency. Students are expected to observe and interact with the clients of the organization/agency, observe and participate in relevant meetings and planning activities, and observe and interact with any other organizations/agencies that may have contact with the internship organization.

SOCIAL WORK PROGRAM

Program Director: Dr. Kertrina Graham

The Bachelor of Social Work (BSW) prepares students to be generalist social workers in a range of human, social, and community service agencies and/or pursue graduate study in social work or related fields. A major in social work complements the sociology major in several ways given the goals of the sociology program includes preparing students to objectively and systematically understand human social life and behavior with an emphasis on embracing cultural diversity and promoting social justice in the areas of socioeconomic status, race/ethnicity, gender, health, crime, and families.

MISSION STATEMENT

The Bachelor of Social Work (BSW) program at Francis Marion University educates students to embrace both a local and global perspective in their social practices while valuing the significance of human interactions at the group, organization, and community levels. Graduates understand the reciprocal relationship between individuals and groups and their environment and ascertain how to address individual and community needs in a multicultural, ever-changing society. Students value and engage in scientific inquiry to increase their knowledge, allowing them to become culturally competent social workers who aim to improve the well-being of vulnerable populations through advocacy, committing to advancing human rights, eliminating poverty, and embracing cultural diversity. Students understand the importance of service to the profession and adhere to values that promote integrity, competence, the dignity of clients and their relationships, social justice, and respect for all humankind. Graduates with a Bachelor of Social Work (BSW) degree will receive the educational background to become competent generalist social workers prepared to pursue graduate study in the field of social work.

Goals of the Program

1. Prepare students to be competent social workers employing generalist practices that emphasize the welfare of all individuals and communities, embraces diversity, and promotes social justice.
2. Prepare students to be professional practitioners who can address the needs of communities, groups, and individuals by imparting the knowledge, skills, and values of the program and the social work profession.

\

3. Promote the use of scientific inquiry for students to increase their knowledge, acquire the ability to solve problems and improve services and policies, understand ways to increase the quality of life of people, and develop the means to advance social justice.
4. Utilize assessments to determine student progress toward attaining the nine competencies outlined by the Council on Social Work Education (CSWE) 2022 EPAS.
5. Graduate generalist social workers who are fully prepared to contribute to the well-being of their communities by embracing multi-cultural perspectives, employing cultural competence to address specific needs, and implementing intervention strategies as needed.
6. Prepare students to pursue a graduate degree in social work.

Admission to the BSW Program
Admission into the BSW program requires completion of at least 30 credit hours, including SOWK 200 (Introduction to Social Work) with a grade of "C" or higher; a cumulative GPA of 2.0 or higher; and submission of a completed program application form, a two-page personal statement, and two letters of recommendation.

Students must maintain a 2.5 GPA in the BSW major to continue in the program. Moreover, students must follow a standard of conduct and the Code of Ethics as outlined by the National Association of Social Workers (NASW). Students must also show progress toward acquiring the nine competencies outlined by the Council on Social Work Education's (CSWE) 2022 EPAS. Failure to maintain a 2.5 GPA in the major after two remediation attempts (two attempts at retaking courses to replace Ds or Fs) may result in termination from the program. Successful completion of the program requires a 2.5 GPA in the major and an overall GPA of 2.0.

MAJOR
A major in social work requires the following:

General Education Requirements 48 hours

1. Communications 9 hours
   - English 101, 102 (6)
   - Speech Communication 101 (3)
2. Social Sciences 9 hours
   - Political Science 101 or 103 (3)
   - Sociology 201 (3)
   - Social Science Elective (3)
3. Humanities 12 hours
   - Literature (3)
   - History (3)
   - Art 101, Music 101, or Theatre 101 (3)
   - Humanities Elective (3)
4. Mathematics 6 hours
   - Math 111 and 134 (or higher) (6)
5. Natural Sciences 12 hours
   - Biology or Environmental Science (4)
   - Chemistry, Physics, or Physical Science (4)
   - Psychology 206/216 (4)

Social Work Curriculum 54 hours

1. Thirty-six semester hours of required core course work as follows:
   - SOWK 200 Introduction to Social Work (3)
   - SOWK 230/SOCI 230 Cultural Perspectives (3)
   - SOWK 240/SOCI 240 Social Welfare Policy (3)
   - SOCI 302 Social Research Methods (3)
   - SOCI 303 Social Statistics and Data Analysis (3)
   - SOCI 362 Human Behavior in the Social Environment (3)
   - SOWK 371 Social Work Intervention I: Working with Individuals and Families (3)
   - SOWK 372 Social Work Intervention II: Large Groups and Community Organizations (3)
   - SOCI 403 Applied Social Analysis (3)
   - SOWK 497 Social Work Practicum I (3)
   - SOWK 498 Social Work Practicum II (6)
2. Six semester hours of social work elective courses selected from:
   - SOWK 301 Special Topics in Social Work (3)
   - SOWK 330 Children: Special Needs, Services and Policies (3)
   - SOWK 335 Crisis Intervention (3)
3. Three semester hours of elective course work on individual and group differences selected from:
   - SOCI 306 Social Problems (3)
   - SOCI 310 Race and Society (3)
   - SOCI 311 Economic Inequality (3)
   - SOCI 315 Gender and Society (3)
   - SOCI 327 Aging and Later Life (3)
   - SOCI 331 Environment and Society (3)
4. Three semester hours of elective course work on community and institutional concerns selected from:
   - SOCI 334 Population and Society (3)
   - SOCI 343 Juvenile Delinquency (3)
   - SOCI 347 Alcohol, Drugs and Society (3)
   - SOCI 348 Family Violence (3)
   - SOCI 349 Hate Crimes and Terrorism (3)
   - SOCI 353 Human Trafficking (3)
   - SOCI 375 Society, Health, and Medicine (3)
   - SOCI 376 Social Perspectives on Mental Health and Illness (3)
   - SOCI 382 Modern Families (3)
   - SOCI 387 Death and Dying (3)
   - SOCI 388 Disasters and Extreme Events (3)
5. Six semester hours of focused electives (with no more than 3 semester hours from any one discipline) selected from:
   - AAAS 200 Introduction to African and African American Studies (3)
   - ANTH 100 Introduction to Anthropology (3)
   - ANTH 215 Language and Culture (3)
   - ANTH 220 Native Peoples of North America (3)
   - HIST 311 History of Black America to 1865 (3)
   - HIST 312 History of Black America since 1865 (3)
   - HIST 321 Family and Gender in World History (3)
   - GEOG 101 Cultural Geography (3)
   - GEOG 355 Global Environmental Policy and Politics (3)
   - GNDR 200 Gender Studies (3)
   - PSYC 315 Child Behavior: Growth and Development (3)
   - PSYC 316 Adolescent Behavior: Growth and Development (3)
   - PSYC 319 Social Psychology (3)
   - PSYC 325 Introduction to Psychopathology (3)
   - PSYC 327 Psychology of Gender (3)
   - PSYC 332 The Psychology of Relationships (3)
   - PSYC 338 Motivation and Emotion (3)

Electives 18 hours

Students enrolled in the BSW program have 18 hours of electives. Students are encouraged to pursue course work in areas that are germane to the field of social work, align with their career interests, or would improve their ability to work with diverse communities. Additional courses in social work, sociology, and psychology, as well as completing a foreign language sequence are recommended.

The minimum number of semester hours required in major courses for a major in social work is 54. The minimum number of semester hours in all courses (major and non-major) required for the major in social work is 120.

AUTOMATIC MINOR OR PURSUING A DOUBLE MAJOR

The BSW program does not require a minor or collaterals. However, BSW students automatically fulfill the requirements for a sociology minor, which must be formally declared by the student. Students may choose to use their free electives to pursue a double major in sociology by completing

all additional degree requirements for the sociology major. Additionally, students may choose to concentrate their free electives to pursue a minor or collateral in a different discipline.

SOCIAL WORK COURSES (SOWK)

200 Introduction to Social Work (3) This course provides an overview of the field of social work, introducing students to its history, core values, and diverse practices. Students will explore the role of social workers in various settings, including government agencies, healthcare institutions, schools, the criminal justice system, and community organizations. Emphasis will be placed on understanding human behavior, social systems, and the intersection of social, cultural, and economic factors that influence individuals and communities.

230 Cultural Perspectives (3) (SOWK 230 is the same as SOCI 230) This course provides students with the knowledge, skills, and strategies needed to navigate and thrive in multicultural environments. Designed for aspiring social work professionals and anyone seeking to build inclusive, equitable relationships, the course fosters a deep understanding of cultural dynamics and equips students with tools to address biases, promote inclusivity, and create respectful, culturally-sensitive spaces. Credit cannot be received for both SOWK 230 and SOCI 230.

240 Social Welfare Policy (3) (SOWK 240 is the same as SOCI 240) This course provides a comprehensive introduction to the theories, methods, and frameworks used in the analysis of social welfare policies. Focusing on both the development and evaluation of policy, students will engage with the complex dynamics between social needs, government interventions, and the broader socioeconomic environment. The course emphasizes the application of policy analysis tools to evaluate the effectiveness, equity, and efficiency of social welfare programs, such as healthcare, housing, education, unemployment benefits, and social security. Credit cannot be received for both SOWK 240 and SOCI 240.

301 Special Topics in Social Work (3) (Prerequisite: 200 or permission of department) In-depth study of selected topics relevant to the field of social work. May be taken twice for academic credit with departmental approval. 330 Children: Special Needs, Services, and Policies (3) (Prerequisite: 200 or permission of department) This course focuses on various policies, programs, and services for children and youth, particularly emphasizing children and youth with special needs, neurodiversity, and exceptionality. The course will examine current federal and state policies and their effect on children, youth, families, and social work professionals. The course will also explore the current social problems that impact children, youth, and their families, including but not limited to poverty, health care, education, disabilities, and accessibility.

335 Crisis Intervention (3) (Prerequisite: 200 or permission of department) This course provides an in-depth exploration of crisis intervention strategies and techniques social workers use to assist individuals and communities in acute distress. Students will learn the foundational principles of crisis theory, assess various types of crises (such as trauma, substance abuse, family conflict, and mental health emergencies), and develop the skills necessary to intervene effectively and ethically. Through case studies, role-playing, and simulations, students will gain hands-on experience managing crises, including crisis assessment, safety planning, de-escalation techniques, and referral processes. The course emphasizes the importance of cultural competency, empathy, and self-care in crisis work and the collaborative nature of crisis intervention involving interdisciplinary teams and community resources. By the end of the course, students will be prepared to respond to crises with confidence, sensitivity, and professionalism.

371 Social Work Intervention I: Working with Individuals and Families (3) (Prerequisites: 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, and junior standing; or permission of department). This course provides students with foundational knowledge and skills necessary for effective social work practice with individuals and families. Emphasizing systems theory and strengths-based approaches, students will explore a variety of intervention techniques designed to support diverse populations facing social, emotional, and psychological challenges. The course covers assessment, engagement, goal setting, and intervention strategies for working with individuals, as well as dynamics specific to families. Students will examine the roles of social workers in facilitating change, promoting empowerment, and fostering personal growth in both one-on-one and group settings. Ethical considerations, cultural competency, and the use of evidence-based practices are key elements of the course, which aims to develop students' ability to provide compassionate and effective social work services.

372 Social Work Intervention II: Large Groups and Community Organizations(3) (Prerequisites: 200, 230, 240 Sociology 302, Sociology 303, Sociology 362, and junior standing; or permission of department). This course explores the key concepts, theories, and practical strategies used by social workers while working with organizations and communities, including the global community. Students will gain an understanding of the dynamics that influence organizational structures, community systems, and the intersection of social, economic, and political forces that impact both. The course will focus on empowering individuals and groups, advocating for social justice, and creating systemic change.

497 Social Work Practicum I (3) (Prerequisites: 371, 372; senior standing; declared social work major; and permission of department) This course is the first of a two-semester, sequenced course designed to provide students with supervised foundation practice experience in a social service agency/organization. The field education practicum includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. The practicum is combined with a seminar that guides the student in discussions on how resource equity, social justice, and universal health and healthcare across the lifespan affects work with client systems. Students complete 135 hours in the agency/organization setting. Students will receive supervision from a qualified field education instructor while being provided with an opportunity to integrate classroom learned knowledge and theoretical principles into the real world of work.

498 Social Work Practicum II (6) (Prerequisite or Corequisite: Sociology 403; Prerequisites: Grade of C or higher in 497; senior standing; declared social work major; and permission of department) This course is the second of a two-semester, sequenced course designed to provide students with supervised foundation practice experience in a social service agency/organization. The field education practicum includes experiential learning in social work skills for multi-level and multi-sector practice in a generalist practice setting. The practicum is combined with a seminar that guides the student in discussions on how resource equity, social justice, and universal health and healthcare across the lifespan affects work with client systems. Students complete 265 hours in the agency/organization setting. Students will receive supervision from a qualified field education instructor while being provided with an opportunity to integrate classroom learned knowledge and theoretical principles into the real world of work. Students may continue with the same agency as in SOWK 497.

SCHOOL OF BUSINESS

Dean: Dr. Johnathan G. Munn
Associate Dean: TBD
MBA Director: Dr. Hubert Setzler
Faculty: Kenneth Araujo, Srijan Banerjee, Siddharth Baswani, Sooyeon Choi, Marie DeVincenzo, Somtochukwu Dike, Mary Dittman, Aaron Fulmer, Michael Hughes, Brad Johnson, Kathleen Kaminski, Heesun Kim, Jody Lipford, Howard Lundy, Johnathan G. Munn, Tania Nery-Kjerfve, Caroliniana Padgett, Kay Poston, Hari Rajagopalan, Padmaja Rao, Md Rezwan Hossain Ratul, Steven Rubin, Jan Serrano, Hubert Setzler, Elizabeth Sharer, Yong Shin, and Pam Turner

VISION STATEMENT

The FMU School of Business strives to be recognized as a leader in business education and become the resource for business and leadership expertise in our region.

MISSION STATEMENT

The mission of the Francis Marion School of Business is to serve our region by offering high-quality educational programs at the undergraduate, graduate, and professional levels that prepare individuals to compete on a regional, national, and global level. We develop faculty whose teaching, service, and research benefits students, community members, and colleagues. We engage in student-focused education experiences to develop a comprehensive foundation, so that they may craft for themselves fulfilling successful careers and lives.

VALUES

People – Community through caring.

- We treat all people with compassion, respect, and collegiality.
- We believe students of all backgrounds deserve a high-quality education and future.
- We value and develop quality faculty and staff who work diligently to achieve our common mission.
- We recognize that our success is built upon the tireless efforts of committed individuals working together.

Principled – The right things, the right way.

- We act with integrity and practice intellectual honesty.
- We see beyond our own interest and seek to have a lasting impact on those around us.
- We recognize and embrace that improvement must be continuous.
- We employ a transparent, evidenced based decision-making process.

Purposeful – Excellence ensures success.

- We value quality in all our efforts.
- We embrace challenges and opportunities with passion and diligence.
- We promote pedagogical modernization.
- We seek to respond and provide value to all our stakeholders.

OBJECTIVES

Within this mission, the School of Business recognizes four key objectives:

1. Ensure student success by providing high-quality learning opportunities with emphasis upon the development of students who think logically, communicate effectively, develop an understanding and empathy for diversity, and follow high ethical standards.

2. To recruit, retain and support highly qualified faculty who are vested to our student focused mission.

3. To increase community engagement with local businesses, organizations and institutions for feedback and support.

4. To continue to grow and develop our graduate and undergraduate programs consistent with the mission of the School and University.

The School of Business offers programs which lead to the following degrees:
Bachelor of Business Administration
Bachelor of Science in Computer Science
Bachelor of Science in Healthcare Informatics

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM

The degree of Bachelor of Business Administration (B.B.A.) offers a major in accounting, economics, finance, general business, management, management information systems, or marketing.

Students seeking a B.B.A. degree enter as pre-business students. Students advance from pre-business to a major in the School upon meeting the following requirements:

1. Completion of Accounting 201, Business 150, and Economics 203 with a grade point average of 2.0 or higher in these courses. For enrollment in any 300- or 400-level business course, students must have completed at least 36 hours of academic credit or have permission from the School.

2. Completion of 36 hours of undergraduate credit.

3. Completion of all undergraduate courses taken at FMU with a cumulative grade point average of 2.0 or higher.

Students will be informed by email to their University email account upon completion of these requirements and asked at that time to select a major. An adviser in the major will be assigned.

As a requirement for graduation with a Bachelor of Business Administration, a student must have:

1. Attained an overall grade point average of 2.0 or higher in all courses taken at the University, a grade point average of 2.0 or higher in the courses taken in the Department of Business Administration and Economics, and a grade point average of 2.0 or higher in major courses.

2. Completed the program assessment examination required in all majors in the School of Business.

3. Completed at FMU at least 50 percent of the business credit hours required for the B.B.A. degree.

4. Complete 12 non-academic credits in approved Professional Activities. The number of credits per Professional Activity will be determined by the School of Business.

All students seeking the Bachelor of Business Administration degree must

complete the following:

1. General Education Requirements . . . . . 48 hours
Includes requirement of Mathematics 134*, Economics 203, Economics 204, Political Science 101 or 103, and Speech Communication 101

* Mathematics 134 is strongly recommended for Bachelor of Business Administration students. However, the following courses Mathematics 137, 140, 201 or higher (excluding 270 and 370) can be substituted for Mathematics 134.

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

3. Common Business Core Requirements . . . . . 39 hours
Business 150 Fundamentals of Business 3
Business 151 Introduction to Business Computing. 3
Accounting 201 Financial Accounting 3
Accounting 202 Managerial Accounting. 3
Economics 203 Introduction to Microeconomics (In General Education)
Economics 204 Introduction to Macroeconomics (In General Education)
Business 206 Legal Environment and Business Ethics
Business 305 Business Statistics 3
English 305 Business Writing 3
Management Information Systems 327 Information Systems Fundamentals 3
Marketing 331 Principles of Marketing. 3
Finance 341 Financial Management 3
Management 351 Management of Organizations 3
Management 355 Operations and Supply Chain Management 3
Business 458 Strategic Management 3

4. Major Requirements . . . . . 18 or 27 hours
a) Accounting . . . . . 27 hours
Eighteen or twenty-seven semester hours from one specialization option:
General Accounting or Certified Public Accountant *

General Accounting Specialization . . . . . 18 hours
Accounting 320 Accounting Information Systems 3
Accounting 323 Financial Reporting I 3
Accounting 324 Financial Reporting II. 3
Accounting 325 Cost Accounting 3
Accounting 328 Federal Taxation I 3
Accounting 428 Federal Taxation II 3

Certified Public Accountant Specialization . . . . . 27 hours
Accounting 320 Accounting Information Systems 3
Accounting 323 Financial Reporting I 3
Accounting 324 Financial Reporting II. 3
Accounting 325 Cost Accounting 3
Accounting 328 Federal Taxation I 3
Accounting 421 Concepts of Auditing 3
Accounting 428 Federal Taxation II 3
Accounting Electives (2) which must be selected from: 6
Accounting 422 Financial Reporting III. 3
Accounting 423 Accounting for Governmental and Not-for-Profit Organizations 3
Accounting 424 Special Topics in Accounting 3
Accounting 429 Tax Research 3
Business 475 Internship in Business (Accounting). 3

TOTAL REQUIRED HOURS . . . . . 120 hours
*Students must choose one of the two specializations. Students cannot do both.

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

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

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

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

b) Economics . . . . . 18 hours
300/400 Economics 3
300/400 Economics 3
300/400 Economics 3
300/400 Economics 3
School Elective 3
Economics 450 Senior Seminar in Economics 3

In addition to the general economics curriculum, there are three optional specializations: Business Economics, Policy and Sustainability, and Sports Economics. Each specialization is tailored to offer specific required courses with focused expertise in its respective area.

Business Economics Specialization 18
Economics 310 Intermediate Microeconomic Theory 3
Economics 320 Intermediate Macroeconomic Theory 3
Economics 321 Money and Banking 3
Economics 325 or FIN 344 or FIN 347 3
Economics 450 Senior Seminar in Economics. 3
Economics Elective (any 300 or 400 level course) 3

Economic Policy and Sustainability Specialization[2] 18
Economics 310 Intermediate Microeconomic Theory or Economics 320 Intermediate Macroeconomic Theory. 3
Economics 340 Environmental and Natural Resource Economics 3
Economics 450 Senior Seminar in Economics. 3
Nine hours from:
Economics 323 Urban and Regional Economics 3
Economics 341 Healthcare Economics 3
Economics 400 Public Finance. 3
Economics 410 Labor Economics 3

Sports Economics Specialization 18
Economics 310 Intermediate Microeconomic Theory or Economics 320 Intermediate Macroeconomic Theory 3
Economics 360 Economics of Sports. 3
Economics Electives (any 300 or 400 level courses) 3
School Elective 3
BUS 467 The Business of Sports. 3
BUS 496 Sports Industry Capstone[3] 3

TOTAL REQUIRED HOURS . . . . . 120 hours

[2] Students in the Policy and Sustainability Specialization are encouraged to minor or collateral in Environmental Science and Studies.
[3] BUS 496 fulfills the Senior Seminar requirement for students specializing in Sports Economics.

TOTAL REQUIRED HOURS . . . . . 120 hours

c) Finance . . . . . 18 hours
Finance 347 Principles of Investments. 3
Finance 442 Advanced Corporate Finance 3

In addition, 12 hours from the following list, with at least six of the twelve from Finance 344, 348, 466, or 443.
Finance 344 Principles of Real Estate 3
Finance 348 Security Analysis and Portfolio Management 3
Finance 443 Financial Markets 3
Finance 466 Investments in Real Estate 3
Economics 321 Money and Banking 3
Accounting 323 Financial Reporting I 3
Accounting 324 Financial Reporting II 3
Accounting 325 Cost Accounting 3
Accounting 328 Federal Taxation I 3
Management 373 Business Analytics 3

TOTAL REQUIRED HOURS . . . . . 120 hours

d) General Business . . . . . 18 hours
Any 300 Marketing course (except Marketing 331) 3
Any 300 or 400 Management course (except Management 355 or Management 351) 3
Any 300 or 400 Finance course (except Finance 341). 3
Economics 310 or above 3
School Electives (Accounting, Economics, Finance, Management, Management Information Systems, Marketing) 6

TOTAL REQUIRED HOURS . . . . . 120 hours

e) Management . . . . . 18 hours
Eighteen semester hours in one track option:
General Management, Supply Chain Management, Human Resource Management, Sports Management

Management . . . . . 18 hours
Any 300 level Management course except Management 351 and Management 355 9
Any 400 level Management course 6
School Elective 3
In addition, there are three optional specializations: Human Resource Management, Supply Chain Management and Sports Management. Each specialization is tailored to offer specific required courses with focused expertise in its respective area.

Human Resource Management Specialization 18
Management 352 Organizational Behavior 3
Management 353 Human Resource Management 3
Management 359 Employment Law and Labor Regulations 3
Management 452 Advanced Human Resource Management 3
Management 460 International Management or
Management 469 Strategic Human Resource Management. 3
School Elective 3

Supply Chain Management Specialization 18
Management 356 Process Improvement and Quality Control. 3
Management 357 Management of Service Operations 3
Management 373 Business Analytics. 3
Management 467 Supply Chain Analytics 3
Management 468 Production Planning and Control 3
School Elective 3

Sports Management Specialization 18
Management 352 Organizational Behavior 3
Management 353 Human Resource Management or
Management 373 Business Analytics. 3
Management 359 Employment Law and Labor Regulations 3
Business 467 The Business of Sports 3
Business 496 Sports Industry Capstone 3
School Elective[1]. 3

TOTAL REQUIRED HOURS . . . . . 120 hours

[1]School Elective for Sports Management can be any of the business electives or Sociology 381, Mass Communication 225, Mass Communication 475, and Physical Education 319. Other tracks require the School Electives to be Business Electives.

f) Management Information Systems . . . . . 18 hours
Eighteen hours in one specialization option:
Systems Management or Systems Design

Systems Management Specialization
Management Information Systems 225
Modern Programming 3
Management Information Systems 337
Business Systems Analysis and Design 3
Management Information Systems 378
Business Decision Support Systems. 3
Management Information Systems 447
Database Management. 3
Management Information Systems 467
E-Commerce 3
School or Computer Science Elective 3

Systems Design Specialization
School or Computer Science Elective 3
Nine Hours from:
Computer Science 190 Programming Fundamentals 3
Management Information Systems 225
Modern Programming. 3
Computer Science 226 Programming
and Algorithmic Design. 3
Computer Science 227 Programming
and Algorithmic Design II. 3
Six Hours from
Computer Science 313 Systems Design and Development . . 3
Computer Science 340 Software Design and Development . . 3
Management Information Systems 447
Data Base Management 3
Management Information Systems 467 E-Commerce. 3

Network Management Specialization*
*Students who have completed an Associates in Applied Sciences in Network Systems Management are eligible for the BBA-MIS-Network Management Specialization. They will take 63 credit hours at Francis Marion to complete their General Education and Business Core classes to graduate.

TOTAL REQUIRED HOURS . . . . . 120 hours

g) Marketing . . . . . 18 hours
Eighteen semester hours in one specialization option: Marketing Strategy, Sports Marketing, or Digital Marketing

Marketing Strategy Specialization 18
Marketing 333 Marketing Research. 3
Marketing 334 Consumer Behavior. 3
Marketing 339 Marketing Communications 3
Marketing 432 Marketing Management 3
Marketing Elective 3
School Elective 3

Sports Marketing Specialization 18
Marketing 334 Consumer Behavior. 3
Marketing 339 Marketing Communications 3
Business 467 The Business of Sports 3
Business 496 Sports Industry Capstone 3
Marketing Elective 3
School Elective[1] 3

Digital Marketing Specialization 18
Marketing 334 Consumer Behavior. 3
Marketing 336 Digital Marketing. 3
Marketing 337 Digital Marketing Analytics 3
Marketing 339 Marketing Communications 3
Marketing 432 Marketing Management 3

School Elective 3

TOTAL REQUIRED HOURS . . . . . 120 hours

[1]School Elective for Sports Marketing Specialization can be any of the business electives or Sociology 381, Mass Communication 225, Mass Communication 475, and Physical Education 319. Other tracks require the School Electives to be Business Electives.

5. Total B.B.A. requirements. . . . . 120 to 129 hours

BBA + MBA

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

SECOND DEGREE

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

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

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

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

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

MINOR

A minor in Business consists of Business 150, Accounting 201, and Economics 203 plus nine additional hours, which must be selected from:

Accounting 323	Financial Reporting 1
Accounting 328	Federal Taxation 1
Business 305	Applied Business Statistics
Economics 310	Intermediate Microeconomic Theory
Economics 325	International Economics
Finance 301	Finance Fundamentals
Finance 341	Financial Management
Management 351	Management of Organizations
Management 353	Human Resource Management
Management 355	Production and Supply Chain Management
MIS 327	Information Systems Fundamentals
MIS 337	Business Systems Analysis and Design
Marketing 331	Principles of Marketing
Marketing 334	Consumer Behavior

The prerequisites for these courses must be met. Students minoring in Business must declare their minor with the Dean of the School of Business before taking 300-level business courses. Minors must have a 2.0 grade point average in the six courses taken as their minor.

A minor in Accounting consists of 18 hours as follows:

Accounting 201	Financial Accounting
Accounting 202	Managerial Accounting
Accounting 320	Accounting Information Systems
Accounting 323	Financial Reporting I
Accounting 325	Cost Accounting
Accounting 328	Federal Taxation I

A minor in Economics consists of 18 semester hours as follows:

Economics 203	Introduction to Microeconomics
Economics 204	Introduction to Macroeconomics
Economics 310 or 320	Intermediate Microeconomics or Intermediate Macroeconomics
Economics Electives	

A minor in Finance consists of 18 hours as follows:

Accounting 201	Financial Accounting
Finance 301	Finance Fundamentals
Finance 341	Financial Management

Plus 9 hours from the following courses:

Finance 344	Principles of Real Estate
Finance 347	Investments I
Finance 348	Security Analysis and Portfolio Management
Finance 466	Investments in Real Estate
Finance 442	Advanced Corporate Finance
Finance 443	Financial Markets

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

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

A minor in Marketing consists of 18 hours as follows:

Marketing 331

Plus 15 hours chosen from Marketing courses above 331.

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

Management 351	Management of Organizations
Management 352	Organizational Behavior
Management 353	Human Resource Management
Management 359	Employment Law and Labor Relations
Management 452	Advanced Human Resource Management
Management 460	International Management
Management 469	Strategic Human Resource Management

A minor in Supply Chain Management consists of 18 hours from the following classes:

Business 305	Applied Business Statistics
Management 355	Operations and Supply Chain Management
Management 356	Process Improvement and Quality Control
Management 373	Business Analytics
Management 467	Supply Chain Analytics
Management 468	Production Planning and Control

COLLATERAL

A collateral in Economics consists of 12 semester hours as follows:

Economics 203	Introduction to Microeconomics
Economics 204	Introduction to Macroeconomics
Economics Electives	

For B.S. and B.A. seeking degree students no other collateral in business is offered.

For students seeking a B.B.A. degree, an Accounting collateral consists of 12 hours from:

Accounting 320	Accounting Information Systems
Accounting 323	Financial Reporting I
Accounting 324	Financial Reporting II
Accounting 325	Cost Accounting
Accounting 328	Federal Taxation I
Accounting 421	Concepts of Auditing
Accounting 422	Financial Reporting III
Accounting 423	Accounting for Governmental and Not-for-Profit Organizations

Accounting 424	Special Topics in Accounting
Accounting 428	Federal Taxation II
Accounting 429	Tax Research

For students seeking a B.B.A. degree, a Finance collateral consists of 12 hours from:

Finance 344	Introduction to Real Estate
Finance 347	Investments I
Finance 348	Investments II*
Finance 466	Investments in Real Estate
Finance 442	Advanced Corporate Finance
Finance 443	Financial Markets**

*Prerequisite for Finance 348 (Investments II) is Finance 347.

**Prerequisites for Finance 443 (Financial Markets) are Economics 321 and Finance 347.

For students seeking a B.B.A. degree, a Management collateral consists of 12 hours from:

Management 352	Organizational Behavior
Management 353	Human Resource Management
Management 356	Process Improvement and Quality Control
Management 357	Service Operations Management
Management 373	Business Analytics
Management 452	Advanced Human Resource Management
Management 454	Entrepreneurship and Small Business Management
Management 460	International Management
Management 467	Supply Chain Analytics
Management 468	Production Planning and Control

For students seeking a B.B.A. degree, a Supply Chain and Operations Management collateral consists of 12 hours from:

Management 356	Process Improvement and Quality Control
Management 357	Service Operations Management
Management 373	Business Analytics
Management 467	Supply Chain Analytics
Management 468	Production Planning and Control

For students seeking a B.B.A. degree, a Human Resource Management collateral consists of 12 hours in:

Management 352	Organizational Behavior
Management 353	Human Resource Management
Management 359	Employment Law and Labor Regulations
Management 452	Advanced Human Resource Management
Management 469	Strategic Human Resource Management

For students seeking a B.B.A. degree, a Management Information Systems collateral consists of 12 hours from:

Management Information Systems 225	Modern Programming
Management Information Systems 337	Business Systems Analysis and Design
Management Information Systems 347	Business Data Communications
Management Information Systems 447	Data Base Management
Management Information Systems 467	E-Commerce

For students seeking a B.B.A. degree, a Marketing collateral consists of 12 hours from:

Marketing 333	Marketing Research
Marketing 334	Consumer Behavior
Marketing 336	Digital Marketing
Marketing 337	Digital Marketing Analytics
Marketing 339	Marketing Communications

For B.B.A. seeking degree students a collateral is not required for graduation. The prerequisites for these courses must be met. Students taking collateral in Business must be admitted to the School of Business before taking 300-level business courses. Students must have a 2.0 grade point average in the courses taken as their collateral. Courses cannot be double counted towards a major, a minor, or a collateral.

ACCOUNTING COURSES (ACTG)

Coordinator: Dr. Brad R. Johnson

201 Financial Accounting (3). The conceptual approach to financial accounting. The income statement, retained earnings statement, balance sheet, and cash flow statement are studied with emphasis placed on an understanding of the underlying assumptions, theories, and concepts, as well as a thorough understanding of the basic accounting equation.

202 Managerial Accounting (3) (Prerequisite: 201). Introduces the planning and control aspects of internal accounting. Topics include cost systems, cost behavior, direct costing, capital budgeting, decentralized operations, relevant costs, operations budgeting, differential cost, and variance analysis.

320 Accounting Information Systems (3) (Prerequisite: 201 with a grade of C or higher). An introduction to the design and implementation of a systematic structure for providing information for decision making for both management and others interested in an organization's operations. It includes data gathering, processing, preparing reports, and controls over the operations of the organization. It includes both manual and computerized systems with emphasis on internal controls.

323 Financial Reporting I (3) (Prerequisite: 201 with grade of C or higher). Reviews the accounting cycle, discusses the conceptual framework as a basis for accounting theory, and provides an in-depth study of GAAP in relation to preparation of financial statements. Topics include the time value of money and accounting for current (and non-current) assets.

324 Financial Reporting II (3) (Prerequisite: 323 with grade of C or higher or permission of the school). This course provides an in-depth study of GAAP in relation to preparation of financial statements, including (1) accounting for current (and non-current) liabilities and stockholders' equity and (2) calculating EPS. Special topics including accounting for investments, income taxes, pensions, and leases.

325 Cost Accounting (3) (Prerequisite: 202 with grade of C or higher). The planning, control, and decision aspects of internal accounting. Topics include cost accumulation and assignment, decentralized operations, and performance measurements.

328 Federal Taxation I (3) (Prerequisite: 201 with a grade of C or higher or permission of the school). Emphasizes the study of individual income taxation. Major topics revolve around the determination of taxable income, including filing status, gross income and exclusions, deductions, gains and losses. Other areas of study include the federal tax system and tax research.

421 Concepts of Auditing (3) (Prerequisite: 320 with grade of C or higher; prerequisite or corequisite: 324). The various concepts and techniques used to verify the amounts reported on the financial statement are covered, as well as the auditor's report, the concept of internal control, and the code of ethics.

422 Financial Reporting III (3) (Prerequisite or corequisite: 324). An in-depth study in specific accounting issues associated with the preparation of financial statements (e.g., business combinations, consolidated statements, and international operations) and some work in not-for-profit financial reporting (e.g., governmental fund accounting).

423 Accounting for Governmental and Not-for-Profit Organizations (3) (Prerequisite or corequisite: 324). An in-depth study of the financial accounting and reporting requirements and methods for state and local governments. Also the unique accounting and reporting practices of hospitals, academic institutions, human service organizations, and other non-business organizations are surveyed.

424 Special Topics in Accounting (3) (Prerequisites: 324 and 328, each with a grade of C or higher or permission of school). Using web-based research materials, an in-depth examination of three topical areas in law, tax, and accounting, with special relevance to graduating seniors.

428 Federal Taxation II (3) (Prerequisite: 328 with a grade of C or higher or permission of the school). Generally emphasizes the study of business income taxation. More specifically, it focuses on the application of federal law within the context of the income taxation of (a) regular "C" corporations and their shareholders, (b) "S" corporations and their shareholders and (c) partnerships and their partners. Topics include the income tax consequences of the formation, operation, consolidation, and termination of business entities.

429 Tax Research (3) (Prerequisite or corequisite: 328 or permission of the school). Focuses on applied research in Federal taxation. It examines (1) primary sources of the tax law (e.g., the Internal Revenue Code, Treasury Regulations and Supreme Court rulings) and (2) various tax research methodologies. It includes practical written assignments that (a) require application of specific primary sources and (b) must be completed using state-of-the-art, online, tax research databases to locate and interpret primary source materials.

BUSINESS COURSES (BUS)

Coordinator: Dr. Hari K. Rajagopalan

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

150 Fundamentals of Business (3). Introduces the fundamental functions and activities of modern business organizations. Topics include: an overview of the economic system, accounting and record keeping, marketing, management, finance, information systems, legal issues, business ethics, and diversity and inclusion. In addition, careers in business and entrepreneurship are considered.

151 Introduction to Business Computing (3). Introduction to business computing and hands-on training with professional application software used by modern businesses. Introduces the practical use of word processing, presentation, spreadsheet, and database management applications.

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

206 Legal Environment and Business Ethics (3). Legal Environment and Business Ethics (3). An introduction to the legal and ethical issues within the business environment emphasizing law relevant to business operations including creditor's rights and bankruptcy, business organizations, government regulations, the protection of property, and the ethical theories currently applied in the business environment.

305 Applied Business Statistics (3) (Prerequisite: Mathematics 134, 137, 140, 201 or above, but not 270 or 370). Covers discrete probability, normal distribution, sampling and confidence intervals, one and two sample tests of hypothesis, chi-square and simple linear regression as applied to Business.

306 Business Law (3) (Prerequisite: 206). In-depth study of the uniform commercial code, contracts, sales, commercial paper, secured transactions, agency, employment, and ethics.

350 Travel Study in Business (3), (2), or (1) (Prerequisite: Permission of School) This course provides students with the opportunity to study business issues that coincide with a travel study. The student will study business topics as they apply to the destination country, state or region. Topics and the destination will vary. May be taken multiple times for up to 6 total credits.

458 Strategic Management (3) (Prerequisite: Management Information Systems 327, Management 351, Marketing 331, Finance 341). The study of how an organization achieves its mission and objectives in an effective and efficient manner in an effort to achieve a competitive advantage. This course will cover the process of strategic management that includes scanning the environment, formulating a strategy, implementing a strategy, and evaluating and controlling the strategy.

467 The Business of Sports (Prerequisite: Permission of school) This course is designed for students with a declared specialization in Sports Management or Sports Marketing, or a specialization in Sports Economics. This course is an analysis of effective strategies and the body of knowledge associated with pursuing a career in the sports industry. The course introduces the student to the sports industry and to business principles as they apply to the sports industry.

475 Internship in Business (3) (Prerequisite: Full acceptance to B.B.A. Program, 2.5 grade point average overall, in Business, in major; approval by adviser, coordinator, and department chair.) This is an educational strategy integrating classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, students engage in a series of assignments documented in a learning agreement that is subsequently evaluated.

496 Sports Industry Capstone (Prerequisite: BUS 467 or permission of school) This course is designed for students with a declared specialization in Sports Management or Sports Marketing, or a specialization in Sports Economics. A project-based class in which students will work with the athletics department at Francis Marion to implement a project in Sports Marketing or Sports Management depending on their major. The project will allow students to implement the theories they have learned in their tracks in the area of sports industry. This course serves as the final capstone for students in Sports Management and Sports Marketing.

ECONOMICS COURSES (ECON)

Coordinator: Dr. Caroliniana Padgett

203 Introduction to Microeconomics (3). (Prerequisite: Eligibility to take MATH 111).Introduces the foundational concepts of microeconomics, including consumer and producer behavior, market equilibrium, efficiency, and the effects of government intervention in markets. Students will explore these concepts through theoretical frameworks and real-world examples to consider the various perspectives that inform the tradeoffs inherent in different economic and public policy decisions and gain a practical understanding of the decision-making process by individuals and firms in different market environments.

204 Introduction to Macroeconomics (3). (Prerequisite: Eligibility to take MATH 111).Explores the operation and behavior of the economy as a whole. Students will learn to accurately measure and interpret key economic indicators such as gross domestic product, inflation, and unemployment rates. Students will also examine the influence of monetary and fiscal policies on these macroeconomic variables. Through a combination of theoretical frameworks and real-world case studies, students will develop a practical understanding of macroeconomic principles and their application to current economic issues.

300 Economic History of the United States (3) (Same as History 300). Development of business attitudes, institutions, organizations, and technology from the world of the colonial entrepreneur through stages of specialization and integration to the establishment of our modern industrial economy.

310 Intermediate Microeconomic Theory (3) (Prerequisite: 203). Application of economic analysis as it relates to decisions by individuals and firms under various market structures. Emphasis is placed on developing analytical skills and on applying consumer and producer theory to decisions of individuals, businesses and government.

320 Intermediate Macroeconomic Theory (3) (Prerequisite: 204). Examines the Classical, Keynesian, and ISLM models of the macroeconomy. The use of monetary and fiscal policy to achieve low rates of inflation and unemployment, and an acceptable rate of economic growth are also studied.

321 Money and Banking (3) (Prerequisite: 204). Study of characteristics and functions of money in the modern economy, the Federal Reserve System, and an introduction to financial intermediation, institutions and monetary policy. Emphasis is placed on credit markets, the fractional reserve banking system, and its relationship to financial markets.

323 Urban and Regional Economics (3) (Prerequisite: 203). Study of the growth and development of urban and rural areas of the United States. Topics include industrial, agricultural, and business location; labor migration; urbanization; benefit-cost analysis; and regional objectives and policies.

325 International Economics (3) (Prerequisite: 203) International trade and monetary theory including commercial policy, trade restrictions and trade blocs, exchange rate determination, and the balance of payments. Emphasis is on applying economic analysis to international events and issues to improve understanding of how the world economy operates.

340 Environmental and Natural Resources Economics (3) (Prerequisite: 203) Examines the relationship between the economy and the environment. The course considers environmental economic theory, such as externalities, public goods and common resources, and benefit-cost analysis. The course will also consider global sustainability and the relationship between economic growth and the environment. Applied topics include energy, fisheries, pollution, forestry, and climate change.

341 Healthcare Economics (3) (Prerequisite: 203). Examines how the behavior of consumers, producers, and insurers is affected by the unique nature of healthcare markets. Emphasis is placed on government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities.

360 The Economics of Sports (3) (Prerequisite: 203) Examines the sports industry, at both the professional and college levels, using the tools and concepts of economic analysis. The unique industrial structure of sports leagues and franchises provides an opportunity to study a wide range of economic phenomena, including league structures, market dynamics, antitrust policies, public financing, and labor market dynamics in the sports sector.

397 Special Topics in Economics (3) (Prerequisites: Previous economics course or permission of school) In-depth study of an area of interest in economics. May be taken twice for academic credit with departmental approval.

400 Public Finance (3) (Prerequisite: 203) Examines government spending and taxation as they relate to the provision of public goods, the redistribution of income, and the stabilization of the economy.

405 Development of Economic Thought (3) (Prerequisite: 203 and 204) Examines the history of economic thought from the Ancient Greeks to John Maynard Keynes, with special emphasis on Adam Smith, Karl Marx, the marginalist revolution, and Alfred Marshall.

410 Labor Economics (3) (Prerequisite: 203) Examines the nature of the labor market and problems dealing with labor groups. Topics include history of the labor movement, union structures, labor law, and collective bargaining.

450 Senior Seminar in Economics (3). (Prerequisite: 6 credits of 300 or 400 level economics courses) This course is designed for seniors majoring in Economics and will focus on selected economic issues. Emphasis will be placed on reading, discussion, debate, and preparation of reports and papers on the topics chosen.

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

FINANCE COURSES (FIN)

Coordinator: Dr. Jan Serrano

246 Investments and Personal Finance (3) As needed. Examines investment alternatives available to the individual. Insurance programs, real estate, and securities. Emphasis on the analysis of securities and the operation of the securities market.

301 Finance Fundamentals (3) Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning, time value of money, and applied statistics. This course does not count toward a major in finance.

341 Financial Management (3) (Prerequisites: : Accounting 201 and Mathematics 134, 137, 140, 201 or higher (excluding 270 and 370)) Study of the financial functions of economic entities including financial analysis, financial planning, current assets management, capital budgeting, obtaining funds from the capital markets, and international finance. Computer applications.

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

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

348 Security Analysis and Portfolio Management (3) (Prerequisite: 341) This course will provide the student with the skills necessary to evaluate stocks, bonds, mutual funds, derivative securities and/or other securities and their impact on the investor's portfolio.

442 Advanced Corporate Finance (3) (Prerequisite: 341). Study of advanced financial problems encountered by a firm in investments, in management of assets, in obtaining of funds, and in special situations.

443 Financial Markets (3) (Prerequisite: 347) The application of financial principles to financial markets and key financial institutions. The course addresses the money, bond, stock, mortgage, forwards and futures, options and derivatives, and foreign exchange markets, along with the financial institutions that facilitate these markets. The course also investigates how the markets are integrated with each other and the impact of monetary policy and government decisions on market behaviors.

450 Cash Management (3). (Admission into the School of Business or permission of school) Designed to further the study of the financial management of a firm's current assets and current liabilities, this course completes the fundamental knowledge and skills required to be a cash manager in a modern business. Completion of this course is one of the requirements for a student to participate in the Certified Cash Management Associate Program.

451 Healthcare Finance (3) (Prerequisite: admission to HCA program.) This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making,

and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelor of Business Administration (B.B.A.) degree. Credit cannot be received for both Finance 451 and Interprofessional Healthcare 451.

466 Investments in Real Estate (3) (Prerequisite: 341) This course covers the aspects of owning and investing in real estate. The course examines the bundle of rights associated with real estate and the transfer of those rights. It focuses on legal instruments, real estate brokerage, financing methods and sources, and investment analysis. This course is useful to individuals seeking to invest in real estate. It is also useful to those seeking to take a real estate broker exam.

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

MANAGEMENT COURSES (MGT)

Coordinator: Dr. Hari K. Rajagopalan

351 Management of Organizations (3). Principles of management, emphasizing the managerial functions of planning and decision-making, organizing, leading, and controlling, with a focus on ethical management practices and diversity. Fundamental principles of organizational behavior and organizational theory are presented with emphasis on how they affect the management of organizations.

352 Organizational Behavior (3) (Prerequisite: 351). Study of individuals and small groups within organizations. Topics include personality, leadership, motivation, decision making, groups and teams, behavioral effects of control systems and structural design, and organizational culture.

353 Human Resource Management (3) (Prerequisite: 351). A survey course providing students an introduction to the key functions in the field of human resource management. The course stresses the relevance of strategic HRM to organizational operation and its use in support of strategic organizational goals. Topics include legal issues, recruitment, selection, training, performance appraisal, compensation, benefits, and organizational discipline.

355 Operations and Supply Chain Management (3) (Prerequisite: Business 305). Study of the production and operations component of business. Topics include capacity and location planning, inventory management, scheduling of jobs and projects, and quality assurance and control. Use of quantitative methods.

356 Process Improvement and Quality Control (3) (Prerequisite: 355). A study of management philosophy, practices, and analytical processes implemented in quality planning and administration of products and services. Topics include corporate culture, quality design, human factors and motivation, quality auditing, service quality, quality assurance, quality circles, and conformance to design.

357 Management of Service Operations (3) (Prerequisite: 355). This course focuses on the challenges of managing service operations. The major topics covered are those critical to achieving operational excellence, including the design and delivery of services, service productivity, revenue management, risk management, customer contact management, service quality and customer retention, capacity management, and demand management.

359 Employment Law and Labor Relations (3) (Prerequisite: Management 351 or permission of school) A study of employment laws that have a substantial impact on business and the workplace. The course will cover laws that prohibit discrimination in the workplace such as those under Title VII of the Civil Rights Act and the Age Discrimination in Employment Act; protect employees under the Americans with Disabilities Act, the Family Medical Leave Act, and Occupational Safety and Health Act; and regulate the relationship between management and organized labor.

373 Business Analytics (3) (Prerequisite: Business 305) Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of business analytics models, including linear programming, network modeling and simulation. Study of project management methods and techniques. Use of computer software to solve problems.

452 Advanced Human Resource Management (3) (Prerequisite: 353). Focuses on three subareas of Human Resource Management: 1) Equal Employment Opportunity, 2) Wage and Salary Administration, and 3) Recruitment and Selection. Course covers state and federal legislation impacting all topics and exposes students to mechanics of the three areas and how they operate within the firm.

454 Entrepreneurship and Small Business Management (3) (Prerequisite: Finance 341, Marketing 331, Management 351, or permission of school). Study of the special problems of initiating and managing a small business. Integrates the functions of finance, marketing, and management and stresses the special discipline and characteristics required of the small business entrepreneur.

455 Current Issues in Management (3) (Prerequisite: 351) By arrangement. Exposes students to the latest developments in the field of management. Current topics are pursued, including the areas of international business, social responsibility of business, entrepreneurship and small business, human resource management and labor relations, business strategy, and production and operations management.

460 International Management (3) (Prerequisite: 351) This course is designed to provide students with an introduction to the managerial challenges of international business.

467 Supply Chain Analytics (3) (Prerequisite: 355). Focuses on the process of planning, implementing and controlling supply chain operations from initial raw materials to the finished product. Examines the analytical modeling of various aspects of a supply chain including product flows; the information flows; and the relationships among supply chain participants.

468 Production Planning and Control (3) (Prerequisite: 355). This course provides an in-depth study of the full spectrum of activities of production managers. Topics covered include forecasting, independent demand inventory management, just-in-time inventory management, materials requirement planning, capacity planning, production activity control, and master production scheduling. Emphasis will be given to the use of personal computers to support decision making.

469 Strategic Human Resource Management (3) (Prerequisite: 351) A study of current topics and trends in strategic human resource management. The course will cover topics such as compensation and benefits, worker safety, and the role of human resource.

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

MANAGEMENT INFORMATION SYSTEMS COURSES (MIS)

Coordinator: Dr. Yong Shin

225 Modern Programming (3) (Prerequisite: MATH 111 or higher or

permission of school) Provides an overview of the various tools available for writing and running Python programs. Hands-on coding exercises include use of commonly used data structures, writing custom functions, and understanding object-oriented methodology.

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

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

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

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

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

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

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

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

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

MARKETING COURSES (MKT)

Coordinator: Dr. Marie DeVincenzo

331 Principles of Marketing (3) An exploration of the fundamental principles of marketing. Product, place, price, and promotion decisions are examined. An emphasis is placed on ethical decision making and the importance of serving diverse markets.

333 Marketing Research (3) (Prerequisite: 331 and Business 305). Research methods and procedures in the marketing process; emphasis on the sources of market data sampling, preparation of questionnaires, collection and interpretation of data, and the relation of market research to the policies and functions of the business enterprise are studied.

334 Consumer Behavior (3) (Prerequisite: 331). Study of the consumer decision process in the marketing context. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.

335 International Marketing (3) (Prerequisite: 331). Focuses on the role of marketing in today's global economy. Environmental differences among nations will be discussed and emphasis will be placed on the modifications of marketing thought and practices that these environmental differences require. While these important differences will be discussed, world markets where products are becoming standardized will also be emphasized. Topics include corporate organization for international marketing, the nature of marketing information and research in the international arena, and the challenges facing managers who must make international marketing decisions.

336 Digital Marketing (3) (Prerequisite: MKT 331 or permission of school) A study of digital marketing used for effective marketing communication. Students will learn the related creative, legal, ethical, and managerial issues affecting the use of digital marketing. Visual and audio media will be created and applied to web and mobile based platforms.

337 Digital Marketing Analytics (3) (Prerequisite: MKT 331 or permission of school) A study of digital marketing analytics. Students will learn the process for identifying, integrating, and evaluating digital marketing metrics for managerial decision-making.

338 Personal Selling and Sales Management (3) (Prerequisite: 331 or permission of school). Development of an understanding and appreciation of the personal selling process. Basic sales concepts, principles, and techniques are examined. Personal selling skills are enhanced through discussions, role playing, and sales presentations.

339 Marketing Communications (3) (Prerequisite: 331 or permission of school). A study of integrated marketing communication tools. Students will learn the process for designing, implementing, and evaluating the various promotion tools used to communicate with target audiences.

430 Field Experience in Applied Marketing (1) As Needed. Exposes students to the latest developments in the field of marketing. Emphasizes the role of a marketer as the organization's decision maker. Provides the students with interaction with professional business leaders and experience with the application of marketing theory.

432 Marketing Management (3) (Prerequisite: 331, Prerequisite/Corequisite: 333 or 337 or permission of school). This course is designed to address the challenges of marketing in a rapidly changing environment. Emphasis is placed on analyzing the internal and external marketing environments to extract useful information from raw marketing data. Students will learn to apply knowledge and concepts of marketing, such as product differentiation, market segmentation, and marketing research, in the development of a marketing plan.

440 International Marketing Strategy (3) (Prerequisite: 335) As needed. Through the use of case analysis and computer simulation, students experience firsthand the complexity of making detailed marketing decisions in a competitively dynamic environment. Students assume responsibility for making decisions regarding prices, distribution, sales force management, and marketing research allocations. Emphasis is placed on integrating marketing

research, corporate resources, and industry characteristics to respond to today's problems and to anticipate future problems and opportunities. Focus is on the global market.

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

NON-PROFIT MANAGEMENT COURSES (NPM)

Coordinator:

358 The Nonprofit Sector: Structure and Dynamics (3) (Prerequisite: Junior status or permission of the program coordinator). Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of non-profits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American non-profits.

453 Managing the Nonprofit Organization (3) (Prerequisite: 351). An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative cost low. Major topics include strategic planning, strategic management, strategic marketing, fund-raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

See page 182 for information on the NPM collateral.

COMPUTER SCIENCE

Coordinator: Ms. Padmaja Rao

MAJOR
A major in computer science requires:

1. Major Core (36 semester hours)
   Computer Science 226, 227, 280, 310, 313, 318, 340, 350, 401, 410, 430, and 440

2. Six hours from Computer Science electives 330, 360, 420, 425, 437, 475

3. Six hours of Computer Science capstone 480, 482

4. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English 418(Advanced Technical Communication) upon successful completion of English 318.

5. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (Math 230 should normally be taken before completing any computer science course at CS 280 level or higher), 312, and either 203 and 425 or 304 and 305.

6. In order to be eligible to register for computer science courses at the 300-level or above, students majoring in computer science must have obtained a grade point average of 2.25 or higher on all courses required in the computer science major or minor and must have an overall grade point average of 2.0 or better.

   No additional minor or collateral is required.

ADMISSION REQUIREMENTS
Students seeking a B.S. degree in computer science will enter as pre-computer science students. They will advance to being a computer science major upon completing:

1. Math 132 or Math 137 or Math 201 or higher

2. Computer Science 190 and Computer Science 190L

with a grade of C or higher in each of these courses or by permission from the department.

The minimum number of semester hours required in major courses for a major in computer science is 48. The minimum number of semester hours in all courses (major and non-major) required for the major in computer science is 120.

MINOR
A minor is offered in computer science and consists of:
Computer Science 190
Computer Science 226
Computer Science 227
And three additional courses chosen from Computer Science 280 or higher.
A minor is offered in the Software Engineering track and consists of
Computer Science 190
Computer Science 226
Computer Science 227
Computer Science 313
Computer Science 340
MIS 225 or Math 213 or an approved CS elective.

These courses cannot be counted towards more than one of a major, a minor, or collateral within the School of Business.

COLLATERAL
A collateral in programming requires 12 semester hours in computer science which consists of:
Computer Science 190
Computer Science 226
Computer Science 227
MIS 225 or Math 213 or Computer Science 318.
These courses cannot be counted towards more than one of a major, a minor, or a collateral within the School of Business

OTHER INFORMATION
Credit toward graduation will be granted only once in those courses in Computer Science and in Management Information Systems that carry identical course titles, and in those courses in Computer Science and in Mathematics that carry identical course titles.

COMPUTER SCIENCE COURSES (CS)

190 Programming Fundamentals (3) (Prerequisite: Mathematics 111 (or 111E) or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]) Introduction to problem-solving and algorithm development techniques based on the program development process. Study of basic computer concepts and computer systems; elementary data types and data structures; input and output processing; control structures; modular program design; elementary file processing; algorithm design and evaluation. Students will apply these ideas by analyzing specifications, designing solutions, and implementing programs based on this analysis and design.

190L Laboratory for CS 190 Programming Fundamentals (1:3) (Prerequisite: Mathematics 111 (or 111E) or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]; Corequisite: 190) Laboratory demonstrates the topics and principles presented in the

lecture.

226 Programming and Algorithmic Design I (3) (Prerequisite: A grade of C or better in 190 or permission of school). Introduction to problem-solving with algorithm and program development. Includes problem analysis, algorithm representation and verification, scalar and structured data types, file input and output, techniques for program design, coding, testing, and documentation and basic sorting, and searching algorithms.

227 Programming and Algorithmic Design II (3) (Prerequisite: A grade of C or better in 226). Continuing study of algorithmic design, implementation, and analysis including object oriented design and implementation, abstract data types, stacks, queues, and linked structures.

280 Digital Systems Design (3) (Prerequisites: A grade of C or better in in Mathematics 230 or permission of school) Starting from a description of digital circuits regarded as functional blocks, the course leads to a consideration of the logical design of combinational and sequential digital systems. Topics include binary representation of information, gate types, combinational circuit design, counters, registers, arithmetic circuits, sequential circuit design, and programmed logic. Students will gain practical experience by applying lecture material in a hands-on laboratory setting.

310 Computer Architecture and Organization (3) (Prerequisite: A grade of C or better in 280) A study of hardware organization, memory addressing and structure, CPU-memory I/O relationships, organization of computer processors, memories, and interconnections. Students will look at processor control, data units, memory structure, microprogramming, the role of assembly language, timing, I/O design, current architectures, and alternate hardware designs.

313 Systems Design and Development (3) (Prerequisite: A grade of C or better in Computer Science 226. Prerequisite/corequisite: Computer Science 227) Development of computerized systems focusing on structured systems analysis and its application to information system software development. Emphasis will be on problem analysis, correctness, reliability, and maintainability.

318 Data Structures and Algorithm Analysis (3) (Prerequisite: A grade of C or better in 227) An overview of the structure and implementation of data structures, including lists, trees, heaps, and tables, and an examination of searching, sorting, and other algorithms, including implementation and analysis of their efficiency.

330 Special Topics in Computer Science (3) (Prerequisite: Permission of school) As Needed. In-depth study of an area of interest in computer science. Different areas of study will be offered. Must have a 2.25 grade point average or higher in all courses which are required in the computer science major or minor. May be taken twice for academic credit only if special topics are different and with departmental approval.

340 Software Design and Development (3) (Prerequisite: A grade of C or better in 313 or permission of school) Study of design techniques used in creating large program packages, organization and management of projects, and application of techniques in team projects.

350 Theory of Computation (3) (Prerequisite: A grade of C or better in 318 and Mathematics 230). Introduction to the abstract concepts encountered in machine computation. Topics include finite automata, regular expressions, and formal languages, with emphasis on regular and context-free grammars. Questions related to decidability and undecidability are looked at by considering various models of computation including Turing machines, recursive functions, and universal machines.

360 Introduction to Computer Graphics (3) (Prerequisite: A grade of C or better in 318; Mathematics 304 is strongly recommended). Principal topics include graphics devices, vector vs. raster graphics, lines and curves, animation, linear transformations, three-dimensional graphics and wire-frame models, and viewing objects with the synthetic camera.

401 Programming Languages (3) (Prerequisite: 350) Study of formal language concepts, language syntax and semantics, language design and implementation, data types, data abstraction, control structures, procedure mechanisms, lexical analysis, parsing, and run-time organization as exemplified by a variety of programming languages and paradigms.

410 Operating Systems (3) (Prerequisite: A grade of C or better in 310 and 318) Study of sequential processes and concurrent program concepts and their application to operating system design; synchronization constructs; monitors, conditional critical regions, and the use of semaphores; resource concepts, resource allocation and management; dynamic protection and the structure of operating systems.

420 Compiler Construction (3) (Prerequisite: A grade of C or better in 318 and 350; prerequisite or corequisite: 401) Study of syntax and semantic analysis of source and target language; language translation and translators; a one-pass compiler model; phases of a compiler; lexical and syntax analysis; parsing; error recovery; intermediate code generation; code optimization; final code generation.

425 Numerical Analysis (3) (Prerequisite: Mathematics 203 and one of Mathematics 213 or CS 226) (Same as Mathematics 425). Study of techniques and types of errors involved in computer applications to mathematical problems. Topics include techniques for solving equations, systems of equations, and problems in integral calculus. Computer solutions for several problems will be required.

430 Data Base Management Systems Design (3) (Prerequisite: A grade of C or better in 313 or permission of school) AS. Close study of the goals of DBMS, various data models and their implementations, normalization, file organization, security, and integrity.

437 Artificial Intelligence (3) (Prerequisite: A grade of C or better in 318 and Mathematics 230; 350 is recommended.) An introduction to the fundamental principles of artificial intelligence: problem-solving methods, state-space representation, heuristic search, problem-reduction techniques, machine inference, game-playing, knowledge representation, and cognitive processes. Applications of these concepts to practical problems in society will be considered, looking at such areas as neural networks, expert systems, robotics, natural language processing, and computer vision.

440 Computer Networks (3) (Prerequisite: A grade of C or better in 310 and 318) A consideration of the technology and architecture of computer networks, emphasizing principles and concepts of both logical and physical connectivity and communication. Particular attention will be placed on network topology, transmission media, medium access, standards, Internetworking, and network management and security.

475 Internship in Computer Science (3) (Prerequisites: A 2.5 overall grade point average in the Computer Science major; approval by the student's adviser, program coordinator, faculty member responsible for the course administration, and department chair.). This course integrates a student's classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, the student will engage in a number of supervisor-directed activities documented in a learning agreement that will subsequently be used as part of the student's evaluation for the course.

480 Capstone I (3) (Prerequisite: Senior status or permission of school) Students will bring together the knowledge and skills acquired over the course of their studies and apply them in a project which demonstrates an application of computer science. Students may work individually or in a small team. Students will work on project planning, software requirements analysis, design, and specification. Written reports and oral presentations will take place in a technical setting.

482 Capstone II (3) (Prerequisite: 480) This course is the continuation of 480. Students will implement, test, verify, and validate their systems. Written reports and oral presentations will take place in a technical setting.

497 Special Studies (3), (2), or (1) (Prerequisite: Permission of school) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

HEALTHCARE INFORMATICS (HCI)

Coordinator: Dr. Hari K Rajagopalan

MISSION STATEMENT
The Healthcare Informatics (HCI) major (Bachelor of Science) is offered by the School of Business in collaboration with the School of Health Sciences, the Department of Political Science, the Department of Psychology, and the Department of Sociology. The HCI baccalaureate degree will use two options to prepare knowledgeable and skillful professionals to assume leadership positions in private and public healthcare organizations. Within an organization, HCI graduates will be able to manage and administer health information systems that span across divisions, departments, and businesses and help analyze and interpret the data.

PROGRAM DESCRIPTION
The Healthcare Informatics major emphasizes the development of knowledge and skill in information management in private and public healthcare organizations. The required courses along with the general education curriculum will prepare graduates to advance to handling the multiple leadership roles in management of information and information technology within healthcare organizations. This program has two specific specializations; the Healthcare Informatics with Information Management (HCIM) specialization focuses upon human resource management, finance, operations and organization development, preparing students for healthcare information management, while the Healthcare Informatics with Information Technology (HCIT) specialization focuses upon information technology and systems, preparing students to build and use software and hardware systems to manage, retrieve, and analyze data to drive improvements in patient care.

MAJOR
A major in Healthcare Informatics requires:

1. 48 hours of General Education requirements which include PSY 206/216 as one of the science requirements and ECON 203 as one of the social science requirements.

2. 30 hours of **Healthcare Administration:** IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457.

3. 30 hours of Healthcare Informatics: BUS 151, MIS 225, BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373.

4. Majors pursuing **Healthcare Informatics Information Management (HCIM)** specialization are required to take 12 hours from PSY 302, MGT 352, MGT 353, MGT 359, MGT 452, ECON 341, MIS 378, MIS 447, and MIS 467.

5. Majors pursuing **Healthcare Informatics Information Technology** (**HCIT**) specialization are required to take 12 hours from CS 190, CS 226, CS 227, CS 313, CS 340, MIS 378, MIS 447, and MIS 467.

ADMISSION REQUIREMENTS
Students majoring in Healthcare Informatics are automatically enrolled as double majors in the Healthcare Informatics and Healthcare Administration programs.

MINOR
No minor in Healthcare Informatics is offered.

COLLATERAL
No collateral in Healthcare Informatics is offered.

SCHOOL OF EDUCATION

Interim Dean: Dr. Will Carswell
Faculty: Patricia Boatwright, Karen Fries, Jeanne Gunther, Polly Haselden, Daljit Kaur, Rongzhi Li, Kimberly McCuiston, Lisa Midcalf-Carpenter, Tammy Pawloski, James Ritter, Kit SaizdelaMora, Lindsay Simmons, and Krystin Williams

MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares competent and caring professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of professional knowledge, skills, and professional dispositions.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

FMU School of Education prepares competent and caring teachers.

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECK POINT 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.

MAJOR

Students seeking an Education degree enter as Pre-Education students in one of the eight majors (Early Childhood, Elementary, PreK-12 Art, Secondary, Biology, Secondary History, Secondary English, Secondary Math, or Multi-categorical: Autism Studies). 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

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), and Multi-categorical: Autism Studies courses, excluding EDUC 190, 192, 310, 311, 322, 420, 421, 423, 425, 429.

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. (For students enrolled as majors in the Multi-categorical: Autism Studies program, only completion of Education 190 is required 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 hours.
5. Submission of a completed Dispositions Verification Form signed by the candidate's advisor.
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.

Students will be informed via their university email account upon completion of these requirements.

MINOR

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

A minor in Autism and Neurodiversity includes the following courses: EDUC 420, EDUC 426, EDUC 428, EDUC 430, SLP 407, PSYC 317, PSYC 347.

COLLATERAL

A Collateral in Autism and Neurodiversity includes the following courses: EDUC 420, EDUC 426, EDUC 428, PSYC 317, PSYC 347.

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester.
2. A cumulative grade point average of at least 2.75 at the end of the semester prior to student teaching.
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.
4. Positive recommendations from public school personnel, practica course instructors, and the appropriate program committee.
5. Acceptable dispositions ratings from practica course instructors and supervisors.
6. A passing score (EXAMINEE copy) on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching).
7. Attendance at a mandatory orientation meeting conducted by the Director of Student Teaching; held the semester prior to Student Teaching.
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.

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.

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECK POINT III)

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

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

3. Acceptable dispositions ratings from Education 490 instructors.

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

5. Overall grade point average of 2.0 or higher.

ART EDUCATION

(SEE PROGRAM UNDER DEPARTMENT OF FINE ARTS.)

EARLY CHILDHOOD EDUCATION

Coordinator: Dr. Kit SaizdeLaMora
Grades: Pre-Kindergarten – Third

A Bachelor of Science degree in Early Childhood Education requires the following:

General Education . . . . . .48 or 49 hours
- Communications . . . . . 9 or 10 hours
  - English 101 or English 101E/101L . . . . . .3 or 4
  - English 102 3
  - Speech Communication 101 3
  - Social Sciences . . . . . 9 hours
  - Geography elective 3
  - Political Science 101 OR 103 3
  - Additional three hours chosen from Economics, Geography, Political Science, Sociology, or Honors 250-259 3
- Humanities . . . . . 12 hours
  - Literature (elective) 3
  - History (elective) 3
  - Art 101, Music 101, or Theatre 101 6
- Mathematics . . . . . 6 hours
  - Mathematics 170 3
  - Mathematics 270 3
- Natural Sciences . . . . . 12 hours
  - a. Biology or Environmental Sciences 4
  - b. Chemistry, Physics, or Physical Science 4
  - c. Astronomy, Biology, Chemistry, Physics, Physical Science, or Honors 280-289*

**To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Students are strongly encouraged to take ASTR 101 or 102. Students are also strongly encouraged to take BIO 102.
*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does NOT count as science for Early Childhood Education teacher licensure.

Students cannot take both Biology 104 and 105.
Pre-Professional Education . . . . . 18 hours
- Education 190 3
- Education 192 3
- Education 310 3
- Education 311 3
- Education 322 (works well with Block A) 3
- Education 420 (works well with Block A) 3

Professional Education
(Requires Admission to the Professional Education Program) . . 43 hours
- Early Childhood Education 329 (works well with Block A) 3
- Education 411 (works well with Block B) 3
  (Prerequisite to Block A and B courses)

Block A*
- Early Childhood Education 321 - Block A 3
- Early Childhood Education 335 - Block A 3
- Education 326-Block A 3

Block B*
- Early Childhood Education 320 - Block B 3
- Early Childhood Education 336 - Block B 3
- Early Childhood Education 420 - Block B 3
- Education 324-Block B 3
- Education 391 - Block B 2

Student Teaching Block* . . . . . 15 hours
- Education 487 2
- Education 490 12

Supporting Courses . . . . . 15 hours
- Art Education 217 3
- English 313 3
- English 341 3
- Mathematics 370 3
- Psychology 315 3

* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.

Minimum hours required for graduation . . . . . .124 hours

ADDING AN ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE
South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services (https://www.ed.sc.gov/educators/certification/).
**Important – Obtaining an additional licensure is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on licensure requirements. State forms and requirements may be obtained from ed.sc.gov/agency/se/Educator-Services/.

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN EARLY CHILDHOOD EDUCATION

The Accelerated Master of Arts in Teaching with Major in Early Childhood Education is an accelerated graduate program where the student completes coursework at the graduate level, including one semester of clinical experience, while earning a Master's degree. For more information on this program, see the section under Graduate Education Programs.

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN ELEMENTARY EDUCATION

The Accelerated Master of Arts in Teaching with Major in Elementary Education is an accelerated graduate program where the student completes coursework at the graduate level, including one semester of clinical experience, while earning a Master's degree. For more information on this program, see the section under Graduate Education Programs.

ELEMENTARY EDUCATION

Coordinator: Dr. Patricia Boatwright
Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

General Education . . . . . 48 or 49 hours
- Communications . . . . . 9 or 10 hours
  - English 101 or English 101E . . . . . 3 or 4
  - English 102 3
  - Speech Communication 101 3
- Social Sciences . . . . . 9 hours
  - Geography elective 3
  - Political Science 101 or 103 3
  - Additional three hours to be chosen from anthropology, Economics, geography, political science, sociology, or Honors 250-259 3
- Humanities . . . . . 12 hours
  - Literature (elective) 3
  - History (elective)* 3
  - Art 101, Music 101, or Theatre 101 6
- Mathematics . . . . . 6 hours
  - Mathematics 170 3
  - Mathematics 270 3
- Natural Sciences . . . . . 12 hours
  - a. Biology or Environmental Sciences 4
  - b. Chemistry, Physics, or Physical Science 4
  - c. Astronomy, Biology, Chemistry, Physics, Physical Science or Honors 280-289** 4

*Students are strongly encouraged to take either History 101 or 102 to be better prepared for the Elementary Praxis content exams.

To satisfy the Natural Sciences requirement, students must take at least one course from **a, at least one course from **b**, and at least one course from **c** above. Psychology does not count as science for Elementary Education teacher Licensure. Students are strongly encouraged to take ASTR 101 or 102. Students are also strongly encouraged to take BIO 102.

***Must be a four credit hour course with laboratory

- Pre-Professional Education . . . . . 18 hours
  - Education 190 3
  - Education 192 3
  - Education 310 3
  - Education 311 3
  - Education 322 3
  - Education 420 3
- Professional Education (Requires Admission to the Program) . . . . . 36 hours
  - Education 313 2
  - Education 324 3
  - Education 326 3
  - Education 392 2
  - Education 411 3
  - Elementary Education 315 3
  - Elementary Education 316 3
  - Elementary Education 317 3
- Student Teaching Block* . . . . . 14 hours
  - Education 487 2
  - Education 490 12
- Supporting Courses . . . . . 15 hours
  - Art Education 217 3
  - English 315 3
  - English 341 3
  - Mathematics 370 3
  - Psychology 315 3

Concentration (Approved by academic adviser) . . . . . 8-9 hours

This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:

a. English (three courses) – Select from above English 200 literature and/or writing courses.
b. Foreign Language (three courses)
c. Learning Disabilities (three courses) – EDUC 421, 423, & 425
d. Mathematics (three courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.
e. Science (two courses) – Select from the physical sciences and/or biological science.
f. Social Studies (three courses) – Select from history, political science, geography and/or economics.

*All Student Teaching Block courses must be taken together.
Minimum hours required for graduation . . . . . 125 hours

ADDING AN ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services (https://www.ed.sc.gov/educators/certification/).

**Important – Obtaining an additional licensure is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on licensure requirements. State forms and requirements may be obtained from ed.sc.gov/agency/se/Educator-Services/.

MIDDLE LEVEL EDUCATION

For students interested in adding a certification area in a Middle Level Education subject onto one of the six Education programs offered at FMU: South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual https://ed.sc.gov/educators/certification/add/ . For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at certification@ed.sc.gov. Students are encouraged to talk to their advisors for guidance.

SECONDARY EDUCATION

Grades: Nine – Twelve

Majors in Biology, English, History, and Mathematics may complete an approved program leading to South Carolina licensure. (For degree requirements, please see the Teacher Licensure Options in the DEPARTMENT OF BIOLOGY; DEPARTMENT OF ENGLISH AND PHILOSOPHY; DEPARTMENT OF HISTORY; and the DEPARTMENT OF MATHEMATICS.)

MULTI-CATEGORICAL: AUTISM STUDIES

Coordinator: Angela Willard
Grades: PreK-12

This multidisciplinary degree program focuses on autism spectrum disorders and neurodevelopmental disabilities. Specialty courses come from the disciplines of education, psychology, occupational therapy, and speech-language pathology.

This program will meet the coursework and some of the experiential requirements for Board Certified Assistant Behavior Analyst ® (BCaBA) certification; graduates will have additionally earned a minor in Psychology. Course descriptions for the specialty courses can be found in the discipline-specific sections in the undergraduate catalog.

A Bachelor of Science degree in Multi-Categorical Special Education with a focus on Autism Studies requires the following:

General Education . . . . . 48 or 49 hours
- Communication . . . . . 9 or 10 hours
  - English 101 or English 101E/101L . . . . . 3 or 4
  - English 102 3
  - Speech Communication 101 3
- Social Sciences . . . . . 9 hours
  - Political Science 101 or 103 3
  - Geography 3
  - Sociology 201 3
- Humanities . . . . . 12 hours
  - Literature 3
  - History 3
  - Art 101, Music 101, or Theatre 101 6
- Mathematics . . . . . 6 hours
  - Mathematics 170 3
  - Mathematics 270 3
- Natural Sciences . . . . . 12 hours
  - Biology 102 4
  - Chemistry 111/111L 4
  - Biology 105/115 4

Supporting Courses . . . . . 12 hours
- English 313 or 315 3
- English 341 3
- Psychology 206 3
- Psychology 315 3

- Pre-Professional Education . . . . . 9 hours
  - Education 190 3
  - Education 420 3
  - Education 429 3

Students must be admitted to the program to take the following courses:

Professional Education . . . . . 26 hours
- Education 426 1
- Education 428 2
- Education 431 3
- Education 432 3
- Education 433 3
- Education 487 2
- Education 491 12

Specialty Courses . . . . . 30 hours
- Occupational Therapy 301 3
- Psychology 357 3
- Psychology 367 3
- Psychology 377 3
- Psychology 387 3
- Psychology 397 3
- Psychology 400 1
- Psychology 401 2
- Speech-Language Pathology 404 3
- Speech-Language Pathology 407 3
- Speech-Language Pathology 412 3

Minimum hours required for graduation . . . . . 125 hours

EARLY CHILDHOOD EDUCATION COURSES (ECED)

A student must be admitted to the Professional Education Program before enrolling in any of these courses.

320 Curriculum for Early Childhood Education - Block B (3) F, S. Analyzes developmentally appropriate practices on the pre-school and primary level. Includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. Emphasizes effective instructional assessments, screening devices and daily classroom management techniques for early learners in diverse situations. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

321 Methods for Teaching and Assessing Primary Mathematics - Block A (3) F, S. This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.www.fmarion.edu/academics/news_and_announcements.

329 Clinical Experiences in Early Childhood Education (3) F, S. (Prerequisites: Admission to Professional Program in Early Childhood Education.) This course involves the study of content specific to Early Childhood settings and participation in those settings. Teacher candidates will observe, record, and assess the development and behaviors of children and develop child-centered approaches for classroom management. This course will require a minimum of 50 field experience hours in an early childhood setting with 30 of those hours in a public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

335 Teaching Social Studies in Early Childhood Education (3) F, S. (Prerequisite: Admission to Professional Education Program; Corequisite Block A). The study and application of instructional practices for social studies for young children as they relate to major social studies themes emphasized by South Carolina Social Studies Academic Standards and the National Council for the Social Studies, including the roles of children in citizenship, families and communities. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

336 Teaching Science in Early Childhood Education (3) F, S. (Prerequisite: Admission to Professional Education Program; Corequisite Block B). This course focuses on the study and application of teaching methods in science for young children. Students will learn how to emphasize methods for inquiry, discovery, and problem solving, thus utilizing the science process skills. This course could require up to 15 field experience hours in a local public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

420 Methods and Materials for Early Childhood Education - Block B (3) F, S. Students are taught how to organize the classroom environment and select materials appropriate for early childhood education. Strategies for developing a positive learning environment and methods for managing the classroom are presented.

ELEMENTARY EDUCATION COURSES (ELEM)

A student must be admitted to the Professional Education Program before enrolling in any of these courses.

315 Methods of Instruction for Social Studies (3) (Prerequisite: Admission to the Professional Education Program and Education 311). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

316 Methods of Instruction for Mathematics (3) (Prerequisite: Admission to the Professional Education Program and Education 311). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today's elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

317 Methods of Instruction in Science (3) (Prerequisite: Admission to the Professional Education Program and Education 311). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background (check deadlines: www.fmarion.edu/education/soenews/.

MIDDLE LEVEL EDUCATION COURSES (MLED)

A student must be admitted to the Professional Education Program before enrolling in any of these courses.

315 Methods of Instruction for Social Studies (3) (Prerequisite: Admission to the Professional Education Program and Education 311). F, S. This course is designed to prepare the prospective teacher of middle-level students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

316 Methods of Instruction for Mathematics (3) (Prerequisite: Admission to the Professional Education Program and Education 311). F, S. This course focuses on the essential components of successful math instruction at the middle-level grades: understanding modern mathematical practices, techniques, and current trends that are being used in today's middle-level classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

317 Methods of Instruction in Science (3) (Prerequisite: Admission to the Professional Education Program and Education 311). F, S. This course focuses on the essential components of successful science instruction at the middle school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background (check deadlines: www.fmarion.edu/education/soenews/.

422 Middle Level Curriculum and Organization (3) (Prerequisite: Admission to the Professional Education Program) A study of school organization and curriculum developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, activity and advisory programs, and community building.

EDUCATION COURSES (EDUC)

The following courses, EDUC 190, EDUC 192, EDUC 322, EDUC 324, EDUC 326 and EDUC 411, could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

190 Foundations of Education (3) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information and introduced to the Education and Economic Development Act that impact school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet-Experiencing Education credit are not required to take this course. The purchase of Student Learning and Licensure (SLL) is a course requirement.

192 Foundations of Curriculum and Instruction (3) F, S, SU. This course provides insight into the theoretical foundations of how students learn. Special emphasis will be placed on major theorists and their contributions to education as related to the stages of human development and cognitive functioning. Course content will also include information on the instructional process, teaching diverse learners, engaging families and the learning community, facilitating instructional strategies, applying questioning techniques, and using assessment to inform the instructional process. EDUC 192 is a prerequisite for Education, Early Childhood Education, Elementary Education, and Secondary Education courses. Students who have SC Teacher Cadet – Educational Psychology credit are not required to take this course.

201 Politics in Education (3) This course is for non-majors and examines the status of the U.S. Education system, past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Emphasis will be placed on key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and court(s) and actors (e.g. elected officials, parents, teachers, unions, and the general public)

shaping the American PreK-12 education system. The course will explore how American society handles conflicting visions of what schools should and should not be doing, and what the specific changes in political and governance processes might improve public education.

310 Using Technology Effectively in the Classroom (3) (Pre-requisite: EDUC 190 and 192). F, S, SU. This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_ announcements.

311 Foundations of Instructional Planning and Assessment (3). (Pre-requisite: EDUC 190 and 192). F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement of both general education and special education students and will differentiate instruction and assessment based on Individual Education Plans (IEPs). This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

313 Field Experiences in Instructional Planning and Assessment (2) (Prerequisite: Admission to Professional Education Program; Prerequisite: Education 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. Teacher candidates will teach lessons and utilize classroom management strategies learned in the course. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 50 hours in field experience in public schools. A SLED background check is required prior to field placement.

322 Foundations in the Instruction of Reading (3) (Prerequisite: EDUC 190 and 192) This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

324 Reading Assessment (3) (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block B). This course is designed to provide teacher candidates with the knowledge and experience of assessing PreK-12 students in reading. Interpretation of data and implications for instruction will be highlighted throughout the course.

326 Strategies for Reading Instruction PreK-12 (3) (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A).This course will examine the current trends and practices in the teaching of reading. In addition, teacher candidates will examine ways of accommodating students with varying reading levels.

391 Field Experience B: Early Childhood - Block B (2:1-3) (Prerequisite: Admission to the Professional Education Program, EDUC 311 and ECE 329) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors and utilize classroom management strategies for support. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individuals and groups of parents, as well. This course requires a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

392 Field Experience: Elementary (2:1-3) Prerequisite: Admission to the Professional Education Program; Prerequisite: EDUC 311 and EDUC 313; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies for both academic and behavioral needs. This course requires a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

393 Field Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program and EDUC 311; corequisite EDUC 434/435/436/437 to be taken in the semester prior to student teaching.) F. This course is designed to provide secondary licensure students with knowledge of general secondary education pedagogical practices and concepts, in addition to practical experiences in public schools. Development of interdisciplinary teaching and classroom management strategies applicable to secondary classrooms across subject areas will be emphasized. Lectures, discussions, and assignments will be devoted to understanding standard learning objectives, lesson plan design and implementation, assessment strategies, pedagogical analysis and reflection, clinical observations, classroom management strategies, and professional expectations. This course requires a minimum of 50 hours in field experience in a local public school setting. A SLED background check is required prior to field placement.

394 Field Experience: Middle Level (2:1-3) (Prerequisite: Admission to the Professional Education program; Prerequisite: EDUC 311 and EDUC 313; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Student Learning Objective (SLO) project. This course will require a minimum of 50 hours in field experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

411 Reading and Writing in the Content Areas (3) (Prerequisite: Admission to the Professional Education Program or permission from the School of Education) This course is designed to prepare pre-service teacher candidates to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined by pre-service classroom teachers. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines.

420 Introduction to the Exceptional Learner (3) (Pre-requisite: EDUC 190 and 192; Students in the Autism Studies program are only required to complete EDUC 190). This course is designed to provide prospective teachers with background of learners with exceptionalities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_announcements.

421 Behavior Management (3) (Prerequisite: EDUC 420). This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom.

423 Characteristics of Learning Disabilities (3) (Prerequisite: EDUC 420). This course is designed for prospective teachers with a concentration in learning disabilities. It considers the academic, social, emotional, and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings.

425 Methods/Procedures for Learning Disabilities (3) (Prerequisites: EDUC 420). This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, across student needs, and across school environments.

426 Seminar in Autism and Neurodiversity (1) (Corequisite: EDUC 428; PSYC 347). This course will provide students with the knowledge, understanding, and skills to engage with and advocate for neurodiverse individuals. In this seminar, we will explore the history and etymology of autism and neurotypes, current policy guiding services for neurodivergence, research and innovation with neurodiverse students, and portrayal of neurodiversity in media.

428 Practicum in Autism and Neurodiversity (2) (Corequisite: EDUC 426; PSYC 347). This course provides opportunities for pre-professionals to gain experience supporting autistic individuals and their families. Through this course, students will partner with autism advocacy and support groups to develop and assist with interdisciplinary autism educational and advocacy programs. Students complete at least 30 hours in a supported field experience and will regularly reflect on their experience.

429: Introduction to Multi-Categorical Disabilities (3) This course is designed to provide prospective teachers with a background of learners with multi-categorical disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who have been identified with learning disabilities (LD), intellectual disabilities (ID), and/or emotional/behavioral disabilities (EBD). Participants will learn characteristics and the impact of varied social/emotional and learning needs to examine effective instructional strategies to reach the needs of students with the above disabilities. The course will highlight relevant special education laws, screening, identification, measurement, and assessment to allow for teachers to implement data-based instruction in their classrooms.

Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence-based practices and interventions. This course cannot be used as a substitute for EDUC 420.

430 Self-Regulated Learning (3). This course highlights research, theories, and practices for developing self-regulation skills in learners across the lifespan. Students will explore a multidimensional conceptual framework of self-regulated learning, including attachment, self-determination, resilience, and environmental factors. Throughout the course, students will apply principles of self-regulated learning to their future work context supporting learners across the lifespan.

431 Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades PreK – 2 (3) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades PreK-2. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades PreK-2. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the early childhood years, including identification and early intervention, teaming with families, and Read to Succeed requirements will be embedded into this course.

432 Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades 3 – 7 (3) (Prerequisite: EDUC 431) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades 3-7. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 3-7. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the school years, including methods for promoting social competence, collaboration and consultation, and Read to Succeed requirements will be embedded into this course.

433 Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades 8 – 12 (3) (Prerequisites: EDUC 431 and 432) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades 8-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 8-12. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for moving from school to adult life, including fostering self-determination, transition to adulthood, and Read to Succeed requirements will be embedded into this course.

434 Teaching English in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F. This course emphasizes the development of instructional practices, curricular materials, and technology appropriate for teaching English in secondary schools. Special attention will be placed on teaching language, reading, literature, and composition.

435 Teaching Social Studies in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F, S. Provides the student with the specific skills, methods, and materials required for teaching social studies in the secondary schools. Models of inquiry will be a special focus of this course, designed to meet the "Standards for Preparation of Social Studies Teachers" approved by the NCSS Board of Directors. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching.

436 Teaching Mathematics in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F. This course is designed for mathematics majors who are pursuing licensure in secondary mathematics. Students will investigate mathematics curriculum, teaching strategies, and evaluation techniques. Mathematics concepts, geometry, real world applications, the use of technology, and problem solving strategies will be emphasized.

437 Teaching Science in the Secondary School (3) (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F, S. Introduces prospective secondary school science teachers to the issues, trends, challenges, current curriculum development projects, and research in secondary science education. Instructional strategies to promote investigative science skills and concepts will be emphasized. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching.

487 Directed Teaching Seminar: Classroom Management (2) (Corequisite: 490 or 491) F, S. Designed to support the necessary knowledge and skills for teacher candidates to be effective teachers. Emphasis is on continuing preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, and the student's responsibility for management.

490 Directed Teaching (12) (Corequisite: 487) F, S. The student will be placed in a classroom situation and work under the guidance of an experienced classroom teacher as well as a University supervisor.

491 Directed Teaching in Multi-Categorical: Autism Studies (12) (Prerequisites: All Praxis exams must be passed, and all undergraduate coursework completed. All students must be cleared by the South Carolina Department of Education to student teach in a public school setting; a current SLED check and Tuberculosis (TB) test will be required prior to field placement in any public-school setting. Corequisites: PSYC 401, EDUC 487). This course is a supervised directed teaching experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments include making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

The internship is a planned sequence of experiences in the Multi-Categorical: Autism Studies undergraduate program. It is conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During the directed teaching semester, the student must demonstrate the competencies identified for the multi-categorical teaching field in an appropriate PK-12 grade level setting. Supervised, field-based experiences in observation, instruction, and administration of programs for students who have been identified as having multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. In addition, the student participates in 2-3 seminars scheduled throughout the semester.

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

555 Teaching Children of Poverty (3) (Prerequisites: Education 311 or permission of the school) This course and its required clinical experiences are designed to provide teacher candidates with in-depth study of issues related to teaching children of poverty. It includes collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and

advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

PHYSICAL EDUCATION

Coordinator: Quin Monahan

MAJOR
No major in physical education is offered.

MINOR
No minor in physical education is offered.

COLLATERAL
No collateral in physical education is offered.

OTHER INFORMATION
No more than two semester hours of activity courses can be credited toward a degree.

PHYSICAL EDUCATION COURSES (PE)

101 Badminton (1:2) F. Instruction in the basic strokes, court position, strategy and tactics, and rules of badminton.

104 Racquetball (1:2) F, S. Instruction in the basics of racquetball. Included are basic strokes, offensive and defensive shots, serves, court positioning, and the fundamentals of singles and doubles play.

106 Beginning Swimming (1:2) S. Designed for those who are weak or non-swimmers. The objective is to equip the individual with basic water safety skills and knowledge in order to make him/her comfortable and safe while in, on, or about water.

107 Volleyball (1:2) F. Basic skills of volleyball: serve, set-up, and spike. Team strategy and basic rules of power volleyball.

108 Tennis (1:2) F, S. Fundamental strokes, court strategy (singles and doubles), and basic rules.

110 Weight Training (1:2) F, S. Development and utilization of a weight training program with the emphasis on optimum development of strength and endurance.

112 Golf (1:2) F, S. Instruction in the basic elements of golf designed to develop interest and ability to play the game.

115 Weight Control and Fitness (1:2) F, S. To obtain knowledge of the health implications of physical activity and weight control through various exercise programs. To gain a minimum level of physical fitness and to obtain knowledge of factors causing weight gain and weight loss.

206 Intermediate Swimming (1:2) S. Designed to assist the swimmer in obtaining and/or increasing proficiency in a variety of swimming skills. Includes the proper execution of the four basic strokes, turning, and basic diving.

218 Principles and Problems of Athletic Coaching (3) (Prerequisite: Education 299) F. Overview of the areas of history and principles of physical education and coaching. Today's pertinent problems confronting physical educators and coaches will be thoroughly covered. The foundations of physical education in today's modern schools, including the aims, objectives, and goals, will be examined.

219 First Aid and Care and Prevention of Athletic Injuries (3:2-2) F, S, SU. Study of American Red Cross First Aid materials and prevention, treatment, and rehabilitation of athletic injuries. The legal responsibilities of the administrator of emergency treatment and the trainer will be covered.

220 Yoga for Beginners (1) This course is designed to introduce the student to the fundamental philosophies, skills, and terms of Hatha yoga. Emphasis is placed on yoga for health and how to correctly practice yoga including Asanas (yoga poses), Pranayama (breathing), and meditation in everyday life. Subtopics include yoga for stress reduction, yoga for neck and back pain, yoga for weight management, and yoga for relaxation.

301 Advanced Lifesaving and Senior Lifesaving (1:2) S. Leads to American Red Cross certification as an advanced lifesaver. Designed to equip the student with knowledge and skills to help prevent aquatic accidents and to give assistance to victims. An additional fee of approximately $90 is required by the American Red Cross.

306 Water Safety Instruction (1:2) (Prerequisite: 301 or Red Cross Advanced Lifesaving Certification) S. Designed to cover teaching procedures from the beginning swimmer through the teaching of a lifesaving course. Leads to American Red Cross Certification as a water safety instructor.

318 Kinesiological Foundation of Coaching (3) (Prerequisite: Biology 106 or permission of school) F. Study of human neuromuscular system and how the human body performs anatomically and mechanically.

319 The Physiological Basis of Exercise (3:2-2) S. Designed to help the student to understand and apply physiological principles to the fields of physical education and athletics. The emphasis of the course is to study the effects of exercise and various training programs on cardiovascular endurance, strength, flexibility, and other factors affecting health and performance.

401 Physical Education in the Elementary School (3) F, S. Establishes the place of physical education in the total educational picture, its relationship to educational theory and laws of learning. Students will participate and assist as observers with limited responsibility for the planning and conducting of class in conjunction with an experienced physical education teacher.

418 Theory and Techniques of Coaching I (3:1-4) (Prerequisite: 318 and 319 or permission of school) F. General methodologies for teaching and coaching fall sports, coaching practicum at FMU, proficiency in officiating, knowledge of rules, and satisfactory completion of intermediate-level competency-based performance in sports assigned.

419 Theory and Techniques of Coaching II (3:1-4) (Prerequisite: 318 and 319 or permission of school) S. General methodologies for teaching and coaching spring sports, coaching practicum at FMU, proficiency in officiating, knowledge of rules, and satisfactory completion of intermediate-level competency-based performance in sports assigned.

SCHOOL OF HEALTH SCIENCES

Dean of the School of Health Sciences: Dr. Karen Gittings
Chair of the Nursing Department: Dr. Rhonda Brogdon
Chair of Speech-Language Pathology: Dr. Frances A. Burns
Chair of Healthcare Administration: Dr. Sarah Kershner
Director of Occupational Therapy Program: Dr. Rachelle Lydell
Director of Physician Assistant Studies: Dr. David James
Director of the MSN and DNP FNP Tracks: Dr. Tiffany Phillips
Coordinator of the RN-to-BSN Track: Dr. Nina Russell
Coordinator of the Nurse Educator Track: Dr. Dorie Weaver
Coordinator of the MSN and DNP PMHNP Tracks: Dr. Tiffany Pressley
Faculty: Meagan Bennett, Jenna Blaschke, Jeffrey Bolles, Rhonda Brogdon, Frances Burns, Ashleigh Collins, Roblin Fenters, Tracy George, Karen Gittings, Deborah Hopla, Julia (Marty) Hucks, David James, Sarah Kershner, Rachelle Lydell, Marilyn McClam-Mack, Kellie Middleton, Zeinab Khoshhal Mollasaraei, Allison Munn, Michele Norman, Tiffany Phillips, Tiffany Pressley, Nina Russell, Gabrielle Scott, Isaac Snapp, Christina Springs, Rebekah Wada, Megan Wayne, Dorie Weaver
Administrative Staff: Sidney Coker, Kelly Heavner, Terri Hinson, Genien James, Benjamin Johnson, Whitney Moore, and Arie Meyer

VISION STATEMENT

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

MISSION STATEMENT

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

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

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

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

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

Healthcare Administration (BS)
Nursing (BSN, RN-to-BSN, MSN/FNP, MSN/PMHNP, MSN/Nurse Educator, Post-masters Nurse Educator Certificate, and Doctor of Nursing Practice)
Speech-Language Pathology (MSLP)

HEALTH COURSES (HLTH)

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

HEALTHCARE ADMINISTRATION (HCA)

Chair: Dr. Sarah Kershner

MISSION STATEMENT

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

PROGRAM DESCRIPTION

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

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by the School of Health Sciences).

The Healthcare Administration major has two courses that are cross-listed Nursing courses. Healthcare Administration majors, both General and Clinical, are not allowed to enroll in any other Nursing courses without admission to the Francis Marion University Nursing program. All Healthcare Administration majors are required to complete all Francis Marion University General Education Requirements.

MAJOR

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

1. Interprofessional Healthcare (IPHC): IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

2. Major/Minor/collateral requirements (three options)
   a) double major in Healthcare Informatics (Information Management or Information Technology track)
   b) an 18-hour minor approved by the faculty adviser
   c) two 12-hour collaterals approved by the faculty adviser

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

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

ADMISSION REQUIREMENTS
(Clinical Track Only)
Applicant's previous overall academic success is the primary factor considered for admission to the School of Health Sciences. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

1. A copy of the student's acceptance to the University

2. Three professional references (preferably instructors and employers)

3. An official transcript verifying an associate's degree in an allied health profession

4. A copy of the applicant's current unencumbered license or certificate

Applications are available online at www.fmarion.edu.

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

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

2. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.

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

MINOR
A minor in Healthcare Administration requires 18 hours of Healthcare Administration courses including IPHC 380 Introduction to Public Health (3), IPHC 445 Population-Focused Care (3), and IPHC 448 Public Health Policy (3), plus nine additional hours, which must be selected from:
IPHC 301 Professional Role and Practice (3)
IPHC 303 Understanding Sexual Health in Healthcare Settings (3)
IPHC 334 Research in Public Health (3)
IPHC 365 Epidemiology in Public Health (3)
IPHC 400 Interprofessional Healthcare Internship (3)
IPHC 410 Health Behavior Theories in Public Health (3)
IPHC 451 Healthcare Finance (3)
IPHC 456 Leadership in the Healthcarse Environment (3)

COLLATERAL
A collateral in Healthcare Administration requires 12 hours of Healthcare Administration courses including IPHC 380 Introduction to Public Health (3), IPHC 445 Population-Focused Care (3), and IPHC 448 Public Health Policy (3), plus three additional hours, which must be selected from:
IPHC 301 Professional Role and Practice (3)
IPHC 303 Understanding Sexual Health in Healthcare Settings (3)
IPHC 334 Research in Public Health (3)
IPHC 365 Epidemiology in Public Health (3)
IPHC 400 Interprofessional Healthcare Internship (3)
IPHC 410 Health Behavior Theories in Public Health (3)
IPHC 451 Healthcare Finance (3)
IPHC 456 Leadership in the Healthcare Environment (3)

INTERPROFESSIONAL HEALTHCARE ADMINISTRATION COURSES (IPHC)

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

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

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

334 Research in Public Health (3) Provides the student with the basic skills and knowledge to evaluate research in the field of public health. Emphasis is on the review and synthesis of published relevant research with a special focus on how to use research findings to develop evidence-based programs that address behavioral change in a population. Ethical considerations in research are addressed.

365 Epidemiology in Public Health (3) This course is designed to be an entry into the field of epidemiology, with a focus on public health practice. Students will study the discipline's landmark historical events, scientific study design, statistical methods, causality, and strategies for disease interventions. This investigative science provides students with the basic skills to find the root causes of disease, develop intervention strategies, and stop outbreaks before they reach epidemic proportions.

380 Introduction to Public Health (3) This course is designed to introduce the basic theories, applications, current statistics and definitions of public health, including integrating public health with other health professions. It will provide a history of public health, current events and an overview of how historical events and threats to public health have informed the evolution of public health. Students will compare public

health in the United States to other countries to realize the global nature of the discipline. Students will learn how public health researchers and practitioners work to prevent disease and promote global health through scientific research, policy development, and health education. This course will also provide an introduction to biostatistics, epidemiology and using Excel to interpret data trends.

410 Health Behavior Theories in Public Health (3) Behavioral health is the cornerstone of public health practice, and the theoretical models of health behavior are introduced in the core courses of the Healthcare Administration curriculum. This course is designed to promote the student's comprehensive knowledge of the different models and theories of health behavior, putting theory into practice through guided research and writing, case evaluation, and the development of an intervention protocol. Emphasis is placed on comparative analysis of the popular models and theories and their constructs, determining their strengths and weaknesses, as well as their appropriateness for different segments of the population and application to public health programs. This course is highly recommended for those students pursuing the Certified Health Education Specialist (CHES) credential from the National Commission for Higher Education Credentialing (NCHEC).

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

448 Public Health Policy (3) This course offers the student the opportunity to discuss public health policy and implications on behavior change within a population. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current public health issues such as quality of care and access care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the field of public health policy.

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

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

457 Professional Capstone Course (3) (Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 380, IPHC 445, IPHC 448, IPHC 451, IPHC 456). This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

HEALTHCARE ADMINISTRATION PLAN OF STUDY - MAJOR COURSES

Semester One
IPHC/POL 215 Introduction to Public Administration (3)
IPHC 301 Professional Role and Practice (3)
IPHC/PSY 314 Health Psychology/Behavioral Medicine (3)
IPHC 334 Research in Public Health (3)
IPHC 380 Introduction to Public Health (3)
Semester Two
IPHC 445 Population-Focused Care (3)
IPHC 448 Public Health Policy (3)
IPHC 451 Healthcare Finance (3)
IPHC 456 Leadership in the Healthcare Environment (3)
IPHC 457 Professional Capstone Course (3)

HEALTHCARE COURSES (IPHC)

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

200 Spirituality in Healthcare (1) This elective course will explore the relationship between health and spirituality and the process of spiritual development across the lifespan. Current research in these areas will be stressed. Various religions and their impact on healthcare practices will be examined. Means of conducting the spiritual assessment and the healthcare provider's role in spiritual care will be analyzed.

213 Safe Dosage Calculations for Interprofessional Healthcare Providers (3) This elective course is for those who plan a career in healthcare and may need a more specialized focus on safe dosage calculations. This course will focus on identifying methods of calculations used when determining a safe dose for administering medications through various routes such as injections, oral, and intravenous (IV). This course can also be taken

by those who may need remediation in dosage calculation. This course does not take the place of any required math courses as established by the University or Nursing.

302 Understanding Veteran Culture and Health (3) (Prerequisite: Junior or senior status) This elective interprofessional course provides the learner with the knowledge needed to understand aspects of veteran culture and healthcare needs through exposure to sociopolitical elements of the veteran population.

303 Understanding Sexual Health in Healthcare Settings (3) (Prerequisite: Junior or Senior Status) This course will analyze and synthesize information centering on a number of current sexual and reproductive health issues across the lifespan. This course is designed to build student's knowledge of sexual health terms and topics including HIV, sexually transmitted infections (STIs), contraceptive methods and cultural perspectives of sexuality from birth through late adulthood. The course will also develop the student's knowledge and comfort in working with sexual minority populations (Lesbian, Bisexual, Gay, Transgender, Questioning) in healthcare settings. Students will come away from the course with a working knowledge of the terminology and history related to sexual health and sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community. Students will better understand how stigma influences patient behavior and quality of care, and ultimately the costs of negative health outcomes. Emphasis is placed on how the clinical and allied health community can support and better serve patients who identify as a sexual minority, through a better understanding of the health disparities among sexual minority populations.

400 Interprofessional Healthcare Internship (3) (Must be Junior or Senior status and enrolled in the Healthcare Administration major). This course is designed to provide opportunities for students to interact with public health professionals, participate in activities related to community health, and improve understanding of public health theory and application in real world scenarios. Students will gain experience using relevant technology in healthcare and increase understanding of cultural competency, confidentiality, and diversity in healthcare. Students will be required to complete 90 hours during the internship period.

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

500 Rural Healthcare (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

545 Guided Graduate Health Sciences Elective (3, 2, or 1) (Permission of the Program Chair/Director) This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.

NURSING

MISSION STATEMENT

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

PROGRAM DESCRIPTION

The Department of Nursing offers pre-nursing, an upper division pre-licensure baccalaureate degree in nursing, and an RN to BSN degree. The pre-nursing and upper division pre-licensure curricula prepare graduates to function competently as skilled practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences in the pre-licensure course of study are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the simulation and skills laboratory. The program emphasizes lifelong learning as a basis for personal and professional growth. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study.

BACHELOR OF SCIENCE IN NURSING (BSN)

Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 +2 program because applicants must complete 59 semester hours of pre-nursing coursework which includes general education and prerequisites prior to enrollment in the pre-licensure (upper division) nursing curriculum. The 59 semester hours for pre-nursing include general education requirements and other required courses specific to the BSN degree. A grade of C or better must be achieved in all of the courses making up the 59 pre-nursing course hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of pre-nursing courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. If a student takes a core science course twice, the higher of the two grades will be used to calculate the core science GPA and overall GPA in nursing prerequisites; any subsequent/additional course attempts will not be considered in calculating the core science and overall GPA in nursing prerequisites.

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

Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again in this section. All prerequisite work must be completed before entering the pre- licensure BSN track.

PRE-NURSING

GENERAL EDUCATION AND REQUIRED COURSES

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

English 101 (or English 101E/L)	3 or 4
English 102	3
Speech Communication 101	3
Political Science 101 or 103	3
Social Science Elective	3
**Psychology 334	3
Literature (any language)	3
History	3
Art 101, Music 101 or Theatre 101	3
Humanities Elective	3
Mathematics 111 (111E) or higher	3
Mathematics 134	3
*Biology 105	3
Biology 205	4
Biology 215 or 311	4
Biology 236	4
Chemistry 111 and 111L	4
*Nursing 101	2
*Nursing 102	2
TOTAL	**59-60 hours**

*Not required for RN to BSN students

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

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

Lifespan and Human Growth and Development	3
Statistics	3
Human Anatomy	4
Physiology	4
Microbiology	4
Science Elective	4
Nursing 101	2
Nursing 102	2
TOTAL	**26 hours**

ADMISSION REQUIREMENTS FOR THE UPPER DIVISION BSN DEGREE PROGRAM
Applications to Nursing for admission to the BSN program may be made during the sophomore year. To be eligible to apply for admission a student must:

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

For spring admission, application deadline is October 1. Fall applications must be received by March 1. Applications may be obtained online at www.fmarion.edu/healthsciences/nursing/applicationsandforms/bsn/.

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from the Fundamentals of Nursing course.

In order to progress in the nursing program, students must achieve a grade of C or higher in all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).

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

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

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

NURSING COURSES (NURS) UPPER DIVISION B.S.N. DEGREE PROGRAM

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

102 Introduction to Professional Clinical Nursing (2) (Prerequisite: NURS 101 or permission of the department) This course will introduce the pre-nursing student to the role of the professional nurse in clinical practice with a focus on acquiring knowledge and developing proficiency for accurately computing medication dosages for various methods of administration to patients across the lifespan. Medication Dosage Calculations (MDC) emphasize critical thinking techniques to effectively and accurately calculate safe dosages of medications through reading, interpreting, and solving calculation problems encountered in the preparation of medication administration. Learners will review basic math skills, learn systems of measurement, equivalents and conversions, selected approved medical abbreviations, and calculate dosages of medications through Dimensional Analysis. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing. Completion of this course does not guarantee admission to the upper division nursing program.

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

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

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

301 Health Assessment (4:3-3) (Prerequisites or Corequisites: NURS 322 and 323. Corequisite: NURS 309). Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

306 Nursing Research in Practice (3) (Prerequisite: 323. Corequisites: NURS 307 or 321 is strongly recommended) The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

307 Psychiatric and Mental Health Nursing (4:3-3) (Prerequisites: NURS 301, 309, 322, and 323. Prerequisites or Corequisites: 306, and 321) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

309 Fundamentals of Nursing (6:3-9) (Prerequisites or Corequisites: NURS 301, 322, and 323) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the lifespan with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

311 Human Nutrition Elective (3) (Prerequisite: Admission into the Upper Division Nursing Program or the permission of the department) This course introduces students to the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

321 Adult Health I (6: 3-9) (Prerequisites: NURS 301, 309, 322, and 323. Prerequisites or Corequisites: 306, and 307) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain, and restore health in hospitalized patients with alterations in fluid/electrolytes, acid-base balance, respiratory, cardiovascular, endocrine, musculoskeletal, and sensorineural systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiology concepts, health assessment, and nutritional data to the experience of health and illness of patients across the lifespan with diverse ethnic, cultural, and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community-based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

322 Nursing Pharmacology (3) (Corequisites: NURS 301, 309, and 323) This course explores the nurse's role in relationship to the principles of pharmacology. Basic pharmacological concepts of drug regulations, approval processes, pharmacokinetics, pharmacodynamics, and lifespan considerations will be discussed. There will be a strong emphasis on examining the effects of varied drug classifications on human body systems. The study of each drug classification will include prototypes, mechanisms of action, indications for use, therapeutic effect on specific disorders, adverse effects, drug-drug/drug-nutrient interactions, contraindications/precautions, and related nursing implications. Considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

323 Principles of Pathophysiology (3) (Corequisites: NURS 301, 309, and 322) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on the functioning of body systems. Coping and adaptation, as normal human responses to potential or actual problems, are emphasized as well as selected diseases, diagnostics, and clinical manifestations.

324 Introduction to Healthcare System Processes (2) This course introduces nursing students to key principles and technologies that facilitate healthcare delivery with an emphasis on the nursing profession's role in developing, implementing, and evaluating new methods/tools to improve patient safety and outcomes. Students will explore the integration of technology in nursing care, interprofessional collaboration, and patient engagement while examining the ethical, legal, and professional impact of current and emerging processes within the healthcare system.

325 Simulation Based Nursing: Practice Without Risk (1) (Prerequisites: NURS 309) This is an elective course which brings together didactic and nursing theory in a simulation-based environment. It includes the application of nursing principles, concepts and related skills for care of a variety of patient populations and their families. By integrating knowledge and skills learned in earlier courses, students will provide care for patients in a variety of simulated settings. Students will engage in evidence-based practice as they provide care for patients of increasing complexity in a safe environment. Students will expand their ability to critically think and analyze their practice, while improving their communication and delegation skills.

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

407 Adult Health II (6: 3-9) (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in renal/genitourinary, male reproductive, gastrointestinal/metabolic, neurological, hematological, and integumentary systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the lifespan with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417. Prerequisites or Corequisites: NURS 418 and 420). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with critical alterations in respiratory, cardiovascular, endocrine, immune, neurological, and integumentary systems. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the lifespan in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

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

416 Nursing Care of Children and Their Families (5:3-6) (Prerequisites: Completion of all required 300-level NURS courses) This course is designed to focus on children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment with an emphasis on the family. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of children and families in a variety of healthcare settings.

417 Women's Health Nursing (4:3-3) (Prerequisites: Completion of all required 300-level NURS courses) This course covers the healthcare needs of the woman throughout the lifespan as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, and the neonatal period. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman, newborn, and families in a variety of health care settings.

418 Population-Focused Nursing & Healthcare Policy (5:4-3) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417) (Prerequisites or Corequisites: NURS 411, 419, and 420) This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on *Healthy People*, ANA *Scope & Standards of Public Health Nursing*, and ACHNE *Essentials of Baccalaureate Education for Community Health Nursing*. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

419 Leadership, Management, and Professionalism in Nursing (3) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417. Prerequisites or Corequisites: NURS 411, 418, and 420) This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice. This course also explores professional values, ethics, legal issues, and theoretical standards related to the role and the profession of nursing.

420 Clinical Decision-Making for Nurses (1) (Prerequisites: Completion of all required 300-level NURS courses, 407, 416, and 417. Prerequisites or Corequisites: NURS 411, 418, and 419) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies and lecture on focused topics to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological healthcare issues. Leadership principles of prioritization and delegation will also be emphasized.

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

RN-TO-BSN DEGREE PROGRAM

Coordinator of the RN-to-BSN Degree Program: Dr. Nina Russell

The RN-to-BSN track is for registered nurses seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class. The nursing courses in this track are

offered in an online format.

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

The RN-to-BSN track assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing healthcare environment and in building on their previous education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking, understanding scientific bases for decision-making, and developing leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The RN-to-BSN option may be completed on a part-time basis, but all course work must be completed within five calendar years.

ADMISSION REQUIREMENTS FOR RN-TO-BSN DEGREE TRACK
Applicant's previous overall academic success is the primary factor considered for admission to Nursing. Nursing encourages all qualified students to apply for admission. Equal educational opportunities are offered to students regardless of race, sex, religion, color or national origins to apply for admission. Equal educational opportunities are offered to students regardless of race, sex, religion, color or national origin. Prior nursing experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following: (1) three professional references (preferably instructors and employers) and (2) a copy of the applicant's active RN license. The applicant should be working in a healthcare role to complete practicum requirements.

Applications are available online at www.fmarion.edu/healthsciences/nursing/applicationsandforms/bsn/.

RN-TO-BSN TRACK

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

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

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

NRN 333 Health Assessment and Promotion in Nursing Practice (5:3-6) This course provides the RN-to-BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing interventions. The practicum for this course is designed to strengthen the RN's clinical judgment and assessment skills.

NURSING PLAN OF STUDY LOWER DIVISION

Year 1 Freshman

Course	Semester I Sem. Hours	Course	Semester II Sem. Hours
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics 111 (or 111E) or higher	3	Mathematics 134	3
Biology 105	3	Chemistry 111 and 111L	3/1
History	3	Social Science (Elective)	3
Humanities Elective	3	Nursing 101*	2
Total Credits	**15-16**	**Total Credits**	**15**

Year 2 Sophomore

Course	Semester III Sem. Hours	Course	Semester IV Sem. Hours
Speech Communication 101	3	Biology 236	4
Biology 215 or 311	4	Psychology 334	3
Biology 205	4	Nursing 102*	2
Literature	3	Art 101, Music 101, or Theatre 101	3
		Political Science 101 or 103	3
Total Credits	**14**	**Total Credits**	**15**

TOTAL - 59 Semester Hours

*It is recommended that students complete Nursing 101 during the second semester of their freshman year and Nursing 102 during their sophomore year.

NURSING PLAN OF STUDY UPPER DIVISION

Year 3 Junior

	Semester V Sem. Hours		Semester VI Sem. Hours
NURS 301 Health Assessment[1]	4	NURS 306 Nursing Research in Practice	3
NURS 309 Fundamentals of Nursing[1]	6	NURS 307 Psychiatric and Mental Health Nursing[1]	4
NURS 322 Nursing Pharmacology	3	NURS 321 Adult Health I[1]	6
NURS 323 Principles of Pathophysiology	3	NURS 324 Introduction to Healthcare System Processes	2
Total Credits	**16**	**Total Credits**	**15**

Year 4 Senior

	Semester VII Sem. Hours		Semester VIII Sem. Hours
NURS 407 Adult Health II[1]	6	NURS 411 Adult Health III and Nursing Knowledge[1]	6
NURS 416 Nursing Care of Children, and Their Families[1]	5	NURS 418 Population-Focused Nursing and Health care Policy[1]	5
NURS 417 Women's Health Nursing[1]	4	NURS 419 Leadership, Management, and Professionalism in Nursing	3
		NURS 420 Clinical Decision-Making for Nurses	1
Total Credits	**15**	**Total Credits**	**15**

TOTAL - 61 Semester Hours

[1] Clinical Component: All students enrolled in clinical courses are required to submit proof of American Heart Association - Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to provide the immunization records including hepatitis B, a proof of health insurance coverage, and submit to a background check and a drug test. All of these tasks must be completed prior to a student enrolling in clinical courses.

RN-TO-BSN PLAN OF STUDY

Semester One (Fall)

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

Semester Two (Spring)

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

Semester Three (Summer I)

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

Total Hours - 30 Semester Hours

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

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

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

NRN 334 Research in Practice (3) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed.

NRN 445 Population-Focused Nursing Care (5:4-3) This course is designed to develop the RN-to-BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health knowledge in providing care for populations in the community. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is designed to challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

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

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

NRN 449 Leadership and Management in Nursing (5:4-3) This course provides the RN-to-BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within organizations are addressed. Group process and change theory are also emphasized. For the practicum of this course, the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership.

OCCUPATIONAL THERAPY (OCCT) Transitional Pathway

The OTD Program's Transitional Pathway provides a structured mechanism for qualified Francis Marion University undergraduate students to progress toward entry into the Occupational Therapy Doctorate (OTD) program as Juniors and/or Seniors.

The Transitional Pathway offers structured advising and conditional acceptance during the undergraduate phase. Students are not considered enrolled in or participants of the OTD program until they have earned a conferred bachelor's degree and formally matriculated into the graduate program. In accordance with ACOTE accreditation requirements, admission to the entry-level doctoral program occurs only after completion of undergraduate degree requirements, and all undergraduate coursework and experiences remain clearly distinct from graduate-level education.

Eligibility
To be eligible for consideration for admission to the doctorate program through the OTD Transitional Pathway, a student must meet the following criteria at the time of application:

1. Be currently enrolled at FMU as a degree-seeking undergraduate student classified as a junior or higher.
2. Hold a minimum cumulative undergraduate GPA of 3.0.
3. Have completed, or be actively enrolled in, a minimum of 50% of the required OTD prerequisite coursework at the time of application, with successful completion of all prerequisite courses required prior to matriculation into the OTD program.
4. Submit a complete application through the OTD application process by the published deadline:
   - Early Admission deadline: November 15
   - Regular Admission deadline: April 15
5. Be in good academic standing

Transitional Pathway Requirement
In addition to the prerequisite course requirements of the Occupational Therapy Doctorate (OTD) program, students admitted through the Transitional Pathway are required to complete the following course:

- OCCT 300 – Occupation and Meaning: The Science of Everyday Doing

Maintenance of Transitional Pathway Status
Admission to the OTD Program through the Transitional Pathway is conditional. To maintain Conditional Acceptance status, an accepted student must:

1. Maintain a minimum cumulative undergraduate GPA of 3.0 throughout completion of the undergraduate degree.
2. Successfully complete all required OTD Program prerequisite coursework with a grade of B or higher in each course.
3. Remain in good academic and professional standing at Francis Marion University through completion of the undergraduate degree.

All prerequisite OTD coursework must be completed prior to matriculation into the OTD program.

Failure to meet these conditions may result in the removal of Conditional Acceptance Status and require application through the standard OTD admissions process.

OCCUPATIONAL THERAPY DEPARTMENT UNDERGRADUATE COURSES

300 Occupation and Meaning: The Science of Everyday Doing (3) (Prerequisite: Acceptance to OTD Transition Pathway) This undergraduate course introduces students to the role of everyday activities in health, well-being, and participation in daily life. Students explore how people engage in meaningful occupations related to self-care, school and work, leisure, and social participation, and how personal factors, culture, and environment influence what people do. The course emphasizes observing and describing everyday occupations at the levels of occupation, activity, and task to build foundational understanding of human participation. This course serves as

a preparatory experience for students interested in occupational therapy and provides a foundation for OCCT 500: Introduction to Occupational Participation Across the Lifespan: Basic and Applied, where concepts are further developed and applied across the lifespan withing occupational therapy practice.

OCCUPATIONAL THERAPY (OCCT) Autism Specialty Courses

301 The Sensory Experience and Differences with Processing (3) This course offers strategies for educators to use in the classroom, on the playground, and to work with parents and caregivers to develop and enhance students' sensory experiences, in particular, those that struggle with sensory processing and sensory integration. An overview of the nervous system, neurodevelopment, neuroplasticity, how the developing child processes ordinary sensations, difficulties with processing information received from the eight senses, and types of sensory disabilities will be addressed. Emotional regulation, psychosocial development, play, and interprofessional collaboration will also be addressed through an analysis of implications for practice.

SPEECH-LANGUAGE PATHOLOGY

MINOR
A minor in Speech-Language Pathology requires 18 hours to include the following courses:
SLP 401, 404, 407, 410, 415, and 509.

Junior and senior level students can pursue a minor in Speech-Language Pathology to complete the pre-requisite courses in the Department of Speech-Language Pathology graduate program.

Junior and senior level students interested in pursuing a minor should contact the department administrative assistant. Because admission to the graduate program is through competitive application, completion of the minor does not guarantee admission.

Students interested in pursuing a graduate degree in the future are encouraged to select general education courses in the following areas: Math-Based Statistics, Biological Sciences; Physical Sciences (Physics or Chemistry); and Social/Behavioral Sciences. Details are located in the graduate section of this catalog.

Students in the minor who are seniors may also take SLP 520: Clinical Observation (1) for additional experiences.

401: Anatomy and Physiology of the Speech and Hearing Mechanism (3) This course provides an overview of the anatomical and physiological bases of human communication, including respiration, phonation, resonation, articulation, and basic neurological concepts.

404: Speech and Language Disorders Across the Lifespan (3)This course is a survey of speech and language disorders in pediatric and adult populations. Students will be introduced to the fundamental nature of various disorders.

407: Speech and Language Development (3) This course addresses the theory and evidence associated with the development of phonology, morphology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in children.

410: Introduction to Communication Disorders (3) This course is an introduction to various disorders of speech, language, cognition, hearing, and swallowing in pediatric and adult populations. Students will gain knowledge of the speech-language pathologist's scope of practice.

415: Phonetics (3) This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet.

509: Introduction to Audiology (3) This course provides an overview of the structure and function of the auditory and vestibular systems, the physics and psychophysics of sound, audiometric evaluation and screening procedures, types and causes of hearing loss, and an overview of audiologic intervention tools. (Seniors Only)

520: Clinical Observation (1)* This course provides guided clinical observations and simulation experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders. (This course is not required for the Minor. Seniors Only)

AUTISM SPECIALTY COURSES:

412: Assistive Technology (3) This course is an overview of assistive technology, including augmentative and alternative communication, and its use in schools. Students will be introduced to types of assistive technology and augmentative and alternative communication modalities and principles of how to integrate assistive technology and augmentative and alternative communication into the classroom to support participation and learning.

OTHER ACADEMIC PROGRAMS

BACHELOR OF GENERAL STUDIES (BGS)

Coordinator: Dr. Tracy George

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a traditional program in the academic disciplines. Students accepted into the B.G.S. program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, Health Studies, or Educational Studies. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

APPLICATION

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

Prior to applying to the B.G.S. Program, (1) students must be enrolled at FMU, (2) have earned a cumulative grade point average of at least 2.0, (3) have completed all of their General Education Requirements, and (4) Meet with the B.G.S. Coordinator. No student may enroll in the General Studies Capstone Experience (496) prior to being accepted to the program.

ADVISING POLICY

The B.G.S. Coordinator will serve as the academic advisor of record once the student has been accepted into the program. Upon acceptance, the student is required to submit, in writing, a proposed course schedule to the B.G.S. Coordinator. The student is officially admitted as a B.G.S. student once the B.G.S. Committee has approved acceptance into the program. If the student does not enroll the following semester, he or she must reapply to the B.G.S. Program. If the student terminates enrollment with the University, the student is withdrawn from the B.G.S. Program. Students must report any proposed change in their course of study to the B.G.S. Coordinator for approval.

CURRICULUM

A Bachelor of General Studies student is required to:

1. Meet all General Education Requirements for either a Bachelor of Science or Bachelor of Arts degree.

2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:
   a. **Arts and Humanities:**
      Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre
   b. **Social and Behavioral Sciences:**
      Anthropology, Geography, History, Political Science, Psychology, Sociology
   c. **Natural Science and Mathematics:**
      Astronomy, Biology, Chemistry, Engineering, Mathematics, Physical Science, Physics
   d. **Management Technology:**
      Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology
   e. **Health Studies:**
      Nursing (at least three courses), HLTH 301 Health Promotion in the 21st Century; NRN 448 or IPHC 448 Healthcare Policy Development; PE 318 Kinesiological Foundation of Coaching; PE 319 The Physiological Basis of Exercise; BIOL 309 Introduction to Neuroscience; BIOL 406 Physiology; BIOL 407 Immunology; PSYC 305 Introduction to Behavioral Genetics; PSYC 306 Pediatric Psychology; PSYC 312 Human Sexuality; PSYC 314 or IPHC 314 Health Psychology/Behavioral Medicine; PSYC 317 Applied Behavioral Analysis; PSYC 325 Abnormal Psychology; PSYC 332 The Psychology of Relationships; PSY 334 Life Span Development; SOCI 327 Aging and Later Life; SOCI 347 Alcohol, Drugs and Society; SOCI 375 or IPHC 375 Society, Health and Medicine; SOCI 387 Death and Dying; IPHC 302 Understanding Veteran Culture; IPHC 445 Population-Focused Care, and Health; IPHC 500 Rural Healthcare or other appropriate courses approved by the coordinator of the B.G.S. Program.
   f. **Educational Studies:**
      Must include the following 9 credit hours of education:
      EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, and EDUC 420 Introduction to the Exceptional Learner; and must include 21 credits hours from the following: ENGL 300 Foundations for Literary Studies, ENGL 310 Modern English Grammar, ENGL 313 Literature for Young Children OR ENGL 315 Literature for Children, ENGL 340 Theories of Writing, ENGL 341 Advanced Composition for Teachers, MATH 370 Survey of Mathematics for Early Childhood and Elementary Teachers III, PSYC 304 Brain and Behavior, PSYC 306 Pediatric Psychology, PSYC 315 Child Behavior: Growth and Development, PSYC 316 Adolescent Behavior: Growth and Development, PSYC 317 Applied Behavior Analysis, PSYC 318 Educational Psychology, PSYC 334 Life Span Development, or other appropriate courses approved by the coordinator of the B.G.S. Program.

3. Complete the General Studies Capstone Experience course (see below). This one credit hour course may only be taken during the student's senior year.

4. Select, in consultation with the B.G.S. Coordinator, a sufficient number of elective hours to satisfy graduation requirements.

A student must earn grade point averages of at least a 2.0 for the cumulative grade point and the grade point average in the area of concentration. A Bachelor of General Studies student must meet the same general requirements for graduation, including a total of 120 credit hours, as students in any major offered by the University.

BACHELOR OF GENERAL STUDIES COURSE (BGS)

496 General Studies Capstone Experience (1) As needed. Includes assessment of student program goals and preparation for career advancement.

MILITARY LEADERSHIP

Coordinator: Lequint A. Johnson
COLLABORATION WITH SOUTH CAROLINA NATIONAL GUARD AND PALMETTO MILITARY ACADEMY

OVERVIEW
Francis Marion University has collaborated with the South Carolina Palmetto Military Academy (PMA) to create a co-educational cadet program with the Army National Guard. The PMA is an officer-commissioning source dedicated to developing college-educated men and women to serve as Army Officers in challenging positions of leadership, responsibility, and varied managerial responsibilities. The cadet program requires two to four years to complete, depending on student qualifications. This time is divided into a three-year basic program comprising freshman (MILI-1), sophomore (MILI-2), and junior (MILI-3) students and a 14-month contractual advanced program for seniors (MILI-4). Students with prior military service, JROTC, or National Guard/Reserve service may qualify for direct placement in the advanced program.

Students interested in joining the PMA officer-commissioning program must enlist into the South Carolina National Guard at or prior to completion of 90 credit hours. Enlisted students enroll in the PMA, where they must complete 14 months of training, which may be done concurrently with coursework in the Military Leadership program at FMU.

MINOR
A minor in military leadership consists of at least 18 semester hours including History 406/Military Science 406. There is no major or collateral in military leadership.

All students will participate in a regular physical fitness and field training program while enrolled in the military leadership program.

MILITARY LEADERSHIP COURSES (MILI)

101 Fundamentals of Military Leadership (2:1-2) Development of leadership, management, and communication skills. Map reading, land navigation, and study/time management techniques.

102 Introduction to the Army (2:1-2) History, organization, mission, and role of United States Army in national defense. Components of total Army structure. Emphasis on group dynamics and communication skills.

201 Fundamentals of Military Leadership (3:2-2) Oral and written military communications, planning, and organizing techniques. Current military leadership doctrine and application. Combined arms concepts, organizations, and tactics.

202 Fundamentals of Military Decision Making (3:2-2) Soldier skills, including map reading and land navigation. Introduces Army troop-leading procedures through practical exercises and principles of war using historical events.

301 Advanced Military Decision Making (4:2-2) Small group leadership through practical applications. Individual leadership skills with emphasis on problem analysis, decision formulation, and steps of decision making.

302 Applied Military Leadership (4:2-2) (Prerequisite: 301 or permission of Military Leadership Program) Continues development of leadership competencies and confidence. Tactical training exercises to enhance leadership development.

401 Leadership and Management Seminar I (4:2-2) (Prerequisite: 301 or permission of Military Leadership Program) Current Army leadership, tactical, and training doctrine. Military law in context of peacekeeping/enforcement operations. Overview of Army's role in joint operations.

402 Leadership and Management Seminar II (4:2-2) (Prerequisite: 401 or permission of Military Leadership Program) Application of current Army leadership, tactical, and training doctrine. Evolution of military professionalism, civil-military relations, personal and professional ethics, and military justice system.

406 United States Military History (3) (Same as History 406) (Prerequisite: one 100-level history course or permission of Military Leadership Program) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces.

PRE-PROFESSIONAL PROGRAMS

The University offers a curriculum which will prepare a student for transferring to another state-supported institution for completion of degrees in several areas. The curriculum is either General Education Requirements or a highly scientific program, depending upon the degree the student seeks. The coordinator of the particular program should be consulted for details.

PRE-DENTAL CURRICULUM

Coordinator: Dr. Timothy Shannon

Each student should acquaint himself/herself with the specific requirements of the Dental Schools to which he/she plans to apply for admission. Each student planning a career in dental medicine should register with the Pre-Dental Coordinator (Department of Biology, Leatherman Science Facility). Pre-dental students typically major in biology or chemistry, but need not major in science.

The following courses, as part of a bachelor's degree, meet the minimal requirements of most Dental Schools:

English Composition and Literature	6 hours
Mathematics	6 hours
General Biology (BIOL 105 and 115 or 107 and 106 or 108)	8 hours
Biology Electives	8 hours
General Chemistry (CHEM 111, 111L, 112, and 112L)	8 hours
Organic Chemistry (CHEM 201, 202)	8 hours
Physics (PHYS 215, 216)	8 hours

Other courses that are recommended for preparation for Dental School are: anatomy, physiology, biochemistry, cell biology, developmental biology, genetics, immunology, finance, accounting, sociology, and psychology.

In order to apply to most Dental Schools, students must take the Dental Admissions Test (DAT) and complete the American Association of Dental Schools Application Service (AADSAS) process. The earliest this can be done is during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Dental Schools have indicated that students need a 20 or above on each section of the DAT and a 3.5 or above GPA if they want to be competitive during the application process. It is also necessary for pre-dental students to obtain significant practical experiences in a professional setting in order to gain valuable exposure to the dental profession.

PRE-PHARMACY CURRICULUM

Coordinator: Dr. Kris Varazo

The University offers a pre-pharmacy curriculum, which will prepare a student for transfer to the S.C. College of Pharmacy at either the Medical University of South Carolina or the University of South Carolina. The adviser for pre-pharmacy is assigned from the Department of Chemistry. The program leads to the Doctor of Pharmacy degree, requiring four years of study at each school.

Required courses for admission to the S.C. College of Pharmacy are the following:

Biology 105 and 115 or 107 and 106 or 108	8 hours
Biology 205, 406	8 hours
Chemistry 111, 111L, 112, and 112L.	8 hours
Chemistry 201 and 202	8 hours
Economics 204	3 hours
English 101 (or English 101E/L) and 102	6 or 7 hours
Mathematics 132, 134, and 201	9 hours
Physics 215-216	8 hours
Psychology 206	3 hours
Speech Communication 101	3 hours
Electives: Social Sciences and Humanities	6 hours
	70-71 semester hours

PRE-LAW CURRICULUM

Coordinator: Dr. David R. White

Law schools are seeking students with outstanding academic records, not students who have majored in one particular discipline. The University offers majors as indicated elsewhere in the FMU Catalog. Any of these majors would be acceptable to a law school, provided a student has a demonstrated proficiency in the use of the English language as well as a high grade point average. However, the Supreme Court of South Carolina advises students that the Court has found the following subjects highly beneficial in taking the bar examination and for the pursuit of a career as an attorney:

1. English Composition
2. English Public Speaking
3. United States History
4. Accounting
5. Economics
6. Logic
7. Literature
8. Political Science
9. Philosophy

Introductory levels of four of these courses (composition, history, literature, and political science) are required as general education subjects. Students interested in going to law school should try to take the other five as well and should consider taking upper-level courses from some areas, in addition to the introductory-level courses. For further information, students can contact a coordinator.

COLLATERAL IN LEGAL STUDIES

Students interested in the law may want to pursue a collateral in Legal Studies. More information can be found on page 124 under the political science program.

PRE-MEDICAL CURRICULUM

Coordinator: Dr. Vernon W. Bauer

Each student should acquaint himself/herself with the specific requirements of the Medical Schools to which he/she plans to apply for admission. Each student planning a career in medicine should register with the Pre-Medical Coordinators (Department of Biology, Leatherman Science Facility). Pre-medical students typically major in biology or chemistry, but need not major in science.

The following courses, as part of a bachelor's degree, meet the minimal recommendations of most Medical Schools:

English Composition and Literature	6 hours
General Biology (BIOL 105 and 115 or 107 and 106 or 108)	8 hours
General Chemistry (CHEM 111, 111L, 112, and 112L)	8 hours
Organic Chemistry (CHEM 201, 202)	8 hours
Physics (PHYS 215, 216)	8 hours

Other courses that are recommended for preparation for Medical School are: anatomy, physiology, biochemistry, cell biology, developmental biology, genetics, immunology, sociology, and psychology.

In order to apply to most Medical Schools, students must take the Medical College Admissions Test (MCAT) and complete the American Medical College Application Service (AMCAS) process. The earliest this can be done during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Medical Schools have indicated that students need a score in the top quartile and a 3.5 or above GPA if they want to be competitive during the application process. It is also necessary for pre-medical students to obtain significant practical experiences in a professional clinical setting in order to gain valuable exposure to the practice of medicine.

PRE-PHYSICAL THERAPY CURRICULUM

Coordinator: Dr. Lorianne Turner

Each student should acquaint himself/herself with the specific requirements of the Physical Therapy Schools to which he/she plans to apply for admission. Each student planning a career in physical therapy should register with the Pre-Physical Therapy Coordinator (Department of Biology, Leatherman Science Facility). Pre-Physical Therapy students typically major in biology or chemistry, but need not major in science.

The following courses, as part of a bachelor's degree, meet the minimal recommendations of most Physical Therapy Schools:

General Biology (BIOL 105 and 115 or 107 and 106 or 108)	8 hours
Human Anatomy (BIOL 205)	4 hours
Human Physiology (BIOL 406)	4 hours
General Chemistry (CHEM 111, 111L, 112, and 112L)	8 hours
Physics (PHYS 215, 216)	8 hours
Psychology (PSYC 206, 325)	6 hours
Statistics (MATH 134)	3 hours

In order to apply to most Physical Therapy Schools, students must take the Graduate Record Exam (GRE) and complete the Physical Therapy College Application Service (PTCAS) process. The earliest this can be done is during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Physical Therapy Schools have indicated that students generally need a combined score above 300 and a 3.5 or above GPA if they want to be competitive during the application process. Many programs also require significant practical experiences under the supervision of a physical therapist to provide clinical exposure to the profession.

PRE-PHYSICIAN ASSISTANT CURRICULUM

Coordinator: Dr. Jennifer Lyles

Each student should acquaint himself/herself with the specific requirements of the Physician Assistant Programs to which he/she plans to apply for admission. Each student planning a career as a physician assistant should register with the Pre-Physician Assistant Coordinator (Department of Biology, Leatherman Science Facility). Pre-Physician Assistant students

typically major in biology or chemistry; however, a specific major is not required. As long as the prerequisite courses are met, a bachelor's degree in any area is acceptable.

The following courses, as part of, or along with a bachelor's degree, meet the minimal recommendations of most Physician Assistant Schools in South Carolina:

- General Biology (BIOL 105 and 115 or 107) . . . . . 4 hours
- Human Anatomy (BIOL 205) . . . . . 4 hours
- Human Physiology (BIOL 406) . . . . . 4 hours
- Microbiology (BIOL 311) . . . . . 4 hours
- Genetics (BIOL 401) . . . . . 4 hours
- General Chemistry (CHEM 111, 111L, 112, and 112L) . . . . . 8 hours
- Organic Chemistry/Biochemistry (CHEM 201, 404) . . . . . 7 hours
- Medical Terminology (NURS 211) . . . . . 1 hour
- Psychology (PSYC 206, 325, or 334) . . . . . 6 hours
- Statistics (MATH 134). . . . . 3 hours

In order to apply to most programs in Physician Assistant Studies, students must take the Graduate Record Exam (GRE) and complete the Central Application Service for Physician Assistants (CASPA) process. The earliest this can be done is during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Physician Assistant Programs have indicated that students generally need to score in the 60th percentile and have a GPA above 3.6 if they want to be competitive during the application process. Many programs also require significant practical experiences under the supervision of a practicing physician assistant or medical doctor to provide clinical exposure to the profession.

PRE-VETERINARY CURRICULUM

Coordinator: Dr. Tamatha R. Barbeau

The pre-veterinary program at FMU is administered through the Biology Department. FMU offers all the required courses and recommended advanced courses for admission to the College of Veterinary Medicine at the University of Georgia in Athens and at other out-of-state veterinary medicine programs. Other requirements for admission to the UGA program include satisfactory performance in the general GRE and biology GRE and a minimum grade point average of 3.0 in a baccalaureate degree.

There is no college of veterinary medicine in South Carolina, but each year up to 17 students are accepted to the UGA College of Veterinary Medicine at "in-state" tuition rates under an agreement between South Carolina and Georgia.

Each student should acquaint himself/herself with the specific requirements of the school of veterinary medicine to which he/she plans to apply for admission. Students are strongly advised to register with the coordinator of the pre-veterinary program, Dr. Tamatha Barbeau.

The pre-veterinary program of study is normally undertaken within a Bachelor of Science degree with a biology major and a chemistry minor (including biochemistry, comparative anatomy, vertebrate physiology and microbiology).

Minimum program for pre-veterinary students includes:

- English . . . . . 6 hours
- Humanities or Social Sciences . . . . . 14 hours
- Inorganic Chemistry . . . . . 8 hours
- Organic Chemistry. . . . . 8 hours
- Biochemistry . . . . . 3 hours
- Physics . . . . . 8 hours
- General Biology . . . . . 8 hours
- Advanced Biology. . . . . 8 hours

63 semester hours

All courses must be completed with a minimum grade of C.

GRADUATE PROGRAM PREPARATION

Students should discuss prospective graduate school aspirations with their adviser as early as possible in their degree program. Different graduate programs at FMU or at other institutions may have specific prerequisites that need to be included in the undergraduate plan of study.

COOPERATIVE PROGRAMS

Undergraduate cooperative majors are offered with South Carolina Technical Colleges in engineering technology, with Clemson University in the area of engineering, with McLeod Regional Medical Center or other accredited programs in the area of medical technology, with MUSC and USC Colleges of Pharmacy for Pharmaceutical Studies, and with other institutions in various majors on an individual basis.

ARRANGEMENT WITH THE COLLEGES OF MEDICINE AND DENTAL MEDICINE AT MUSC – BACHELOR OF SCIENCE IN BIOLOGY: PREPROFESSIONAL STUDIES OPTION

This arrangement provides an accelerated pathway to either Medical School or Dental School at MUSC. FMU students, meeting all program requirements, may apply for admittance to MUSC's doctorate programs after completing 90 semester hours of undergraduate education at FMU. Matriculation into MUSC is not guaranteed and admission decisions are made solely by MUSC. If admitted into the doctorate program, FMU accelerated students are held to the same standards of progress guidelines as all other students in the programs. After successful completion of the first year of professional school (as defined by MUSC's academic standards), FMU will award a student an earned Bachelor of Science in Biology: Pre-professional Studies Option. Admission into this program is highly selective. In order to apply, a student must have completed 22 hours of math and science courses and have a cumulative GPA of 3.5 or above. In order to apply, the student must submit an "Intent to Participate Form" to the Registrar's Office. Signatures are needed from the student, the appropriate Academic Advisor, and the Chair of the Biology Department.

The 90 hours of work required at FMU to earn a Bachelor of Science in Biology: Preprofessional Studies Option includes the following:

1. A minimum of 39 semester hours are needed to fulfill the General Education Requirements and Total Hour Requirements of FMU.
   - Composition [English 101 (or 101 E/L), 102] . . . . . 6 or 7
   - Speech Communication (Speech 101) 3
   - Political Science (Political Science 101 or 103) 3
   - Sociology 201 3
   - Social Science Elective (One course from Political Science, Geography, Economics, Sociology, Anthropology) 3
   - Literature (One course). 3
   - Fine Arts Appreciation (Art 101, Music 101, Theatre 101) 3
   - History (One course). 3
   - Humanities Elective (One course from Art, History, Literature, Music, Philosophy and Religious Studies, Theatre) 3
   - Mathematics (Math 111, 132, or higher) 6
   - Psychology 206. 3
2. A minimum of 51 semester hours of core science requirements for a Biology: Pre-professional Studies Option major and a Chemistry minor (recommended by MUSC) including courses required for admission into the MUSC doctorate programs.
   - General Biology (Biology 105, 115, 106) 8
     - Cellular Block (Choose one from Biology 301, 302, 407) 4
     - Genetics Block (Biology 401) 4
   - Biology Electives (Choose two from Biology 205, 311, 406, 301, 302, 407) 8
   - Chemistry (Chemistry 101, 102, 201, 202, 404) 19

Physics (Physics 215, 216) 8

3. Students are expected to gain significant experiences in a clinical setting to inform their decision to pursue a professional health career. While not required, it is recommended that students gain these experiences through the independent planning of an FMU Pre-Health Internship (Biology 494). In the summer of the sophomore year and following, students are required to apply to the appropriate professional program at MUSC, gain admittance and successfully complete the first year. This process will involve the following:
   1. Students must have a minimum cumulative GPA above a 3.5 for admission.
   2. Students must take the appropriate Admission Test (MCAT for Medical School/DAT for Dental School). The MCAT score must fall in the top quartile. The minimum DAT score needed is a 20 on each section of the DAT.
   3. Students must submit an application to MUSC using the appropriate Application Service procedures (AMCAS for Medical School/AADSAS-Dental School).
   4. In addition to the letters of recommendation needed for the standardized Application Service, students must have a letter from their Academic Advisor or the Chair of the Biology Department outlining why they are prepared for the rigors of the accelerated program.
   5. Once students are accepted and successfully completed (according to MUSC's academic standards) the first year of the medical/dental curriculum, he/she must submit an official transcript to the Registrar's Office at FMU for conferral of the Bachelor of Science in Biology: Preprofessional Studies Option degree.
   6. If students desire to participate in one of FMU's commencement ceremonies (December or May), he/she must submit an Application of Degree before the appropriate deadline. If students decide to withdraw from this program, they must submit their decision in writing to their Academic Advisor, the Chair of the Biology Department, and the Registrar. If a student leaves MUSC before successfully completing (according to MUSC's academic standards) the first year of Medical/Dental School, the student may return to FMU to complete a normal Bachelor of Science in Biology. This will require at the minimum, an ecology course, a plant biology course, senior seminar and enough transfer/elective hours to reach the 120 total hours needed for graduation.

ARRANGEMENT IN MEDICAL TECHNOLOGY WITH MCLEOD REGIONAL MEDICAL CENTER SCHOOL OF MEDICAL TECHNOLOGY

Coordinators: Dr. Gregory S. Pryor and Dr. Lorianne S. Turner
MRMC School of Medical Technology faculty: S. Mitchell, A. Orange

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course, and treatment of disease. A Bachelor of Science degree in biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours to include the following:

1. A minimum of 90 semester hours including the General Education Requirements and the following required courses:
   Biology - 24 semester hours
   General Biology (Biology 105 and 115 or 107 and 106 or 108) . . . . . 8 hours
   Microbiology (Biology 311) . . . . . 4 hours
   Immunology (Biology 407) . . . . . 4 hours
   Genetics (Biology 401) . . . . . 4 hours
   Biology Elective . . . . . 4 hours
   Chemistry - 16 semester hours
   General Chemistry (Chemistry 111, 111L, 112, & 112L) 8 hours
   Organic Chemistry I (Chemistry 201) . . . . . 4 hours
   Organic Chemistry II (Chemistry 202) or Quantitative Analysis (Chemistry 203) . . . . . 4 hours
   Chemistry Minor (or Second Collateral) - 3-4 (or 12) semester hours
   Chemistry Minor . . . . . 3-4 hours
   (or Collateral) . . . . . (12 hours)
   Mathematics - 6 semester hours
   Mathematics 132 or higher* . . . . . 3 hours
   Statistics (Mathematics 134) . . . . . 3 hours
   Physics - 8 (or 12) semester hours
   Physics 215, 216 (or 200, 201, 202) . . . . . 8 hours (12 hours)
   * Credit cannot be given for both Mathematics 137 and Mathematics 132.

2. Completion of a 30-hour clinical curriculum in a medical technology program approved by FMU.

   McLeod affiliation - FMU is currently affiliated with the School of Medical Technology of the McLeod Regional Medical Center, Florence, SC. A limited number of Francis Marion students will be admitted to the McLeod program on a competitive basis, upon application during the junior year or later.

   a. They have completed 3 nine-month academic years (or the equivalent) of undergraduate study detailed in Item 1 including all of the General Education Requirements.
   b. They have a minimum grade point average of 2.6 in the biology, chemistry, physics, mathematics, and computer science courses.
   c. They have a 2.5 overall grade point average.

A student can complete the requirements for the degree to become a medical technologist in four years. The student is then eligible to take the National Certification Exam from the ASCP or NCA.

ARRANGEMENT IN PHARMACEUTICAL STUDIES WITH USC AND MUSC COLLEGES OF PHARMACY- THE BACHELOR OF SCIENCE IN PHARMACEUTICAL STUDIES

Coordinator: Dr. Kris Varazo

This arrangement allows students who have completed their initial pre-pharmacy program at FMU and are subsequently admitted into the Doctor of Pharmacy program at USC or MUSC Colleges of Pharmacy to complete a baccalaureate degree at Francis Marion University after completion of the first year at either College of Pharmacy. This program is governed by an agreement between FMU and the two institutions and is only open to those students accepted into the Doctor of Pharmacy program at the USC or MUSC Colleges of Pharmacy.

A Bachelor of Science in Pharmaceutical Studies from FMU is awarded after successful completion of at least 120 hours to include the following:

1. A minimum of 61 semester hours at FMU including the admission requirements for the College of Pharmacy.
   Biology - 16 semester hours
   General Biology (105 and 115 or 107 and 106 or 108) . . 8 hours
   Human Anatomy (Biology 205) . . . . . 4 hours
   Human Physiology (Biology 406) . . . . . 4 hours
   Chemistry - 16 hours
   General Chemistry ((Chemistry 111, 111L, 112, and 112L) . . . . . 8 hours
   Organic Chemistry (Chemistry 201 and 202) . . . . . 8 hours
   Mathematics - 6 hours
   Probability and Statistics (Mathematics 134) . . . . . 3 hours

Differential Calculus (Mathematics 201) . . . . . .3 hours
Physics - 8 hours
General Physics (Physics 215, 216) . . . . . .8 hours
English - 6 or 7 hours
English Composition [English 101 (or English 101E/L) and 102]. . . . . .6 or 7 hours
Economics - 3 hours
Intro to Macroeconomics (Economics 204) . . . . . .3 hours
Psychology - 3 hours
Introduction to Psychology (Psychology 206). . . . . .3 hours
Speech Communication - 3 hours
Oral Communication (Speech 101) . . . . . .3 hours

2. A minimum of 29 semester hours at FMU including fulfillment of all remaining FMU General Education Requirements.
Social Sciences - 6 hours
Political Science 101 or 103 . . . . . 3 hours
Anthropology, Economics, Geography, Political Science or Sociology. . . . . 3 hours
Humanities - 12 hours
Literature (any language) . . . . . 3 hours
History. . . . . 3 hours
Art 101, Music 101, or Theatre 101 . . . . . 3 hours
Art, History, Literature (any language), Music, Philosophy and Religious Studies or Theatre. . . . . 3 hours
Electives. . . . . 11 hours

3. Admission to, and successful completion of, 30 semester hours at USC or MUSC Colleges of Pharmacy. A student who successfully completes 30 hours of course work, and is in good standing at the College of Pharmacy, must submit a transcript of the work to Francis Marion University. The student will then be awarded a Bachelor of Science Degree in Pharmaceutical Studies from Francis Marion University. These same thirty hours will also count toward the student's Pharmacy degree at USC or MUSC Colleges of Pharmacy.

INTERDISCIPLINARY PROGRAMS

AFRICAN & AFRICAN AMERICAN STUDIES (AAAS)

Directors: Dr. Todd Couch and Dr. Erica Johnson

MISSION STATEMENT

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

MINOR

Complete 18 semester hours, including the following:

I. Complete the following 2 requirements:
A. Complete the following course:
AAAS 200: Introduction to African and African American Studies
B. Complete 1 of the following:
AAAS 300: Applied African and African American Studies
AAAS 301: African and African American Studies Internship

II. Complete 12 semester hours from the following (no more than 9 credit hours from any discipline, with the exception of AAAS courses):
AAAS 201: Special Topics in African and African American Studies
AAAS 300: Applied African and African American Studies
AAAS 301: African and African American Studies Internship
AAAS 497: African and African American Studies: Special Studies
ARTH 360: Islamic and African Art
ECON 323: Urban and Regional Economics
ECON 410: Labor Economics
ENG 348: African-American Literature

ENGL 384: African-American Film History
ENGL 448: Advanced Study in African-American Literature
GEOG 205: Geography of South Carolina
GEOG 303: Geography of Latin America
GEOG 306: Geography of Subsaharan Africa
GEOG 307: Geography of the Middle East and North Africa
HIST 310: Representations of Race
HIST 311: History of Black America to 1865
HIST 312: History of Black America since 1865
HIST 313: The American Civil Rights Movement
HIST 316: South Carolina History
HIST 339: The Atlantic World
HIST 344: The Old South, 1660 to 1865
HIST 345: The New South, 1865 to the Present
HIST 346: Civil War America
HIST 370: African History
HIST 420: Archaeology in South Carolina
POLI 311: Southern Politics
POLI 322: Civil Rights and Civil Liberties
PSYC 319: Social Psychology
SOCI 306: Social Problems
SOCI 310: Race and Society
SOCI 331: Environment and Society
SOCI 333: Urban Sociology
SOCI 334: Population and Society
SOCI 349: Hate Crimes and Terrorism
SOCI 382: Modern Families

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

COLLATERAL

Complete 12 semester hours, including the following:

I. Complete the following requirement:
A. Complete the following course:
AAAS 200: Introduction to African and African American Studies
II. Complete 9 semester hours from the following (no more than one course from any one discipline):
AAAS 201: Special Topics in African and African American Studies
AAAS 300: Applied African and African American Studies
AAAS 301: African and African American Studies Internship
AAAS 497: African and African American Studies: Special Studies
ARTH 360: Islamic and African Art
ECON 323: Urban and Regional Economics
ECON 410: Labor Economics
ENGL 348: African-American Literature
ENGL 384: African-American Film History
ENGL 448: Advanced Study in African-American Literature
GEOG 205: Geography of South Carolina
GEOG 303: Geography of Latin America
GEOG 306: Geography of Subsaharan Africa
GEOG 307: Geography of the Middle East

and North Africa
HIST 310: Representations of Race
HIST 311: History of Black America to 1865
HIST 312: History of Black America since 1865
HIST 313: The American Civil Rights Movement
HIST 316: South Carolina History
HIST 339: The Atlantic World
HIST 344: The Old South, 1660 to 1865
HIST 345: The New South, 1865 to the Present
HIST 346: Civil War America
HIST 370: African History
HIST 420: Archaeology in South Carolina
POLI 311: Southern Politics
POLI 322: Civil Rights and Civil Liberties
SOCI 306: Social Problems
SOCI 310: Race and Society
SOCI 331: Environment and Society
SOCI 333: Urban Sociology
SOCI 334: Population and Society
SOCI 349: Hate Crimes and Terrorism
SOCI 382: Modern Families

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

AFRICAN AND AFRICAN AMERICAN STUDIES COURSES (AAAS)

200 Introduction to African and African American Studies (3) This course provides an interdisciplinary overview of African and African American Studies. Students will obtain a general understanding of the origins, development, and current state of the field and become familiar with some of its important concepts, theorists, methodologies, and discourses. Students will develop an appreciation for the historical and contemporary status and concerns of peoples of African descent in Africa, the United States, Latin America, and elsewhere. This course serves as the foundation for additional coursework leading to a minor or collateral in African and African American Studies. It may be counted toward the Humanities or Humanities/Social Sciences elective of the general education requirement..

201 Special Topics in African and African American Studies (1), (2), or (3)(Prerequisite: AAAS 200 with grade of C or higher or permission of coordinator) In depth study of an area of interest related to Africa, African American experiences and/or other parts of the African diaspora. Different areas of study will be offered on a rotating basis during various semesters. May be taken up to two times (3 credit hours total) to count toward the program minor or collateral. May be taken for credit (3 hours) toward the Honors degree by special arrangement.

300 Applied African and African American Studies (3) (Prerequisite: AAAS 200). This course provides an exploration of the practical application of the African American Studies theoretical and methodological framework in the workplace. Drawing on the applied Black studies framework developed, students will examine how the African and African American Studies program provides them with a unique perspective that is valuable to not only to their community, but also to employers. Students will discuss how Black studies may aid in creating, maintaining, and reproducing cultural competencies within organizations. Special attention will be given to the creation and maintenance of an equitable organizational culture. After completing this course, students will better understand the value of their skillset to employers and be able to clearly articulate said value.

301 African and African American Studies Internship (3) (Prerequisite: AAAS 200). The internship provides an opportunity for the practical application of skills and cultural competencies learned through the AAAS program through a supervised work experience. Students will work for a public agency, non-profit organization, or private company in their field of study. At least 35% of the work completed during the internship will be specific to African and African American Studies. A student must have approval from a director of African and African American Studies at two weeks before the start of the semester in which the credit is to be received. The African and African American Studies Internship cannot be repeated.

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

CRIMINAL JUSTICE

Coordinators: Dr. Dillon Tatum(Political Science) and Dr. Jessica Doucet (Sociology)

An 18-hour concentration in criminal justice is available to political science and sociology majors. For details, see the description of the major in political science or the major in sociology.

GENDER STUDIES

Coordinator: Dr. Rachel Spear

MISSION STATEMENT

The Gender Studies Program at FMU is designed to provide students with an interdisciplinary lens through which to examine human conditions and experiences; gender role development; and legal, political, economic, social, and cultural systems. Gender awareness benefits individuals, communities, organizations, and institutions because gender operates as an organizing factor on social, political, and familial institutions and policies. Comprehension of gender dynamics, biases, and patterns can improve study in many disciplines. The Gender Studies Program infuses insights from an array of disciplines as part of the process of examining questions thematically and developing more inclusive perspectives.

Gender Studies courses may address such issues as femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality.

MINOR

A minor in Gender Studies consists of 18 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and 15 additional hours, with no more than two courses from any one discipline.

COLLATERAL

A collateral in Gender Studies consists of 12 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and 9 additional hours, with no more than two courses from any one discipline.

GENDER STUDIES COURSES (GNDR)

200 Gender Studies (3) Offers an interdisciplinary and introductory survey of basic concepts and scope of gender, including intersections of sex, gender, race, class, and sexuality. This course may be taken for General Education credit as a Humanities or Humanities/Social Sciences elective.

301 Special Topics in Gender Studies (3), (2), or (1) Focuses on a specific topic, theme, and/or area within the field of gender studies and/or offers innovative opportunities to study issues/concepts related to gender studies. May be taken twice for academic credit with program approval. May be applied as elective credit in applicable major and/or general education credit with permission of chair/dean.

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

Courses eligible for the Gender Studies minor and collateral include the following:

Biology 213	Biology of Sex
English 250G	Introduction to Literature: Examining Depictions of Gender
English 350N	American Women Writers
English 385	Sex, Gender, and Literature
English 421	Gender and Public Rhetoric
History 321	Family and Gender in World History
History 324	History of Traditional East Asia
History 346	Civil War America
History 357	The History of the Future
History 362	The United States Between the Wars, 1918-1941
Interprofessional Healthcare 303	Understanding Sexual Health in Healthcare Settings
Management 353	Human Resource Management
Psychology 312	Human Sexuality
Psychology 319	Social Psychology
Psychology 327	Psychology of Gender
Psychology 332	The Psychology of Relationships
Sociology 205	Interpersonal Relationships and Family Life
Sociology 306	Social Problems
Sociology 315	Gender and Society
Sociology 331	Environment and Society
Sociology 333	Urban Sociology
Sociology 334	Population and Society
Sociology 344	Violence in Society
Sociology 348	Family Violence
Sociology 353	Human Trafficking
Sociology 381	Sports in Society: Problems and Potentials
Sociology 382	Modern Families

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

LEGAL STUDIES

Coordinator: Dr. Dillon Tatum (Political Science)

A 12-hour collateral in legal studies is available to all majors. For details, see the description of a collateral in legal studies listed under the political science major.

INTERNATIONAL STUDIES

Director: Dr. J. Mark Blackwell

MISSION STATEMENT

Today's citizens need to know as much as possible about this complex world in which all nations are so interdependent. Many academic disciplines contribute to that goal. The International Studies program is multidisciplinary and focuses attention on two areas in particular: international politics and the international economy. Within that framework students may concentrate on geographic areas: Europe, Latin America, or Africa, Middle East, Asia. Also, we work closely with the International Exchange Program and students are strongly urged to spend a semester abroad at one of our partner institutions. Students may take a minor or collateral in International Studies simply to learn more about the interconnected world in which they live. More likely, they will minor in order to prepare for careers in business, government, international agencies, and education or to prepare for further study.

MINOR

A minor in International Studies requires 18 hours, no more than six of which may be below the 300 level. Specific requirements are as follows:

a) Introduction to International Studies Area A:. . . . . 3 hours*
b) Primary Concentration
   Area B: International Politics or. . . . . 6 hours*
   Area C: International Economics and Business. . . . . 6 hours*
c) Secondary Concentration
   Area D: Africa, Middle East, Asia or. . . . . 6 hours*
   Area E: Europe or. . . . . 6 hours*
   Area F: Latin America . . . . . 6 hours*
d) Electives
   Areas A-G . . . . . 3 hours*

*A course listed in more than one area may not be counted toward requirements in more than one area.

It is strongly recommended that students seeking a minor in International Studies complete at least 12 hours of a foreign language, especially if they intend to apply for employment or graduate study in this field.

COLLATERAL

A collateral in International Studies requires 12 hours, no more than six of which may be below the 300 level. Specific requirements are as follows:

a) Introduction to International Studies
   Area A:. . . . . 3 hours*
b) Primary Concentration
   Area B: International Politics or. . . . . 6 hours*
   Area C: International Economics and Business. . . . . 6 hours*
c) Secondary Concentration
   Area D: Africa, Middle East, Asia or. . . . . 3 hours*
   Area E: Europe or . . . . . 3 hours*
   Area F: Latin America . . . . . 3 hours*

*A course listed in more than one area may not be counted toward requirements in more than one area.

International Studies Program courses are three hour courses unless otherwise noted. For full course descriptions, see the listing under the respective departments and schools. Students should pay close attention to course prerequisites, since they must either take the prerequisites or obtain the permission of the department/school before they may enroll in the course.

Area A. Introduction to International Studies

Geography 102	World Regional Geography
Political Science 203	International Relations
History 105	Introduction to World History

Area B. International Politics

(no more than six hours in one Discipline)

Geography 204	Political Geography
History 307	History of the United States in World Affairs
History 330	Europe and the World Since 1945
History 332	British Empire
Political Science 203	International Relations
Political Science 205	Comparative Government
Political Science 314	United States Foreign Policy
Political Science 315	Politics of War and Security

Area C. International Economics and Business

Economics 325	International Economics
Economics 340	Environmental and Natural Resources Economics
Economics/History 300	Economic History of the United States
Economics 397	Special Topics in Economics
Economics 405	Development of Economic Thought
Geography 201	Economic Geography
Marketing 335	International Marketing
Management 460	International Management

Area D. Africa, Middle East, Asia

Geography 306	Subsaharan Africa
Geography 307	Middle East and North Africa
History 341	Modern China
History 342	Modern Japan
Political Science 324	Asian Politics
Political Science 325	African Politics
Political Science 327	Middle Eastern Politics
Philosophy and Religious Studies 311	The Muslim Experience

Area E. Europe (no more than six hours in one discipline)

Geography 302	Geography of Europe
History 308	Russia and Eastern Europe
History 320	Modern Germany
History 330	Europe and the World since 1945
History 331	Modern British Isles
Political Science 328	Soviet and Russian Politics
Political Science 329	Western European Politics

Area F. Latin America (no more than six hours in one discipline)

Geography 303	Geography of Latin America
Geography 305	Geography of Central America
History 305	Empires and Nations in Latin America
History 306	Latin America: Tradition and Change
History 340	History of Modern Mexico
Political Science 326	Latin American Politics

Area G. Elective Courses

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

FOREIGN LANGUAGE: 3-6 hours above 299 level

Geography 101	Cultural Geography
History 309	Europe, 1814-1914
History 324	Traditional East Asia
History 329	Europe in the Era of the World Wars
International Studies 98-299	International Studies: Travel Seminars
International Studies 400	International Studies: Senior Project
International Studies 497	International Studies: Special Studies
Sociology 334	Population and Society

INTERNATIONAL STUDIES (INTS)

298-299 International Studies: Travel Seminars (3+3) Students may earn three hours credit for each of two travel seminars conducted by FMU faculty or travel seminars conducted by faculty from other universities or colleges approved by the International Studies Committee. Students may also earn three hours credit (S/U) for INTS 299 by successful completion of a semester in an official FMU International Exchange Program. The three hours credit will count toward the minor but will not be calculated in the student's grade point average.

400 International Studies: Senior Project (3) It includes examination of current issues in international relations and a major research project.

497 International Studies: Special Studies (3) (2) (1) Individual research project under the guidance of a faculty member. Research projects must be approved by the International Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with grade point average of 3.0 or higher in their major courses. (May be used as a substitute for a required program course with the permission of the International Studies Committee.

FMU HONORS

Director: Dr. Chris Kennedy

The mission of FMU Honors is to provide the University's highest-performing, most accomplished and motivated students with a unique curriculum and enhanced educational opportunities that reward inquiry, stimulate learning, and promote community outreach initiatives. FMU Honors reflects the University's commitment to innovative instruction, a low student-to-faculty ratio, and out-of-classroom service and experience.

FMU Honors is open to students with strong academic records who submit acceptable applications. (Other students may petition for admission to a specific Honors Course.) First-semester freshman applicants should submit information – including any combination of high school GPA, test scores, extracurricular involvement, volunteerism, etc. – they feel best reflects their preparedness for Honors. Second-semester freshmen must have earned a grade point average of 3.0 or above to become or remain eligible for Honors. Sophomores, juniors and seniors with an overall grade point average of 3.25 or above are eligible to apply for admission to Honors. Transfer students whose applications are approved may petition for up to 12 hours of transfer Honors credit from NCHC-affiliated institutions. Exchange students from FMU's international exchange partners are eligible for Honors and may register for Honors courses (as available).

The Honors curriculum consists of Honors sections of regular courses, Honors Special Topics courses, 1-hour Honors Symposia, an interdisciplinary Honors Colloquium, and an Honors Independent Study. Each carries regular academic credit and is designated as an Honors Course on the student's University records.

Students who wish to receive a Bachelor of Arts, a Bachelor of Business Administration, a Bachelor of General Studies, or a Bachelor of Science degree "With University Honors" must fulfill the following requirements:

1. All regular University and departmental or school requirements.

2. An overall grade point average of 3.25 or above, including transfer courses. All work taken at FMU and all work taken at other institutions and considered transferable will be included in computing a student's grade point average for Honors.

3. Completion of a minimum of 21 hours in Honors Courses with a minimum grade point average of 3.25 in all Honors Courses taken. These must include the Honors Colloquium (397) and the Honors Independent Study (491-499) or acceptable substitutes, as described below. Grades below B in the Honors Colloquium and the Honors Independent Study do not count toward credit for the Honors degree, although they do count toward regular degree requirements. If necessary, the Honors Committee may accept substitutes for specific three-hour requirements through the

"Honors Contract" option.

4. Up to nine hours of Honors credit may be allowed to Honors students taking courses at one of FMU's international exchange partners, provided that such students are Honors students during the study-abroad semester, that those courses are approved in advance by the Honors Director and Coordinator of International Programs, and that grades earned in all such courses are the equivalent to at least a B. International Studies 299 may not be counted for Honors credit.

5. Honors credit may be allowed to a student transferring from another NCHC-affiliated institution for courses that are accepted by FMU for full or elective credit. To receive the degree "With University Honors," a transfer student must meet all requirements for the degree (see above), take a minimum of nine hours of Honors courses at FMU, including the Honors Colloquium and the Honors Independent Study. Honors credits transferred from other institutions will be included in computing the student's grade point average in Honors courses.

Honors students should complete Honors hours as follows in order to maintain eligibility:

- Of the first 15 hours, at least 1-3 should be Honors at 3.0 grade point average or higher
- Of the first 30 hours, at least 6 should be Honors at 3.25 grade point average or higher
- Of the first 60 hours, at least 12 should be Honors at 3.25 grade point average or higher
- Of the first 90 hours, at least 18 should be Honors at 3.25 grade point average or higher

HONORS GPA APPEAL POLICY

Any FMU Honors member, having completed all the requirements necessary to graduate with University Honors save for the 3.25 GPA, may petition the Honors Committee for exception to the GPA policy. Petitions will take the form of clear, well-edited letters to the Honors Director and Committee that present compelling reasons for such exceptions. Petitions will be considered on a case-by-case basis. Petitions must arrive no later than one hour after the posting of final senior grades, usually 1:00 p.m. on the Monday before Commencement. Decisions about appeals must be made within 48 hours, or no later than noon on Wednesday before Commencement. This policy does not apply to the grades (A and B) necessary to receive Honors credit for the Independent Study thesis.

For further information, contact the Director of FMU Honors.

HONORS COURSES (HNRS)

200 Honors Science Symposium (1) Requires students to prepare for, attend, and respond in writing to the weekly Science Symposium. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semesters. May be taken twice for credit.

201 Honors Humanities & Social Sciences Symposium (1) Requires students to meet weekly to discuss a recent art/cultural event (plays, concerts, Humanities/Social Science lectures, etc.,) or interview area artists/humanists/arts administrators. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semesters. May be taken twice for credit.

202 Honors Leadership Symposium (1) Requires students to meet weekly with local civic/government leaders, entrepreneurs, university donors or other area leaders and/or to discuss relevant topics (downtown development, taxation, philanthropy, etc.). Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semesters. May be taken twice for credit.

203 Honors Service Symposium (1) Requires students to meet. Carries elective, but not General Education, departmental, or school credit. Offered in the spring semester. May be taken twice for credit.

250-259 Honors Special Topics in Social Sciences (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Social Sciences. May be taken for General Education credit as a Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

260-269 Honors Special Topics in Humanities (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Humanities. May be taken for General Education credit as a Humanities elective. May be applied as elective credit in applicable major with permission of chair.

270-279 Honors Special Topics in the Behavioral Sciences (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for General Education credit as an Area 4: Humanities/Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

280-289 Honors Special Topics in the Natural Sciences (3 or 4) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Natural Sciences. May be taken for General Education credit as a Natural Sciences elective. May be applied as elective credit in applicable major with permission of chair.

350 The Model UN Experience (3) See page 182 of the catalog for more information. May be taken for credit no more than twice.

391 Honors Independent Study Workshop (1) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Optional for students planning to complete HNRS 491 (the Honors Independent Study) the following semester. Students work with the Honors Director to choose and plan for their Independent Study projects, to select and begin work with their faculty mentor, and to prepare and submit acceptable proposals to the Honors Committee. Faculty from various disciplines will advise on research methodology and presentation. Carries elective, but not general education, departmental, or school credit. Assessed as S (satisfactory) or U (unsatisfactory).

397 Honors Colloquium (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count towards Honors credit, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare or IPHC 380 Introduction to Public Health with an Honors contract course as a substitute for Honors 397 Colloquium. Honors Education majors may take Education 411/Reading & Writing in Content Areas with an Honors Contract course component as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

491-499 Honors Independent Study (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director). Allows the Honors student to pursue independent academic work, normally in the area of major concentration, under the guidance of a faculty member. Usually takes the form of a senior research thesis or creative project. Topics must be approved by both the appropriate department chair or dean, the Honors Committee, and the Honors Director. Projects are reviewed by three faculty members from two different disciplines. Grades below B do not count toward credit for the Honors degree, although they do count

toward regular University degree requirements. May be taken a second time in a second discipline.

497 Special Studies (3) In various disciplines, HIST 499 (3), PRS 499 Advanced Study (3), or Nursing 445 Guided Nursing Elective (3) may be taken for Honors credit, by special arrangement, in place of HNRS 491-499. Having successfully proposed an Honors thesis topic the semester before, Honors Education majors may count 3 of the 9 hours earned in Education 490/Directed Teaching as Honors hours during their final semester. The thesis will be graded separately (P/F) by the student's thesis committee; that grade will not apply toward the grade the student earns in Education 490. The thesis grade will instead satisfy (or not) the Honors thesis requirement necessary for graduating With University Honors. Students who successfully complete the Washington Semester Program may count three credit hours of POL 497-H WS, ENG 498-H WS, or PSY 310-H WS in place of Honors 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements.

THE MODEL UN EXPERIENCE

This three-hour course provides a history of, and information on the workings of, the United Nations. Additionally, it prepares students for the National Model United Nations (NMUN) conference, held each year in New York City. Students who take this course will learn about the League of Nations and the origins of the United Nations, the policies of the country to which FMU is assigned for that particular year, the development of position papers, the importance of caucusing and diplomacy to achieve one's goals, and the process of both writing a working paper and turning it into a resolution. Students will take quizzes, participate in in-class simulations, practice writing position and working papers, and demonstrate that they have prepared themselves for the NMUN conference.

Students who wish to participate in the Model UN Experience must first submit an application packet, which will include an essay and a letter of recommendation from an FMU faculty member. Students who apply need not be Honors eligible; if accepted, non-Honors students will receive Honors credit upon completion of the course.

Students should take note that this course is offered only in the spring semester of each year. Moreover, they must be prepared to take a week off from classes to participate in the NMUN conference. In past years, the conference has fallen on Easter weekend; in such an event, students should be willing to spend Easter away from home.

For more information about the Model UN Experience and the application process, contact the Model UN advisers.

WASHINGTON SEMESTER PROGRAM

FMU Honors students are eligible to apply for a fellowship in the Washington Semester Program, which is administered by the University of South Carolina Honors College to live in the heart of Washington, D.C., and gain valuable work experience in federal government or private sector offices while earning 15 hours of Honors academic credit.

Honors students at any South Carolina institution of higher education are eligible to apply for the Washington Semester Program. Fellows must be degree-seeking students and are usually juniors. The program operates in both the spring and fall semesters.

FMU Honors students accepted into the Washington Semester Program must register as transient students at the University of South Carolina and pay USC tuition for that semester. They will earn academic credit, with Honors, for the following courses:

- POLI 497-H Special Studies: Washington Semester (6)
- ENGL 498-H English Internship: Washington Semester (3)
- PSYC 310-H The Psychological Focus: Leadership; Washington semester (3)
- THEA 101-H Introduction to Theatre: Washington Semester (3)

For further information about the Washington Semester Program and the application process, contact the FMU Honors Director.

NONPROFIT MANAGEMENT (NPM)

Coordinator:

MISSION STATEMENT

The collateral in nonprofit management is designed first to introduce students to the contemporary nonprofit sector in terms of its structure and its role in American society, and second, to provide students with an understanding of the management processes and current management issues related to nonprofit organizations. In addition, students gain hands-on experience in nonprofit organizations through visits to nonprofits and through a one-semester internship in a nonprofit organization.

COLLATERAL

A collateral in nonprofit management consists of 12 hours of courses and requires the following:

1. NPM 358 The Nonprofit Sector: Structure and Dynamic 3
2. NPM 453 Managing the Nonprofit Organization 3
3. One course (3 hours) chosen from:
   POLI 215 Introduction to Public Administration 3
   PSYC 300 (also listed as SOCI 360) Leadership and Group Dynamics 3
   SOCI 306 Modern Social Problems. 3
4. Internship: (Approved by Coordinator of Nonprofit Management Program): BUSI 475, POLI 487, PSYC 498, SOCI 498 or other). 3

NONPROFIT MANAGEMENT COURSES (NPM)

358 The Nonprofit Sector: Structure and Dynamic (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits. Credit cannot be given for both MGT 358 and NPM 358.

453 Managing the Nonprofit Organization (3) (Prerequisite 358 or MGT 358) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes and keep administrative costs low. Major topics include strategic planning, strategic management, fund raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes. Credit cannot be given for both MGT 453 and NPM 453.

UNIVERSITY LIFE

Coordinator: Nicole Panza

The University Life Program at FMU is designed to help students learn the necessary academic, cultural, social, and technological skills and strategies needed to succeed in the university environment. Classes in the program are taught in sections by specially trained faculty from all areas of the University. Students who successfully complete University Life courses receive elective credit towards graduation. Courses cannot be taken more than once for credit.

UNIVERSITY LIFE COURSES (UNIV)

100 First-Year Seminar (1) (Prerequisite: first-semester student or permission of coordinator) Students will be introduced to skills and strategies for studying, test-taking, note-taking, and time management to enhance their study habits and ability to succeed in their academic careers. Students will become familiar with the university's support resources to help solve academic, personal, and social problems. Some discipline-specific sections will provide first-year students with an early introduction to the specific needs and expectations of their respective degree programs.

102 Planning for Success (1) (Prerequisite: permission of coordinator) F, S. Students will develop a plan to manage academic work. Skills such as study methods, note taking, and time-management will be emphasized. Students will use resources on campus to improve their academic performance.

EVENING COLLEGE

The FMU Evening College promotes FMU's mission to serve the Pee Dee region and the state of South Carolina by providing educational opportunities to members of the community seeking to engage in professional and personal development. The Evening College and its faculty strive for excellence in teaching and to provide learning opportunities that are accessible, flexible, and affordable.

INTERPROFESSIONAL CERTIFICATE
Students completing 18 Evening College credits will earn an Interprofessional Certificate. An Interprofessional Certificate may be applied as 18 hours of general elective credit to an undergraduate FMU degree program. While multiple certificates may be earned, only the credits from one certificate may be applied to a degree.

EVENING COLLEGE COURSES (EVCL)

100-109 Evening College Special Topics in Social Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Social Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

110-119 Evening College Special Topics in Humanities (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Humanities. May be taken for Interprofessional Certificate credit. May be repeated for credit.

120-129 Evening College Special Topics in the Behavioral Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

130-139 Evening College Special Topics in the Natural Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Natural Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

140-149 Evening College Special Topics in Health Sciences (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Health Sciences. May be taken for Interprofessional Certificate credit. May be repeated for credit.

150-159 Evening College Special Topics in Business (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the School of Business. May be taken for Interprofessional Certificate credit. May be repeated for credit.

160-169 Evening College Special Topics in Education (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the School of Education. May be taken for Interprofessional Certificate credit. May be repeated for credit.

170-179 Evening College Special Topics in Popular Culture (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics within Popular Culture and should involve current events, trends, and/or politics. May be taken for Interprofessional Certificate credit. May be repeated for credit.

180-189 Evening College Practicum (1-3, S/U) Course topics may be interdisciplinary and cover innovative, non-traditional topics that are experiential, practical, clinical and/or skill based. May be taken for Interprofessional Certificate credit. May be repeated for credit.

GRADUATE ACADEMIC PROGRAMS

ADMINISTRATION

Dr. William D. Carswell
Associate Provost and Director of Graduate Programs
Dr. Karen K. Gittings
Dean, School of Health Sciences
Dr. Rhonda Brogdon
Chair, Department of Nursing
Dr. Frances A. Burns
Chair, Department of Speech-Language Pathology
Dr. Hubert Setzler
Director, Master of Business Administration
Dr. Kimberly McCuiston
Director of Graduate Studies, School of Education
Dr. Tiffany Phillips
Director, Family Nurse Practitioner and Doctor of Nursing Practice Programs
TBA
Coordinator, Adult-Gerontology Acute Care Nurse Practitioner
Dr. Tiffany Pressley
Coordinator, Psychiatric Mental Health Nurse Practitioner
Dr. Dorie Weaver
Coordinator, MSN/Nurse Educator Program
Dr. Rachelle Lydell
Chair and Director, Department of Occupational Therapy
Dr. David James
Director, Physician Assistant Studies Program
Dr. Matthew Hagler
Coordinator, Clinical/Counseling Psychology
Dr. Crystal R. Hill-Chapman
Coordinator, School Psychology

HISTORY

Founded in 1970, Francis Marion University is one of South Carolina's 13 state supported universities. Classified by the Carnegie Foundation for Education as a comprehensive university, FMU takes pride in providing a strong liberal arts education in a broad range of undergraduate majors. The University also offers three professional schools in education, business, and health sciences.

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, psychology, and speech-language pathology.

The University is accredited by the Southern Association of Colleges and Schools (SACS), and a number of its departments or programs are accredited by specialized accrediting agencies.

GRADUATE COUNCIL

The Graduate Council coordinates all graduate programs at the University. Responsibilities of the Council are to (1) review admission data on each graduate program, (2) notify the faculty of all graduate curricular proposals prior to Council action, and (3) advise the Faculty Senate on all graduate curriculum matters, including proposed courses, course changes, or new academic programs.

GRADUATE FACULTY

All full-time and part-time faculty teaching graduate courses (other than Educational Professional Development (EDPD) 525 courses) will (a) hold the terminal degree in their disciplines or in unusual cases have demonstrated exceptional scholarly or creative activity or professional experience and do not hold the terminal degree, (b) demonstrate scholarship appropriate for graduate instruction, and (c) show evidence of professional characteristics appropriate for graduate instruction. The graduate courses which they teach must be in the field of their respective expertise. Credentials of both annual and continuing graduate faculty are evaluated annually by their respective department chairs. Deans make appropriate recommendations regarding graduate faculty status to the Provost. Faculty teaching Education 525 courses, which are workshop courses designed to meet specific needs in a school system, do not necessarily require that the faculty member hold the terminal degree, depending on the nature and purpose of the specific 525 course.

Continuing Membership – The Graduate Continuing Faculty is composed of the President, the Provost, the Deans of all schools, the chairpersons of all academic departments, and all who hold at the University the rank of full professor. It also is composed of all with academic rank who both regularly teach courses carrying graduate credit and have been recommended by their respective department chairperson or school dean and by the Graduate Council to the Provost and approved by the President. Each department or school has the right to establish additional membership criteria which, once approved by the President upon the recommendation of the Graduate Council and the Provost, must be met by the Graduate Continuing Faculty in the respective department or school.

Annual Memberships – Faculty members at any academic rank who have not been designated as continuing members of the Graduate Faculty are members of the Graduate Faculty during any academic year including the preceding summer session in which they teach at least one course numbered 500 or above. Such members may participate fully in Graduate Faculty meetings. The extent of their participation in department/school graduate affairs is determined by the department/school concerned.

Functions – Graduate faculty meetings may be called at the recommendation of the Graduate Council, a department/school, the Provost, or the President. The Provost shall serve as the regular presiding officer. The Graduate faculty reviews graduate regulations and related academic matters brought to it.

GRADUATE DEGREES

The graduate academic programs at FMU are offered through the following schools and department:

School of Business
- Master of Business Administration in Business Administration [MBA]
- Master of Business Administration in Healthcare Executive Management [MBA-HEM]

School of Education
- Accelerated Master's Program (Master of Arts in Teaching in Early Childhood Education)
- Accelerated Master's Program (Master of Arts in Teaching in Elementary Education)
- Master of Education: Montessori Early Childhood Education
- Master of Education: Montessori Elementary Education
- Master of Education: Educational Leadership
- Educational Leadership Post-Masters Certification Program
- Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])
- Multi-Categorical Special Education (Master of Arts in Teaching [M.A.T]
- Teaching and Learning (Master of Education (M.Ed.)

School of Health Sciences
- Nursing
  - Doctor of Nursing Practice (D.N.P.)
  - Adult-Gerontology Acute Care Nurse Practitioner (Master of Science in Nursing [M.S.N.])
  - Family Nurse Practitioner (Master of Science in Nursing [M.S.N.])
  - Nurse Educator (Master of Science in Nursing [M.S.N.])
  - Psychiatric Mental Health Nurse Practitioner (Master of Science in Nursing [M.S.N.])
  - Psychiatric Mental Health Nurse Practitioner Post-Masters Certificate
  - Certificate in Nursing Education (Post-masters)
  - Doctor of Occupational Therapy (Occupational Therapy Doctorate [O.T.D.])
- Speech-Language Pathology (Master of Speech-Language Pathology [M.SLP.])

Department of Psychology
- Psychology (Master of Science in Applied Psychology [M.S.] and Specialist in School Psychology [S.S.P.])
- Doctor of Psychology (Psy.D.) - *Program begins Spring 2024*

COURSE LISTINGS & NUMBERING

For University courses, the following information is indicated:
- Course number
- Course title
- Semester hour value of course
- Number of clock hours required per week in course
- Statement of prerequisites and/or other restrictions on enrollment
- Term(s) offered
- Brief course description
- Restriction of credit

When two courses are listed under a single title, a hyphen (-) between the course numbers indicates that the first is prerequisite to the second. A comma (,) between the course numbers indicates that the first is not a prerequisite to the second.

Courses are classified by numbers, which indicate the class level at which they are most often taken. Class levels and number sequences are as follows:

Freshman Courses	100-199
Sophomore Courses	200-299
Junior Courses	300-399
Senior Courses	400-499
Senior or Graduate Courses	500-599
Graduate Courses	600-799

With written departmental/school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. With written departmental/school approval and with an overall grade point average of 3.0 or better, seniors may take courses numbered 600-799 for graduate credit. All seniors taking courses for graduate credit must submit a graduate application for admission. Some programs require formal admission before enrolling in any course numbered 600 or above. Work taken for graduate credit may not be used to meet undergraduate requirements. Any senior permitted to enroll for graduate credit will be classified as a non-degree student until the student has attained regular admission to a graduate degree program. No more than 12 hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the graduate program as a graduate degree student.

The figures enclosed in parentheses immediately following the title of a course are, in order of appearance, indications of the following:
1. Number of semester hour credits given for the course.
2. Number of lecture hours normally scheduled each week for one semester in the course.
3. Number of laboratory hours normally scheduled each week for one semester in the course.

If there is one figure only, there are as many class meeting hours per week as there are semester hours credit for the course. A two-number sequence, such as (3:4), means that the course carries three semester hours credit but meets four class hours each week. A three-number sequence, such as (3:2-3), means that the course carries three semester hours credit but meets two lecture hours and three laboratory hours each week.

Terms Offered Key:

F	=	Fall
S	=	Spring
SU	=	Summer
AF	=	Alternating Fall Terms
AS	=	Alternating Spring Terms

The University reserves the right to withdraw any course for insufficient enrollment. In certain cases and with the approval of the Provost, classes may be offered with fewer than the required number of students in order to meet specific needs.

ADMISSION TO GRADUATE STUDY

Students interested in applying for admission to graduate programs at FMU should consult the fmarion.edu/graduate programs for information. Completion of an application process does not guarantee admission to a graduate program.

The University encourages all qualified students to apply. Equal educational opportunities are offered to students regardless of race, religion, color, national origin, sex, physical disability, sexual orientation, or age.

For information on specific admission requirements, please consult the information pertaining to each "Graduate Program" in this section of the catalog.

ADMISSIONS DECISIONS

A committee in each school or department offering a graduate program makes admission decisions. Each committee will consider candidates with completed application packets. Incomplete packets will be reviewed at the discretion of the selection committee for that graduate program.

ADMISSION APPEALS

Students who are denied admission to a graduate program may appeal the decision to the Provost. To submit an appeal, the applicant should prepare a typed letter addressed to the attention of the Provost. The letter should explain why reconsideration of the admissions decision is warranted and should clearly describe any extenuating circumstances that will help determine the applicant's suitability for admission.

LEGAL RESIDENT DEFINED

Charges for tuition and fees depend upon the student's status as a resident or non-resident of South Carolina. A non-resident pays a higher rate of tuition and fees than a legal resident of South Carolina.

For fee purposes, the state's Code of Laws defines South Carolina residents as independent persons who reside in and have been domiciled in South Carolina for a period of no less than 12 months with the intention of making a permanent home therein, and their dependents. Those who meet these criteria may be considered eligible to pay general university fees at state-supported higher education institutions at in-state rates. Eligibility begins with the next academic semester after expiration of the required 12 months.

Exceptions to the 12-month requirement may be made for independent persons and their dependents who locate in South Carolina for full-time employment and for military personnel and their dependents. A student who believes he/she meets the state criteria should contact the Graduate Admissions Office at least two weeks prior to registration.

INTERNATIONAL STUDENTS

International graduate students must have a proficiency in the English language that will enable them to succeed at FMU. The following steps must be completed in order for international students to be considered for admission to the graduate program:

1. Graduate Application Form – Prospective students must submit a graduate application for admission, two letters of recommendation, a personal statement, and a nonrefundable application fee. All application materials must be sent directly to the Graduate Office at FMU.
2. Exam Scores – An applicant must submit scores on the entry exam required by the intended program of study. See the individual department headings in the "Graduate Section" of the catalog for details.
3. Financial Certification – An applicant must provide proof of his or her ability to pay for the cost of attendance at the University. This sum includes graduate tuition, room, food, books, and miscellaneous expenses. Support can come from the applicant's family or sponsor. The University requires an official statement from a bank, employer, or sponsor or some other official affidavit of support. Financial certification must be sent to the University before an I-20 can be sent to the student. The student can expect to use one-half of the total each semester. Financial certification should come directly from the source. No facsimiles will be accepted.
4. Transcripts – An applicant should request a transcript from each college or university attended at both the undergraduate and graduate level. To be considered official documents, all transcripts must be sent directly from the institution to the Graduate Office at FMU. No facsimiles will be accepted. Student who have completed university work from institutions located outside the U.S. must have those transcripts certified by either the World Education Services (WES) or by International Education Consultants (Josef Silny and Associates). More information is available at www.wes.org and www.jsilny.org.
5. Test of English as a Foreign Language (TOEFL) – The TOEFL is required of all applicants except those whose native language is English. For graduate admission, the required level of proficiency on the TOEFL is a score of at least 550 on the paper-based version, 213 on the computer-based version, or 79 on the Internet version. Note: Appropriate scores on the International English Language Testing System (IELTS) may be used in lieu of TOEFL scores.

   Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541-6161, U.S.A.

Undergraduate students who have completed an undergraduate degree from an accredited postsecondary institution in the United States will be allowed to waive the TOEFL requirement.

TRANSIENT STUDENTS

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (EDPD or PDPD courses), whether taken at FMU or at another institution, cannot be applied toward the Master of Education, Master of Arts in Teaching, Master of Science in Applied Psychology, or Specialist in School Psychology programs (see pages 192 and 218).

SENIOR CITIZENS

Applicants 60 years or older wanting to take graduate courses for credit or personal enrichment (audit status) need to contact the Office of Financial Assistance for the requirements for being classified as a senior citizen. Although general University fees are waived for eligible senior citizens, all other fees must be paid.

REGISTRATION PROCEDURES

1. Students should consult with faculty advisors to select courses to be taken.
2. Students must confirm schedules and pay fees in the Cashier's Office.

Registration procedures are outlined in the class schedule for each session.

FEES & OTHER EXPENSES

All fees and other expenses, housing and meal plan costs, payment deadlines and refunds applicable to graduate students are explained in the section on "Financial Information" of this catalog.

FINANCIAL ASSISTANCE

Details about financial assistance are explained in the section on "Financial Information" of this catalog. For more information, contact the Office of Financial Assistance at FMU.

STUDENT LIFE

Graduate students are eligible to participate in all student activities and organizations that are described in the section on "Student Life" of this catalog.

ACADEMIC INFORMATION GRADING SYSTEM

A (Distinction) - indicates achievement of distinction and carries four quality points per semester hour.
B+ - carries three and a half quality points per semester hour.
B (Acceptable) - indicates acceptable achievement and carries three quality points per semester hour.
C+ - carries two and a half quality points per semester hour.
C (Marginal) - indicates marginal achievement and carries two quality points per semester hour.
F (No Credit) - indicates unsatisfactory achievement or withdrawal with unsatisfactory standing from the course after completion of one-third of the course. Semester hours are included as work taken in computation of grade point average. No quality points or credits are earned.
W (Withdrawal) - indicates withdrawal during the term without academic penalty. Semester hours are not included as work taken in computation of grade point average. No quality points or credits are earned.
IN (Incomplete) - indicates that a student has not completed the required work in a course before its conclusion. Upon completion of the required work and with the approval of the department chairperson or dean, the IN will be converted into an A, B+, B, C+, C, or F by the professor. Semester hours are not included in work taken in computation of grade point average until the IN is converted. All work must be completed by the next semester's Reading Day (see the "University Calendar"). If the student does not complete all required work by the next semester's Reading Day, the IN will be converted to an F.
S (Satisfactory) - indicates average or better than average achievement in certain courses which are graded on an S-U (Satisfactory-Unsatisfactory) basis only. Such courses are not included in computation of grade point average.
U (Unsatisfactory) - indicates unsatisfactory achievement in certain courses graded on an S-U (Satisfactory-Unsatisfactory) basis only. No credit is earned.

GRADE POINT AVERAGE

Grade points for a course are computed by multiplying the number of semester hour credits per course by the quality points associated with the grade earned. The grade point average is computed by dividing the total number of grade points by the total number of net hours taken. For effects of course repetition on calculation of grade point average, see "Course Repetition" in the respective graduate program. (Other institutions, however, may recalculate a student's grade point average and include all grades in that calculation.) All grades will appear on the student's FMU transcript.

GRADE CHANGES

If a mistake was made in calculating or recording a term grade, the instructor of the course may change the grade. A change of grade may occur only within one calendar year from the receipt of the grade.

1. A faculty member seeking to change a student's term grade because of a mistake must request the change on the appropriate form, which may be obtained from the Office of the Registrar.
2. The department chairperson or dean shall approve or disapprove change-of-grade requests. If approved, the requests will be sent to the Registrar with instructions to make the necessary corrections on the official record.

GRADE APPEALS POLICY

MEMBERSHIP: The Grade Appeals Committee will consist of five faculty members to be elected by the faculty at large. The committee will elect the chair.
FUNCTION: The committee will hear final course grade appeals not resolved at the level of the academic unit.
GROUNDS FOR APPEAL: Unless the faculty member has acted in an arbitrary or capricious manner in the assignment of the final course grade in question, or unless the instructor's grading policy is in violation of the guidelines established by the University or his/her own policies as noted in the syllabus or other written documents, it is the right of the instructor to determine whether or not the final course grade should be changed.
PROCEDURES: The committee will meet as necessary and is called by the Committee Chair. Appeals for grade changes may not be made after 60 days from the date the grade was given. The following procedures will be followed:

1. The student will first attempt to resolve the issue by consulting with the instructor.
2. If the issue is unresolved after consultation with the instructor, the student will then consult with the department chair/school dean to attempt a resolution.
3. If the matter is not resolved after consultation with the instructor and the chair/dean, then the student may petition the chair/dean, who will forward the matter to the Grade Appeals Committee. The petition must include the following items: a completed petition form signed by the instructor of the course (unless the instructor is no longer a member of the FMU faculty), the student's adviser, and the chair/dean of the academic unit that offered the course; a letter explaining the basis for the grade appeal; and if applicable, supporting documents and a list of any other evidence to be presented. The student's argument will be limited to statements from the student and the evidence delineated in the petition.
4. Upon receipt of a completed grade appeal petition, the chair of the Grade Appeals Committee will promptly inform the faculty member, the appropriate department chair/school dean, and the Provost. The Committee Chair will also make available to the faculty member a copy of the petition and the supporting documentation.
5. The Grade Appeals Committee, upon receipt of a student's grade appeal petition, might seek additional information and advice, as it deems necessary. In some cases, the committee may conduct a hearing, as when the student, faculty member, and committee members might ask for one. Because this hearing is for informational purposes only, it should not replicate judicial proceedings. No legal counsel shall be permitted to appear.

6. Within 10 workdays after a decision, the Chair of the Grade Appeals Committee will notify the student, the faculty member, and the appropriate department chair/school dean of the committee's findings and recommendations. If the Grade Appeals Committee, through its inquiries and deliberations, determines that the grade should be changed, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, he or she will provide an explanation for refusing.
7. If after considering the instructor's explanation the Grade Appeals Committee concludes that it would be unjust to allow the original grade to stand, the Committee may then recommend to the appropriate department chair/school dean that the grade be changed. The chair/dean in consultation with the instructor will assign the appropriate grade. Only the chair/dean, upon the written recommendation of the Grade Appeals Committee, has the authority to effect a change in grade over the objection of the instructor who assigned the grade.

REPEATING COURSES

For information, see "Course Repetition" in the respective graduate sections. Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU.

When a student repeats a course, all grades appear on the transcript. A grade of W is not used in the calculation of grade point average and is not counted in the repeat regulations.

ACADEMIC STANDING

Graduate Student Progression – Continuation in graduate studies requires satisfactory progress toward a graduate degree (Masters, Specialist, or Doctorate). Evidence of such progress includes **maintenance of a minimum 3.0 cumulative grade point average**. While in a graduate program at Francis Marion University, should the student's cumulative grade point average fall below 3.0 or the student receive an F for a graduate course, that student will be placed on academic probation.

Dismissal –Receiving a second F will result in dismissal from the program, even if the first F has been replaced with a higher grade.

Stipulations:

1. All Graduate Students may only repeat up to (2) two courses.
2. All Graduate Students must repeat a grade of F at the next available course offering.
3. All Graduate Students must have a minimum 3.0 cumulative grade point average to graduate from Francis Marion University.

****Please Note**** Additional stipulations may be imposed by specific graduate programs for continued eligibility in the program. Please see various programs for those specifics.

Readmission After Dismissal – A graduate student may not continue taking courses after being dismissed from a program because of poor academic performance. Application for readmission to a graduate program after dismissal is made by petition to the school or department admission selection committee. To submit a petition for readmission, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why readmission is warranted and should clearly describe any extenuating circumstances that will help the school or department admission committee determine the student's suitability for readmission. The student will receive a written response indicating the readmission decision from the school dean or department chair.

In the event the petition for readmission is denied by the school or department admission selection committee, a final petition may be submitted in writing to the Provost. The decision of the Provost is final in all cases of petitions for readmission to the University after dismissal because of poor academic performance.

TIME LIMIT

All requirements for a graduate degree must be completed within one continuous six-year period. Work over six years old is no longer applicable to the degree program and cannot be reinstated except through petition to the school or department admission selection committee. To petition for reinstatement of coursework that is over six years old, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why reinstatement of coursework that is over six years old is warranted and should clearly describe any extenuating circumstances that will help the school or department admission committee determine the suitability of reinstatement of coursework. The student will receive a written response concerning the committee's decision on this issue.

ETHICAL STANDARDS, HONOR CODE, & CODE OF STUDENT CONDUCT

Graduate students are expected to understand and conform to the ethical standards of the profession they are preparing to enter. They are also expected to abide by the FMU Honor Code and Code of Student Conduct as described in the University Student Handbook and the applicable department or school handbook. Failure to abide by these norms can result in sanctions up to and including dismissal from the University. A graduate student may not continue taking courses after being dismissed from a program because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook.

A graduate student who has been dismissed from the University because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook may petition for readmission to the school or department admission selection committee. To submit a petition for readmission, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why readmission is warranted and should clearly describe any extenuating circumstances that will help the school or department admission selection committee determine the student's suitability for readmission. The student will receive a written response indicating the readmission decision from the school dean or department chair.

In the event the petition for readmission is denied by the school or department admission selection committee, a final petition for readmission may be submitted in writing to the Provost. The decision of the Provost is final in all cases of petitions for readmission to the University that involve dismissal because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook.

CHANGES IN GRADUATION REQUIREMENTS

In addressing the needs of an ever-changing society, the curriculum offered by FMU continues to evolve. Continuously enrolled students may elect to meet the graduation requirements stated either in the University

Catalog of the year in which they first entered FMU or in the University Catalog of the year in which they will graduate from the University. Students returning to FMU after an absence of one year or more will be expected to meet the graduation requirements stated either in the University Catalog of the year in which they returned to FMU or in the University Catalog of the year in which they will graduate.

DEGREE REQUIREMENTS

To receive a graduate degree from FMU, a student must fulfill the following requirements:

1. Complete the number of graduate hours and specific courses required in the student's approved program.
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and under "Course Repetition" in the respective graduate program.) Credits transferred from accredited institutions are not used in computing a student's grade point average.
3. Satisfactorily complete all the other requirements of the particular program in which the student is enrolled.

APPLICATION FOR DEGREE

The Application for Degree is available for graduate students from their graduate programs and by contacting the registrar. December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 10. The application fee should be paid when the student is notified. Failure to meet the stated deadline will result in a delay in the time of graduation.

All students are expected to attend the ceremony. Those students desiring to graduate in absentia should complete the appropriate information on the degree application.

With permission of the department/school, graduate students may request to transfer in up to 20 percent of the credit hours required for their degree from institutions accredited by recognized accrediting bodies approved by the U.S. Department of Education or equivalent international organizations. Only courses completed at an NCATE/CAEP-accredited institution will be considered for transfer credit by the School of Education. Only courses completed at an AACSB accredited institution will be considered for transfer credit by the School of Business. All transfer credits are subject to review and approval by each department/school and must be verified by an official transcript from the institution where the graduate study was undertaken. Students should consult with the respective graduate programs concerning the permission process.

No graduate course work may be transferred to FMU for which grades lower than a B are achieved, and grades transferred from other institutions will not be included in the student's grade point average (GPA) at FMU. No credit will be transferred for correspondence courses, or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will NOT be accepted.

Professional Development Courses (EDPD courses), whether taken at FMU or at another institution, cannot be applied toward the M.Ed. or M.A.T. programs.

TRANSIENT CREDIT

An FMU student desiring to take courses at some other institution either during the summer session or the regular session and wishing to have courses transferred back to FMU to apply toward a degree must have in advance the approval of department chairperson or school dean, and the Registrar before registering for the courses. Students should consult with the respective graduate programs concerning the permission process.

All transient credit must be from a regionally accredited institution and must be verified by an official transcript from the institution at which the graduate study was undertaken. A maximum of six semester hours may be transferred from a regionally accredited institution upon recommendation of the adviser and with permission of the department/school. No graduate coursework may be transferred to FMU for which grades lower than B are achieved. Grades of S, U, P, or F will NOT be accepted. The grades earned in courses at other institutions will not be included in the student's grade point average at FMU. Only those students who are in good academic standing (that is, those with cumulative grade point averages of 3.0 or above) can be approved to take courses at other institutions. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Forms are available in the Office of the Registrar.

It is the student's responsibility to have an official transcript sent to the Office of the Registrar upon completion of the course(s) but no later than one month prior to the date he/she is scheduled to complete degree requirements.

AUDITING COURSES

A graduate student admitted to FMU as either a graduate degree student or a graduate non-degree student may elect to audit one or more graduate courses. Audited courses do not carry credit, but any courses audited are noted on the student's official University record. Audited courses are considered part of the course load of graduate students in determining overload approval but may not be used to satisfy any prerequisite for a graduate course or any requirement for financial assistance (for instance, the determination of full-time status).

Students who audit a course should adhere to the class policies including attendance. Students who do not adhere to the stated policies may be dropped from the course for not attending.

No credit may be established for an audited course by an examination subsequent to the auditing of the course.

Audited courses are charged at the same rate as courses taken for credit. Changes from audit to credit are not permitted after the regular change of schedule period has ended. Change from credit to audit is permitted after change of schedule period has ended only if the student is doing passing work in the course and only upon the approval of the Provost.

CLASS ATTENDANCE POLICIES

It is the responsibility of the instructor to inform students, at the beginning of each graduate course, of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Attendance policies will be outlined on the class syllabus. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

DROPPING COURSES

Graduate students may drop courses through the last day of classes for any term (students may not drop classes on Reading Day or during examinations). A student who drops a course(s) after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal.

WITHDRAWING FROM THE UNIVERSITY

Complete withdrawals must be initiated by the student at the Registrar's Office. A Complete Withdrawal Grade Report will be completed. Failure to file the Complete Withdrawal Grade Report Form with the Registrar's Office may result in the grade(s) of F for the course(s). A student who withdraws from the University after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal.
The effective date of a student's complete withdrawal from the University will be the date that the student initiates the withdrawal and a Complete Withdrawal Grade Report Form is filed.

COURSE LOAD

A full-time course load for graduate students is six or more semester hours during a regular semester and six semester hours during any summer term. A full-time course load for graduate students is three or more semester hours during the Late Spring Term.

Off-campus courses (transient or correspondence) and any resulting overload must be approved prior to enrolling in the course(s).

The maximum load for a graduate student during a regular fall or spring semester is 12 hours, except for Speech-Language Pathology students who may take up to 15 hours in any semester as required by the curriculum.

GRADE REPORTS

At the end of each semester and each summer term, grade reports are made available to students. Study of reports is encouraged, and inquiry concerning them is invited.

Faculty members must give students an opportunity to make an informed decision on their academic performance prior to the last date to withdraw without academic penalty. Faculty will receive a class roll prior to the last date for withdrawal to verify those enrolled in and attending the class.

TRANSCRIPTS

Official transcripts, those bearing the University seal, will only be issued with the written consent of the student. A transcript will not be released if the student is indebted to the University. Forms for requesting transcripts may be obtained from the Office of the Registrar or through the University's website. A fee of $6.00 must accompany each individual transcript request. The request must be returned to the Office of the Registrar after fee payment is made.

STUDENT'S EVALUATION OF COURSE & INSTRUCTOR

Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

These evaluations are completely anonymous, and faculty members do not receive any feedback until grades have been turned in to the Registrar. Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost in order to confidentially inform the administration of such failure to follow procedures.

GRADUATE BUSINESS PROGRAM (BUSI)

501 Accounting Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). Study of the topics relating to the financial and managerial accounting processes relevant to the organization's decisions. Students can take these classes more than once.

502 Economics Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). Study of contemporary microeconomics and macroeconomics topics within the context of a free enterprise economy, such as unemployment, inflation, environmental issues, international trade, and money and banking. Students can take these classes more than once.

503 Business Analytics Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). An introduction to the basic concepts and methodology in data analytics including descriptive analytics, predictive analytics and prescriptive analytics. Students can take these classes more than once.

504 Topics of Business Law (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). Review of the important aspects of common law, contract law, and the other legal aspects affecting companies and businesses. Students can take these classes more than once.

505 Financial Management Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). Study of the contemporary tools and techniques used in corporate financial management for planning, assets management, capital budgeting, capital markets, and international finance. Students can take these classes more than once.

506 Information Systems Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). Study of the organizational and management issues related to the application of information systems technology into the firm and the management of information systems technology in business organization. Students can take these classes more than once.

507 Management Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). A review of the concepts of management and its role in the development and implementation of business strategy. Students can take these classes more than once.

508 Special Topics in Business (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business) A study of the current research findings and management practices in a specific area of business administration. Students can take these classes more than once.

509 Marketing Topics (1), (2), or (3) (Prerequisite: Approval of the Dean of the School of Business). Study of the current marketing issues in development and implementation of business strategy. Students can take these classes more than once.

605 Business Tools for the MBA (3), (2), or (1) (Prerequisite: Admission to the MBA Program or approval of the Dean of the School of Business) This course will provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes managerial principles, foundational accounting, applied statistics, finance, and business software applications.

MASTER OF BUSINESS ADMINISTRATION

Director: Dr. Hubert Setzler

The Master of Business Administration (M.B.A.) degree program is designed to prepare students for careers in business, non-profit, and government institutions. Students with diverse undergraduate degrees including nursing, biology, history, sociology, engineering, and business are eligible. Francis Marion University's School of Business M.B.A. program is nationally accredited by the Association to Advance Collegiate Schools of Business (AACSB), which further proves that the program is taught by faculty committed to excellence in teaching and research. Students may start the program in the spring, fall, or summer semesters.
The Master of Business Administration degree program offers a Concentration in Healthcare Executive Management. This program has the same admissions requirements as the regular Master of Business Administration program. The 18 required M.B.A. hours cover a variety of business areas and are taught by graduate school faculty members of the FMU School of Business. The 12 hours of healthcare courses are taught by the graduate school faculty members of the FMU Master of Science in Nursing. The Master of Business Administration degree with a Concentration in Healthcare Executive Management program is designed both for individuals who are currently working in the healthcare field as well as those who would like to acquire the background necessary for them to enter the healthcare field.

ADMISSION REQUIREMENTS

To be considered for admission, the applicant must submit the following materials to the M.B.A. School of Business:

1. The Graduate Application for Admission and non-refundable graduate application fee.
2. Official transcript(s) of all undergraduate and graduate work from accredited institutions which indicates the candidate has earned a baccalaureate degree from a regionally-accredited institution.
3. An official Graduate Management Admissions Test (GMAT) or Graduate Records Examination (GRE) score. At the discretion of the M.B.A. Admission Committee, the GMAT/GRE requirement may be waived for applicants with advanced degrees and/or professional qualifications.
4. At least one, but preferably two or more, letter(s) of recommendation.
5. A 500 to 700 word personal statement indicating one's career goals and reasons for seeking admission to the M.B.A. program.
6. Resumé.
7. A Test on English as a Foreign Language (TOEFL) score for all international applicants for whom English is not their native language.

The application process is provided online:
https://www.fmarion.edu/graduateprograms/.

It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all materials) will be reviewed by the School of Business M.B.A. Committee. The M.B.A. Admission Committee reviews all application material for evidence of preparation for graduate education in business and for promise of success as a graduate student. The M.B.A. Admission Committee will review each applicant's admission material for evidence of competency in the areas of foundational accounting, applied statistics, finance, and business software applications. Competency is typically demonstrated by academic course(s) or professional certificates. Upon review of the student's admission material, the M.B.A. Admission Committee may require the graduate foundation course, Business 605, or appropriate undergraduate course(s) to be completed. Personal interviews with the Director and/or the M.B.A. Admission Committee may also be required.

For more information, please visit www.fmarion.edu/academics/mba/ or phone the School of Business at 843-661-1419. To discuss the waiver option for the GMAT/GRE score, please contact the M.B.A. Director.

REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

To receive a Master of Business Administration Degree from FMU, a student must fulfill the following requirements:

1. Complete the foundation course, Business 605, or appropriate undergraduate course(s) with a grade of C or better. This requirement may be waived at the discretion of the M.B.A. Admission Committee.
2. Complete the required 30 semester hour M.B.A. program:

Course	Title	Hours
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 710	Business Analytics	3
MBA 715	Systems Design	3
MBA 720	Contemporary Issues in Business	3
MBA 725	Applied Marketing	3
MBA 730	Leadership and Management	3
MBA 735	Operations Management	3
MBA 740	Applied Corporate Finance	3
MBA 745	Strategic Planning	3
Total		**30**

   Although there is no specified order for these courses, there is a strongly recommended course sequence that students should follow to ensure that they possess the entry-level knowledge and understanding assumed by certain M.B.A. courses. For more detail, students should consult the M.B.A. website and/or the Director of the M.B.A. program.
3. The student must maintain a 3.0 cumulative grade point average on all graduate courses applicable to the particular program and a 3.0 grade point average for all graduate courses (see the exceptions under "Course Repetition" and under "Time Limit").
4. The student must successfully complete all steps and meet all requirements as outlined for graduate students.
5. The student should make application for graduation at the beginning of the semester in which the last course(s) will be taken.

MASTER OF BUSINESS ADMINISTRATION DEGREE WITH CONCENTRATION IN HEALTHCARE EXECUTIVE MANAGEMENT

Course	Title	Hours
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 710	Business Analytics	3
MBA 720	Contemporary Issues in Business	4
MBA 730	Leadership and Management	3
MBA 740	Applied Corporate Finance	3
APRN 503	Advanced Research and	

DNP 802	Doctoral Health Policy, Finance, and Leadership	3
DNP 803	The Role of Technology and Interprofessional Collaboration	2
Six semester hours from the following:		**6**
MBA 710	Business Analytics	3
MBA 715	Systems Design	3
MBA 725	Applied Marketing	3
MBA 735	Operations Management	3
MBA 745	Strategic Planning	3
APRN 713	Executive Practicum	3
Total		**30**

To receive a Certificate of Healthcare Executive Management from FMU, a student must have completed a MBA degree from an AACSB-accredited institution and achieve a minimum average of 3.0 in the following courses: APRN 503, DNP 802, DNP 803, and APRN 713.

ACADEMIC STANDING

Stipulations:

1. An M.B.A. student is allowed to repeat a maximum of one course for the purpose of improving the grade.
2. An M.B.A. student must repeat a grade of F at the next available course offering.
3. Receiving a second F will result in dismissal from the program, even if the first F has been replaced with a higher grade.
4. Receiving a third C will result in dismissal from the program, even if a C has been replaced with a higher grade.
5. Only a grade lower than B can be raised by repetition of a course; a reexamination is not permitted.
6. Any course that is repeated must be retaken at FMU.
7. A course may be repeated only once.
8. If a student is on academic probation, the student must consult with the Director of the MBA program concerning course load and progress.

GRADUATE COURSES FOR BUSINESS (MBA)

700 Accounting Analysis (3) An integrated approach to the use of accounting information to support external and internal users' decision-making activities. Topics include financial statement format and content; the effects of operating, financing, and investing activities on a firm's income, financial position, and cash flows; and the use of accounting information for planning, control, and evaluation purposes. The focus is on understanding the differences between the needs of external and internal decision makers and determining what accounting information is appropriate in particular decision contexts.

705 Economic Analysis (3) This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

710 Business Analytics (3) This course will enable decision makers to construct models and analyze decisions using data in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and simulation. The course will be spreadsheet-based.

715 Systems Design (3) Study of problems and issues encountered in managing information systems technology within the firm, including database management, networking and telecommunications, project management, and systems design and development.

720 Contemporary Issues in Business (3), (2), or (1) This course provides students with the opportunity to study issues relevant to the changing business environment. Topics will vary. This course may be repeated for credit. Three credit hours are required for graduation.

725 Applied Marketing (3) This course examines the marketing management decision making process. Focus is upon the critical thinking related to the role of marketing within an organization. Topics include customer research, segmentation, target marketing, positioning, the marketing mix, and marketing metrics.

730 Leadership and Management (3) Examines the philosophy and practice of managing organizations and their people in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies to managing oneself, others, and groups or organizations. Critical thinking skills will be engaged to determine when to employ different strategies based on common situations and personality types. Emphasis is on application of ideas through case studies, research papers, and in-class or online exercises. International management strategies are reviewed.

735 Operations Management (3) All organizations have operations where inputs are transformed into outputs. Topics typically include the following: forecasting; aggregate planning; inventory management; scheduling of workers, jobs, tasks, or projects; and quality assurance. Managerial problems are solved through the use of quantitative methods and models. A manufacturing setting is used for illustrative purposes.

740 Applied Corporate Finance (3) Corporate financial theory and application are studied and then applied in competitive team projects. The corporate investment decision is addressed, along with working capital management, financial security valuation, costs of raising capital, capital structure decisions, and dividend policy. Contemporary financial matters and the economic environment, both from domestic and international perspectives, are also addressed.

745 Strategic Planning (3) Applying concepts learned in accounting, economics, marketing, finance, management, management science, and statistics through case analysis. Focus on increasing analytical, synthesizing, communicative, and evaluative skills in both individual and group problem-solving contexts. Several cases on multinational firms introduce the international dimension.

GRADUATE EDUCATION PROGRAMS

MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, professional skills, and professional dispositions.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following programs:

Master of Education (M.Ed.):

- Montessori Early Childhood Education
- Montessori Elementary Education

- Teaching and Learning
- Educational Leadership

Master of Arts in Teaching (M.A.T.):

- Multi-Categorical Special Education
- Early Childhood Education
- Elementary Education

Post-Masters Certification Programs:

- Educational Leadership

Completion of a M.Ed. degree does not lead to initial South Carolina teacher licensure.

Completion of a M.A.T. degree leads to initial South Carolina teacher licensure.

DEGREE & NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in education as either graduate degree students or as graduate non-degree students. Graduate non-degree students do not seek a master's degree at FMU but wish to take courses for professional growth, personal enrichment, or licensure.
2. Changing from non-degree to degree status: If the student later chooses to become a M.Ed./M.A.T. degree seeker, a new application must be filed with the Graduate Office, indicating the program selected and following all admission requirements as delineated in this catalog. No more than 12 hours of coursework earned while in non-degree status can be applied to the master's degree program chosen. The School of Education will determine whether any coursework taken is appropriate to apply to a degree program. Only those courses deemed appropriate will be applied to a master's degree.

ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION

To be considered for admission as a Master of Education (M.Ed.) or a Master of Arts in Teaching (M.A.T.) degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) from a regionally accredited institutions, of all undergraduate and graduate work (the undergraduate transcript must show the completion of a bachelor's degree). The academic record should show promise of success as a graduate student.
3. Submit contact information for two professional associates or former professors who can attest to the academic potential of the applicant.
4. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.

NOTE: Acceptance is based on the evaluation of the applicant's total academic profile. The School of Education may request additional materials (e.g., PRAXIS/GRE test scores, letters of recommendation, virtual interview) from the applicant.

ADMISSIONS REQUIREMENTS FOR GRADUATE NON-DEGREE STATUS

To be considered for admission as a graduate non-degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. The student may submit a copy of a valid teaching license or a copy of the college/university diploma in place of the official transcript(s).

The application process is provided online: https://www.fmarion.edu/graduateprograms/

GENERAL REGULATIONS ADVISING - EDUCATION

Each graduate program has a program coordinator who will provide specific information regarding that area of study to interested persons. The program coordinator will guide the enrolled students studying in that major.

COURSE REPETITION

Only one course repetition within a graduate student's program is permitted. With the approval of the Dean of the School of Education, a course in which a grade of C or F has been attained may be repeated once. The course must be repeated at FMU, and only the higher grade for the repeated course will be calculated in the student's grade point average.

COURSE REVALIDATION

The FMU School of Education will not re-validate courses for the purpose of state licensure renewal.

MASTER OF ARTS IN TEACHING - EARLY CHILDHOOD EDUCATION OR ELEMENTARY EDUCATION (ACCELERATED MASTER'S PROGRAM)

PROGRAM DESCRIPTION:

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN EARLY CHILDHOOD EDUCATION

The Accelerated Master of Arts in Teaching with Major in Early Childhood Education is an accelerated graduate program where the student completes coursework at the graduate level, including one semester of clinical experience, while earning a Master's degree. This program begins during the last semester of senior year at the undergraduate level and is completed at the Master's level. The curriculum for these two programs is focused on providing a more in-depth look at concepts introduced in the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

APPLICATION

Accelerated Master's Degree Admission Criteria:
Applicant must have a cumulative GPA of 3.0 or greater, must be a current

undergraduate student at FMU, and must submit the following:

1. Accelerated Master's Degree Program Application
2. Undergraduate Early Childhood Education Program Sheet, completed with all grades for courses taken and signed by advisor

Note: Passing PRAXIS scores by Reading Day of the semester prior to the clinical experience semester are required for admission into the clinical experience semester.

PROGRAM DESCRIPTION:

ACCELERATED MASTER OF ARTS IN TEACHING WITH MAJOR IN ELEMENTARY EDUCATION

The Accelerated Master of Arts in Teaching with Major in Elementary Education is an accelerated graduate program where the student completes coursework at the graduate level, including one semester of clinical experience, while earning a Master's degree. These two programs begin in the last semester of senior year at the undergraduate level and are completed at the Master's level.The curriculum for these two programs is focused on providing a more in-depth look at concepts introduced in the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

APPLICATION

Accelerated Master's Degree Admission Criteria:
Applicant must have a cumulative GPA of 3.0 or greater, must be a current undergraduate student at FMU, and must submit the following:

1. Accelerated Master's Degree Program Application
2. Undergraduate Elementary Education Program Sheet, completed with all grades for courses taken and signed by advisor

Note: Passing PRAXIS scores by Reading Day of the semester prior to the clinical experience semester are required for admission into the clinical experience semester.

MASTER OF ARTS IN TEACHING - MULTI-CATEGORICAL SPECIAL EDUCATION

PROGRAM DESCRIPTION:

The Francis Marion University (FMU) Multi-Categorical Special Education (Master of Arts in Teaching – M.A.T.) degree is a graduate program with a curriculum focused on preparing entry level practitioners to teach in multi-categorical special education settings who are competent and caring educators, leaders, practitioners, and advocates. Practitioners will engage in coursework covering mild/moderate high-incidence disabilities, such as Emotional and Behavioral Disabilities; Intellectual and Development Disabilities, including Autism Spectrum Disorders.; and/or Specific Learning Disabilities. Curricular themes include the following areas of focus:

a. Commitment to utilizing and implementing research to practice which strongly reflects the ever-changing nature of the profession's history while subscribing to high standards for incorporating emerging approaches.
b. Promotion of student-centered (pre-K – 12) concerns to include family-based programming, especially as students transition to a post-secondary environment.
c. Advancement of literacy, mathematics, life-skills, and community skills across diverse populations of students with mild/moderate disabilities.
d. Application of research dissemination, including evidence-based practices and high-leverage practices in special education.
e. Utilization of current technology, including assistive technology, to support the learning of diverse populations of students with mild/moderate disabilities.

APPLICATION

Multi-Categorical Special Education M.A.T. Admission Criteria:
Applicant must have earned a Bachelor's degree in any field and must complete the following steps:

- Graduate Application for Admissions
- Graduate Application fee paid
- Official Academic Transcripts from all colleges and universities attended
- GRE or Miller Analogies Test or Praxis II (PLT) qualifying score submitted
- Two positive letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program
- Written philosophy statement of 300-500 words

COURSE REPETITION

Progression policies in the Multi-Categorical Special Education M.A.T. program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the Multi-Categorical 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. Only one course repetition within a graduate student's program is permitted. With the approval of the Dean of the School of Education, a course in which a grade of C or F has been attained may be repeated once. The course must be repeated at FMU, and only the higher grade for the repeated course will be calculated in the student's grade point average.

REQUIREMENTS FOR MULTI-CATEGORICAL M.A.T. PROGRAM

The curriculum is designed for students who have a bachelor's degree.
To receive a Multi-Categorical Special Education M.A.T. degree from FMU, a student must fulfill the following requirements:

- Complete 51 graduate credit hours, including 6 hours of Education Foundation Core, 10 hours of Literacy Preparation, and 35 hours of Multi-Categorical Professional Preparation. Of these 51 hours, four courses will be comprised of practicum hours completed in the PK-12 field working with students with mild/moderate disabilities.
- 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.

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN MULTI-CATEGORICAL SPECIAL EDUCATION

Students must complete 51 graduate hours

Education Foundation Core . . . . . 6 hours
PSY 663 Learning Disabilities: Formal

and Informal Assessment		(3)
EDUC 624	Behavior Management of Students with Disabilities	(3)

Literacy Preparation. . . . . 13 hours

EDUC 637	Foundations of Reading	(3)
EDUC 638	Assessment of Reading	(3)
EDUC 639	Practicum: Assessment of Reading	(1)
EDUC 737	Content Area Reading and Writing	(3)
EDUC 745	Teaching Reading and Written Language to Exceptional Learners	(3)

Multi-Categorical Professional Preparation . . . . . 32 hours

EDUC 759	IEP Development & Transition for Students with Disabilities	(3)
EDUC 760	Introduction to Exceptionalities and Legal Foundations	(3)
EDUC 761	Learning Disabilities: Foundations, Characteristics and Effective Strategies	(3)
EDUC 702	Emotional and Behavioral Disabilities: Foundations, Characteristics and Effective Strategies	(3)
EDUC 703	Intellectual and Developmental Disabilities: Foundations, Characteristics and Effective Strategies	(3)
EDUC 762	Instructional Planning and IEP Implementation for Students with Disabilities	(3)
EDUC 712	Methods for Mild/Moderate Disabilities, Grades K-6	(3)
EDUC 713	Practicum: Methods for Mild/Moderate Disabilities, Grades K-6	(1)
EDUC 718	Methods for Mild/Moderate Disabilities, Grades 7-12	(3)
EDUC 719	Practicum: Methods for Mild/Moderate Disabilities, Grades 7-12	(1)
EDUC 772	Multi-Categorical Special Education: Clinical Experience Internship	(6)

MASTER OF EDUCATION DEGREE & MASTER OF ARTS IN TEACHING DEGREE

To receive the Master of Education or Master of Arts in Teaching degree from FMU, a student must fulfill the following requirements:

1. Complete the number of graduate hours, prerequisites and corequisites where applicable, and specific courses required in the student's approved program.
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Repeating Courses" and "Time Limit").
3. Satisfactorily complete all other requirements as outlined for graduate students earlier.
4. Make application for graduation at the beginning of the semester in which the last course is taken.
5. Students earning a Master of Arts in Teaching degree must also fulfill the licensure requirements for the South Carolina State Department of Education.

PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING

PROGRAM DESCRIPTION: The Master of Education in Teaching and Learning is a graduate program offering tracks in Advanced Teaching Methods (ATM) and Teaching Children of Poverty (TCOP). The ATM track offers in-depth instruction in teaching concepts and methods for individuals wanting to enhance their teaching skills. The TCOP track provides instruction and field-based opportunities for working with children and families with limited access to resources. Students enrolled in the TCOP track must have access to the public-school setting for required field-based activities. Individuals completing this track with a South Carolina teaching certificate may be eligible to add the TCOP teaching endorsement/field to their certificate.
Students must declare their preferred track upon program acceptance.

All students must complete a total of 30 graduate hours: A)Education Foundation (15 hours), B) Literacy Preparation (3 hours), and C)12 hours from their selected track.

Education Foundation Core . . . . . 15 Hours

EDUC 611	Solving Instructional Problems Using Technology	(3)
EDUC 621	Understanding Learning Differences	(3)
EDUC 622	Assessment of Learning and Behavior	(3)
EDUC 648	Educational Research	(3)
EDUC 649	Master's Program Capstone	(3)

Literacy Preparation. . . . . 3 Hours

Education 737	Content Area Reading and Writing	(3)

Advanced Teaching Methods (ATM) Track

Pedagogical Preparation . . . . . 12 Hours

EDUC 530	Methods for Teaching and Assessing Multilingual Learners	(3)
EDUC 626	Concepts and Methods in Education	(3)
EDUC 628	Planning for Teachers	(3)
EDUC 629	Classroom Management	

Teaching Children of Poverty Track (TCOP)

Pedagogy Preparation . . . . . 12 Hours

EDUC 555	Introduction to Educational Programs for Children of Poverty	(3)
EDUC 599	Teaching and Assessing Children of Poverty	(3)
EDUC 635	Family-School-Community Partnership in Higher Poverty Schools	(3)
EDUC 636	Language, Literacy & Poverty	(3)

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Students must complete 30 hours.

PROGRAM DESCRIPTION: The Master of Education (M.Ed.) in Educational Leadership program prepares licensed educators to earn certification as a building level assistant principal, principal, and supervisor. The program focuses on the areas of community engagement, finance and human resources, law and ethics, and applied pedagogy. In addition to coursework, candidates will complete 300 hours of internship activities across elementary and secondary grade spans in a public-school setting.

This is an approved program leading to Principal: PK-12 certification in South Carolina. Candidates seeking educator certification or licensure in another state or territory should review requirements for that jurisdiction.

PROGRAM FOR MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

Leadership Core . . . . . 12 Hours

EDUC 600	Introduction to Educational Leadership	(3)
EDUC 602	Engaging the Educational Community	(3)
EDUC 608	Educational Finance and Human Resources	(3)
EDUC 609	Educational Law and Ethics	(3)

Pedagogical Content. . . . . 12 Hours

EDUC 617	Administration of Instructional Programs	(3)
EDUC 626	Concepts and Methods in Education	(3)
EDUC 611	Solving Instructional Problems Using Technology	(3)
EDUC 648	Educational Research	(3)

Internships . . . . . 6 Hours

EDUC 606	Educational Leadership Internship I (Elementary/Middle School)	(3)
EDUC 613	Educational Leadership Internship II (Middle/High School)	(3)

EDUCATIONAL LEADERSHIP POST-MASTERS CERTIFICATION PROGRAM

Students must complete 18 hours.

PROGRAM DESCRIPTION: Similar to the Master of Education (M.Ed.) in Educational Leadership program, the Educational Leadership Post-Masters Certification Program has been developed for licensed educators who already have a master's degree to earn certification as a building level assistant principal, principal, and supervisor. The program focuses on the areas of community engagement, finance and human resources, law and ethics, and applied pedagogy. In addition to coursework, candidates will complete 300 hours of internship activities across elementary and secondary grade spans in a public-school setting.

This is an approved program leading to Principal: PK-12 certification in South Carolina. Candidates seeking educator certification or licensure in another state or territory should review requirements for that jurisdiction.

PROGRAM FOR EDUCATIONAL LEADERSHIP POST-MASTERS CERTIFICATION

Leadership Core . . . . . 12 Hours

EDUC 600	Introduction to Educational Leadership	(3)
EDUC 602	Engaging the Educational Community	(3)
EDUC 608	Educational Finance and Human Resources	(3)
EDUC 609	Educational Law and Ethics	(3)

Internships . . . . . 6 Hours

EDUC 606	Educational Leadership Internship I (Elementary/Middle School)	(3)
EDUC 613	Educational Leadership Internship II (Middle/High School)	(3)

MASTER OF EDUCATION: MONTESSORI EARLY CHILDHOOD EDUCATION

Students must complete 30 hours.

NOTE: Students are no longer permitted to enroll in the Master of Education: Montessori Early Childhood Education program. Students who are currently registered in this program should discuss their completion plan with their advisor.

PROGRAM DESCRIPTION: The Master of Education: Montessori Early Childhood Education is a graduate M.Ed. program for students who are currently licensed teachers who would like to add certification in Early Childhood Montessori Education. Students take a variety of courses throughout the year and do a summer of Montessori-specific courses.

APPLICATION

Master of Education: Montessori Early Childhood Education Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:

- Master of Education: Montessori Education Concentration Program Application
- Official undergraduate transcript/s
- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Montessori Core Courses (Summer only) . . . . . 12 hours

EDUC 531	Philosophy/Classroom Leadership	(3)
EDUC 532	Practical Life and Sensorial Curriculum	(3)
EDUC 540	Mathematics and Science Curriculum	(3)
EDUC 541	Language and Social studies Curriculum Parenting	(3)

Montessori Electives . . . . . Choose 12 hours (4 classes)

EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom	(3)
EDUC 555	Introduction to Educational Programs for Children of Poverty	(3)
EDUC 621	Understanding Learning Differences	(3)
EDUC 648	Educational Research	(3)
EDUC 771	Introduction to Early Childhood Special Education	(3)
EDUC 780	Assessment of Young Children with Disabilities	(3)
EDUC 784	Methods for Teaching Young Children with Disabilities	(3)
EDUC 788	Social/Emotional Development and Guidance for Young Children with Disabilities	(3)

Montessori Internship . . . . . 6 hours

EDUC 699	Internship: Montessori	

MASTER OF EDUCATION: MONTESSORI ELEMENTARY EDUCATION

Students must complete 30 hours.

NOTE: Students are no longer permitted to enroll in the Master of Education: Montessori Elementary Education program. Students who are currently registered in this program should discuss their completion plan with their advisor.

PROGRAM DESCRIPTION: The Master of Education: Montessori Elementary Education is a graduate M.Ed. program for students who are currently licensed teachers who would like to add certification in Elementary Montessori Education. Students take a variety of courses throughout the year and do a summer of Montessori-specific courses.

APPLICATION

Master of Education: Montessori Elementary Education Concentration Admission Criteria:
Applicant must have a cumulative GPA of 3.0 or higher, hold a current Montessori Endorsement, pay the Graduate Application fee, and submit the following:
Master of Education: Montessori Elementary Education Concentration Admission Criteria:

- Master of Education: Montessori Education Concentration Program Application
- Official undergraduate transcript/s
- A copy of Montessori Endorsement/Certificate
- A copy of current South Carolina Teaching Certificate
- Two letters of recommendation
- A personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

Montessori Core Courses (Summer only) . . . . . 12 hours

EDUC 531	Philosophy/Classroom Leadership	(3)
EDUC 536	Mathematics Geometry 1 Curriculum	(3)
EDUC 537	Language and Geometry II Curriculum	(3)
EDUC 538	Cultural/Science/Fine Arts Curriculum	(3)

Montessori Electives . . . . . Choose 12 hours (4 classes)

EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom	(3)
EDUC 555	Introduction to Educational Programs for Children of Poverty	(3)
EDUC 621	Understanding Learning Differences	(3)
EDUC 624	Behavior Management	(3)
EDUC 648	Educational Research	(3)
EDUC 760	Exceptionalities: Characteristics and Legal Foundations	(3)
EDUC 761	Learning Disabilities: Characteristics, Identification & Placement	(3)
EDUC 745	Teaching Reading and Writing to Exceptional Students	(3)
EDUC 690	Differentiated Instruction for a Learner-Friendly Environment (new class)	(3)

Montessori Internship . . . . . 6 hours

EDUC 699	Internship: Montessori	

PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING DISABILITIES

Students must complete 36 graduate hours.

Education Foundation Core . . . . . 12 Hours

Education 611	Solving Instructional Problems Using Technology	(3)
Education 622	Assessment of Learning and Behavior	(3)
Education 624	Behavior Management of Students with Disabilities	(3)
Education 648	Educational Research	(3)

Literacy Preparation . . . . . 7 Hours

Education 638	Assessment of Reading	(3)
Education 639	Practicum: Assessment of Reading	(1)
Education 745	Teaching Reading and Written Language to Exceptional Learners	(3)

Learning Disabilities Professional Preparation . . . . . 17 Hours

Education 746	Practicum: Teaching Reading and Written Language to Exceptional Learners	(1)
Education 759	IEP Development and Transition for Students with Disabilities	(3)
Education 760	Introduction to Exceptionalities and Legal Foundations	(3)
Education 761	Learning Disabilities: Foundations, Characteristics, and Effective Strategies	(3)
Education 762	Instructional Planning and IEP Development for Students with Disabilities	(3)
Education 763	Teaching Mathematics to Exceptional Learners	(3)
Education 764	Practicum –Teaching Mathematics to Exceptional Learners	(1)

PROGRAM FOR MASTER OF ARTS IN TEACHING - EARLY CHILDHOOD EDUCATION (ACCELERATED MASTER'S PROGRAM)

Student must complete a Bachelor's degree in Early Childhood Education with the Last Semester Senior Year coursework in lieu of the clinical experience block before enrollment in the Master's block of courses.

Last Semester Senior Year for Bachelor's degree . . . . . 14 hours

EDUC 529	Classroom and Behavior Management	(3)
EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom	(3)
EDUC 533	Play and Social Development of Children	(3)
EDUC 534	Observation & Progress Monitoring Practicum	(2)
EDUC 548	Educational Research for the Accelerated Master's Program	(3)

Student must complete 30 graduate hours for Master's degree.

Professional Teaching . . . . . 15 hours

EDUC 621	Understanding Learning Differences	(3)
EDUC 622	Assessment of Learning Behavior	(3)
EDUC 624	Behavior Management of Students with Disabilities	(3)
EDUC 628	Planning for Teachers(3)	(3)
EDUC 649	Master's Program Capstone	(3)

Learning Needs. . . . . 6 hours

EDUC 540	Nature and Needs of Gifted and Talented Students	(3)
EDUC 555	Introduction to Educational Programs for Children of Poverty	(3)

Clinical Experience . . . . . 9 hours

EDUC 773	Accelerated Master's Program Clinical Experience 1	(9)

PROGRAM FOR MASTER OF ARTS IN TEACHING - ELEMENTARY EDUCATION (ACCELERATED MASTER'S PROGRAM)

Student must complete a Bachelor's degree in Elementary Education with the Last Semester Senior Year coursework in lieu of the clinical experience block before enrollment in the Master's block of courses..

Last Semester Senior Year for Bachelor's degree . . . . . 14 hours

EDUC 529	Classroom and Behavior Management	(3)
EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom	(3)
EDUC 533	Play and Social Development of Children	(3)
EDUC 534	Observation & Progress Monitoring Practicum	(2)
EDUC 548	Educational Research for the Accelerated Master's Program	(3)

Student must complete 30 graduate hours for Master's degree.

Professional Teaching . . . . . 15 hours

EDUC 62 1	Understanding Learning Differences	(3)
EDUC 622	Assessment of Learning Behavior	(3)
EDUC 624	Behavior Management of Students with Disabilities	(3)
EDUC 628	Planning for Teachers	(3)
EDUC 649	Master's Program Capstone(3)	

Learning Needs. . . . . 6 hours

EDUC 540	Nature and Needs of Gifted and Talented Students	(3)
EDUC 555	Introduction to Educational Programs for Children of Poverty	(3)

Clinical Experience . . . . . 9 hours

EDUC 773	Accelerated Master's Program Clinical Experience 1	(9)

PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES

Students must complete 48 graduate hours.

Education Foundation Core . . . . . 12 Hours

Education 611	Solving Instructional Problems Using Technology	(3)
Education 621	Understanding Learning Differences	(3)
Education 622	Assessment of Learning and Behavior	(3)
Education 624	Behavior Management of Students with Disabilities	(3)
Education 648	Educational Research	(3)

Literacy Preparation . . . . . 10 Hours

Education 637	Foundations of Reading	(3)
Education 638	Assessment of Reading	(3)
Education 639	Practicum: Assessment of Reading	(1)
Education 737	Content Area Reading and Writing	(3)

Learning Disabilities Professional Preparation . . . . . 26 Hours

Education 745	Teaching Reading and Written Language to Exceptional Learners	(3)
Education 746	Practicum: Teaching Reading and Written Language To Exceptional Learners	(1)
Education 759	IEP Development and Transition for Students with Disabilities	(3)
Education 760	Introduction to Exceptionalities and Legal Foundations	(3)
Education 761	Learning Disabilities: Foundations, Characteristics, and Effective Strategies	(3)
Education 762	Instructional Planning and IEP Implementation for Students with Disabilities	(3)
Education 763	Teaching Mathematics to Exceptional Learners	(3)
Education 764	Practicum –Teaching Mathematics to Exceptional Learners	(1)
Education 770	Learning Disabilities: Clinical Experience Internship	(9)

EDUCATION COURSES (EDUC)

Practicum Courses (EDUC 639, EDUC 746 and EDUC 764) require field experience hours in a SC public school setting, as specified in corresponding course descriptions. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines. Please note that EDUC 746 and 764 require M.Ed. – LD and M.A.T-LD program participants be placed in a classroom that provides instruction to students with specific learning disabilities, but allows participants to choose either a K-6th grade level or 7-12th grade level setting, with each grade level setting used only once for a practicum course (746 or 764). EDUC 639 requires completion of hours in a PK-12 classroom that provides instruction to at-risk learners and/or students with specific learning disabilities in reading.

529 Classroom and Behavior Management (3) This course is designed for teacher candidates in the Accelerated Master's Program. The course is focused on teaching candidates to approach the classroom with a comprehensive plan for implementing positive and proactive classroom management strategies to prevent problem behaviors in the classroom such as structuring the learning environment, building positive relationships with students, and providing effective instruction. Participants will also learn evidence-based intervention techniques and strategies for responding to student behaviors.

530 Methods for Teaching and Assessing Multilingual Learners (3) This course is designed to introduce students to concepts and strategies that will prepare them to meet the unique needs of multilingual learners. Participants in this course will study second language acquisition and development, models of teaching (including sheltering and scaffolding) and assessing multilingual learners, principles of culturally and linguistically responsive teaching, and strategies for engaging families of these students. Emphasis will be on developing a repertoire of practical, evidence-based, pedagogical strategies for teaching multilingual students through differentiation of instruction to accommodate the educational needs of the ML students.

531 Montessori Philosophy and Classroom Leadership (3) This course will provide the adult learners/teacher candidates with the background knowledge of the Montessori philosophy of instructing children, managing the classroom, ways to enhance grace and courtesy in the classroom, and history of the development of the method. The Montessori philosophy of education has a proven record for more than 100 years. The philosophy behind the development of the method taught by Dr. Maria Montessori will be examined. Articles from studies completed comparing the Montessori method to traditional methods will be read and discussed. Management of the classroom using the philosophy of Dr. Maria Montessori will be

taught with examples and studies. Further studies will show the long term effectiveness of the method of learning on children as they mature into adulthood.

532 Montessori Practical Life and Sensorial Curriculum (3) This course will give the adult learners/teacher candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Practical Life curriculum provides adult learners/teacher candidates with activities which teach gross and fine motor skills, self-care skills, environmental care skills, social skills and general control of movement. The Sensorial curriculum provides activities that adult learners/teacher candidates can introduce to young children which increase their abilities intellectually. The games and activities allow young children to experience mathematical thinking and language, scientific perception and language, and physical classification of materials and language in their environment.

533 Play and Social Development of Children (3) This course provides current and prospective teachers with an overview of the social and emotional development of children and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course will include information in creating learning environments that promote positive interactions and provide for positive experiences, as well as active participation. The course will provide an understanding of play, what it is, and why it is important for young children in their social development, and how it contributes to children's learning and understanding of the world.

534 Observation & Progress Monitoring Practicum (2) This course is designed for teacher candidates in the Accelerated Master's Program. The goals of the course are to provide opportunities for teacher candidates to observe K-6 students in their learning environments with a focus on the classroom management techniques being applied and to observe strategies for progress monitoring in student behaviors and in ESL learning. Teacher candidates will be applying knowledge gained in the EDUC 529 and EDUC 530 during their observations.

536 Montessori Mathematics & Geometry Part I for Grades 1-3 (3) This course will include lecture, presentation and practice of math and geometry materials, observation of presentations, arrangement of classroom materials, and methods of assessment and planning. The course will assist adult learners/teacher candidates with using Montessori-designed mathematics and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs, and observation and assessment of children's activity.

537 Montessori Elementary Language & Geometry Part II (3) This course will give the adult learners/teacher candidates the knowledge and skills to teach reading, grammar, comprehension, and geometry to elementary children (grades 1-3) using Montessori methods and materials. The Language course gives the sequence, materials and process used in teaching reading to the elementary child. The course also teaches grammar through identification of parts of speech in isolation and sentence analysis. The second part of the Language course is teaching reading comprehension and writing.
The second part of the course will be the continuation of Geometry Part I. This takes the adult learners/teacher candidates further in the study of geometry and how it is taught to children using Montessori methods and materials. The hands-on materials will be presented and the purposes given for each apparatus and help the adult learners/teacher candidates learn to move the child from the process to the product and develop the algorithm for problems.

538 Montessori Elementary Cultural, Science and Fine Arts (3) This course will provide the adult learners/teacher candidates with the knowledge, curriculum guidelines, and methods to teach these subjects in a Montessori lower elementary (grades 1-3) school. The Cultural course is designed around the five cultural themes in Montessori philosophy. The themes are referred to as the Great Lessons. These lessons are an introduction to history, geography, cultural awareness, and science. The lessons are further enhanced with up-to-date knowledge of the aforementioned. Design of the lessons encourages further research on the part of the adult learners/teacher candidates and the children.

The Science course uses Montessori methods to teach all the science themes while incorporating them with the cultural lessons as opposed to teaching in isolation. The science meets and surpasses the state required standards and encourages exploration on the part of the student. Fine Arts further enhances the cultural aspect of the cultural studies with materials and lessons to learn how arts are a fundamental need of man. The lessons celebrate art and artists around the world through time.

540 Nature and Needs of Gifted and Talented Students (3) This course is intended to introduce candidates to the major topics regarding the specialized nature of gifted and talented students along with the unique educational needs of the gifted learner. The major definitions, concepts, theories and theorists will be explored as well as the history of gifted and talented education. The course will also introduce differentiation of instruction and of curriculum to meet the needs of the gifted and talented learner. The course forms a firm foundation upon which candidates will develop a working knowledge of identifying the unique needs of gifted and talented students, as well as developing methods to better meet these needs.

541 Curriculum for the Gifted and Talented (3) This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. The South Carolina Best Practice Manual for Gifted and Talented Students will provide the foundation for this course.

548 Educational Research for the Accelerated Master's Program (3) This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

550 Montessori Mathematics and Science Curriculum PreK/K (3) This course will give the adult learners/teacher candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Mathematics Curriculum provides adult learners/teacher candidates of young children with activities based upon Montessori's mathematics materials. Activities include: introduction to numbers 1 - 10; introduction to base 10 place value and the basic operations; introduction to numbers 11 - 99 in both concrete and abstract forms; introduction to memorization of math facts and fractions. The science curriculum introduces adult learners/teacher candidates to activities for the discovery of vertebrate animals, plants, earth science (weather, rocks, biomes) and physical science.

551 Montessori Language, Social Studies and Parenting (3) The language curriculum introduces adult learners/teacher candidates to activities for children to explore and learn basic speaking, reading and writing. Oral language activities, phonics activities, beginning writing, beginning handwriting and early reading are covered in detail using Montessori-based manipulatives. The social studies curriculum introduces adult learners/teacher candidates to geography activities, concepts of time and diversity of the world around us. The parenting activities are introduced to help adult learners/teacher candidates guide parents of young children as they prepare their children for school and academic learning.

555 Introduction to Educational Programs for Children of Poverty(3) (Prerequisite: Permission of the Graduate School of Education). This course and its required field assignments are designed to provide graduate students with an initial study of issues associated with life in or of poverty and the potential impact absence of resources may have on teaching and learning. It includes a focused study of socio-emotional issues viewed through the lens of cognitive neuroscience. Graduate students develop, implement, and analyze a series of original action research studies centered on the impact of resources, stress and school success, classroom community, relationship-driven classroom management, and motivation. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

560 Introduction to Project-Based Learning (PBL) (3). This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21st-century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

561 Applications of Project-Based Learning in Curriculum and Instruction (3). (Prerequisite: EDUC 560) This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods. Teachers will also learn how to examine the key roles of and identify methods for integrating community partners into the development and implementation of their PBL projects. Then, utilizing the content knowledge and experiences from EDUC 560, teachers will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course's key assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and reflection upon the development experience. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

562 Practicum in Project-Based Learning (3) (EDUC 560 and 561) This field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

599 Teaching and Assessing Children of Poverty (3) (Prerequisite: EDUC 555 or Permission of the Graduate School of Education). This course and its required field assignments are designed to provide graduate students with a focused study of teaching and assessing viewed through the lens of the cognitive neuroscience and specifically in terms of the needs of under-resourced learners. Graduate students develop, implement, and analyze a series of original action research studies centered on the impact of key pedagogical issues, including background knowledge, formative feedback and summative assessments, motivation and mindsets, strategic questioning, differentiation and rigor, executive function, homework, and grading practices. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

EDUC 600: Introduction to Educational Leadership and Organization (3) (Corequisite: EDUC 606) This course provides an introduction to educational leadership with an emphasis on EEDA, leadership practice, development, and implementation. The work and challenges of educational leaders will be examined. The student will study the roles of leadership, credibility, vision, empowerment, and strategy for educational leaders. The Expanded ADEPT and PADEPP effectiveness instruments will be examined in relation to educator effectiveness.

EDUC 602: Engaging the Educational Community (3) This course provides a survey of the principle aspects of school community relations for aspiring or current educational leaders. The topics covered include an overview of the importance of school community communications, the role of the leader, communications with families, partnerships with the community, crisis communications, and evaluation of school community relations programs. This course will provide tools and resources for building a positive relationship with staff, parents, and the community at large. This course includes material related to the Parental Involvement in their Children's Education Act.

EDUC 606: Educational Leadership Internship I (3) (Corequisite: EDUC 600) The Internship course is a combination of clinical practicum experiences and assignments, online discussion, and individual consultation and mentoring with a practicing school administrator and University advisor. 150 internship hours are required in an elementary or middle public-school setting.

EDUC 608: Educational Finance and Human Resources (3) (Corequisite: EDUC 613) The course provides an introduction to school personnel, administration, labor relations, and finance. Topics include recruitment, retention, orientation, induction, and teacher support as part of personnel evaluation. Various finance procedures, practices, and scenarios will be analyzed while applying social considerations and practical applications to a school/district budget.

EDUC 609: Educational Law and Ethics (3) This course examines the legalities of school administration related to students, teachers, and the district. Case law methods will be analyzed to study the interaction of the school with local, state, and federal governing bodies. Students will learn how an educational leader applies the law proactively to make school-based decisions. This course includes information on the Safe Schools Climate Act and the NASDTEC Model Code of Ethics for Educators.

611 Solving Instructional Problems Using Technology (3) F, S, SU. This course will enable students to develop skills in using technology in instructional settings, and to determine appropriate technological tools for enhancing and extending learning. Competencies developed in this course will be utilized in other courses in the program, and in particular, the practicum and capstone seminars.

EDUC 613: Educational Leadership Internship II (3) (Corequisite: EDUC 608) The Internship course is a combination of clinical practicum experiences and assignments, online discussion, and individual consultation and mentoring with a practicing school administrator and University advisor. 150 internship hours are required in a middle or secondary public-school setting.

EDUC 617: Administration of Instructional Programs (3) This course will focus on how an educational leader administers a school, district, or other program/project. Topics include writing a program proposal, reviewing and applying program data, day-to-day operations, and reporting program results to appropriate entities.

621 Understanding Learning Differences (3) F, S, SU. This course will present the student with contemporary approaches to topics including cognition, cognitive learning, brain functionality, language development, divergent learners, developmental milestones, social development, developmental prerequisites, and educational methodologies required of a contemporary educator. Emphasis will be placed on how, why, and when children learn and develop naturally, and will include those children with exceptionalities.

622 Assessment of Learning and Behavior (3) F, S, SU. This course addresses techniques and procedures for systematically observing and evaluating the behavior and achievement of general education and special education students and will differentiate instruction and assessment based on Individual Education Plans (IEPs). It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

624 Behavior Management of Students with Disabilities (3) F, S, SU. This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, school psychologists and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

626 Concepts and Methods in Education (3) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

628 Planning for Teachers (3) This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

629 Classroom Management and Supervision (3) This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors.

Participants will also learn strategies to help students make better behavioral choices. Evidence- based prevention and intervention techniques will be discussed, and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

635 Family-School-Community Partnerships in High Poverty Schools (3) (Prerequisite: Education 555 or permission of the Graduate School of Education) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the theory and practice of family, school, and community partnerships specifically in terms of the needs of under-resourced learners and their families. High impact approaches for organizing and sustaining school-initiated programs of family and community engagement are explored. Graduate students develop, implement, and analyze a series of original action research studies centered on the application of goal-oriented family, school, and community partnership practices in school and classroom settings. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

636 Language, Literacy, and Poverty (3) (Prerequisite: Education 555 or permission of the Graduate School of Education) F, S, SU. This course and its required field assignments are designed to provide graduate students with a focused study of theories of language and literacy issues viewed through the lens of cognitive neuroscience and the science of reading, specifically in terms of the needs of under-resourced learners. Graduate students develop, implement, and analyze a series of original action research studies centered on the application of language and literacy issues, including explicit reading instruction, reading and writing across the curriculum, and assessment practices that provide a basis for instructional decisions. The role of teachers as learners, leaders, and advocates in schools serving large numbers of children in or of poverty is emphasized.

637 Foundations of Reading (3) This course is an overview of reading-related theories, skills and instructional practices. Each major component of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

638 Assessment of Reading (3) (Corequisite for M.Ed.-LD/M.A.T.-LD only -EDUC 639) This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

639 Practicum: Assessment of Reading (1) (Corequisite for M.Ed.-LD/M.A.T.-LD only - EDUC 638). This course provides practical experience with assessing PK-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must complete these hours in a PK-12 classroom that provides instruction to at-risk learners and/or students with specific learning disabilities in reading. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage (www.fmarion.edu/education/soenews/) for specific SLED background check deadlines.

648 Educational Research (3) F, S, SU. This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

649 Master's Program Capstone (3) The capstone experience provides students the opportunity to demonstrate a culmination of the acquired

knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students. In this course students demonstrate how the knowledge and skills learned in their master's program can be applied directly to improving student achievement. Students will demonstrate this competence through preparation of a Student Learning Objective (SLO) or other model for teacher-designed action research.

690 Differentiated Instruction for a Learner-Friendly Environment (3) This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for all students with different learning needs and abilities. The course will provide the students opportunities to plan and implement lessons and an array of learning activities, integrating technology, to address PK-12 students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning; apply culturally sensitive instruction to address the needs of PK-12 students from diverse socio-economic, cultural, linguistic backgrounds, and abilities; select appropriate, evidence based instructional strategies for addressing individual PK-12 student needs in meeting curriculum objectives; and apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.

699 Internship: Montessori (6) This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students in early childhood and elementary Montessori classrooms.

702 Emotional and Behavioral Disabilities: Foundations, Characteristics and Effective Strategies (3) This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the area of emotional and behavioral disorders. Participants will learn characteristics and the impact of varied social/emotional and learning needs, and examine effective strategies for addressing the varied academic and behavioral needs of students with emotional and behavioral disorders. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for instruction and intervention.

703 Intellectual and Developmental Disabilities: Foundations, Characteristics and Effective Strategies (3) This course is focused on teaching candidates about basic assumptions, foundational theories/conceptual models, etiology, and specific conditions in the areas of intellectual disabilities (ID), developmental disabilities (DD), and will also include autism spectrum disorders (ASD). Participants will learn characteristics and the impact of varied social/emotional and learning needs and examine effective strategies for addressing the varied academic and behavioral needs of students with ID, DD, and/or ASD. The course will also highlight relevant special education laws, screening, identification, measurement, and assessment for focused instruction.

712 Methods for Mild/Moderate Disabilities, Grades K-6 (3) This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, and instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards.

713 Practicum: Methods for Mild/Moderate Disabilities, Grades K-6 (1) This course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades K-6. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Ready (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades K-6.

718 Methods for Mild/Moderate Disabilities, Grades 7-12 (3) The course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for students with mild/moderate disabilities. This course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with mild/moderate disabilities, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

719 Practicum: Methods for Mild/Moderate Disabilities, Grades 7-12 (1) This practicum course provides field-based and practical experience with supported application of instructional approaches, strategies, and materials essential to teacher candidates addressing the varied academic and behavioral needs of students with mild/moderate, high-incidence disabilities in grades 7-12. Participants will develop and apply their knowledge of explicit instruction, through the use of evidence-based and high-leverage practices, that incorporate all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support learning. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in instructional assessment, planning, delivery, and monitoring of lessons/specially designed instruction tailored appropriately to align with and support progress towards both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. Participants must be placed in a classroom that provides instruction to students with mild/moderate, high incidence disabilities (i.e., Developmental Disabilities [DD]/Intellectual Disabilities [ID], including Autism [ASD]; Emotional and Behavioral Disabilities [EBD/ED]; and/or Specific Learning Disabilities [SLD]) in grades 7-12.

720 Educational Methods for Intellectual and Developmental Disabilities (3) (Prerequisite: Psychology 601 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with intellectual and developmental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

721 Family, Community, and Early Childhood Education (3) S, SU. A primary goal of this course is to provide opportunities for collaboration among teachers, other professionals, and members of a larger and diverse community. One of the outcomes of the course collaboration is a plan to address a concern, such as school-age child care. Course content encompasses topics that include family and community concerns and issues, such as anti-bias practices in schools; strategies to connect families to appropriate community services; and initiatives to assist family and community, such as mentoring school volunteers.

722 Curriculum Design for Early Childhood Programs (3) SU. One of the goals of this course is to have students design and use curriculum that is based on the most current research concerning children's development in all domains. A product of this course is a research paper including the implications of a proposed curriculum for a school or child care center. Course topics relate to innovative, pragmatic programs that are appropriate for children from birth through age eight and who reflect diverse demographics. Instructional methods for integrating the curriculum in language, math, science, social studies, health, and the arts are studied.

723 Early Intervention: Strategies for the Special Needs Child (3) SU. A goal of early intervention is to prepare students to effectively provide, at the earliest juncture possible, appropriate treatments and accommodations for children presenting special needs. This course addresses theory, practice, and federal and state legislative support for programs for special needs children during the pre-school and primary years. Emphasis is directed toward support services to families as well as the affected children. Attention is given to children who exhibit risk factors for or characteristics of mild to moderate developmental delays, high incidence disabilities (educable mental disability, learning disability, speech disorders), and low incidence disabilities (sensory losses, orthopedic disabilities). The needs of children who exhibit cognitive and other developmental traits above the normal range are also considered. Students analyze, interpret, and identify critical configurations of scores within psychoeducational and informal evaluations; consequent interventions are formulated.

725 Practicum in Instruction for the Exceptional Child (Intellectual and Developmental Disabilities) (3) (Prerequisite: Psychology 601 or permission of school; Prerequisite/corequisite: 720) F, S. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with intellectual and developmental disabilities) in various educational settings.

737 Content Area Reading and Writing (3). This course is designed to prepare pre-service and in-service teachers in grades PK-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines.

745 Teaching Reading and Written Language to Exceptional Learners (3) F, S, SU. (Corequisite of EDUC 746 only for M.Ed.-LD and M.A.T.-LD) This course examines a range of evidence-based practices and methods for teaching reading and written language to at-risk learners and students with disabilities. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, participants will learn about development of the following: essential components and foundational skills in reading through explicit instruction in phonemic awareness, alphabetic principle/phonological awareness, fluency, vocabulary, and comprehension; comprehension techniques for a variety of types of text; content area reading; and study skills. The course also covers the relationship between spoken and written language, and reading and writing; strategies for improving students' prerequisite skills for written expression; fluency with skills in spelling, sentence structure, and components of the writing process. This course discusses effective early intervention approaches, strategies for increasing learner motivation and independence, and appropriate usage of technology to support and monitor improved learning outcomes in both reading and writing.

746 Practicum: Teaching Reading and Written Language to Exceptional Learners (1) (Corequisite of EDUC 745 only for M.Ed.-LD/M.A.T.-LD) F, S. This course provides practical experience with application of evidence-based practices and methods for teaching reading and written language skills to students with specific learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency with instructional planning and assessment to support student learning, independence, and motivation, and to incorporate instructional and/or assistive technology supports as appropriate to enhance achievement and/or task completion. Participants will assess student needs; then select and apply an appropriate instructional strategy or technique; collect and analyze student performance data; and evaluate the effectiveness of the selected instructional approach or technique, making instructional adjustments accordingly. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must be placed in a classroom that provides instruction to students with specific learning disabilities in grades K-6.

759 IEP Development and Transition for Students with Disabilities (3) (Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of IEP development and transition practices for teaching students with disabilities which will include interpreting psycho-educational reports to develop appropriate goals and objectives for IEP development; understanding how differentiated instruction and best practices relate to IEP development and goal mastery for students with disabilities; creating and adapting appropriate student performance assessments for IEP goals; understanding how Universal Design for Learning relates to successful IEP goal mastery as a method of accommodating and modifying instructional strategies for teaching students with disabilities; and introducing common transition practices for students with disabilities.

760 Introduction to Exceptionalities and Legal Foundations(3) F, S. The course introduces the graduate student to the etiologies, theoretical foundations, and characteristics of the spectrum of exceptionalities ranging from giftedness to high incidence disabilities (learning disabilities, intellectual and developmental disabilities, emotional/behavioral disorders) to low-incidence disabilities (orthopedic, sensorimotor deficits). Among the topics addressed are: options for delivery of appropriate services, federal and state legislation and accompanying regulations governing service delivery, roles played by members of multidisciplinary teams, rights and procedural safeguards to insure that parents and individuals with disabilities participate in the decision-making process, financial basis and state regulations regarding distribution of funding.

761 Learning Disabilities: Foundations, Characteristics and Effective Strategies(3) (Prerequisites: Full acceptance to graduate program, Education 760, or permission of the school). This course focuses on classical and contemporary approaches to identifying students with learning disabilities, including issues related to definitions, disproportionate representation, and approaches to assessment and program planning. Problems with perception, memory, language, schematic/organizational learning, haptic learning, self-governance, and the impact of those problems on academic and non-academic learning will be examined. In addition, the special educator's role as collaborative consultant in placement and treatment is emphasized.

762 Instructional Planning and IEP Implementation for Students with Disabilities (3) (Prerequisites: EDUC 760 and 761, or permission of the school). This course will emphasize the basic principles of instructional

design as a part of IEP implementation for students with disabilities. With primary focus on the development of lesson plans and instructional units for both individual and group instruction, participants will learn to design instruction that targets both students' needs, as indicated by IEP goals, and state content standards for progress within the general education curriculum; use progress monitoring assessment results and data-based decision-making to guide instruction; and select, implement, and individualize appropriate instructional strategies for accelerating progress and improving learning outcomes of students with disabilities.

763 Teaching Mathematics to Exceptional Learners (3) (Prerequisites: Education 760, 761, and 762, or permission of the school; Corequisite of 764 only for M.Ed.-LD/M.A.T.-LD) F, S, SU. This course examines a range of evidence-based practices and methods for teaching mathematics and quantitative reasoning to at-risk learners and students with disabilities. Building on understandings of the cognition, memory, and language characteristics of exceptional learners, participants will learn about development of the following: understanding size and spatial relationships; concepts of direction, place value, fractions, decimals, and time; and remembering math facts. The course also covers explicit instruction in skills related to number sense, number systems or counting, basic facts, place value, fractions as numbers, computation of fractions, and algebra. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

764 Practicum: Teaching Mathematics to Exceptional Learners (1) (Prerequisites: Full acceptance to graduate program and Education 760, 761, and 762, or permission of the school; Corequisite of EDUC 763 only for M.Ed.-LD/M.A.T.-LD). F, S. This course provides practical experience with application of evidence-based practices and methods for teaching mathematics and quantitative reasoning to at-risk learners and students with specific learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency with instructional planning and assessment to support student learning, independence, and motivation and to incorporate instructional and/or assistive technology supports as appropriate to enhance achievement and/or task completion. Participants will assess student needs, then select and apply an appropriate instructional strategy or technique, collect and analyze student performance data, and evaluate the effectiveness of the selected instructional approach or technique, making instructional adjustments accordingly. This course requires the completion of a minimum of 40 hours in a South Carolina public school setting. M.Ed. – LD and M.A.T-LD program participants must be placed in a classroom that provides instruction to students with specific learning disabilities in grades 7-12.

770 Learning Disabilities: Directed Teaching (6) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities and an overall GPA of 3.0 in the MAT-LD program) F, S. This course is a supervised clinical experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

771 Introduction to Early Childhood Special Education (3) SU. The purpose of this course is to provide the student with a broad perspective of the best practices, issues, and concerning facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing the student with the knowledge of philosophies, roles and services of professionals involved with young children with special needs.

772 Multi-Categorical Special Education: Clinical Experience Internship (6) This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have mild-moderate disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

773 Accelerated Master's Program Clinical Experience 1 (9). This internship is a planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. In addition, the student participates in 8-10 seminars scheduled throughout the semester. Prerequisite Courses: Approval by Director of Graduate Studies, pre-requisite courses, passing Praxis scores, and a minimum overall 3.0 GPA as outlined in the FMU Catalog.

774 Accelerated Master's Program Clinical Experience 2 (9). This internship is a planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. In addition, the student participates in 8-10 seminars scheduled throughout the semester. Prerequisite Courses: Approval by Director of Graduate Studies, successful completion of EDUC 773.

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

780 Assessment of Young Children with Disabilities (3) S. This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.

784 Methods for Teaching Young Children with Disabilities (3) S. This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this

course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge, social interaction with peers and family members, and peers and families as significant others in children's intellectual and linguistic development.

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

EDUCATION PROFESSIONAL DEVELOPMENT COURSES (EDPD)

525 Professional Development (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance Grades K-12 classroom instruction for a variety of disciplines and content areas. Courses are scheduled at the request of local school districts, educational agencies, or consortia, subject to the approval of the school. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 525 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

526 Strategies for Teaching Children of Poverty I (3, 2, or 1) F, S, SU. This course is the first in a series that provides graduate education students with a study of theory and practice related to the education of students living in or of poverty, with poverty defined as limited access to financial, social, emotional, spiritual, cognitive, or physical resources. Content is grounded by the Center of Excellence to Prepare Teachers of Children of Poverty's six standards for teachers of children of poverty and selected pedagogy from the Center's 25 Best Practices. A lens of cognitive neuroscience is used to consider barriers that can result from life with limited resources, and students explore ways to apply the science of learning to teaching practices in order to remove those barriers that can negatively impact school and life success. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 526 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

527 Strategies for Teaching Children of Poverty II (3, 2, or 1) (Prerequisite: EDPD 526) F, S, SU. This course is a continuation of the study of theory and practice learned in EDPD 526 related to the education of students living in or of poverty, with poverty defined as limited access to financial, social, emotional, spiritual, cognitive, or physical resources. Content is grounded by the Center of Excellence to Prepare Teachers of Children of Poverty's six standards for teachers of children of poverty and selected pedagogy from the Center's 25 Best Practices. A lens of cognitive neuroscience is used to consider barriers that can result from life with limited resources, and students explore ways to apply the science of learning to teaching practices in order to remove those barriers that can negatively impact school and life success. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 527 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

530 Principles of College and Career Readiness (3, 2, or 1) F, S, SU. This course will include an in-depth study of key issues related to college and career readiness, with a particular emphasis on how these issues might impact classroom instruction. Participants will be encouraged to consider ways concepts can be implemented in their own schools and with their own students. Course assignments will include reading, online discussions of readings and their relationship to classroom practice, and a final project that connects the reading and discussions with the participants' teaching in a practical way. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 530 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

531 Advanced Study in College and Career Readiness (3, 2, or 1) F, S, SU. In this course, students will be introduced to recent scholarly work about college and career readiness. Through reading, online discussions, interviews, and writing, students will conduct in-depth investigations of specific programs, pedagogies, and initiatives already in place at schools, evaluate their effectiveness, and create action plans for their schools. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 531 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

ENGLISH COURSES (ENGL)

516 English: Applied Composition Theory (3) SU. Survey of theories of rhetoric and discourse appropriate for writing teachers. Includes workshop activities and practice making and evaluating assignments, and diagnosing writing problems. Includes modeling of appropriate pedagogy.

517 English: Advanced Approaches to British Literature (3) SU. Explores works of British literature with emphasis on works appropriate for high school teachers, including Empire and post-colonial perspectives. Includes discussion of various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

518 English: Advanced Approaches to American Literature (3) SU. Explores works of American literature with emphasis on works appropriate for high school teachers, including multicultural perspectives. Includes discussion on various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

519 English: Advanced Approaches to World Literature (3) SU. Explores wide variety of world and multicultural literature with emphasis on works appropriate for high school teachers. Includes discussion of various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

799 English: Capstone Practicum (3) (Prerequisite: 12 hours in specialty core; corequisite: Education 798) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification of and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so they can be used in an appropriate professional setting.

MATHEMATICS COURSES (MATH)

516 Mathematics: Calculus for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of school) F, S, SU. Full development of limits, derivatives, and integrals. Concentration is on concepts and applications.

518 Mathematics: Probability and Statistics for Teachers (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of school) SU. Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distribution; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression.

SCIENCE COURSES (SCI)

515 Science: Physical Science (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the physical principles that govern natural phenomena. Topics may include mechanics, heat, electricity and magnetism, waves, and light. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

516 Science: Chemistry in the World (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the role of chemistry in the world. The nature, interactions, and transformations of matter and energy will be addressed. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

517 Science: Earth and Space Science (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the processes, interactions, and changes of earth and space systems. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

518 Science: Human Biology (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the processes of life: characteristics and functions of organ systems, and the impact of human activity on the environment. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

519 Science: Environmental Science (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine natural resources, interactions of organisms with environment, interactions between organisms with each other and their environments; and genetic diversity and continuity. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

799 Science: Seminar Practicum Capstone (3) (Prerequisite: Twelve hours in specialty core; corequisite: Education 798) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so that they can be used in an appropriate professional setting.

SOCIAL STUDIES COURSES (SOST)

516 Social Studies: History and American Government (3) SU. A study of the historical development of American society including such topics as tradition and change, the changing American family, the changing ethnic composition of the United States, the growing role of government in American society, critical developments in education, rural and urban trends, and the role of religion in shaping American society.

517 Social Studies: American Economy and Politics (3) SU. An examination of the principles and operation of the American economics and political systems.

518 Social Studies: The United States in Comparison/Contrast With the Rest of the World (3) SU. Topics to be considered include: culture, standards of living, rights and freedoms, environmental concerns, types of political systems, levels of economic development, historical experiences, religions, ethnic groups, and social classes.

519 Social Studies: Special Study of World Regions (3) SU. The study in terms of commonalities and differences among countries in the regions of Europe, Asia, Africa, Latin America, covering for each region society, history, economy, and politics.

799 Social Studies: Seminar Practicum Capstone (3) (Prerequisite: Twelve hours in specialty core) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so they can be used in an appropriate professional setting.

GRADUATE NURSING PROGRAM

ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials:

1. The graduate application for admission and nonrefundable application fee.
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions.
3. Three letters of confidential recommendation from professional associates or former professors who can attest to the academic potential of the applicant. One letter must be submitted from a current supervisor.
4. A current resume or curriculum vita (CV).
5. A written statement of the applicant's career goals, 300 to 500

words in length, including the applicant's interest and reasons for seeking admission to the designated track.

6. Current unencumbered license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state license.
7. BSN earned from an accredited institution.

All of the above materials must be submitted electronically to: https://gradapply.fmarion.edu/

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

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

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) AND IELTS

The TOEFL is required of all international students except those whose native language is English. The Department of Nursing requires higher TOEFL scores for admittance into the nursing programs than those required by the University. The Department of Nursing adheres to the National Council of State Boards of Nursing (NCSBN) research, which has led to recommendations for a minimum English proficiency standard for nurses to practice safely and effectively at entry level in the U.S. An acceptable TOEFL score of at a minimum 577 (233 on the computerized version or 90 on the Internet version) is required. In addition, a minimum speaking score of 26 in the TOEFL iBT is required. Appropriate scores on the IELTS (International English Language Testing System) may be used in lieu of the TOEFL.

Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained by writing to TOEFL, Box 6161, Princeton, NJ 08541- 6161, USA.

COURSE REPETITION

Progression policies in the MSN program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the MSN 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 due to academic failure; no retaking of courses will be permitted for clinical failures.

MASTER OF SCIENCE IN NURSING-ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)

Director of AGACNP: TBA

NOTE: Students are no longer permitted to enroll in the AGACNP program. Students who are currently registered in this program should discuss their completion plan with their advisor.

The FMU Master of Science in Nursing / Adult-Gerontology Acute Care Nurse Practitioner program option has been developed in response to the need to provide advanced nursing care across the continuum of healthcare services to meet the specialized needs of adult-gerontology patients (young adults, older adults, and frail elderly) with complex acute and/or chronic health conditions in the region and state. This program provides BSN-prepared registered nurses (RNs) access to a high quality education to serve a specific population of patients from rural settings. The MSN/AGACNP program prepares advanced practice registered nurses (APRNs) to be acute care nurse practitioners. In addition to clinical practice, this program option emphasizes epidemiological approaches to complex acute and chronic health issues, holistic care, family and community systems approaches, use of technology, value-based care, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for certification as an AGACNP by the American Nurse Credentialing Centers (ANCC) or ACNPC-AG by the American Association of Critical Care Nurses (AACN).

Enrollment in the MSN/AGACNP program option is limited. Students must be accepted as graduate degree students. Courses in the MSN program options are offered one day a week, but practicum hours will generally occur during business hours at the primary care facility where the learner's clinical is scheduled. Courses are delivered in hybrid format using both traditional classroom instruction and online components. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/ ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)

To receive a Master's Degree in Nursing as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) from FMU, a student must fulfill the following requirements:

1. Complete 56 graduate credit hours, which include 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) . . . . . 25 Hours

APRN 707	Clinical Decision-making and Ethics
APRN 714	Acute Care of Young Adults
APRN 715	Acute Care of Adults
APRN 716	Acute Care of Geriatric Patients
APRN 717	Adult-Gerontology Acute Care InternshipI
APRN 718	Adult-Gerontology Acute Care 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.

MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER

Director of the Family Nurse Practitioner Track: Dr. Tiffany Phillips

PROGRAM TRACK FOR MASTER OF SCIENCE IN NURSING WITH MAJOR IN FAMILY NURSE PRACTITIONER

The FMU Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program track has been developed in response to the healthcare need for primary care practitioners. This program provides BSN-prepared registered nurses (RNs) access to a high quality graduate education in order to serve the healthcare needs locally and beyond. The MSN/FNP track prepares graduates to be community-oriented primary care practitioners who care for patients across the lifespan. FNPs provide comprehensive health promotion, evaluation of presenting problems, and continuing care of acute and chronic conditions in a primary care setting. In addition to clinical practice, the track emphasizes epidemiological approaches to clinical problems, holistic care, family and community systems approach, use of technology, cost considerations, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for licensure as Advanced Practice Registered Nurses (APRN), and for certification by the American Nurses Credentialing Centers (ANCC) or the American Academy of Nurse Practitioners (AANP).

Enrollment in the MSN/FNP program track is limited. Students must be accepted as graduate degree students. MSN/FNP courses are delivered in either an online or hybrid format. Hybrid courses require travel to campus for learning intensives and objective structured clinical evaluations a maximum of 1-2 times per semester. Clinical courses require practicum hours generally occurring during business hours at primary care facilities. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/ FAMILY NURSE PRACTITIONER

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, Finance, 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.

MASTER OF SCIENCE IN NURSING- PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)

Coordinator of PMHNP Track: Dr. Tiffany Pressley

The FMU Master of Science in Nursing /Psychiatric Mental Health Nurse Practitioner (PMHNP) program track has been developed in response to the mental health needs in the region and state. This program provides BSN-prepared registered nurses (RNs) access to a high quality education to serve a specific population of patients, families, and communities in rural settings. The MSN/PMHNP program prepares advanced practice registered nurses (APRNs) to be psychiatric mental health nurse practitioners for patients across the lifespan in acute and non-acute settings. In addition to clinical practice, this program option emphasizes epidemiological approaches to psychiatric and mental health issues, holistic care, family and community systems approaches, use of technology, value-based care, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for certification as a PMHNP by the American Nurse Credentialing Centers (ANCC).

Enrollment in the MSN/PMHNP program option is limited. Students must be accepted as graduate degree students. MSN/PMHNP courses are delivered in either an online or hybrid format. Hybrid courses require travel to campus for learning intensives and objective structured clinical evaluations a maximum of 1-2 times per semester. Clinical courses require practicum hours generally occurring during business hours at outpatient clinics or inpatient units. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP)

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 include 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 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) . . . . . 24 Hours

APRN 719	Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan I
APRN 720	Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan II
APRN 721	Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan III
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, Finance, 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.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER POST-MASTERS CERTIFICATE

Coordinator: Dr. Tiffany Pressley

Similar to the MSN/PMHNP degree program, the Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Masters Certificate has likewise been developed in response to the mental health needs in the region and state. This certificate provides MSN-prepared registered nurses (RNs)/advanced practice registered nurses (APRNs) access to a high-quality education to serve a specific population of patients, families, and communities in rural settings. The PMHNP Post-Masters Certificate prepares MSN-prepared registered nurses (RNs)/advanced practice registered nurses (APRNs) to be psychiatric mental health nurse practitioners for patients across the lifespan in acute and non-acute settings.

Graduates will be eligible for certification as a PMHNP with the American Nurses Credentialing Center (ANCC). Enrollment in the PMHNP Post-Masters certificate option is limited. Students must be admitted into the FMU graduate program (see GRADUATE NURSING PROGRAM ADMISSION REQUIREMENTS; in addition to these requirements, students must hold a Master's degree in nursing or be concurrently enrolled in one of FMU's graduate nursing programs).

PMHNP Post-Masters Certificate courses are delivered in either an online or hybrid format. Hybrid courses will require travel to campus at least once per semester; however, PMHNP Post-Masters Certificate students will have the flexibility to complete hybrid requirements fully online via virtual, synchronous learning. Clinical courses require practicum hours generally occurring during business hours at outpatient clinics or in-patient units. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

For all students completing the requirements/courses listed below, a certificate will be granted and noted as a "Post-Masters Certificate: Psychiatric Mental Health Nurse Practitioner" on the student's official FMU transcript. This certificate program will not be a stand-alone recognition during graduation ceremonies but will be noted when completed along with an MSN degree at FMU.

To receive a Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Masters Certificate from FMU, a student must meet the following requirements:

1. **Direct Care Core (All MSN program options; required if not previously completed at an accredited university* or verified by employment experience verification letter**) . . . . 14 Hours**

a. APRN 601	Advanced Pathophysiology *
b. APRN 602	Advanced Pharmacology *
c. APRN 603	Advanced Physical Assessment and Health Promotion *
d. APRN 609	Neuroscience of Psychiatric Disorders **
e. APRN 610	Evidence-based Psychopharmacology of the Advanced Practice Nurse **

2. **Functional Area Content (Psychiatric Mental Health Nurse Practitioner Specialty Courses) . . . . . 23 Hours**

a. APRN 719	Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan I
b. APRN 720	Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan II
c. APRN 721	Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders Across the Lifespan III
d. APRN 724	Advanced Practicum and Synthesis of Psychiatric-Mental Health Patients Across the Lifespan

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

An individualized gap analysis will be performed for each student accepted. All LACE (licensure, accreditation, certification, education) essential elements and practice experience will be analyzed after admission to determine the student's personalized plan of study. All advanced practice core courses must be listed separately on the student's transcript(s) and taken as a part of an APRN program.

MASTER OF SCIENCE IN NURSING - NURSE EDUCATOR

Coordinator: Dr. Dorie Weaver

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

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

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, Finance, 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.

NURSE EDUCATOR CERTIFICATE

Coordinator: Dr. Dorie Weaver

Nursing offers a Nurse Educator Certificate. Students must be admitted into the FMU graduate program (see GRADUATE NURSING PROGRAM ADMISSION REQUIREMENTS; in addition to these requirements, students must hold a Master's degree in nursing or be concurrently enrolled in one of FMU's Nurse Practitioner programs). The Nurse Educator Certificate option provides graduate nursing students and advanced practice RNs access to foundational courses in the discipline of nursing education in order to serve in a clinical or academic nurse educator role. Students who have an M.S.N. and complete this certificate program are eligible to take the Certified Nurse Educator Examination (CNE) offered by the National League for Nursing (NLN). For all students completing the series of three (3) courses listed below, a certificate in nursing education will be granted and noted as a "Certificate in Nursing Education" on the student's official FMU transcript. This certificate program will not be a stand-alone recognition during graduation ceremonies but will be noted when completed along with an M.S.N. degree at FMU.

To receive a Certificate in Nursing Education from FMU, a student must meet the following requirements:

1. **Complete nine (9) graduate credit hours**
   - a. APRN 604 Teaching and Learning in Nursing
   - b. APRN 605 Curriculum Development and Program Evaluation
   - c. APRN 608 Clinical Nursing Education
2. **Achieve a 3.0 overall grade point average for all graduate courses**

GRADUATE COURSES FOR NURSING (APRN)

502 Biostatistics (3) This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

503 Advanced Research and Evidence-based Practice (3) (Permission of the department). This course explores quantitative and qualitative approaches to research issues in advanced healthcare practice. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

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.

506 Health Systems and Risk Management (3). This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

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.

601 Advanced Pathophysiology (3). This course examines physiologic and pathophysiologic responses to disease and injury, the effects of disease and injury on cell and system function, host defense responses, the maintenance of vital functions, and responses to stress across the life span.

602 Advanced Pharmacology (3) This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological affects, drug-to-drug interactions, patient teaching, adherence to medication regime, and the use of complementary and alternative medicine.

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.

604 Teaching and Learning in Nursing (3). This course discusses teaching/learning theory in nursing education. It facilitates understanding of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

605 Curriculum Development and Program Evaluation (3). This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems (3)This course discusses advanced physical assessment, physiology, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

607 Assessment and Evaluation Strategies (3) This course presents methods for assessing and evaluating student learning outcomes in the classroom and clinical setting. Principles of test construction, methods for developing multiple choice and alternative format test items, and basic test analysis are addressed. Additional methods for evaluation in the clinical setting will be examined. Social, ethical, and legal issues of evaluation are included.

608 Clinical Nursing Education (3) This course discusses teaching/learning theory as it relates to clinical nursing education. It facilitates understanding of teaching strategies and methods of evaluation that can be utilized in the laboratory and/or clinical practice setting. Learners will develop skills needed by the clinical nurse educator in the academic environment and practice setting. This course is designed to prepare the learner for the role of clinical nurse educator.

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.

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.

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.

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.

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.

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-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.

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.

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.

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.

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 the students will develop and implement leadership skills as a member of the interprofessional healthcare team.

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.

713 Executive Practicum (3:9) (Prerequisites: APRN 501, 502, 503.) S. This practicum course will expose learners to a leadership role and assist the learner to develop a healthcare capstone plan. Learners will work individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.

714 Acute Care of Young Adults (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course will emphasize assessment and management of acute and complex chronic conditions in young adult patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

715 Acute Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course will emphasize assessment and management of acute and complex chronic conditions in adult patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

716 Acute Care of Geriatric Patients (5:3-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, 603.) This course will emphasize assessment and management of acute and complex chronic conditions in frail elderly patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

717 Adult - Gerontology Acute Care Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 714, 715, 716.) This course provides the learner with the opportunity for in-depth experience in the management of acute health care problems in young adult, adult, and frail elderly patients from rural populations. The learner expectations include complete care management and decision-making. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute healthcare conditions.

718 Adult - Gerontology Acute Care Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 714, 715, 716.) This course provides the learner with the opportunity for in-depth experience in the management of acute healthcare problems in young adult, adult, and frail elderly patients from rural populations. The learner expectations include complete care management and decision-making. This course will also discuss rural community health promotion and prevention of acute healthcare conditions.

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.

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.

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.

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.

745 Independent Study (1-3) (60-180 clinical hours) This elective course is an independent study for MSN students, which can be used to complete individualized healthcare projects or to obtain additional direct patient care hours toward the required 750 clinical hours for the MSN program. This course can be taken multiple times.

DOCTOR OF NURSING PRACTICE PROGRAMS

Director of BSN to DNP/FNP and MSN to DNP Programs:
Dr. Tiffany Phillips
Coordinator of BSN to DNP/PMHNP Program: Dr. Tiffany Pressley

The Francis Marion University (FMU) Doctor of Nursing Practice (DNP) degree prepares nurses to work in leadership practice roles that apply evidence-based practice to systems and populations with an emphasis on rural populations.

APPLICATION

The DNP Program will consist of two entry options: a direct BSN to DNP and a MSN to DNP. The direct entry BSN to DNP will not have an embedded MSN option. The following section will outline both admission criteria.

BSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA
To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Bachelor of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current RN license or final BSN transcript
- three (3) letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (Advanced Practice).
  - Describe why you are interested in this area.
  - Discuss a topic that is relevant to the current healthcare environment.
  - Discuss how the topic can become an evidence-based practice leadership project.
  - Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

MSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA
To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official Academic Transcripts from all colleges and universities attended
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Master of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current, unencumbered RN license
- APRN (advanced practice registered nurse) certification.
- NBCRNA(National Board of Certification and Recertification for Nurse Anesthetists) certified nurses must also provide transcripts.
- 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.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (Advanced Practice).
  - Describe why you are interested in this area.
  - Identify a potential clinical issue that warrants an interventional plan.
  - Discuss how this issue is relevant to the current healthcare environment.
  - Elaborate on why the issue is an evidence-based practice subject.
  - Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

COURSE REPETITION

Progression policies in the DNP program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the DNP 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 due to academic failure; no retaking of courses will be permitted for clinical failures.

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.

GRADUATE COURSES FOR DOCTOR OF NURSING PRACTICE (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.

801 Doctoral Research and Epidemiological Evidence-based Practice (3) This course prepares graduate students to appraise all levels of nursing and healthcare research and apply evidence in an advanced practice role. Statistical analysis of evidence will be discussed to ascertain the applicability to specific populations. In addition, knowledge about human rights in research will be an expected graduate student outcome.

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 provider 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.

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.

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.

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.

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.

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.

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.

809 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems (3). This course discusses advanced physical assessment, physiological, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

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.

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.

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.

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.

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.

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.

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.

817 MSN-DNP Residency II (2:0-8) (120 clinical hours) (Prerequisite for MSN-DNP Track: DNP 816). 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.

818 MSN-DNP Residency III (2:0-8) (120 clinical hours) (Prerequisite for MSN-DNP Track: DNP 816, 817). 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.

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.

MASTER OF PHYSICIAN ASSISTANT STUDIES

Director: Mr. David L. James

The Physician Assistant Studies Program anticipates accepting the first cohort of students in May 2028. Program information will be provided at a later version of the FMU Catalog.

GRADUATE OCCUPATIONAL THERAPY PROGRAM

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 has been granted PREACCREDIDATION STATUS and has moved into the third and final 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 7501 Wisconsin Avenue, Suite510E, North Bethesda, MD 20814.

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, and the state, 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 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) or graduate admission application 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 graduate admission or OTCAS application fee.
3. Submit the following application materials via the FMU graduate admission portal or 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 15 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 the graduate admissions portal or 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 student engagement day. The goal of the engagement day is to expose future students to 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 of acceptance 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 following courses are a list of the preprofessional course requirements for admission to the doctorate program:

- BIO 205 – Human Anatomy
- BIOL 236 – Human Physiology for Healthcare Professionals
- ENG 353 – Writing in the Health Professions
- NURS 211 – Medical Terminology
- PSYC 206 – Introductory Psychology
- PSYC 325 – Introduction to Psychopathology
- PSYC 334 – Life Span Development

Statistics / Research Requirement

Complete **one (1)** of the following:

- MATH 134 – Probability and Statistics
- PSYC 302 – Quantitative & Psychometric Methods
- PSYC 303 – Research Methodology
- SOCI 303 – Social Statistics and Data Analysis

Social and Professional Foundations Requirement

Complete **one (1)** of the following:

- SOCI 201 – Introduction to Sociology
- SOWK 200 – Introduction to Social Work
- IPHC 301 – Professional Role and Practice

COURSE REPETITION

Progression policies in the OTD program are 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.

GRADUATE COURSES FOR OCCUPATIONAL THERAPY DOCTORATE (OCCT)

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.

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.

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.

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.

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.

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.

511 Applications of Kinesiology and Biomechanics (4) A detailed application of musculoskeletal anatomy in humans will assist the student in applying the principles of movement, alignment, joint structure, muscle actions, and motor planning as the foundation to assess typical and atypical movement during daily performance. The physics and biomechanical principles supporting occupational therapy interventions, including but not limited to ergonomics, body mechanics, strengthening, activity adaptations and modifications, will be addressed.

513 Theories and Frames of Reference in Occupational Therapy (3) This course will address the models and frames of reference utilized to guide assessment and intervention planning in occupational therapy for persons and groups. Integration of theoretical principles, clinical reasoning, and evidence-based practice, with respect for client-centered practice, will advance student skill in professional decision making.

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.

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.

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.

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.

610 Occupational Therapy Process I (3) This course exposes students to the skills required of the occupational therapist pertaining to the evaluation process in a variety of contexts and settings. A review of the Occupational Therapy PracticeFramework, screening, assessment identification, selection, administration, interpretation and documentation considerations for pediatric individuals, groups and populations will be emphasized. Course content includes the promotion of client-centered, occupation-focused, and evidence-based interventions delivered in a culturally responsive manner. 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.

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.

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.

611 Occupational Therapy Process II (3)(Prerequisite: 610) This course develops the skills required for occupational therapy intervention planning and implementation across diverse practice contexts and settings.
Emphasis is placed on the application of the Occupational Therapy Practice Framework to intervention planning and implementation, referral processes, and documentation of services across adult individuals, groups, and populations.
Course content includes the promotion of client-centered, occupation-focused, and evidence-based interventions delivered in a culturally responsive manner. 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.

612 Occupational Therapy Process III (Prerequisite: 611) Building on prior coursework, this course emphasizes advanced occupational therapy intervention processes aligned with the Occupational Therapy Practice Framework (OTPF–4), including intervention review, outcome measurement, service discontinuation, and transition planning. Emphasis is placed on service provision for geriatric individuals, groups, and populations to support occupational performance and participation across varied practice contexts and settings. Course content to promote client-centered, occupation-focused, and evidence-based interventions delivered in a culturally responsive manner is 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.

612FW Level I Fieldwork C (1) (Prerequisites: 610FW, 611FW, 612FW, 850) This advanced service-learning experience integrates course concepts to support student engagement and participation within community-based and emerging areas of practice. Emphasis is placed on immersive experiences with organizations and populations that address the needs of underserved and/or at-risk communities. Students are expected to draw upon and relate prior Level I and Level II fieldwork experiences to occupational therapy roles and service provision within their designated community-based or emerging practice setting, applying course concepts through reflective and service-learning–based activities that address identified community needs while emphasizing the transfer of knowledge and skills to nontraditional practice contexts.

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.

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.

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.

616FW Clinical Correlate: Community Based and Emerging Areas of Practice (1) (Prerequisites: 610FW, 611FW, 612FW, 850) This advanced service-learning experience integrates course concepts to support student engagement and participation within community-based and emerging areas of practice. Emphasis is placed on immersive experiences with organizations and populations that address the needs of underserved and/or at-risk communities..

Students are expected to draw upon and relate prior Level I and Level II fieldwork experiences to occupational therapy roles and service provision within their designated community-based or emerging practice setting, applying course concepts through reflective and service-learning–based activities that address identified community needs while emphasizing the transfer of knowledge and skills to nontraditional practice contexts.

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.

700 Research Seminar I: Needs Assessment and Scholarly 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.

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

702 Professional Development for Advanced Practice (2) (Prerequisite 701) Individualized preparatory objectives will be developed and achieved during this course so that students have the specialized knowledge, skills, and abilities required to be successful in their doctoral placement and to conduct their capstone project.

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.

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.

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.

753 Scholarly Dissemination and Knowledge Translation I (2) This course includes content which prepares the student to synthesize curricular projects and outcomes for presentation, publication, or program development in a variety of setting or venues. Examples include proposals for conference posters or presentations, grants, and submission to trade and scholarly journals.

754 Scholarly Dissemination and Knowledge Translation II (1) A scholarly presentation of the capstone project and experience is prepared and finalized concurrent with completion of the Doctoral Capstone Experience. A Capstone Conference at the completion of the doctoral experience provides an opportunity for graduating doctoral students to share their capstone project with the FMU community.

850 Level II Fieldwork A (10) This in-depth 12-week experiential course requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry- level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation-focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

851 Level II Fieldwork B (10) This in-depth 12-week experiential course, in a setting complementary to OT 850, requires occupational therapy students to deliver occupational therapy services to clients under the supervision of an approved fieldwork educator with the outcome of producing a competent, entry-level, generalist occupational therapist who integrates evidence, clinical reasoning, and interprofessionalism in the delivery of client-centered, occupation-focused interventions. Communication with university faculty may occur through learning platforms throughout the experience as necessary.

890 Doctoral Capstone Experience (9) (Prerequisite 702) The doctoral capstone experience is a 14 -week culminating experience that coordinates with the student's capstone project and is an integral piece of the program's overall curricular design. The intent of the doctoral capstone is to provide in-depth exposure to a focused area of the occupational therapy profession in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development. Objectives for the experience are largely individualized, and are collaboratively determined with the faculty, student, and capstone mentor, and founded in a series of clinical and scholarly preparatory activities.

GRADUATE PSYCHOLOGY PROGRAM

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

Coordinator of Clinical/Counseling Psychology: Dr. Matthew Hagler
Coordinator of School Psychology: Dr. Crystal R. Hill-Chapman

Coordinator of Applied Behavioral Analysis: Dr. Christopher Bullock

FMU is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and the Specialist Degree in School Psychology (SSP), and by proposing program modifications to these professional degrees as indicated. Graduates of the MSAP and SSP programs will develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council (MPAC). The combined MSAP (School Psychology Option) and Specialist in School Psychology is approved as a specialist-level training program by the National Association of School Psychologists (NASP) and is recognized by the National Council for Accreditation of Teacher Education (NCATE). Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP and SSP programs report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP and SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP and SSP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge. School psychology students should be mindful that practicum experiences must occur during the morning and early afternoon. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires an intensive, capstone internship experience that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must contact the Graduate Coordinator of Clinical/Counseling Psychology, the Graduate Coordinator of School Psychology, or the Graduate Coordinator of ABA (as appropriate) in the Department of Psychology for advising.

ADMISSION REQUIREMENTS

Students at the graduate level are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate degree students in psychology are accepted into either the Clinical/Counseling Psychology Option or the School Psychology Option. Students accepted into the Clinical/Counseling Psychology Option are accepted into the Master of Science in Applied Psychology (MSAP), Clinical Counseling Psychology Option. Students accepted into the School Psychology Option are accepted into the Master of Science in Applied Psychology, School Psychology Option, with the expectation that they will complete the Specialist in School Psychology (SSP) degree program. However, MSAP, School Psychology Option students will only be admitted to the Specialist degree program upon approval by school psychology faculty. Approval will be based upon performance in the MSAP program. Applicants who previously have obtained a master's degree in school psychology or a closely related field from another university and wish to improve their training to the specialist level may be accepted into the SSP degree program.

NOTE: Applicants with a master's degree from another institution's program must submit all materials required of students applying for graduate degree status, outlined below. Additionally, applicants with a master's degree from another institution who are accepted into the SSP program may have additional coursework or practica to be completed. Students who completed the school psychology option of the MSAP at FMU and received South Carolina certification at the level of School Psychologist II or who have obtained NASP NCSP status may not apply for the SSP.

Graduate non-degree students in psychology who do not seek a graduate degree at FMU and typically already possess a graduate degree may wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal.

GRADUATE DEGREE STATUS

To be considered for admission as a graduate degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All MSAP applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics. All SSP applicants with a master's degree from another institution must document relevant master's level training in school psychology or closely related field.
3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. On the original GRE, combined scores above 850 with a minimum of 400 on each of the Verbal Reasoning and Quantitative Reasoning sections is recommended. On the revised GRE, combined scores above 290 with a minimum of 140 on each of the Verbal Reasoning and Quantitative Reasoning sections are recommended.
4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology and/or Specialist in School Psychology programs.
6. To be considered for departmental financial assistance and on-campus assistantships, applicants should submit a completed departmental application for scholarships and assistantships. This application can be downloaded from the website, or obtained from the Psychology Department or from the Graduate Office.

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

Psychology Department
Francis Marion University

PO Box 100547
Florence, SC 29502-0547

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

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted no later than February 15.

Complete applications are reviewed as received in a rolling admissions process until the above noted deadlines. Applicants should submit their application materials as early in the application cycle as they are able to assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.
To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at www.fmarion.edu/psychology/graduatestudies/.

GRADUATE NON-DEGREE STATUS
As stated above, graduate non-degree students typically already possess a graduate degree and wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal. To be considered for admission as a graduate non-degree student, one must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work.
3. Provide the department with a written statement specifying the course(s) for which admissions is being sought and why. The granting of this request is entirely at the discretion of the department. Unless part of a program of study previously approved, step three must be repeated for each course.
4. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.
5. A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student.

GRADUATE NON-DEGREE STATUS FOR APPLIED BEHAVIORAL ANALYSIS

Students who already possess a Master's degree in any field from a university accredited by a body approved by the US Department of Education and wish to pursue the 18 hours of required coursework (PSYC 501, PSYC 502, PSYC 503, PSYC 504, PSYC 574 or PSYC 674, and PSYC 604) for the program in Applied Behavioral Analysis should complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work.
3. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.

COURSE REPETITION

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 retaken at FMU. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN APPLIED BEHAVIORAL ANALYSIS (ABA) DEGREE

1. Complete a minimum of 48 graduate hours.

a) Basic Core Courses . . . . . 18 hours

PSYC 602	Biological Basis of Behavior
PSYC 605	Personality and Social Psychology
PSYC 615	Child/Adolescent Psychopathology
OR	
PSY 620	Psychopathology
PSYC 632	Quantitative Psychology and Research Methods
PSYC 634	Developmental Psychology
PSYC 635	Learning and Cognition
PSYC 703	Counseling for Social Justice and Diversity
PSYC 700C	Advanced Psychological Consultation/ Intervention Practicum (required concurrently with PSY 703)

b) Applied Specialty Courses . . . . . 23 hours

PSYC 501	Principles of Applied Behavior Analysis
PSYC 502	Research Methods in Applied Behavior Analysis
PSYC 503	Ethics and Professional Practice in Applied Behavior Analysis
PSYC 504	Contemporary Topics and Applications of Applied Behavior Analysis
PSYC 505	Theoretical and Conceptual Foundations of Behavior Analysis
PSYC 506	Behavior Analytic Approaches to Staff Training, Supervision, and Personnel Management
PSYC 574	Advanced Applications of Applied Behavior Analysis
PSYC 604	Behavioral Assessment and Intervention
PSYC 600C	Psychological Consultation/Intervention Practicum (required concurrently with PSY 604)
PSYC 674	Academic Assessment and Intervention: Literacy

c) Internship . . . . . 3 hours

PSYC 699-B	Internship: Applied Behavior Analysis

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under

"Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN CLINICAL PSYCHOLOGY DEGREE

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

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

a) Basic Core Courses . . . . . 15 hours

PSYC 602	Biological Basis of Behavior
PSYC 605	Personality and Social Psychology
PSYC 632	Quantitative Psychology and Research Methods
PSYC 634	Developmental Psychology
PSYC 635	Learning and Cognition

b) Applied Core Courses. . . . . 6 hours

PSYC 620	Psychopathology
PSYC 651	Professional/Ethical Issues in Counseling Psychology

c) Applied Specialty Courses . . . . . 39 hours

CLINICAL/COUNSELING

PSYC 600/700	Practicum (minimum of nine (9) hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.
PSYC 610	Interviewing, Observation, and Case Formulation
PSYC 630	Psychological Assessment: Intelligence and Achievement Testing in Clinical/ Counseling Psychology
PSYC 631	Psychological Assessment: Personality and Psychopathology
PSYC 633	Group Counseling and Psychotherapy
PSYC 636	Individual Counseling and Psychotherapy
PSYC 639	Career and Lifestyle Counseling: Theory and Practice
PSYC 643	Couple and Family Therapy
PSYC 644	Substance Abuse Counseling
PSYC 703	Counseling for Social Justice and Diversity
PSYC 699-A	Internship: Clinical/Counseling Psychology

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN SCHOOL PSYCHOLOGY

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

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

a) Basic Core Courses . . . . . 6 hours

PSYC 634	Developmental Psychology
PSYC 635	Learning and Cognition

b) Applied Core Courses. . . . . 9 hours

PSYC 601	Psychology of Autism, Intellectual, and neurodevelopmental Disabilities
PSYC 615	Child/Adolescent Psychopathology
PSYC 650	Foundations of School Psychology: History, Ethics,and Legal issues

c) Applied Specialty Courses . . . . . 30 hours

PSYC 600A	Professional Psychology Practicum
PSYC 600B	Psychological Assessment Practicum (minimum of 3 hours)
PSYC 600C	Psychological Consultation/Intervention Practicum
PSYC 700C	Advanced Psychological Consultation/Intervention Practicum
PSYC 604	Behavioral Assessment and Intervention
PSYC 606	Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology
PSYC 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders
PSYC 633	Group Counseling and Psychotherapy
PSYC 646	Advanced Topics in Child and Adolescent Assessment and Diagnosis
	Academic Assessment and
PSYC 674	Academic Assessment and
PSYC 703	Counseling for Social Justice and Diversity
PSYC 774	Academic Assessment and Intervention: Numeracy Intervention: Literacy

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

SPECIALIST IN SCHOOL PSYCHOLOGY

REQUIREMENTS FOR SPECIALIST IN SCHOOL PSYCHOLOGY DEGREE

Coordinator of School Psychology: Dr. Crystal Hill-Chapman

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

1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree seeking student in school psychology.
2. Complete the following group of courses, practica, and internship.

NOTE: Students with master's degrees from programs other than Francis Marion University's Master of Science in Applied Psychology in School Psychology who are accepted into the SSP program will have additional coursework or practica to be completed.

Specialist Degree courses, practica, and internship (minimum 28 Hours)

a) Basic Core Courses . . . . . 9 hours

PSY 632	Quantitative Psychology and Research Methods
PSYC 602	Biological Basis of Behavior
PSYC 605	Personality and Social Psychology

b) Applied Core Courses. . . . . 6 hours

PSYC 709	Consultation with Diverse Families and Communities
PSYC 759	School-Wide Prevention, Intervention, and Crisis Programs

c) Applied Specialty Courses . . . . . 13 hours

PSYC 700 E	Advanced Pre-Internship Practicum
PSYC 649	Psychological Consultation in Schools and Agencies
PSYC 714	Child/Adolescent Counseling and Therapy
PSYC 799-F	Internship: School Psychology (fall semester)
PSYC 799-S	Internship: School Psychology (spring semester)

3. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
4. Satisfactorily complete all other requirements for graduate students, as previously outlined.
5. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

Students in the School Psychology Option will receive the MSAP upon satisfactory completion of all requirements outlined above. Only students who continue in the program to complete the SSP will be endorsed by the University or qualify for state or national certification in school psychology. South Carolina Certification as a School Psychologist and Licensure as a Psychoeducational Specialist require completion of the SSP degree. Any student who leaves the program after completion of the MSAP but prior to completion of the SSP degree will not be eligible for certification or licensure.

DOCTOR OF PSYCHOLOGY (PSYD)

Coordinator: Dr. Crystal R. Hill-Chapman, LP, NCSP, ABPP

Program Description

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

APPLICATION

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

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution, as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0-grade point average throughout tenure within the program.

Therefore, it is recommended that applicants have a 3.0 or higher-grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for the relevance of undergraduate preparation for graduate education in psychology.

3. Applicants must have completed the following coursework from an accredited institution.
   - One semester of general biology
   - One semester of behavioral statistics
   - One semester of general psychology
   - One semester of developmental psychology
4. Submit two letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.
5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in applied psychology, career goals, and reasons for seeking admission to the PsyD program.

Completed applications are reviewed for merit by the Department of Psychology Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies. To be guaranteed timely consideration for acceptance into the Doctor of Psychology program, all the above materials must be submitted no later than February 1. Applicants should submit their application materials as early in the application cycle as they can assemble a complete application packet.

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

COURSE REPETITION

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

REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY DEGREE

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

- Complete all graduate credit hours within their plan of study, which includes 600 practica hours and a 2000-hour internship.
- Complete the PsyD program of study.
- Achieve a 3.0 overall grade point average for all graduate courses.

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

COURSE REQUIREMENTS

a) Basic Core Courses . . . . . 15 hours

PSYC 602	Biological Basis of Behavior
PSYC 605	Personality and Social Psychology
PSYC 632	Quantitative Psychology and Research Methods
PSYC 634	Developmental Psychology
PSYC 635	Learning and Cognition

b) Applied Core Courses. . . . . .45 hours

EDUC 637	Foundations of Literacy
PSYC 501	Principles of Applied Behavior Analysis
PSYC 502	Research Methods in Applied Behavior Analysis
PSYC 503	Ethics and Professional Practice in Applied Behavior Analysis
PSYC 504	Contemporary Topics and Applications of Applied Behavior Analysis
PSYC 505	Theoretical and Conceptual Foundations of Behavior Analysis
PSYC 574	Advanced Applications of Applied Behavior Analysis
PSYC 601	Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities
PSYC 615	Child/Adolescent Psychopathology
PSYC 620	Psychopathology
PSYC 715	Pediatric Health Psychology
PSYC 725	Integrated Behavioral Health Psychology
PSYC 735	Advanced Integrated Behavioral Health Psychology
PSYC 740	Training & Supervision: The Expanding Role of Health Service Psychologists
PSYC 750	History and Systems in Psychology

c) Applied Specialty Courses . . . . . 70 hours

PSYC 600A	Professional Psychology Practicum
PSYC 600B	Practicum: Assessment
PSYC 600C	Practicum: Intervention/Consultation
PSYC 700B	Advanced Practicum: Assessment
PSYC 700C	Advanced Practicum: Consultation/Intervention
PSYC 700E	Integrated Pre-Internship Practicum
PSYC 604	Behavioral Assessment and Intervention
PSYC 606	Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing
PSYC 610	Interviewing, Observation, and Case Formulation
PSYC 616	Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders
PSYC 631	Psychological Assessment: Personality and Psychopathology
PSYC 633	Group Counseling and Psychotherapy
PSYC 636	Individual Counseling and Psychotherapy
PSYC 639	Career and Lifestyle Counseling: Theory and Practice
PSYC 643	Couple and Family Therapy
PSYC 644	Substance Abuse Counseling
PSYC 646	Advanced Topics in Assessment and Diagnosis
PSYC 649	Psychological Consultation
PSYC 650	Foundations of Psychology: Ethical and Legal issues
PSYC 674	Academic Assessment and Intervention: Literacy
PSYC 703	Counseling for Social Justice and Diversity
PSYC 714	Child/Adolescent Counseling and Therapy
PSYC 759	Prevention, Intervention, and Crisis Programs
PSYC 774	Academic Assessment and Intervention: Numeracy
PSYC 798F	Capstone Project
PSYC 798S	Capstone Project
PSYC 799F	Internship
PSYC 799S	Internship

PSYCHOLOGY DEPARTMENT PROFESSIONAL DEVELOPMENT COURSES (PDPD)

525 Professional Development (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance delivery of mental health services for a variety of disciplines, including but not limited to psychologists, school psychologists, mental health counselors, social workers, guidance counselors, etc. Course topics are scheduled at the request of local school districts, educational agencies, consortia, mental health counseling centers, community agencies, and the like, but are subject to the approval of the university. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but PDPD 525 cannot be applied toward any of the graduate programs at FMU. PDPD 525 can be taken multiple times for course credit.

GRADUATE COURSES FOR PSYCHOLOGY

501 Principles of Applied Behavior Analysis (3). This course provides an introduction to the fundamental principles of behavior including the history, theory, definitions, processes, concepts, and characteristics of Applied Behavior Analysis (ABA). Particular emphasis is given to the scientific assessment and analysis of the environmental variables controlling a behavior and to the manipulation of these variables as a method of increasing or decreasing a target behavior. Attention will also be given to the development of the field of ABA.

502 Research Methods in Applied Behavior Analysis (3) (Prerequisite: 501). This course will introduce students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior by the use of behavior analysis, graphic display of data, and single- case research methodology. In addition, the course will provide an introduction to ABAB, multiple baseline, changing criterion, and alternating treatment designs.

503 Ethics and Professional Practice in Applied Behavior Analysis (3) (Prerequisite: 501). This course will cover the ethical standards and legal responsibilities including regulatory requirements for Applied Behavior Analysis professionals who provide services to individuals with special needs and their families. The Behavior Analyst Certification Board (BACB®) Professional and Ethical Compliance Code for Behavior Analysts will be a

guiding framework for this course.

504 Contemporary Topics and Applications of Applied Behavior Analysis (3) (Prerequisite: 501). Survey of modern advances in the theories and applications of Applied Behavior Analysis (ABA), including the behavioral treatment of Autism Spectrum Disorder, behavioral economics and delay discounting, stimulus control, verbal behavior, and functional analysis. Students will gain skills in designing, implementing, and monitoring the effectiveness of a behavior change project. Attention will also be given to learning communication skills and developing an understanding of the importance of dissemination of new information in the field of ABA.

505 Theoretical and Conceptual Foundations of Behavior Analysis (3) (Prerequisite: PSYC 501 or permission of department). This course reviews the conceptual, theoretical, and philosophical foundations of behavior analysis. This class reviews the goals (description, prediction, and control) of a scientific study of behavior and associated philosophical underpinnings and assumptions (e.g, selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). The readings are comprised of a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior, some of the component areas comprising behavior analysis (the experimental analysis of behavior, applied behavior analysis, and associated professional practice), and the dimensions of Applied Behavior Analysis.

506 Behavior Analytic Approaches to Staff Training, Supervision, and Personnel Management (1) (Prerequisite: PSYC 501 or permission of department). This course reviews research-and-data based approaches to supervising and training students and staff to conduct behavior analytic assessments and implement behavioral interventions. In particular, this course reviews the rationales for providing supervision, evaluation of supervision effectiveness, and risks that arise from inadequate supervision. Course content also includes developing global performance expectations, using skill assessments to generate goals for staff, and using data-based strategies to facilitate performance improvements. An emphasis is placed on developing individualized strategies for performance improvement that are informed by functional assessment and determination of variables influencing student / staff performance, implemented and optimized based on performance data; and that utilize effective feedback and reinforcement contingencies. The readings are comprised of a selected chapters from a textbook and journal articles relevant to training and supervision in Applied Behavior Analysis.

507 Organizational Behavior Management in Applied Behavior Analysis(3) (Prerequisite: PSYC-501 or permission of department). This course reviews research-and-data based approaches in Applied Behavior Analysis (ABA) to supervising and training students and staff to conduct behavior analytic assessments and implement behavioral interventions. It reviews the rationales for providing supervision, evaluation of supervision effectiveness, and risks that arise from inadequate supervision in ABA contexts. Course content also includes developing global performance expectations, using skill assessments to generate goals for staff, and using data-based strategies to facilitate performance improvements. An emphasis is placed on developing individualized strategies for performance improvement that are informed by functional assessment and determination of variables influencing student /staff performance, implemented and optimized based on performance data, and that utilize effective feedback and reinforcement contingencies.

508 Experimental Analysis of Behavior (3) (Prerequisite: PSYC-501 or permission of the department). This course provides students with a review of basic research methods and findings in the field of behavior analysis. Particular emphasis is placed on research concerned with identifying and characterizing basic principles of behavior. The course also covers theoretical accounts of behavior including the matching law, delay discounting, behavioral economics, and stimulus equivalence. Further, the course will include research and theoretical accounts concerned with the continuity of basic behavioral principles across species. Research focused on translating basic finding into clinical application is also covered.

570 Clinical Readiness and Skills in Applied Behavior Analysis (1-3; Prerequisite: None). In this course, students complete activities and acquire skills needed to begin work in a clinical setting. While taking this course, students will obtain relevant background checks, obtain certification in crisis de-escalation and adult /pediatric first aid/CPR/AED, learn relevant clinical computer software, accurately collect behavioral data, and correctly implement basic behavioral protocols. Students might also work towards completion of a paraprofessional certification in applied behavior analysis or related discipline or review recent literature relevant to provision of clinical services.

574 Advanced Applications of Applied Behavior Analysis (3) (Prerequisite: 503). This course will provide a survey of the applications of Applied Behavior Analysis (ABA) to clinical, educational, and organizational settings with an emphasis on empirically- supported interventions and treatments targeting the behavior of individuals or groups. This course will provide students with opportunities to develop skills in the techniques covered as well as to evaluate current research on behavioral techniques and determine whether treatments can be considered evidence-based. Attention will also be given to the barriers that affect the implementation and success of interventions for individuals in a variety of settings.

600A Professional Psychology Practicum (1) F, S, SU. This practicum serves two purposes: 1) All school psychology students must complete an Introduction to the Schools Practicum during the fall semester of their first year of study. This practicum involves shadowing a practicing school psychologist and participating in various activities related to school psychology, school organization and operation. 2) Any master's degree student in psychology may work with a psychology faculty member to develop a field experience involving research or practice which is relevant to their program of study.

600B Psychological Assessment Practicum (1) F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, and PSY 639 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

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

601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities (3) SU. Critical analysis of the current literature in assessment, diagnosis, learning characteristics, and social and emotional adjustment of individuals with autism, intellectual, and neurodevelopmental disabilities. Review of education and training, school and community programs, and current legislation and regulations.

602 Biological Basis of Behavior (3) F. Survey of basic neuroanatomy and physiology of the nervous system. Emphasis on ways in which the environment affects behavior via the nervous system. Current research relevant to biological basis of behavior is reviewed.

604 Behavioral Assessment and Intervention (3) S. Review of functional behavioral assessment procedures and behavioral intervention strategies, especially manipulation of antecedent conditions and contingency management; program evaluation using single case research designs; computerized expert systems and data analysis; statute, case law and ethical issues involved with behavioral intervention. Special emphasis on behavioral intervention with children and adolescents in the school setting. Coverage of direct intervention and indirect intervention through consultation with parents, teachers, and paraprofessionals. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

605 Personality and Social Psychology (3) SU. Survey of the basic areas of personality and social psychology with coverage of contemporary research issues in social psychology as well as the classic theories of personality.

606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3) F. Review of measurement statistics, psychometric theory and examination of intelligence, ability, and achievement tests frequently used in School Psychology practice. Skill development in test administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

610 Interviewing, Observation, and Case Formulation (3) F. Introduction to fundamental skills used in clinical/counseling interviews, including interview and observation techniques used for clinical data gathering. Particular emphasis is on case conceptualization to inform treatment planning, case report writing, and basic counseling techniques. Particular attention is also given to ethical and professional issues in counseling. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

615 Child/Adolescent Psychopathology (3) F. Concentration on child/adolescent disorders as they relate to the school setting. Examination of current DSM and educational diagnostic criteria. Emphasis will be placed on linking assessment data to psychoeducational diagnosis and treatment.

616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders (3) (Prerequisites: A grade of B or higher in 606; and 615) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

620 Psychopathology (3) S. Survey of the history and classification of mental disorders with emphasis on models of psychopathology. Includes a review of contemporary diagnostic practices, and development of diagnostic skills using the DSM Classification System.

624 Prevention of Substance Abuse (3) F. An overview of the prevention field emphasizing current models and community strategies. Included would be environmental, regulatory approaches as well as discussion of public policy issues.

630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology (3) (Prerequisite: PSY 610) S. Review of measurement statistics and psychometric theory, and examination of the most frequently used intelligence, adaptive behavior, and achievement tests in clinical/counseling psychology. Skill development in test administration, scoring, and interpretation of test results, as well as psychological report writing and diagnostic skills. Skill development in giving assessment results and feedback to clients. Examination of cultural diversity, ethical issues, and technology as they pertain to assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

631 Psychological Assessment: Personality and Psychopathology (3) (Prerequisite 610, 630) S. Examination of psychometric techniques applied to the assessment of personality and psychopathology. Includes skill development in the diagnostics of psychopathology. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

632 Quantitative Psychology and Research Methods (3) (Prerequisite: 302 or equivalent) S. Basic course in data management, presentation, and analysis. Includes descriptive statistics, correlation, regression, t-tests, analyses of variance, moderation, and mediation. Emphasis on matching appropriate statistics to experimental design, null hypothesis significance testing issues, psychometric theory, and research methodology concerns, such as sample sizes, randomization, and variable measurement.

633 Group Counseling and Psychotherapy (3) (Prerequisite: 610) F. Explores the theory, process, and practice of group therapy/counseling. Includes the stages of group therapy, various group techniques, and how to deal with problem situations that can arise in group therapy. May also include how to conduct special groups such as pain management, stress management, and assertiveness groups. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

634 Developmental Psychology (3) SU. Survey of current topics and research methods in life span developmental psychology. Implications of research results to community-based interventions with children, adolescents, and the aged.

635 Learning and Cognition (3) SU. Review of traditional topics in learning as well as topics of current interest in cognition. Selection of topics from perception, attention, memory, thinking, and language. Functional disorders of memory and language.

636 Individual Counseling and Psychotherapy (3) (Prerequisite: 610; corequisite: 630) S. Survey of theoretical foundations and techniques of individual counseling and psychotherapy with an emphasis on empirically supported models of psychotherapy, including cognitive-behavioral therapy. The course will provide the student with the opportunity to develop skills in the techniques covered. Attention also will be given to ethical and professional issues in the practice of therapy, as well as issues pertaining to social and cultural diversity. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

639 Career and Lifestyle Counseling: Theory and Practice (3) (Prerequisite: 610, 630) F. An introduction to career development theory, psychological assessment for career planning and sources and uses of career and lifestyle information in counseling. Must be concurrently enrolled in Psychology 600B, Psychology Assessment Practicum.

640 Special Topics (3) F, SU. Selected areas in psychology, and related fields. Recent topics have included anxiety disorders and neuropsychology. 643 Couple and Family Therapy (3) (Prerequisite: 610) S. Overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of couple and family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Examination of cultural diversity and ethical/professional issues in clinical work with couples and families. Must be concurrently enrolled in Psychology 600-C, Psychological Intervention Practicum.

644 Substance Abuse Counseling (3) S. A seminar course that covers major content areas relevant to substance abuse counseling. These include the diagnostics and psychopathology of substance abuse and the clinical assessment of drug and alcohol dependency. The course also covers major models of substance abuse treatment, as well as specific counseling skills for this clinical population. Additional coverage includes the needs of special populations (e.g., women, adolescents, dual-diagnosed). Students must be concurrently enrolled in Psychology 600A, Professional Psychology Practicum.

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

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

650 Foundations of School Psychology: History, Ethics, and Legal issues (3) F. Survey of the history of school psychology with emphasis on the development of the profession, the changing roles, and alternative service delivery models of the field. In-depth review and analysis of current professional roles; the impact of state and federal legislation/regulation and professional standards; school organization and inter-professional relationships; best practices and ethical issues; educational reform issues; and professional issues such as level of training, licensure, and the influence of technologies on practice.

651 Professional/Ethical Issues in Counseling Psychology (3) SU. This course might begin with a review of models or influences affecting the practice of counseling psychology along with professional organizations. Issues and ethical conflicts addressed would include client rights and confidentiality, dual relationships, proper use of assessment, ethical concerns that arise in various forms of counseling or with special populations, and professional competence and continuing education. Other professional topics to be addressed include supervision and professional relationships in the community, malpractice and legal issues, multicultural concerns, and personal values and awareness including the issue of distress and impairment. In addition to reading and discussion, students will analyze case dilemmas and research areas of professional interest.

660 Continuing Professional Development in School Psychology (1) F, S, SU. This course is designed for practicing school psychologists. It may not be taken by degree seeking graduate students for credit toward the degree. The course is topical in nature and provides instruction on a specific, limited topic of clinical or professional importance to practicing school psychologists. This course may be offered during any term.

663 Learning Disabilities: Formal and Informal Assessment (3) (Prerequisites: Full acceptance to graduate program; EDUC 611 or permission of the instructor; EDUC 621 and 622; Prerequisites/corequisites: EDUC 760 and 761). This course examines both formal (published, norm-referenced) and informal (criterion referenced, curriculum-based, observational) measures used to: 1) screen, identify, and classify students by disability category, 2) identify students' strengths and impediments to learning, 3) design and plan appropriate interventions, 4) continuously monitor students' progress, and 5) adapt instructional programs appropriately. The benefits and limitations of each type of measure for these purposes will be examined, along with techniques and procedures for developing, validating, and interpreting informal measures in conjunction with information provided from formal tests.

664 Practicum: Formal and Informal Assessment (1) (Prerequisite: EDUC 611 or permission of the instructor; prerequisites/corequisites: EDUC 761 and PSY 663). This practicum provides practical experience in the process of identifying and serving children with learning problems. Students will observe and participate in intervention team meetings and discussions regarding decision-making and service delivery for such children. Students will administer, interpret, and report the results of formal screening instruments normally administered by teachers. Students will develop, administer, and interpret results from classroom observations, criterion-referenced measures, and curriculum-based assessments. Assessment results will be used to develop intervention plans, monitor student progress, alter intervention plans through data-based decision-making, and evaluate plan success.

670 Graduate Research (1) F, S, SU. Directed psychological research under the supervision of a faculty member. Research content will vary depending upon faculty and student's research interests. NOTE: This course cannot be used towards fulfilling degree requirements nor can it be used as a substitute for any required course.

674 Academic Assessment and Intervention: Literacy (3) F. (Prerequisite: A grade of B or higher in 604) F. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Consultation/Intervention Practicum.

699-A Internship: Clinical/Counseling Psychology (3) (Prerequisite: Permission of department) F, S, SU. A practical experience utilizing applied skills with a diversity of problems in a clinical/counseling setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

699-B Internship: Applied Behavior Analysis (3) (Prerequisite: Permission of department). A practical experience utilizing applied behavior analysis for a diverse array of problems. The Behavior Analyst's role follows accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst (BCBA) currently working in the field. May be taken multiple times for course credit until Supervised Fieldwork hours are completed.

700B Advanced Psychological Assessment Practicum (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system. A minimum of 50 clock hours is required per practicum.

700C Advanced Psychological Consultation/Intervention Practicum (1) S, SU. Students enrolled in PSY 703 and 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem- solving, treatment planning

and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/ consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

700E Advanced Pre-internship Practicum (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined. A minimum of 50 clock hours is required per practicum.

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

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

714 Child/Adolescent Counseling and Therapy (3) S. Child, parent and teacher interview techniques; cognitive-behavioral case formulation and individual and group therapy strategies for common child and adolescent problems and disorders; crisis and suicide intervention and prevention strategies at the individual and systems level. Ethical and legal issues involved in counseling and therapy with children and adolescents. Must be concurrently enrolled in Psychology 700C, Psychological Intervention Practicum.

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

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

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

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

750 History and Systems in Psychology (3) An overview of the history and systems of psychology are provided with an emphasis on exploring the roots of modern psychological thought and methodology. These roots will be traced from their origins in philosophy and the natural sciences through the early schools of psychology and into its current form. An examination of the lives and works of the men and women whose work laid the foundation for modern psychology will also be included.

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

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

799-F Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 700-E) F. A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession. Internship: School Psychology may only be begun in the fall semester.

799-S Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 799-F) S. A practical experience utilizing applied

skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

GRADUATE SPEECH-LANGUAGE PATHOLOGY PROGRAM

MASTER OF SPEECH-LANGUAGE PATHOLOGY

Department of Speech-Language Pathology Chair: Dr. Frances A. Burns

ACCREDITATION STATEMENT

The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology {residential} at Francis Marion University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Graduates will be eligible for certification by the American Speech-Language-Hearing Association (ASHA) in the form of the Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP) and state licensure. Graduates who wish to work in public schools will be eligible for licensure by the South Carolina Department of Education and other states. *See South Carolina and ASHA School SLP websites for additional information.

MISSION STATEMENT

The MSLP Program seeks to provide a comprehensive academic course of study combined with diverse clinical experiences in order to prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for individuals with communication and swallowing disorders in the Pee Dee region, in the state of South Carolina, and around the globe.

ADMISSION REQUIREMENTS

All applications to the program must be submitted online via the Communication Sciences and Disorders Centralized Application Services (CSDCAS) website. To apply a prospective student must:

1. Have earned a Pre-Professional Bachelor's Degree in Speech-Language Pathology, or a Bachelor's degree in a related area, from a regionally, nationally, or internationally, accredited institution with at least a 3.0 grade point average based on a 4.0 scale.
2. Pay the non-refundable CSDCAS application fee.
3. The following is a list of materials that must be submitted via CSDCAS:
    1. Submit official transcript(s) of all undergraduate and graduate work from accredited institutions.
    2. Provide three letters of recommendation from former professors and/or professional associates/supervisors who can attest to the academic/clinical potential of the applicant. However, letters from nonacademic settings may be accepted, i.e., from supervisors and/or individuals capable of providing a professional assessment of the prospective student's academic/clinical potential.
    3. Follow the instructions for the personal statement found in CSDCAS.

Applications must be completed and verified by CSOCAs before they can be reviewed by the Department of Speech-Language Pathology Admissions Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received, and the number of places available in the program at the time of the application. Offers for admission are given to those who show the most promise for success in the MSLP program.

NON-SLP UNDERGRADUATE MAJORS: Candidates who have an undergraduate degree in a field other than Communication Sciences and Disorders/Speech-Language Pathology must complete post-baccalaureate speech-language pathology courses with a B or above to become eligible for admission to the MSLP Program. Students must also complete a course in biological, physical, and social/behavioral sciences, and statistics with a passing grade. These can be taken while completing the post-baccalaureate speech-language pathology courses:

1. Biological Sciences (including biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, and veterinary science)
2. Physical Science (must be Physics or Chemistry)
3. Social/Behavior Sciences (including psychology, sociology, anthropology, or public health)
4. A stand-alone mathematically based Statistics course.

POST-BACCALAUREATE COURSES REQUIRED *With written departmental/school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit (See Graduate Academic Programs: Course Listings & Numbering).

SLP 501:	Anatomy and Physiology of the Speech and Hearing Mechanisms (3 hours)
SLP 507:	Speech and Language Development (3 hours)
SLP 509:	Introduction to Audiology (3 hours)
SLP 510:	Introduction to Communication Disorders (3 hours)
SLP 515:	Phonetics (3 hours)
SLP 520:	Clinical Observations (1 hour) As needed to obtain observation hours.

PRE-SLP PREPARATION COURSES

SLP 501	Anatomy and Physiology of the Speech and Hearing Mechanisms (3 hours)
SLP 504	Speech and Language Disorders Across the Lifespan (3 hours)
SLP 505	Principles of Assessment and Treatment in Communication Disorders (3 hours)
SLP 506	Multicultural Aspects of Communication Differences and Disorders (3 hours)
SLP 507	Speech and Language Development(3 hours)
SLP 509	Introduction to Audiology (3 hours)
SLP 510	Introduction to Communication Disorders (3 hours)
SLP 515	Phonetics (3 hours)
SLP 520	Clinical Observations (1 hour)

COURSE REPETITION

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. Speech-Language Pathology students may repeat only one course. That one course may be repeated only with written approval from the MSLP Program Chair. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

DEGREE STATUS

1. Students are accepted to study in Speech-Language Pathology (SLP) as either graduate students or as non-degree students.
2. Non-degree students do not seek a Master's degree at FMU, but may choose to take courses necessary to complete pre-requisite requirements for admission to the Master of Speech-Language Pathology Program at FMU or other institutions. In addition, non-degree students may wish to take courses for professional growth, personal enrichment and/or licensure.
3. Post-Baccalaureate students are required to take prerequisites in Speech-Language Pathology.
4.

5. Admission to the Francis Marion University Master of Speech-Language Pathology Program will only be granted to those who have: 1) an undergraduate (Pre-Professional) degree in Speech-Language Pathology and/or 2) completed the required SLP prerequisites.

ACADEMIC STANDING

1. A cumulative grade point average of 3.0 is required for graduation.
2. Receiving two Cs will result in academic probation.
3. Receiving a third C will result in dismissal from the program, even if a C has been replaced with a higher grade.

PRE-SLP PREPARATION COURSES

501: Anatomy and Physiology of the Speech and Hearing Mechanisms (3) This course provides an overview of the anatomical and physiological bases of human communication: respiration, phonation, resonation, articulation, and basic neurological concepts. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

504: Speech and Language Disorders Across the Lifespan (3) This course is a comprehensive survey of the fundamental nature of various speech and language disorders across the life span and an overview of the basic principles of assessment and treatment.

505: Principles of Assessment and Treatment in Communication Disorders (3) This course provides a framework for understanding the assessment process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information, report writing and presentation of findings. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Standardized testing, as well as alternatives to standardized testing, is explored.

506: Multicultural Aspects of Communication Differences and Disorders (3) This course will allow students to explore the variety of issues related to culture and communication differences, and/or disorders, and the need to become a culturally competent clinician. The information examined in this course will serve as a catalyst to encourage students to examine their own values and beliefs, acknowledge the similarities and differences that exist among clients, and the cultural, verbal and nonverbal factors that influence the clinical situation.

507: Speech and Language Development (3) This course addresses the theory and evidence associated with the development of phonology, morphology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in child speech and language development. This course will help students gain a better understanding of the difference between normal and disordered communication development.

509: Introduction to Audiology (3) This course provides an overview of the structure and function of the auditory and vestibular systems, the physics and psychophysics of sound, audiometric evaluation and screening procedures, types and causes of hearing loss, and an overview of audiologic intervention tools.

510: Introduction to Communication Disorders (3) This course is an introduction to the nature, assessment, and treatment of various motor speech, language, cognitive, hearing, and swallowing disorders in pediatric and adult populations. Students will gain foundational knowledge of the speech-language pathologist's scope of practice.

515: Phonetics (3) This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet. Transcription competency required.

520: Clinical Observations (1) This course provides guided clinical observations and simulation experiences under the supervision of an American Speech-Language-Hearing Association (ASHA) Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

GRADUATE COURSES FOR SLP

530: Speech Sound Disorders (2) This course provides an overview of potential etiologies and characteristics of speech sound disorders in children and adults. Students will learn to use evidence-based assessment, diagnosis, and treatment for articulation and phonological disorders across the lifespan.

531: School-Age Language Disorders (3) This course provides students with a foundation of knowledge about etiology and characteristics of language disorders in school-age children. Students will discuss the evolving language demands that children encounter as they progress through school and will explore the impact of language disorders on academic performance and social interaction in the classroom. The relationship between oral and written language is emphasized.

537: Speech and Hearing Sciences (3) This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, and the acoustics of voice and speech production. This course is an essential fundamental course containing crucial information that transfers to all communication disorders and sciences.

540: Communication Disorders in the Birth to Five Population (3) This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, as well as, principles and methods of assessment and intervention.

542: Autism Spectrum Disorder (2) This course provides an overview of the diagnostic criteria, etiological factors, and the main characteristics of Autism Spectrum Disorder (ASD), with special focus on communication deficits, and how to manage them. Current research on assessment and intervention methods will be covered.

543: Craniofacial Anomalies (2) This course provides an introduction to the effects of craniofacial anomalies on speech development with particular attention to the effects of clefts of the lip and/or palate. Focus is on the interdisciplinary team model for both assessment and treatment of speech, resonance, velopharyngeal dysfunction, and dysphagia.

545: Multicultural Considerations for Service Delivery (1) This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity, and students will learn to evaluate how cultural variables impact service delivery and treatment options.

546: Early Intervention for Infants and Toddlers: A Collaborative Approach (3) This course covers theoretical frameworks for the assessment and treatment of communication disorders in infants and toddlers. Key aspects of the Early Intervention process including routines-based interview and intervention, service coordination, collaboration, coaching caregivers, Child Outcome Summary-Team Collaboration, the Individualized Family Service Plan (IFSP), and the Individualized Education Plan (IEP) are covered. Credit cannot be received for both SLP 546 and SLP 540.

547: Neurology of Speech-Language and Hearing (3) This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing. This course will increase the SLP students' knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.

550: Clinical Practicum I (3) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 2 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

561: Dysphagia (3) This course examines the anatomical basis of normal and disordered swallowing in children and adults. The course will prepare students to assess and diagnose swallowing disorders across the lifespan.

567: Research Methods I (3) This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice. By the end of this course the student must have developed his/her MSLP Capstone Research Proposal.

571: Aural Rehabilitation (3) This course provides an introduction to the theory of the effects of hearing loss on perception, speech, language, and its psychosocial aspects. Evaluation and intervention techniques for speech reading, auditory training, amplification, counseling, and collaboration with other professionals are emphasized.

575: Adult Language Disorders (3) This course introduces students to the prevention, assessment, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, traumatic brain injury, concussion and other neurogenic pathology.

580: Clinical Practicum II (3) (Co/Prerequisite: 550) This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Up to 2 clinical hours per week are accumulated under direct supervision of ASHA Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification.

591: Motor Speech Disorders (2) This course examines the neurological bases, assessment, and treatment of dysarthria and apraxia of speech. Students will learn the perceptual and instrumental procedures used to evaluate and treat motor speech disorders across the lifespan.

595: Medical Aspects of Speech-Language Pathology (1) This course will provide knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, establishing goals, interdisciplinary team approaches, prioritizing treatment, and discharge planning.

601: Clinical Practicum III (2) (Co/Prerequisite: SLP 580) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 6 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

607: Augmentative and Alternative Communication (1) This course develops an awareness of augmentative and alternative communication strategies for individuals with temporary or permanent severe speech and/or language disorders. This course presents no-, low-, and high-technological strategies for a broad range of cognitive, learning, physical, and sensory disabilities. This course also discusses literacy, learning, training, transition, funding, and interdisciplinary teaming as potential challenges to implementation and emphasizes clinical skills for comprehensive assessment and management.

610: Professional Issues and Ethics (1) This course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of Speech-Language Pathology and Audiology.

615: Voice Disorders (3) This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults across the lifespan.

617 Fluency Disorders (3) This course explores the theoretical and diagnostic approaches to the modification of speech disfluencies. Students will learn to identify typical and atypical disfluencies as they relate to speech production, and will learn to assess and diagnose stuttering and cluttering across the lifespan.

620: Clinical Practicum IV (5) (Co/Prerequisite: 601) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 10 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

621: Clinical Practicum V (5) (Co/Prerequisite: 620) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Up to 16 clinical hours per week are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification..

630: Research Methods II: Capstone Project (1), (2), or (3) (Prerequisite: SLP 567) This course will increase knowledge of applied research and include research design, data collection, analysis, and presentation of results. By the end of this course, students must have completed the Capstone Project. This course can be repeated more than once for a total of 3 credit hours.

645a: Speech-Language-Hearing Guided Clinical Elective (1:0-2) (Permission of the program Chair) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

645b: Speech-Language-Hearing Guided Clinical Elective (2:0-4) (Permission of the program Chair) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

645c: Speech-Language-Hearing Guided Clinical Elective (3:0-6) (Permission of the program Chair) This course provides senior students with an opportunity to exercise initiative, independence, and creativity in pursuing a clinical area of interest or need in speech-language-hearing pathology. The learning outcomes, proposed schedule, site, and method of evaluation, as well as the preceptor, will be chosen by the student in collaboration with faculty. A maximum of four (4) credit hours or eight (8) clinical/practicum hours may be earned towards graduation. This course can be repeated twice with permission of the program Director.

TRANSFER: STATE POLICIES AND PROCEDURES

COMMISSION ON HIGHER EDUCATION TRANSFER POLICY FOR TWO-YEAR & FOUR-YEAR INSTITUTIONS IN SOUTH CAROLINA

The South Carolina Course Articulation and Transfer System serves as the primary tool and source of information for transfer of academic credit between and among institutions of higher education in the state. The system provides institutions with the software tools needed to update and maintain course articulation and transfer information easily. The student interface of this system is the South Carolina Transfer and Articulation Center (SCTRAC) web portal: www.SCTRAC.org. This web portal is an integrated solution to meet the needs of South Carolina's public colleges and universities and their students and is designed to help students make better choices and avoid taking courses which will not count toward their degree. Each institution's student information system interfaces with www.SCTRAC.org to help students and institutions by saving time and effort while ensuring accuracy and timeliness of information.

Admissions Criteria, Course Grades, GPA's, Validations
All four-year public institutions will issue a transfer guide annually in August or maintain such a guide online. Information published in transfer guides will cover at least the following items:

A. The institution's definition of a transfer student.
B. Requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
D. Information about course equivalencies and transfer agreements.
E. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended at his/her home institution, and so forth.
F. Information about institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they will also describe whether all coursework taken prior to transfer or only coursework deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
G. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.
H. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

South Carolina Transfer and Articulation Center (SCTRAC)
All two-and four-year public institutions will publish information related to course articulation and transfer, including but not limited to items A through D mentioned above, on the South Carolina Transfer and Articulation Center website (www.SCTRAC.org). Course equivalency information listing all courses accepted from each institution in the state (including the 86 courses in the Statewide Articulation Agreement) and their respective course equivalencies (including courses in the "free elective" category) will be made available on www.SCTRAC.org. This course equivalency information will be updated as equivalencies are added or changed and will be reviewed annually for accuracy. Additionally, articulation agreements between public South Carolina institutions of higher education will be made available on www.SCTRAC.org, will be updated as articulation agreements are added or changed, and will be reviewed annually for accuracy. All other transfer information published on www.SCTRAC.org will be reviewed at least annually and updated as needed.

Statewide Articulation of 86 Courses
The Statewide Articulation Agreement of 86 courses approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions is applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have courses synonymous to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list. This list of courses is available online at www.che.sc.gov as well as on www.SCTRAC.org.

Statewide Transfer Blocks
The Statewide Transfer Blocks established in 1996 will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs. Several Transfer Blocks were updated in March 2009: Arts, Humanities, and Social Sciences; Business; Engineering; and Science and Mathematics; the remaining Transfer Blocks, Teacher Education and Nursing, are currently being revised. The courses listed in each Transfer Block will be reviewed periodically by the Commission's Academic Affairs staff in consultation with the Advisory Committee on Academic Programs to ensure their accuracy, and the Transfer Blocks will be updated as needed.

For the Nursing Transfer Block, by statewide agreement, at least 60 semester hours will be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains the total coursework found in the Arts, Humanities, and Social Sciences or the Science and Mathematics Transfer Block will automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. However, as agreed by the Advisory Committee on Academic

Programs, junior status applies only to campus activities such as priority order for registration for courses, residence hall assignments, parking, athletic event tickets, etc. and not in calculating academic degree credits.

For a complete listing of all courses in each Transfer Block, see www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm.

Assurance of Transferability of Coursework Covered by the Transfer Policy

Coursework (i.e., individual courses, transfer blocks, and statewide agreements) covered within this transfer policy will be transferable if the student has completed the coursework with a "C" grade (2.0 on a 4.0 scale) or above. However, the transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made. In addition, any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

Any coursework covered within this transfer policy will be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Assurance of Quality

All claims from any public two or four-year institution challenging the effective preparation of any other public institution's coursework for transfer purposes will be evaluated by the staff of the Commission on Higher Education in consultation with the Advisory Committee on Academic Programs. After these claims are evaluated, appropriate measures will be taken to ensure that the quality of the coursework has been reviewed and approved on a timely basis by sending and receiving institutions alike.

Transfer Officers

Each institution will provide the contact information for the institution's Transfer Office personnel, including telephone numbers, office address, and e-mail address, on its website and on www.SCTRAC.org. Transfer office personnel will:

- Provide information and other appropriate support for students considering transfer and recent transfers.
- Serve as a clearinghouse for information on issues of transfer in the state of South Carolina.
- Provide definitive institutional rulings on transfer questions for the institution's students under these procedures.
- Work closely with feeder institutions to assure ease in transfer for their students.

Statewide Publication and Distribution of Information on Transfer

The staff of the Commission on Higher Education will place this document on the Commission's website under the title "Transfer Policies." In addition, information about transfer, including institutional policies, course equivalencies, and articulation agreements, will be published and distributed by all public institutions through transfer guides and be made available on www.SCTRAC.org. Furthermore, course catalogs for each public two-and four-year institution will contain a section entitled "Transfer: State Policies and Procedures." This section will:

A. Include the Transfer Policy for Public Two-Year and Four-Year Institutions in South Carolina.
B. Refer interested parties to www.SCTRAC.org as well as to the institutional Transfer Guide and institutional and Commission on Higher Education's websites for further information regarding transfer.

FACULTY AND STAFF

BOARD OF TRUSTEES

	CONG DIST/ At Large/ Other	Seat Number
Gov. Henry D. McMaster		
(Represented by J. Kevin O'Kelly)	Appointed by Governor	17
(Term coterminous) *Florence*		
Beth G. Bauknight	2	2
(Term expires 2024) *Irmo*		
Jody Bryson	4	4
(Term expires 2024) *Greenville*		
William W. Coleman Jr.	At large	15
(Term expires 2024) *Florence*		
H. Paul Dove, Jr.	5	5
(Term expires 2026) *Winnsboro*		
H. Randall Dozier	At large	11
(Term expires 2024) *Murrells Inlet*		
R. Tracy Freeman	3	3
(Term expires 2024) *North Augusta*		
William Edward Gunn	At large	12
(Term expires 2026) *Columbia*		
Patricia C. Hartung	At large	13
(Term expires 2026) *Greenville*		
Kenneth W. Jackson	At large	10
(Term expires 2026) *Florence*		
Stephen N. Jones	Appointed by Governor	16
(Term coterminous)		
Karen A. Leatherman	At large	9
(Term expires 2024) *Florence*		
Robert E. Lee	At large	8
(Term expires 2026) *Marion*		
George C. McIntyre	7	7
(Term expires 2024) *Bennettsville*		
Mark S. Moore	1	1
(Term expires 2026) *Mount Pleasant*		
VACANT	At large	14
VACANT	6	6

MEMBERS EMERITI

Gail Ness Richardson Barnwell

PAST PRESIDENTS

Walter D. Smith (1970-1983)
Ph.D., University of Michigan

Thomas C. Stanton (1983-1994)
D.B.A., George Washington University

Lee A. Vickers (1994-1999)
Ph.D., University of Wyoming

DISTINGUISHED PROFESSORS

Louis A. Hoff 1975-76
James R. Rinehart 1976-77
W. Lloyd Birch 1977-78
Joseph T. Stukes 1978-79
Tom Roop 1979-80
Roger W. Allen Jr. 1980-81
Duane P. Myers 1981-82
Marian Cusac Green 1982-83
Harlan G. Hawkins 1983-84
William H. Breazeale Jr. 1984-85
Julia E. Krebs 1985-86
Ronald L. Hall 1986-87
E. Lorraine de Montluzin 1987-88
Lynn D. Hendrick 1988-89
James H. Von Frank 1989-90
Robert R. Parham 1990-91
Jackson F. Lee Jr. 1991-92
Ben L. Kyer 1992-93
Eileen L. Kirley-Tallon 1993-94
David M. Peterson 1994-95
Donna H. Goodman 1995-96
Marjorie B. Pace 1996-97
Gary W. Hanson 1997-98
George E. Harding III 1998-99
R. Sethfield Smith 1999-00
M. Barry O'Brien 2000-01
Mary H. McNulty 2001-02
Kenneth D. Kitts 2002-03
Jesse J. "Mike" Jordan 2003-04
James T. Ramey Jr. 2004-05
Benjamin Woods 2005-06
Pamela A. Rooks 2006-07
A. Glen Gourley 2007-08
Larry E. Nelson 2008-09
Kenneth M. Autrey 2009-10
Derek W. Jokisch 2010-11
Christopher D. Johnson 2011-12
Kay Lawrimore Belanger 2012-13
Jon W. Tuttle 2013-14
Travis W. Knowles 2014-15
Jeannette M. Myers 2015-16
D. Keith Best 2016-17
Ruth A. Wittmann-Price 2017-18
Rebecca H. Flannagan 2018-19
Larry P. Engelhardt 2019-20
V. Scott Kaufman 2020-21
LeRoy Peterson 2021-22
Meredith Love-Steinmetz 2022-23
Lisa A. Pike 2023-24
Jo Angela Edwins 2024-25
Hari K. Rajagopalan 2025-26

FACULTY EMERITI

Roger W. Allen Jr. (1971–2006)
Ph.D., University of Virginia
Lawrence P. Anderson (2000-2021)
M.F.A, University of Kentucky
Joseph Aniello (2003-2024)
Ed.D., Vanderbilt University

Kenneth M. Autrey (1989-2011)
Ph.D., University of South Carolina
Jonathan E. Baltzell (1982-2007)
M.A., University of Cincinnati
Wendy Caldwell (2002-2024)
Ph.D. University of Georgia
Shirley Carr Bausmith (2003-2017)
Ph.D., University of South Carolina
Linda D. Becote (1978-2013)
M.Ln., University of South Carolina
Stanford E. Bergstrom (1975-2008)
Ph.D., University of California-Riverside
D. Keith Best (1993-2025)
MFA, University of Louisville
Albert C. Bickley (1972-1991)
Ed.D., University of Georgia
Jane Brandis (2005-2018)
M.Ed. University of South Carolina
William H. Breazeale Jr. (1970-1997)
Ph.D., University of South Carolina
Robert Bridger (1999-2015)
Ph.D., University of Georgia
John A. Britton (1972-2013)
Ph.D., Tulane University
Samuel F. Broughton Jr. (1986-2015)
Ph.D., University of Georgia
David J. Burt (1971–2006)
Ph.D., University of Kentucky
Charles Carpenter (2005-2018)
Ph.D., University of Illinois
Richard Chapman (1989-2016)
Ph.D., Yale University
Fred R. Clayton (1971-2008)
Ph.D., University of Tennessee
Margie M. Covington (1985-2008)
Ph.D., University of South Carolina
Kevan H. Croteau (1987-2012)
M.S., State University of New York - Stony Brook
Fred David (1988-2022)
Ph.D.,University of South Carolina
E. Lorraine de Montluzin (1974-2005)
Ph.D., Duke University
Thomas N. Dorsel (1986-2008)
Ph.D., University of New Mexico
Charles J. Doryland (1984-1996)
D.B.A., Harvard University
H. Paul Dove Jr. (1975-2008)
M.S.L.S., University of North Carolina at Chapel Hill
Joyce M. Durant (1988-2018)
M.Ln., University of South Carolina
Kenneth R. Dye Jr. (1972-1997; 2002-2012)
Ph.D., University of Georgia
James R. Faulkenberry (1973-2013)
Ed.D., University of South Carolina
Leslie E. Figa (1974-2007)
Ph.D., University of Georgia
Bryan L. Fisher (2003-2024)
Ph.D., Indiana University
Rebecca H. Flannagan (1995-2024)
Ph.D., Southern Illinois University at Carbondale
David P. Franck (2001-2022)
Ph.D., University of Georgia
Phillip J. Gardner (1980-2016)
M.A., University of North Carolina at Charlotte
Donna H. Goodman (1987–2006)
Ph.D., University of Alabama
Donald W. Grace (1987-1997)
Ph.D., Stanford University
David C. Granath (1987-2017)
M.F.A., University of Miami
Jack G. Griffith (2007-2021)
M.A., Wheaton College
Susan B. Grubbs (2005-2021)
M.S., University of South Carolina
Rufus R. Hackney (1971-1999)
Ph.D., University of North Carolina at Chapel Hill
Ronald L. Hall (1973-2001)
Ph.D., University of North Carolina at Chapel Hill
Lynn Hanson (1998-2020)
Ph.D., University of Georgia
Timothy L. Hanson (1996-2025)
M.A., University of Montana
George E. Harding (1987-2018)
Ph.D., University of Tennessee
Dorothy M. Harris (1985-2011)
Ed.D., University of Georgia
Teresa K. Herzog (2005-2024)
Ph.D., University of Montana
John R. Hester (1980-2015)
Ph.D., University of South Carolina
Joseph E. Heyward (1973-2006)
Ed.D., University of South Carolina
Belva H. High (1974-2000)
Ph.D., University of South Carolina
Louis A. Hoff (1970-1985)
Ph.D., University of Georgia
Barabara L. Holliman (1982-2025)
Ph.D., Mississippi State University
Deborah L. Hopla (2012-2025)
DNP, University of South Carolina
Samuel H. Howell (1994-2025)
Ph.D., University of North Carolina Chapel Hill
Roger K. Hux (1975-2006)
M.Ln., Emory University
M.A., University of Georgia
Joseph A. James III (1971-1998)
Ph.D., University of Georgia
Callum B. Johnston (2012-2024)
Ph.D., Florida State University
Jesse J. Jordan (1972-2011)
Ph.D., Georgia State University
Lynn Kennedy (2005-2016)
M.S., University of South Carolina
V. Scott Kaufman (2001-2026)
Ph.D., Ohio University
James A. Kimbell Jr. (1985-1995)
D.B.A., Louisiana Tech University
Peter D. King (1996-2023)
Ph.D., NC State University
Eileen L. Kirley-Tallon (1974-2013)
Ph.D., University of Pittsburgh
Travis Knowles(1991-2026)
M.S., Wake Forest University
Lynn B. Kostoff (1985-2017)
M.F.A., Bowling Green State University
Julia E. Krebs (1977-2010)
Ph.D., University of Georgia
Ben L. Kyer (1989-2024)
Ph.D., West Virginia University
L. Dawn Larsen (2007-2024)
Ph.D., Southern Illinois
University at Carbondale

Kevin J. Lasher (1993-2022)
Ph.D., University of Georgia
Kay Lawrimore-Belanger (1987-2026)
Ph.D., University of South Carolina
Jackson F. Lee Jr. (1972-2015)
Ed.D., Duke University
C. Allan Lockyer (1986-2017)
D.A., University of Northern Colorado
Gerald Long (1993-2024)
Ph.D., University of South Carolina
Susannah M. McCuaig (1975-2009)
Ed.D., Boston University
Larry J. McCumber (1982-2015)
Ph.D., University of Florida
Ronald T. Murphy (2006-2022)
Ph.D., State University of New York-Binghamton
Mary Louise P. Nagata (2005-2024)
Ph.D., University of Hawai'i
Larry E. Nelson (1974-2009)
Ph.D., Duke University
M. Barry O'Brien (1988-2016)
Ph.D., University of South Carolina
Sue Orr (1971-2016)
M.M., Florida State University
Marjorie B. Pace (1985-2004)
Ph.D., University of South Carolina
Robert R. Parham (1970-1998)
Ph.D., Florida State University
Yvette H. Pierce (1973-2006)
A.M.L.S., University of Michigan
Jeffrey Pompe (1988-2012)
Ph.D., Florida State University
Kathleen S. Pompe (1987-2011)
M.F.A., Pennsylvania State University
Cynthia A. Price (2001-2025)
M.L.I.S., University of South Carolina
K. Wayne Pruitt (1971-2015)
Ed.D., Duke University
Robert E. Pugh (1990-2011)
Ph.D., American University
Jane P. Quick (1978-2015)
M.A.T., University of South Carolina
Pamela Radcliff (1985-2013)
M.L.S., Florida State University
John G. Rae III (1988-2013)
Ph.D., Ohio University
Betty F. Ramey (1977-2013)
M.A.T., Converse College
James T. Ramey Jr. (1974-2017)
Ph.D., Clemson University
Neil F. Riley (1991-2024)
Ph.D., University of Mississippi
James R. Rinehart (1972-2001)
Ph.D., University of Virginia
Pamela A. Rooks (1989-2020)
Ph.D., University of York, England
Robert A. Ryan (1970-1991)
Ph.D., University of South Carolina
David Sacash (2002-2013)
M.A., Kent State University
Thomas D. Sawyer (1991-2009)
Ed.D., Virginia Polytechnic Institute and State University
George E. Schnibben, Jr. (1984-2023)
Ph.D., Clemson University
Suzanne Singleton (1988-2024)
M.Ln., University of South Carolina
Beverly Spears (1970-1998)
Ph.D., University of Georgia
Ann M. Stoeckmann (2004-2024)
Ph.D., Ohio State University
Carolyn R. Stokes (1984-2006)
D.B.A., University of Kentucky
David J. Stroup (1987-2015)
Ph.D., West Virginia University
John Summer (1988-2011)
M.Ln., University of South Carolina
John C. Sutton (1987-2012)
Ph.D., University of Tennessee
Marsha P. Taylor (1980-2019)
M.A., English University of South Carolina
Stephen Taylor (1991-2018)
Ph.D., University of South Carolina
Barbara M. Thayer (1988-2011)
M.S., Florida State University
Joel H. Thayer (1979-2013)
Ph.D., Florida State University
Neal D. Thigpen (1971-2006)
Ph.D., University of Maryland
Lucy C. Thrower (1971-1999)
M.S., University of Mississippi
Jon W. Tuttle (1990-2024)
Ph.D., University of New Mexico
James H. Von Frank (1972-2006)
Ph.D., University of North Carolina at Chapel Hill
William Wattles (1995-2020)
Ph.D., University of South Carolina
Sophia D. Waymyers (2004-2023)
Ph.D., University of South Carolina
Richard D. West (1999-2011)
Ph.D., New York University
Peter T. Whelan (1992-2015)
Ph.D., University of Exeter
Bill D. Whitmire (1997-2017)
Ph.D., University of Georgia
Kenneth B. Williams (1985-2019)
Ph.D., Virginia Polytechnic Institute and State University
Benjamin Woods (1972-2009)
D.M.A., University of South Carolina
Nancy L. Zaice (2006-2023)
Ph.D., University of South Carolina

HONORARY DEGREE RECIPIENTS

J. Howard Stokes ..... *May 13, 1972*
William Herman Patterson ..... *May 13, 1973*
John Carl West (Speaker) ..... *May 13, 1973*
Robert Duncan Bass ..... *May 11, 1974*
Hugh F. Rankin (Speaker) ..... *May 11, 1974*
M. Maceo Nance Jr. ..... *May 10, 1975*
Patrick Chesley Smith ..... *May 10, 1975*
Gordon Williams Blackwell (Speaker) ..... *May 15, 1976*
Edith Mitchell Dabbs ..... *May 14, 1977*
Matthew James Perry Jr. (Speaker) ..... *May 14, 1977*
Alexander McQueen Quattlebaum ..... *May 14, 1977*
James B. Edwards ..... *May 13, 1978*
Theodore Sanders Stern ..... *May 13, 1978*
Margaret M. Bryant ..... *May 12, 1979*
James Woodrow Lewis (Speaker) ..... *May 12, 1979*
Helen Joanne Harrar (Speaker) ..... *May 10, 1980*
William S. Hoole ..... *May 10, 1980*

John G. Wellman ..... *May 9, 1981*
Hubert Vernon Manning ..... *May 9, 1981*
James A. Morris (Speaker) ..... *May 8, 1982*
Dan T. Carter (Speaker) ..... *May 14, 1983*
Julian Lorin Mason Jr. ..... *May 14, 1983*
John Charles Lindsay ..... *Dec. 22, 1983*
William Thomas Putnam ..... *Dec. 22,1983*
Ronald E. Carrier ..... *April 7, 1984*
James Alton Rogers ..... *April 7, 1984*
Strom Thurmond ..... *April 7, 1984*
Earle E. Morris Jr. (Speaker) ..... *May 12, 1984*
John Bruce Pitner (Speaker) ..... *Dec. 18, 1984*
Charles Brown MacDonald (Speaker) ..... *May 7, 1985*
Bernard Shaw (Speaker) ..... *Dec. 16, 1985*
Charles Alex Harvin III ..... *Dec. 16, 1985*
David Bomar Smith ..... *May 7, 1986*
William Reed Howard ..... *Dec. 18, 1986*
Walter Douglas Smith (Speaker) ..... *Dec. 18, 1986*
Fred Cleon Fore ..... *May 6, 1987*
James Alexander Grimsley Jr. ..... *May 6, 1987*
Larry Artope Jackson ..... *May 6, 1987*
David Walker Harwell ..... *Dec. 15, 1987*
Hugh K. Leatherman (Speaker) ..... *Dec. 15, 1987*
Thomas Travis Medlock ..... *Dec. 15, 1987*
T. Boone Pickens Jr. (Speaker) ..... *May 5, 1988*
Charles Moss Duke Jr. (Speaker) ..... *May 5, 1990*
Fred C. Perry Jr. ..... *July 1, 1990*
David N. Thomas ..... *July 1, 1990*
Sherwood H. Smith Jr. ..... *Sept. 7, 1990*
Marcia Curtis (Speaker) ..... *Dec. 15, 1990*
Fitz-John Creighton McMaster (Speaker) ..... *May 4, 1991*
Charles A. Horner (Speaker) ..... *Dec. 21, 1991*
Catherine White Ingold (Speaker) ..... *May 9, 1992*
Phillip N. Truluck (Speaker) ..... *Dec. 19, 1992*
L. Glenn Orr Jr. (Speaker) ..... *Dec. 18, 1993*
James C. Hooks Jr. ..... *May 7, 1994*
Nathaniel W. Rosenfeld ..... *May 7, 1994*
Adele B. Kassab ..... *Dec. 18, 1999*
John Kassab ..... *Dec. 18, 1999*
Jean Hoefer Toal (Speaker) ..... *Dec. 18, 1999*
L. Morgan Martin (Speaker) ..... *May 6, 2000*
Christopher James Yahnis ..... *May 6, 2000*
Edward Eli Saleeby Sr. ..... *Dec. 16, 2000*
John Drummond (Speaker) ..... *Dec. 16, 2000*
Ashpy Parnell Lowrimore ..... *Dec. 16, 2000*
Ernest A. Finney Jr. ..... *May 5, 2001*
John Yancey McGill ..... *May 5, 2001*
David H. Wilkins (Speaker) ..... *May 5, 2001*
Glenn F. McConnell (Speaker) ..... *Dec. 15, 2001*
C. Edward Floyd ..... *Dec. 15, 2001*
Thomas G. Keegan ..... *Dec. 15, 2001*
Leroy Davis Sr. ..... *May 4, 2002*
Robert W. Harrell Jr. (Speaker) ..... *May 4, 2002*
Douglas Jennings Jr. ..... *May 4, 2002*
Archie Lee Chandler ..... *Dec. 14, 2002*
Matthew James Perry Jr. (Speaker) ..... *Dec. 14, 2002*
W.C. Stanton ..... *Dec. 14, 2002*
Inez M. Tenenbaum (Speaker) ..... *May 10, 2003*
John H. Waller Jr. ..... *May 10, 2003*
Marshall Clement Sanford Jr. (Speaker) ..... *Dec. 13, 2003*
Kurt G. Beck ..... *Dec. 13, 2003*
Marva A. Smalls (Speaker) ..... *May 8, 2004*
Sompong Kraikit ..... *May 8, 2004*
Charlene Wages ..... *May 8, 2004*
James Enos Clyburn (Speaker) ..... *Dec. 18, 2004*
Thomas Graham Edwards ..... *Dec. 18, 2004*
Edward Conyers O'Bryan Jr. ..... *Dec. 18, 2004*
Robert E. McNair (Speaker) ..... *May 7, 2005*
Philip G. Grose Jr. ..... *May 7, 2005*
James S. Konduros ..... *May 7, 2005*
John M. Spratt Jr. (Speaker) ..... *Dec. 18, 2005*
Liston D. Barfield ..... *Dec. 18, 2005*
Allie E. Brooks Jr. ..... *Dec. 18, 2005*
Lindsey O. Graham (Speaker) ..... *May 6, 2006*
Iris R. Campbell ..... *May 6, 2006*
W.O. "Billy" Powers ..... *May 6, 2006*
Joseph E. Heyward ..... *Dec. 16, 2006*
Marvin W. Lynch ..... *Dec. 16, 2006*
Eugene N. Zeigler Jr. (Speaker) ..... *Dec. 16, 2006*
William C. Moran (Speaker) ..... *May 5, 2007*
Frank R. Avent ..... *May 5, 2007*
Emerson F. Gower Jr. ..... *Dec. 15, 2007*
James H. Hodges (Speaker) ..... *Dec. 15, 2007*
Harriet H. Keyserling (Speaker) ..... *May 3, 2008*
Kenneth M. Autrey Jr. ..... *May 3, 2008*
Kent M. Williams ..... *May 3, 2008*
William Hayne Hipp (Speaker) ..... *Dec. 13, 2008*
Gerald Malloy ..... *Dec. 13, 2008*
Frank Eugene Willis ..... *Dec. 13, 2008*
Elizabeth Ivey Cooper ..... *May 9, 2009*
Sylvia Rhyne Hatchell (Speaker) ..... *May 9, 2009*
Denny Woodall Neilson ..... *May 9, 2009*
James A. Battle Jr. ..... *Dec. 19, 2009*
Mary A. Burgan (Speaker) ..... *Dec. 19, 2009*
Robert Weston Patterson ..... *Dec. 19, 2009*
John Calhoun Land III (Speaker) ..... *May 8, 2010*
Reamer B. King ..... *May 8, 2010*
Mark Wilson Buyck Jr. ..... *Dec. 18, 2010*
Joseph Patrick Riley Jr. (Speaker) ..... *Dec. 18, 2010*
Michael Anthony Blue ..... *Dec. 18, 2010*
Kaye Gorenflo Hearn (Speaker) ..... *May 7, 2011*
Pearl Frances Moore ..... *May 7, 2011*
William Haigh Porter ..... *May 7, 2011*
Carl Lovetta Anderson ..... *Dec. 17, 2011*
Stephen K. Benjamin (Speaker) ..... *Dec. 17, 2011*
Sylvia Rabb Lufkin ..... *Dec. 17, 2011*
David Keith Best (Speaker) ..... *May 5, 2012*
John L. Bruce Jr. ..... *May 5, 2012*
Joseph H. Melrose Jr. ..... *May 5, 2012*
Floyd L. Keels ..... *Dec. 15, 2012*
E. LeRoy (Toy) Nettles Jr. ..... *Dec. 15, 2012*
Margaret B. Seymour (Speaker) ..... *Dec. 15, 2012*
Marian Cusac Green ..... *May 4, 2013*
Charles W. Gould ..... *May 4, 2013*
Robert M. Hitt III (Speaker) ..... *May 4, 2013*
William Phillip Diggs ..... *Dec. 14, 2013*
Minor Mickel Shaw (Speaker) ..... *Dec. 14, 2013*
Lucy Crosland Thrower ..... *Dec. 14, 2013*
Morgan Baxter Coker ..... *May 3, 2014*
Ellen C. Hamilton ..... *May 3, 2014*
Stephen J. Wukela (Speaker) ..... *May 3, 2014*
Dorothy M. Harris ..... *Dec. 13, 2014*
James H. Lucas (Speaker) ..... *Dec. 13, 2014*
Henry McCall Swink ..... *Dec. 13, 2014*
Phillip D. Lowe ..... *May 9, 2015*
Molly M. Spearman (Speaker) ..... *May 9, 2015*
Rannie D. Gamble ..... *Dec. 19, 2015*
Hugh Thompson Rice, Jr. (Speaker) ..... *Dec. 19, 2015*
Richard N. Chapman (Speaker) ..... *May 7, 2016*
Jackie Hayes ..... *May 7, 2016*
Teresa Myers Ervin ..... *Dec. 17, 2016*
Vincent A. Sheheen (Speaker) ..... *Dec. 17, 2016*
Frank J. Brand II ..... *May 6, 2017*
Rebecca Hendrick Flannagan (Speaker) ..... *May 6, 2017*

Melissa J. Buckhannon ..... *Dec. 17, 2017*
Kodwo Pere Ghartey-Taqoe (Speaker) ..... *Dec. 17, 2017*
Teresa C. Anderson ..... *May 5, 2018*
William H. Hester ..... *May 5, 2018*
Harvey S. Peeler, Jr. (Speaker) ..... *May 5, 2018*
John A. Keith, III ..... *Dec. 15, 2018*
Costa M. Pleicones (Speaker) ..... *Dec. 15, 2018*
Gilda Cobb-Hunter (Speaker) ..... *May 4, 2019*
John J. Kispert ..... *May 4, 2019*
Ted C. Whisnant ..... *May 4, 2019*
Marilyn K. Chapman ..... *Dec. 14, 2019*
Cleveland L. Sellers, Jr. (Speaker) ..... *Dec. 14, 2019*
William M. Yonce ..... *Dec. 14, 2019*
A. Glen Gourley ..... *Aug. 21, 2022*
Peter D. King ..... *May 6, 2023*
Robert E. Lee (Speaker) ..... *May 6, 2023*
Linda M. Sullen ..... *May 6, 2023*
Jon W. Tuttle ..... *Sept. 28, 2023*
Thomas C. Alexander *(Speaker)* ..... *Dec. 15, 2023*
Alfred Mae Drakeford ..... *Dec. 15, 2023*
Katrina Frye Shealy (Speaker) ..... *Dec. 16, 2023*
Daniel S. Dukes IV ..... *Dec. 16, 2023*
Debra O. Jackson ..... *May 3, 2024*
Donna C. Isgett (Speaker) ..... *May 3, 2024*
Emily Lorraine de Montluzin ..... *May 4, 2024*
G. Murrell Smith (Speaker) ..... *May 4, 2024*
Pamela S. Evette (Speaker) ..... *Dec. 13, 2024*
R. Bryan Harwell (Speaker) ..... *Dec. 14, 2024*
Carl Humphries (Speaker) ..... *May 2, 2025*
Henry D. McMaster (Speaker) ..... *May 3, 2025*
PJ Browning (Speaker) ..... *Dec. 13, 2025*
Murray Hartzler ..... *Dec. 13, 2025*
Harry Lesesne (Speaker) ..... *May 8, 2026*
Maria Whitehead (Speaker) ..... *May 9, 2026*
Michael Hawkins ..... *May 9, 2026*

DISTINGUISHED SERVICE AWARD RECIPIENTS

1970	**Peter D. Hyman**	Fall Convocation Aug. 25, 1974
1971	**Richard P. Moses**	Founders Hall Dedication June 29, 1975
1972	**John W. Baker**	Founders Hall Dedication June 29, 1975
1973	**James A. Morris**	Fall Commencement Dec. 20, 1976
1974	**Amelia Mellichamp Wallace**	Fall Convocation Aug. 28, 1977
1978	**William Hayden Blackwell**	Fall Commencement Dec. 21, 1978
1979	**Bertha Zeman Baumrind**	Fall Commencement Dec. 21, 1979
1980	**Hugh Coleman Bailey**	Fall Commencement Dec. 19, 1980
1982	**J. Mitchell Reames**	Summer Commencement Aug. 13, 1982
1988	**John William (Billy) McLeod**	Fall Commencement Dec. 17, 1988
1989	**William A. McInnis**	Fall Commencement Dec. 16, 1989
1990	**John W. Wilkinson Jr.**	Fall Commencement Dec. 15, 1990
1992	**Hugh K. Leatherman Sr.**	Spring Commencement May 9, 1992

BOARD OF TRUSTEES RESEARCH SCHOLARS

Fred R. David *2002-2003*
E. Lorraine de Montluzin *2002-2003*
John A. Britton *2003-2004*
Larry Joe McCumber *2003-2004*
Benjamin Woods *2003-2004*
Jackson F. (Jeff) Lee Jr. *2004-2005*
Jeffrey Pompe *2004-2005*
Jon W. Tuttle *2004-2005*
William M. Ramsey *2005-2006*
William P. Fox *2005-2006*
Jeffrey D. Camper *2006-2007*
V. Scott Kaufman *2006-2007*
Lynn B. Kostoff *2011-2012*
LeRoy "Pete" Peterson Jr. *2011-2012*
Lisa A. Eargle *2014-2015*
Christopher D. Johnson *2014-2015*
Derek W. Jokisch *2014-2015*
Terry A. Roberts *2014-2015*
Ben L. Kyer *2015-2016*
Ruth A. Wittmann-Price *2015-2016*
Jo Angela Edwins *2019-2020*
Brandon Goff *2021-2022*
Travis Knowles *2022-2023*
Jeanne M. Gunther *2023-2024*
Landon Houle *2023-2024*
Deborah L. Hopla *2024-2025*
Jeannette M. Myers *2024-2025*

FACULTY AWARD RECIPIENTS

1999-2000	**Xiaoqun (David) Xu**	Scholarship/Research
1999-2000	**Tom Roop**	Service
1999-2000	**Travis W. Knowles**	Teaching
1999-2000	**E. Lorraine de Montluzin**	AAUP Shared Governance
2000-2001	**Emmanuel I. Udogu**	Scholarship/Research
2000-2001	**Charlene Wages**	Service
2000-2001	**James T. Ramey Jr.**	Teaching
2000-2001	**Charlene Wages**	AAUP Shared Governance
2001-2002	**Fred R. David**	Scholarship/Research
2001-2002	**LeRoy Peterson Jr.**	Service
2001-2002	**P. Edwin Eleazer**	Teaching
2001-2002	**John G. Rae**	AAUP Shared Governance
2002-2003	**John A. Britton**	Scholarship/Research
2002-2003	**Peter D. King**	Service
2002-2003	**Kenneth B. Williams**	Teaching
2002-2003	**Pamela A. Rooks**	AAUP Shared Governance
2003-2004	**William P. Fox**	Scholarship/Research
2003-2004	**A. Glen Gourley Jr.**	Service
2003-2004	**Rebecca H. Flannagan**	Teaching
2003-2004	**Duane P. Myers**	AAUP Shared Governance
2004-2005	**Jeffrey D. Camper**	Scholarship/Research
2004-2005	**Elizabeth A. Zahnd**	Service
2004-2005	**Lisa A. Pike**	Teaching
2004-2005	**D. Keith Best**	AAUP Shared Governance
2005-2006	**Derek W. Jokisch**	Scholarship/Research
2005-2006	**Jennifer L. Kunka**	Service

2005-2006	**Vernon W. Bauer**	Teaching
2005-2006	**Lucy C. Thrower**	AAUP Shared Governance
2006-2007	**LeRoy Peterson Jr.**	Scholarship/Research
2006-2007	**Douglas E. Gray**	Service
2006-2007	**Mary R. Dittman**	Teaching
2006-2007	**Kenneth M. Autrey**	AAUP Shared Governance
2007-2008	**V. Scott Kaufman**	Scholarship/Research
2007-2008	**T. Alissa Warters**	Service
2007-2008	**Bill D. Whitmire**	Teaching
2007-2008	**Rebecca H. Flannagan**	AAUP Shared Governance
2008-2009	**Kirk E. Dineley**	Scholarship/Research
2008-2009	**Jeannette M. Myers**	Service
2008-2009	**Tamatha R. Barbeau**	Teaching
2008-2009	**Lynn Hanson**	AAUP Shared Governance
2009-2010	**Jon W. Tuttle**	Scholarship/Research
2009-2010	**Tammy H. Pawloski**	Service
2009-2010	**J. Mark Blackwell**	Teaching
2009-2010	**A. Glen Gourley Jr.**	AAUP Shared Governance
2010-2011	**Hari K. Rajagopalan**	Scholarship/Research
2010-2011	**Latha M. Maliayandi**	Service
2010-2011	**Bryan L. Fisher**	Teaching
2010-2011	**Christopher D. Johnson**	AAUP Shared Governance
2011-2012	**Christopher D. Johnson**	Scholarship/Research
2011-2012	**Matthew C. Nelson**	Service
2011-2012	**Farrah M. Hughes**	Teaching
2011-2012	**John R. Hester**	AAUP Shared Governance
2012-2013	**Ruth A. Wittman-Price**	Scholarship/Research
2012-2013	**D. Keith Best**	Service
2012-2013	**T. Alissa Warters**	Teaching
2012-2013	**T. Alissa Warters**	AAUP Shared Governance
2013-2014	**Larry P. Engelhardt**	Scholarship/Research
2013-2014	**Jennifer G. Kelley**	Service
2013-2014	**Karen K. Gittings**	Teaching
2013-2014	**Meredith Love-Steinmetz**	AAUP Shared Governance
2014-2015	**Nwamaka Anaza**	Scholarship/Research
2014-2015	**Meredith Love-Steinmetz**	Service
2014-2015	**Kathryn G. Haselden**	Teaching
2014-2015	**Jo Angela Edwins**	AAUP Shared Governance
2015-2016	**Phillip J. Gardner**	Scholarship/Research
2015-2016	**Jeremiah Bartz**	Service
2015-2016	**Christopher M. Kennedy**	Teaching
2015-2016	**Travis W. Knowles**	AAUP Shared Governance
2016-2017	**Williams T. Daniel**	Scholarship/Research
2016-2017	**Lisa A. Pike**	Service
2016-2017	**Jeffrey A. Steinmetz**	Teaching
2016-2017	**James T. Ramey, Jr.**	AAUP Shared Governance
2017-2018	**David M. Malakauskas**	Scholarship/Research
2017-2018	**Matthew Turner**	Service
2017-2018	**Sharon K. O'Kelley**	Teaching
2017-2018	**Russell E. Ward**	AAUP Shared Governance
2018-2019	**Tracy P. George**	Scholarship/Research
2018-2019	**Russell E. "Rusty" Ward**	Service
2018-2019	**Hubert H. Setzler**	Teaching
2018-2019	**Shawn Smolen-Morten**	AAUP Shared Governance
2019-2020	**Allison C. Munn**	Scholarship/Research
2019-2020	**Shawn Smolen-Morton**	Service
2019-2020	**William K. Bolt**	Teaching
2019-2020	**Karen M. Fries**	AAUP Shared Governance
2020-2021	**Rahul S. Renu**	Scholarship/Research
2020-2021	**Ann M. Stoeckmann**	Service
2020-2021	**Jan M. Serrano**	Teaching
2020-2021	**Sharon K. O'Kelley**	AAUP Shared Governance
2021-2022	**Jeremy D. Rentsch**	Scholarship/Research
2021-2022	**Erica Edwards**	Service
2021-2022	**M. Padmaja Rao**	Teaching
2021-2022	**Steven Sims**	AAUP Shared Governance
2022-2023	**Sarah Kershner**	Scholarship/Research
2022-2023	**Jennifer Titanski-Hooper**	Service
2022-2023	**Jeanne Gunther**	Teaching
2022-2023	**Nathan Flowers**	AAUP Shared Governance
2023-2024	**Jason Doll**	Scholarship/Research
2023-2024	**Hubert Setzler**	Service
2023-2024	**Ana-Elisa Iglesias**	Teaching
2023-2024	**J. Mark Blackwell**	AAUP Shared Governance
2024-2025	**Matthew Hagler**	Scholarship/Research
2024-2025	**Kimberly McCuistion**	Service
2024-2025	**Hari K. Rajagopalan**	Teaching
2024-2025	**Deborah Hopla**	AAUP Shared Governance
2025-2026	**Erica Johnson**	Scholarship/Research
2025-2026	**Karen Fries**	Service
2025-2026	**Nathan Harness**	Teaching
2025-2026	**Allison Munn**	AAUP Shared Governance

FACULTY

**Denotes Graduate Faculty*

Md Russel Abdullah (2025)
Assistant Professor of Industrial Engineering
Ph.D., Industrial, Manufacturing, and Systems Engineering, University of Texas at Arlington
M.Sc, Industrial and Systems Engineering, Ohio University
B.S.c., Industrial and Production Engineering, Shahjala University of Science and Technology (SUST)

Adesola Adeyemi (2025)
Assistant Professor of Chemistry
Ph.D., Chemistry and Nanoscale Science, University of North Carolina Charlotte
M.S., Chemistry, Central Michigan University
B.S., Chemistry, Lagos State University

Richard A. Almeida (2007)*
John Monroe Johnson Holliday
Chair of Political Science and Professor
Ph.D., Political Science, University of Missouri
M.A., Political Science, University of Memphis
B.A., Political Science, University of Massachusetts

Jose Roman Aranda (2026)
Assistant Professor of Mathematics
Ph.D., Mathematics, University of Iowa
M.S., Mathematics, University of Iowa
B.S., Mathematics, University of Guanjuato/ CIMAT

Kenneth M. Araujo (2008)
Professor of Computer Science
Ph.D., Computer Sci/ Engineering, University of South Carolina
M.S., Mathematics, University of South Carolina
B.S., Mathematics, Francis Marion College

Fangjun H. Arroyo (2002)
Professor of Mathematics
Ph.D., Mathematics, City University of New York
M.Phil, Mathematics, City University of New York
B.S., Mathematics, Jilin University

Brittany B. Baker (2016)
Associate Professor of Physics
Ph.D., Physics, Texas Tech University
B.S., Physics, Northern Michigan University

Catherine A. Baker (2024)
Reference Librarian and Assistant Professor
M.S., Library Science, Indiana University
B.A., English, Lander University

Srijan Banerjee (2025)
Assistant Professor of Economics
Ph.D., Economics, Clemson University
M.S., Economic Analytics, Clemson University
M.Sc., Economics, University of Calcutta
B.Sc., Economics, University of Calcutta

Tamatha R. Barbeau (2004) *
Professor of Biology
and Coordinator of Pre-Veterinary Program
Ph.D., Zoology, University of Florida
M.S., Zoology, University of Florida
B.A., Biology, State University of NY - Oswego

Kimberly Basso (2026)
Assistant Professor, Reference Librarian, and Instruction Coordinator
M.L.I.S., Library and Information Science, Valdosta State University
B.A.J., Advertising, University of South Carolina

Siddharth Baswani (2022)
Assistant Professor of Management Information Systems
Ph.D., Information Systems and Business Analytics,
Iowa State University
Diploma for Graduates in Information Systems, University of London
B.B., Commercial Law and Management, Auckland University of Technology

Vernon W. Bauer (2000) *
Professor of Biology
Ph.D., Genetics, North Carolina State University
B.S., Biological Sciences, Clemson University

Trevor Baumgartner (2023)
Assistant Professor of Chemistry
Ph.D., Biochemistry, North Dakota State University
B.S., Chemistry, Bemidji State University

David Baxley (2026)
Assistant Professor of Mass Communication
M.A..,Journalism, University of Mississippi
B.S., Geoscience, Mississippi State University
A.S., General Studies, Central Alabama Community College

Meagan Bennett (2022)
Assistant Professor of Nursing
D.N.P., Nursing, Francis Marion University
M.S.N., Family Nurse Practitioner, Francis Marion University
B.S., Nursing, Clemson University

J. Mark Blackwell (2001)
Professor of Philosophy & Religious Studies
and Director of International Programs
Ph.D., Biblical Studies, The University of Sheffield
M.Div., Divinity, Southern Baptist Theological Seminary
B.A., English, George Mason University

Jenna Blaschke (2026)
Occupational Therapy Doctoral Capstone Coordinator and
Assistant Professor of Occupational Therapy
O.T.D., Medical University of South Carolina
B.A., Physical Education, Coker University

Patricia Boatwright (2015)
Associate Professor of Education
Ed.D., Curriculum & Instruction, University of South Carolina
M.Ed., Learning Disabilities, Francis Marion University
B.S., Elementary Education, Winthrop University

Jeffrey Bolles (2024)
Associate Professor of Public Health
Ph.D., Health Studies, Texas Woman's University
M.A., Exercise Physiology, University of North Carolina at Chapel Hill
B.S., Exercise Physiology, State University of New York

William K. Bolt (2013)
Chair, Department of History,
Suzanne Lucas and Benjamin Pratt Gasque Chair in History,
Professorof History
Ph.D., History, University of Tennessee
M.A., History, University at Buffalo - SUNY
B.A., History, University at Buffalo - SUNY

Keith D. Brauss (2017)
Associate Professor of Mathematics
Ph.D., Mathematics, Auburn University
M.S., Mathematical Sciences, Clemson University
M.S., Chemical Engineering, Clemson University
B.S., Chemical Engineering, Clemson University

Rhonda M. Brogdon (2005) *
Chair of the Nursing Department
and Associate Professor of Nursing
D.N.P., Nursing Practice, Duquesne University
M.S.N., Nursing, University of Phoenix
M.B.A., Business Administration, Webster University
B.S.N., Nursing, Clemson University

Rocio Brown (2024)
Instructor of Spanish
M.A., Spanish, Universidad de Jaen
& Universidad Internacional Iberoamericana
B.A., Secondary Education, Universidad de Costa Rica

Scott S. Brown (1999) *
Coordinator of Geography and Professor of Geography
Ph.D., Geography, Louisiana State University
M.S., Geography, Universidad de Costa Rica
B.A., Geography, University of Texas at Austin

Ginger L. Bryngelson (2012)
Chair, Department of Physics
& Engineering
and Professor of Physics & Engineering
Ph.D., Physics, Clemson University
M.S., Physics, Clemson University
B.S., Professional Physics, Northern Illinois University

Christopher Bullock (2018)
Associate Professor of Psychology
and Coordinator of the ABA Program
Ph.D., Psychology, University of Florida
M.A., Psychology, University of Florida
B.A., Psychology, University of North Carolina at Wilmington

Jessica L. Burke (2013)
Professor of Sociology
Ph.D., Sociology, Kent State University
M.A., Sociology, Kent State University
B.A., Psychology, Kent State University

Frances A. Burns (2019)*
Chair of Speech-Language Pathology and Associate Professor
Ph.D., University of Massachusetts Amherst
M.S., University of North Carolina at Chapel Hill
B.A., University of North Carolina at Wilmington

Jenifer Butler (2024)
Assistant Professor of Mass Communications
Ph.D., English, Old Dominion University
M.A., Writing, Coastal Carolina University

B.A., English, Coastal Carolina University

Jeffrey D. Camper (1994) *
Professor of Biology
Ph.D., Wildlife & Fisheries Sciences, Texas A&M University
M.A., Biology, Drake University
B.S., Zoology, Southern Illinois University at Carbondale

William Carswell (2022)
Associate Provost, Director of Graduate Programs, and Assistant Professor of Fine Arts, Interim Dean of the School of Education
Ph.D., Musical Arts, University of South Carolina
M.A., Music, Florida State University
B.A., Musical Education, Appalachian State University

Luther F. Carter (1999) *
President and Professor of Political Science
Ph.D., Political Science, University of South Carolina
M.P.A., Public Administration, University of South Carolina
B.A., Political Science, University of Central Florida

EunJung Chang (2007)
Professor of Art Education
Ph.D., Curriculum & Instruction, Indiana University
M.S.Ed., Art Education, Indiana University
B.F.A., Western Painting, Duksung Women's University (Korea)

Anna Caroline Chinnes (2022)
Assistant Professor of Psychology
Ph.D., Clinical Psychology, Wichita State University
M.A., Psychology, Wichita State University
B.A., Francis Marion University

Sooyeon Choi (2024)
Assistant Professor of Marketing
Ph.D., Purdue University
M.A., Ewha Womans University
B.B.A., Ewha Womans University

Lorna Raquel Cintron-Gonzalez (2013)
Grimsby-Bradford Endowed Chair in Industrial Engineering, Professor of Industrial Engineering and Coordinator of Industrial Engineering
Ph.D., Industrial Engineering, Pennsylvania State University
M.S., Health Systems, Georgia Institute of Technology
B.S., Industrial Engineering, University of Puerto Rico - Mayaguez

D. Allen Clabo (1998)
Professor of Chemistry, Faculty Athletics Representative
Ph.D., Chemistry, University of California - Berkeley
B.S., Chemistry/Physics, University of Richmond

Delilah Clark (2018)
Associate Professor of English
Ph. D., Comparative Literature and Cultural Studies, University of Arkansas at Fayetteville
M.A., English, University of Louisiana at Monroe
B.A., English, Texas Tech University

Mary Frances Coleman (2017)
Associate Professor of Music Industry
D.M.A., Vocal Performance, Shenandoah Conservatory
M.M., Vocal Performance, Shenandoah Conservatory
B.M., Visual Perform. Arts, Longwood University
B.M., Music Performance, Virginia Commonwealth University

Antonio M. Cooper (2018)
Associate Professor of Psychology
Ph.D., School Psychology, Howard University
M.A., Counseling, Webster University
B.A., Experimental Psychology, University of South Carolina

Todd Couch (2019)
Associate Professor of Sociology, and Co-director of African and African American Studies Program
Ph.D., Sociology, Texas A&M University
M.S., Sociology, Texas A&M University
B.A., Sociology, Midwestern State University

Chace Covington (2022)
Instructor of Mathematics
M.A., Mathematics, University of South Carolina
B.S., Mathematics, Francis Marion University
B.S., Computational Physics, Francis Marion University

David L. Cowles (2000) *
Professor of English
Ph.D., English Language & Literature, University of Chicago
M.A., English, Brigham Young University
B.A., English, Brigham Young University

A. Shay Crawley (2024)
Instructor of Spanish
M.A., Spanish, Mississippi State University
B.A., Spanish, Northeast Louisiana University

Marie E. DeVincenzo (2009) *
Associate Dean of the School of Business, Palmetto Professor of Business, Professor of Marketing, and Coordinator of the Marketing Program
Ph.D., Business Administration (Marketing), University of Utah
M.S., Family Ecology, University of Utah
B.S., Environment and Behavior, University of Utah

Stan Diel (2017)
Chair and Associate Professor, Department of Mass Communication
Assistant Professor of Mass Communication
Ph.D., Journalism, University of Alabama
M.S., Communication Management, University of Alabama at Birmingham
B.S., Journalism, University of Kansas
B.A., Economics, University of Kansas

Somtochukwu E. Dike (2024)
Assistant Professor of Management
Ph.D., Business Administration, Jacksonville University
M.S., Human Resource Management, Heriot-Watt University
B.S., Biochemistry, Abia State University

Layire Diop (2022)
Assistant Professor of Mass Communication
Ph.D., Communication and Media Studies, University of Oregon
M.S., Media Management, Drexel University

Mary R. Dittman (2000)
Assistant Professor of Marketing
M.B.A., Business Administration, Francis Marion University
B.S., Marketing, University of Nevada-Reno

Caleb Doan (2024)
Assistant Professor of English
Ph.D., Louisiana State University
M.A., Louisiana State University
B.A., University of Virginia

Jason Doll (2019)
Associate Professor of Fisheries Biology and Coordinator of Environmental Science and Studies Program
Ph.D., Environmental Science, Ball State University
M.S., Biology, Ball State University
B.S., Biology, Ball State University

Jessica M. Doucet (2011)
Chair, Sociology and Professor of Sociology
Ph.D., Sociology, Louisiana State University
M.A., Sociology, Louisiana State University
B.A., Sociology, Louisiana State University

Richard G. Doughty (2002)
Assistant Professor of Political Science
M.A., International Affairs, Columbia University in the City of NY
B.A., Political Economy, Williams College

A. Renee Dowdy (2000)
Instructor of Mathematics
M.Ed., Mathematics, Francis Marion University
B.S., Mathematics, Francis Marion University

Monica Dowdy (2019)
Instructor of Mathematics
B.S., Mathematics, Francis Marion University

Gregory I. Dungan (2018)
Associate Professor of Mathematics
Ph.D., Mathematics, Florida State University
M.S., Mathematics, University of Connecticut
B.S., Mathematics, Florida State University

Lisa A. Eargle (2000) *
Professor of Sociology
Ph.D., Sociology, University of South Carolina
M.A., Sociology, University of South Carolina
B.S., Sociology, University of South Carolina

Jo Angela Edwins (2004)
Pee Dee Federal Savings Bank Professor of English
Ph.D., English, University of Tennessee
M.A., English, University of Tennessee
B.A., English & Communications, Augusta University

Larry P. Engelhardt (2006)
Professor of Physics
Ph.D., Condensed Matter Physics, Iowa State University
B.A., Physics, Gustavus Adolphus College

Catherine C. England Plisiewicz (2013)
Professor of English
Ph.D., English, University of South Carolina
M.A., English, University of South Carolina
B.A., English, Wofford College

Alena N. Eskridge-Kosmach (2006)
Professor of History
Ph.D., History, Belarusian State University
B.A., History & Foreign Language, Minsk State Institute of Education

Lochran C. Fallon (2018)
Associate Professor of English
Ph.D., Curriculum and Instruction,
Pennsylvania State University
M.A., English Literature, Millersville University
M.Ed., English Education, Millersville University
B.A., English, Ursinus College

Roblin Fenters (2023)
Assistant Professor of Occupational Therapy
and Academic Fieldwork Coordinator
O.T.D, Medical University of South Carolina
M.S., Occupational Therapy, Medical University of South Carolina
B.S., Kinesiology, Charleston Southern University

Thomas L. Fitzkee (1998) *
Chair, Department of Mathematics and Professor of Mathematics
and Coordinator of Mathematics Program
Ph.D., Mathematics, George Washington University
M.S., Mathematics, Virginia Polytechnic Institute & State University
B.S., Mathematics, Salisbury State University

Nathan E. Flowers (2006)
Systems Librarian and Professor
M.L.I.S., Library and Information Science,
University of South Carolina
B.S., Political Science, Francis Marion University

Karen M. Fries (2013) *
Professor of Education
Ph.D., Special Education, Pennsylvania State University
M.S., Special Education, University at Albany-SUNY
B.S., Psychology, George Mason University

Gregory G. Fry (2002)
Peter D. Hyman Chair in Fine Arts and Professor
of Visual Arts - Design
M.F.A., Art, University of South Dakota
B.A., Fine Arts, Indiana University-South Bend

Aaron Fulmer (2025)
Instructor of Computer Science
B.S., Computer Science, Francis Marion University

Philip C. Fulmer (2002)
Professor of Physics
Ph.D., Nuclear Engineering, Texas A&M University
M.S., Health Physics, Texas A&M University
B.S., Health Physics, Francis Marion University

Tracy P. George (2012) *
Associate Professor of Nursing
D.N.P., Nursing, Medical University of South Carolina
M.S.N., Family Nurse Practitioner, Vanderbilt University
B.S., Biology, Davidson College

Johanna H. Gibson (2018)
Instructor of Mathematics
B.S., Mathematics, Francis Marion University
B.S., Business Administration, Francis Marion College

Brittany Gilbert (2022)
Assistant Professor of Fine Arts
M.F.A., Painting, University of North Carolina at Greensboro
B.A., Studio Fine Arts, Union College

Karen K. Gittings (2007) *
Dean of the School of Health Sciences
and Professor of Nursing
D.N.P., Nursing Practice, Duquesne University
M.S.N., Nursing, Duquesne University
B.S.N., Nursing, University of Maryland - Baltimore

Brandon D. Goff (2011)
Professor of Music
D.M.A., Music, University of Memphis
M.M., Music, Arkansas State University
B.M., Music, Arkansas State University

A. Glen Gourley (1985) *
Chair of Fine Arts, Professor of Theatre Arts-Directing, and Director
of Theatre
M.F.A., Theatre, University of Mississippi
B.F.A., Theatre, University of Montevallo

Drew Gower (2023)
Assistant Professor of Biology
Ph.D., Civil and Environmental Engineering, Princeton University
M.S., Geology, University of Wisconsin
B.A., Environmental Sciences, University of Virginia

Kertrina Graham (2025)
Program Director and Assistant Professor of Social Work
D.S.W., Simmons University
M.S.W., Social Work, University of South Carolina
B.A., Social Work, Virginia Union University

Douglas E. Gray (1997) *
Professor of Fine Arts
M.F.A., Ceramics, University of North Texas
B.A., Art/English, University of Louisville

Paolo A. Gualdi (2009)
Professor of Music
D.M.A., Music, University of Georgia
MMU, Performance - Piano, Carnegie Mellon University
Piano Diploma, Arrigo Boito Conservatory, Parma, Italy
B.A., Santa Cecilia Conservatory, Rome, Italy

Jeanne M. Gunther (2011) *
Professor of Education, Associate Dean of School of Education
and Coordinator of Early Childhood Education Program
Ph.D., Literacy, University of North Carolina at Chapel Hill
M.S., Reading, University at Albany-SUNY
B.S.Ed., Early Childhood Education, SUNY - College at Fredonia

Megan Haggard (2017)
Chair of Psychology and Associate Professor of Psychology
Ph.D., Social Psychology, Baylor University
M.A., Psychology, Baylor University

B.S., Psychology, Furman University

Matthew Hagler (2022)
Assistant Professor of Psychology and Coordinator of the Clinical/ Counseling Psychology Program
Ph.D., Clinical Psychology, University of Massachusetts
M.A., Clinical Psychology, University of Massachusetts
B.A., Psychology, English, Sewanee: The University of South

Dara Hamilton (2025)
Assistant Professor of Psychology
Ph.D., Clinical Psychology, Howard University
M.S., Clinical Psychology, Howard University
B.S., Psychology, Howard University

Nathan Harness (2018) *
Associate Professor of Biology and Coordinator of Biology: Secondary Education Program
Ph.D., Special Education, University of Missouri
B.S., Biology, Truman State University

Dana Harrell (2025)
Assistant Professor of Theatre
M.F.A., Scenic Design and Technical Direction, University of Houston
B.A., Francis Marion University

Kathryn G. Haselden (2007) *
Professor of Education & Co-Coordinator of Teacher Cadets
Ph.D., Special Education, University of NC at Charlotte
M.Ed., Special Education, University of NC at Charlotte
B.A., Learning Disabilities, Converse College

Benjamin Hilb (2018)
Associate Professor of English
Ph.D., English Literature, Emory University
M.A., English Literature, Emory University
B.A., English Literature, Tufts University

Crystal Renee Hill-Chapman (2007) *
Robert Williams Chair in Psychology, Professor of Psychology and Coordinator of School Psychology Program
Ph.D., School Psychology, Texas A&M University
M.S., School Psychology, Francis Marion University
B.A., Psychology, Francis Marion University

Maisha Hossain (2024)
Assistant Professor of English
Ph.D., Creative Writing, Florida State University
M.A., Creative Writing, Queen's University
B.A., English, BRAC University

Adam Houle (2019)
Associate Professor of English
Ph.D., Texas Tech University
M.A., Northern Michigan University
B.A., University of Wisconsin- Green Bay

Landon Houle (2017)
Associate Professor of English
Ph.D., English, Texas Tech University
M.A., English, Sul Ross State University
B.A., English, Sul Ross State University

Julia M. Hucks (2005)
Assistant Professor of Nursing
M.N., Family Nurse Practitioner, University of South Carolina
B.S.N., Nursing, University of South Carolina

Michael P. Hughes (2003) *
Professor of Finance
Ph.D., Business Administration (Finance), University of Central Florida
M.B.A., Business Administration, University of Central Florida
B.S.E.T., Engineering Technology, University of Central Florida

Laurie S. Hunter (2024)
Associate Professor of Psychology
Ph.D., Psychology, University of Alabama at Birmingham
M.A., Psychology, University of Alabama at Huntsville
B.A., Psychology, University of Alabama at Huntsville

David L. James (2024)
Associate Professor of Physician Assistant Studies and Director of Physician Assistant Studies Program
Ph.D., Rocky Mountain University of Health Professions
M.S., University of Nebraska
B.S., North Carolina State University

Charles E. Jeffcoat (2006)
Professor of Art - Visual Communication - Design
M.F.A., Art/Graphic Design, University of Memphis
B.F.A., Studio Art/Graphic Design, University of South Alabama

Diana Jenkins (2017)
Assistant Professor of Chemistry
M.S., Chemistry, University of North Carolina at Chapel Hill
B.S., Chemistry, Wake Forest University

Bernadette J. Johnson (2007)
Reference Librarian and Assistant Professor
M.L.I.S., Library and Info Science, University of South Carolina
B.A., English, Francis Marion University

Brad R. Johnson (2003) *
Professor of Accounting and Coordinator of Accounting Program
J.D., Law, Northwestern School of Law of Lewis & Clark College
M.B.T., Taxation, University of Southern California
M.S., Bus Administration (Accounting), California State University
B.A, Economics/Mathematics, University of California - Los Angeles

Christopher D. Johnson (1996) *
Professor of English and Director of the McNair Center for Research and Service
Ph.D., English, University of Delaware
M.A., English, University of Delaware
B.A., English, Villanova University

Erica Johnson (2017)
Associate Professor of History and Co-director of African and African American Studies Program
Ph.D., History, Florida State University
M.A., History, University of Texas at Arlington
B.A., History, University of Central Oklahoma

Derek W. Jokisch (1999) *
Professor of Physics
Ph.D., Nuclear Engineering Sciences, University of Florida
M.S., Nuclear Engineering Sciences, University of Florida
B.S., Nuclear Engineering, University of Illinois at Urbana - Champaign

Brian Jones (2022)
Assistant Professor of Music
Ph.D., American Studies, College of William and Mary
M.A., American Studies, College of William and Mary
B.A., History, Music, University of Richmond

Kathleen A. Kaminski (2024)
Assistant Professor of Accounting
Ph.D., Oklahoma State University
M.S., Oklahoma State University
B.S., Northern Arizona University

Mark A. Kanaparthi (2020)
Associate Professor of Mechanical Engineering
Ph.D., Mechanical Engineering, Clarkson University
MS., Physics, IISER Pune
B.S., Physics, IISER Pune

Daljit Kaur (2006) *
Lowrimore Chair in Education and Professor of Education
Ed.D., Educational Leadership, University of North Carolina at Charlotte
M.A., History, University of Calcutta
B.A., History, University of Calcutta

Faith R. Keller (2014)
Reference Librarian and Professor
M.L.I.S., Library and Information Science, University of South Carolina
BS, FCSB/Child Development, South Carolina State University

Jennifer G. Kelley (2004)
Chair of the Chemistry Department and Professor of Chemistry
Ph.D., Chemistry, University of Illinois at Urbana - Champaign
B.S., Biology, Greensboro College

Christopher M. Kennedy (2006)
Director of Honors Program and Professor of History
Ph.D., History, University College Cork/National University of Ireland
M.A., History, Providence College
B.S., History, Northern Michigan University

Sarah H. Kershner (2017)
Chair, Healthcare Administration and Associate Professor for Public Health
Ph.D., Health Promotion & Education, University of South Carolina
M.P.H., Health Promotion and Education, University of South Carolina
B.S., Health and Sports Science, Clemson University

Zeinab Khoshhal Mollasaraei (2026)
Assistant Professor of Speech Language Pathology
Ph.D., Communication Sciences and Disorders
B.A., Journalism and Mass Communication, University of South Carolina
M.A., Speech Therapy, University of Social Welfare and Rehabilitation Science
B.A., Iran University of Medical Science

Heesun Kim (2026)
Assistant Professor of Management
Ph.D., Human Resource Development, Texas A&M University
M.A., Educational Technology, Hanyang University
B.A., Child Educare Welfare, Hanyang Women's University

Kristin A. Kiely (2007)
Professor of Spanish and Coordinator of Modern Languages-Spanish Program
Ph.D., Spanish, Florida State University
M.A., Spanish, Miami University
B.A., Spanish/Psychology, Miami University

Jason Kirby (2019)
Associate Professor of History
Ph.D., History, University of Georgia
M.A., History, University of South Carolina
B.A., History, University of South Carolina

Jennifer L. Kunka (2001) *
Associate Provost for Advising and Professor of English
Ph.D., English, Purdue University
M.A., English, Marquette University
B.A., English and History, Marquette University

Tobias Lemke (2023)
Assistant Professor of Political Science
Ph.D., Political Science and International Relations, University of Delaware
M.A., Political Science and International Relations, University of Delaware
B.A., Political Science and Criminology, University of Minnesota

Rongzhi Li (2024)
Assistant Professor of Education
Ph.D., Special Education, University of South Carolina
M.A.T., Elementary Education, East Carolina University
M.A., Music Therapy, East Carolina University
B.A., Music Education, Inner Mongolia Normal University

Jody Lipford (2022)
Associate Professor of Economics
Ph.D., Applied Economics, Clemson University
M.A., Economics, Clemson University
B.S., Economics, Francis Marion University

Andrew J. Londo (2025)
Associate Professor and Chair of Forestry Program
Ph.D., Forest Science, Michigan Technological University
M.S., Forestry, Texas A&M University
B.S., Forestry, Michigan Technological University

Kevin LoPresto (2017)
Professor of Mathematics Education
Ph.D., Mathematics Education, The University of Texas at Austin
M.A., Mathematics, State University of New York at Albany
B.A., Mathematics, State University of New York at Geneseo

Meredith A. Love-Steinmetz (2003) *
Chair of the Department of English and Philosophy, Professor of English
Ph.D., Composition and Rhetoric, Miami University
M.A., English, Clemson University
B.A., English, Loyola University

Rachelle G. Lydell (2023)
Assistant Professor and Director of Occupational Therapy Doctorate Program
O.T.D., Medical University of South Carolina
M.S.., Occupational Therapy, D'Youville College
B.S., Psychology, Trent University

Jennifer K. Smith Lyles (2015)
Associate Professor of Biology and Coordinator of Pre-Physician Assistant Program
Ph.D., Genetics, University of Florida
B.S., Biology, Francis Marion University

Lisa Manglass (2020)
Associate Professor of Physics
Ph.D., Environmental Engineering in Earth Science, Clemson University
M.S., Radiological Health Science, Colorado State University
B.S., Physics, University of Georgia

Jason R. Marley (2015)
Associate Professor of English
Ph.D., English, State University of New York - Buffalo
B.A., English, Rhode Island College

Christine L. Masters-Wheeler (2016)
Associate Professor of English
Ph.D., English, Purdue University
M.A., English, Western Illinois University
B.A., German, University of Washington

Madeleine G. Mason (2026)
Assistant Professor of Psychology
Ph.D., Psychology, University of North Carolina Wilmington
M.A., Psychology, University of North Carolina Wilmington
B.A., Psychology, Appalachian State University

Kathy L. McCoy (2013)
Instructor of Mathematics and Coordinator of the Self-Paced Program
M.Ed., Secondary Math Education, Francis Marion University
B.S., Mathematics, Francis Marion University

Kimberly F. McCuiston (2015) *
Professor of Education
Ph.D., Education, University of Tennessee Knoxville
M.A., Education, Curriculum & Instruction, Tusculum College
B.A., English for Teacher Licensure, Maryville College

Jessica N. McCutcheon (2014)
Associate Professor of Chemistry
Ph.D., Chemistry, University of South Carolina
B.S., Chemistry, Francis Marion University

Dustin Meyer (2024)
Assistant Professor of English
Ph.D., English, University of Toronto

M.A., English Literature, Purdue University
B.A., English Literature, Purdue University

Lisa Frances Midcalf-Carpenter (2016) *
Associate Professor of Education - Literacy
Ph.D., Reading Education, Oakland University
M.A.T., Reading, Saginaw Valley State University
B.S., Elementary Education, Bob Jones University

Kellie L. Middleton (2018)
Assistant Professor of Nursing
D.N.P., University of South Carolina
M.S.N., Nursing Education, Francis Marion University
B.S.N., Nursing, Francis Marion University

Shawn E. Miller (2008)
Associate Professor of English
Ph.D., English, University of Mississippi
M.A., Eng Language & Literature, University of Virginia
B.A., English, James Madison University

Julie S. Mixon (2012)
Professor of Art - Photography
M.F.A., Art, East Carolina University
B.F.A., Studio Art, Barton College

Kiley E. Molinari (2019)
Associate Professor of Anthropology
Ph.D., Anthropology, University of Oklahoma
M.A., Anthropology, University of Idaho
B.A., History, Franklin Pierce University

Wendy M. Moore (2019)
Technical Services Librarian and Associate Professor
M.L.I.S., Library and Information Science, University of South Carolina
M.A., Counseling, Webster University
B.A., English- Liberal Arts, Francis Marion University

Kyle Morgan (2021)
Assistant Professor of Political Science
PhD., Political Science, Rutgers University
M.A., Political Science, Rutgers University
B.A. Political Science, Fairleigh Dickinson University

Allison C. Munn (2017)*
Associate Professor of Nursing
Ph.D., Nursing, Medical University of South Carolina
B.S.N., Nursing, Clemson University

Johnathan G. Munn (2008) *
Dean, School of Business, Henry Booker Sparrow Chair in Economics and Economic Forecasting and Professor of Economics
Ph.D., Economics, University of South Carolina
B.S., Economics, Clemson University

Jeannette M. Myers (2003) *
Professor of Astronomy, Coordinator of Astronomy Program and Director of Planetarium
Ph.D., Physics, Clemson University
M.S., Physics, Clemson University
B.S., Astronomy/Physics, Minnesota State University - Mankato

Matthew C. Nelson (2004) *
Professor of English and Co-Director of the Center of Excellence for College and Career Readiness
Ph.D., English and Education, University of Michigan
M.A., English, Texas A&M University
B.A., English, Texas A&M University

Tania Nery-Kjerfve (2024)
Assistant Professor of Management
Ph.D., Human Resource Development, Texas A&M University
M.A., History, Universidade Federal Fluminense
B.A., History, Universidade Federal Fluminense

Michele L. Norman (2020) *
Professor of Speech-Language Pathology
Ph.D., Speech-Language Pathology, The University of Memphis
M.S., Speech-Language Pathology, University of the District of Columbia
B.A., Rutgers University-Douglas

Sharon K. O'Kelley (2011) *
Lorraine de Montluzin Chair in Shared Governance and Professor of Mathematics
Ph.D., Mathematics Education, University of Georgia
M.S., Mathematics, Montana State University
J.D., Law, University of Puget Sound
B.A., English, Erskine College

Olujide Oyerinde (2025)
Assistant Professor of Mechanical Engineering
Ph.D., Materials Science and Engineering, Clarkson University
M.S., Engineering Science, Clarkson University
B.S., Metallurgical and Materials Engineering, University of Lagos

Caroliniana S. Padgett (2012)
Professor of Economics
Ph.D., Economics, University of South Carolina
B.A., Economics, University of Nevada, Las Vegas

Courtney Paison (2024)
Assistant Professor of Physician Assistant Studies Program
M.H.A.., Health Administration, Louisiana State University-Shreveport
B.A., Kinesiology (Sports Medicine), DePauw University
A.A.S., Physician Assistant, City Colleges of Chicago

Nicole M. Panza (2015)
Associate Professor Mathematics
Ph.D., Mathematics, North Carolina State University
M.S., Mathematics, North Carolina State University
B.S., Mathematics, Westminster College

Haeseong Park (2024)
Assistant Professor of History
Ph.D., History, Purdue University
M.A., History, Purdue University
B.A., Asian History, Korea University

Tammy H. Pawloski (2000) *
Professor of Education-Early Childhood and Director of Center of Excellence
Ph.D., Elementary Education, University of South Carolina
M.Ed., Early Childhood Education, University of South Carolina
B.S., Early Childhood Education, University of SC - Aiken

Lauren K. Perez (2019)
Associate Professor of Political Science
Ph.D., University of Pittsburgh
M.A., James Madison University
B.A., Bucknell University

LeRoy Peterson (1990) *
Professor of Chemistry, and Joyce Durant Chair in African American Studies
Ph.D., Chemistry, University of South Carolina
B.S., Chemistry, Francis Marion College

Tiffany A. Phillips (2016) *
Associate Professor of Nursing, Director of the DNP and MSN Family Nurse Practitioner Programs
D.N.P., Nursing, Medical University of South Carolina
M.S.N., Nursing, Medical University of South Carolina
B.S., Biology, University South Carolina

Jerry L. Phillips III (2017)
Instructor of Mathematics
M.S., Mathematics, Clemson University
B.S., Mathematics, Francis Marion University

Lisa A. Pike (1993) *
Associate Professor of Biology
M.S., Marine Biology, University of North Carolina at Wilmington
B.S., Biological Sciences, State University of New York - Binghamton

Kay M. Poston (2012)
Professor of Accounting
D.B.A., Accounting, University of Tennessee
M.Acct., Accounting, University of Tennessee
B.A., English, University of Tennessee

Michael V. Potter (2021)
Associate Professor of Mechanical Engineering and Coordinator of Mechanical Engineering
Ph.D., Mechanical Engineering, University of Michigan
M.S.E., Mechanical Engineering, University of Michigan
B.S.M.E., Mechanical Engineering, Ohio Northern University
B.S., Physics, Ohio Northern University

Tiffany R. Pressley (2020)*
Associate Professor of Nursing, Coordinator of Psychiatric Mental Health Nurse Practitioner Program
D.N.P., Psychiatric Mental Health, University of South Alabama
M.S.N., Psychiatric Mental Health, University of South Alabama
B.S.N., Nursing, Medical University of South Carolina

Gregory S. Pryor (2004) *
Professor of Biology, and Co-Coordinator of Medical Technology Program
Ph.D., Zoology, University of Florida
M.S., Zoology, University of Florida
B.A., Zoology, State University of New York - Oswego

Hari K. Rajagopalan (2006) *
Eugene A Fallon, Jr. Professor of Production Management and Professor of Management
Ph.D., Information Technology, University of North Carolina at Charlotte
M.S., Computer Science, University of North Carolina at Charlotte
M.B.A., Business Administration, University of Delhi
B.E.T., Mechanical Engineering, Anna University

M. Padmaja Rao (2005)
Assistant Professor of Computer Science
M.S., Computer Science, Stevens Institute of Technology
B.S., Computer Science, University of Maryland-College Park

Jessica Reichmuth (2024)
Assistant Professor of Biology
Ph.D., The State University of New Jersey
M.S., The State University of New Jersey
B.S., Coastal Carolina University

Meredith L. Reynolds (2008)
Professor of English
Ph.D., English, Baylor University
M.A., English, Winthrop University
B.A., English, Converse College

James R. Ritter (2024)
Associate Professor of Education
Ph.D., Educational Leadership and Research, University of Southern Mississippi
M.A., Middle Grades Education, Western Carolina University
B.A., Middle Grades Education, Western Carolina University

Terry A. Roberts (2008)
Professor of Music Industry and Coordinator of Music Industry Program
D.M., Brass, Florida State University
M.M., Performance, Eastern Kentucky University
B.M., Performance, Florida State University

Ednaliz Rodriguez-Medina(2021)
Assistant Professor of Biology, Anatomy and Physiology and Coordinator of Pre-Medical Program
M.D., Medicine, University of Autonoma de Guadalajara
B.S., Pre Medicine, University of PR Mayaguez Campus

Konstantin Rubin (2017)
Assistant Professor of Computer Science
M.E., Computer Science/Engineering, University of South Carolina
B.S., Electrical Engineering, Smolensk State University

Nina M. Russell (2014)*
Associate Professor of Nursing
Coordinator of RN-to-BSN program
D.N.P., Nursing, Medical University of South Carolina
M.S.N., Nursing, Medical University of South Carolina
B.S.N., Nursing, University of South Carolina

Md Rezwan Hossain Rutual (2026)
Assistant Professor of Finance
Ph.D., Finance, University of Texas Rio Grande Valley
M.B.A., Financial Management, National University
B.B.A., Finance and Accounting, North South University

Pouneh Sadeghi Shabestari (2026)
Assistant Professor of Marketing
Ph.D., Management Science and Marketing, University of Wisconsin-Milwaukee
M.B.A. Marketing, University of Nabi Akram
B.S., Mechanical Engineering, University of Tabriz

Kit Marie Saiz de LaMora (2020)
Associate Professor of Education
Ph.D., Teacher Education and Teacher Development, Montclair State University
M.Ed., Early Childhood Special Education, Adelphi University
B.A., English, Dominican College

Jesse Q. Sargent (2012) *
Professor of Psychology
Ph.D., Psychology, George Washington University
B.A., Psychology, University of Vermont

Benjamin Schaffer (2026)
Assistant Professor of History
Ph.D., History, University of New Hampshire
B.A., History, College of Charleston

Daniel Scofield (2018)
Associate Professor of Mathematics
Ph.D., Mathematics, North Carolina State University
M.S., Mathematics, North Carolina State University
M.S., Mathematics, Grove City College

Damon A. Scott (2001)
Professor of Mathematics
Ph.D., Mathematics, Duke University
M.A., Music Theory, Eastman School of Music
M.A., Mathematics, Duke University
B.S., Mathematics, Butler University

Gabrielle Scott (2021)
Assistant Professor of Nursing
M.S.N., Nursing, Francis Marion University
B.S.N., Nursing, Francis Marion University

Tyler Sehnal (2026)
Assistant Professor of English and Assistant Director of the Writing Center
Ph.D., Rhetoric and Professional Communication, New Mexico State University
M.A., English Transnational and Multicultural Literature, East Carolina University
B.A., English and Media Studies, Guilford College

Jan M. Serrano (2010) *
Professor of Finance and Coordinator of Finance Program
Ph.D., Business, Virginia Tech
M.B.A., General Business, Stephen F. Austin State University
B.B.A., Finance, Stephen F. Austin State University

Hubert H. Setzler (2007) *
Nellie Cooke Sparrow Professor of Business
Professor of Management, and Director of the MBA Program
Ph.D., Information Technology, University of North Carolina at Charlotte
M.B.A., Business Administration, University of North Carolina at Charlotte
B.A., English, Newberry College

Timothy E. Shannon (1999) *
Professor of Biology and Coordinator of Pre-Dental Program
Ph.D., Biological Sciences, Ohio University
M.S., Biology, Western Kentucky University
B.S., Recombinant Genetics, Western Kentucky University

Elizabeth Sharer (2008) *
Professor of Management
Ph.D., Information Technology, University of North Carolina at Charlotte
B.S.B.A., Marketing, University of North Carolina at Charlotte
B.F.A., Art, University of North Carolina at Charlotte

Delaney Shin (2024)
Assistant Professor of Visual Arts
M.A. Bowling Green State University
B.A. University of Wisconsin-Stout

Yong B. Shin (2005) *
Professor of Management Information Systems
Coordinator of MIS Program
Ph.D., Business Administration, Mississippi State University
M.S., Business Information Systems, Mississippi State University
B.S., Business Information Systems, Utah State University

Lindsay M. Simmons (2011)
Associate Professor of Education
Ed.D., Curriculum and In Curriculum Studies, University of South Carolina
M.Ed., Instructional Accommodation, Francis Marion University
B.S., Elementary Education, Francis Marion University

Hunter Sims (2018)
Associate Professor of Physics
Ph.D., Physics, University of Alabama
B.S., Physics, Tulane University

Steven C. Sims (2014)
Head of Access Services and Professor
M.L.I.S., Library and Information Science, University of South Carolina
B.B.A., Management, Francis Marion University

J. Henry Slone (1991) *
Professor of Biology
Ph.D., Botany, University of Montana
B.S., Biology, Florida Southern College

R. Sethfield Smith (1989) *
Pee Dee Electric Cooperative Professor of Physics & Engineering
Ph.D., Physics, Louisiana State University
M.S., Physics, Louisiana State University
B.A., Mathematics, Francis Marion College

Shawn R. Smolen-Morton (2006)
Chair, Department of Modern Languages and Professor of English and Modern Languages
Ph.D., Comparative Literature, University of Massachusetts
B.A., Comparative Literature, University of Illinois at Urbana - Champaign

Isaac Snapp (2024)
Assistant Professor and Clinical Coordinator of Physician Assistant Studies Program
D.M.S., Physician Assistant Medicine, University of Lynchburg
M.S., Physician Assistant Studies, Medical University of South Carolina
B.S., Biology, Mathematics, King University

Rachel Spear (2014)
Professor of English and Director of Gender Studies Program
Ph.D., Literature, Louisiana State University
M.A., Education, Louisiana State University
B.A., French, Millsaps College

Christina Springs (2023)
Instructor of Nursing
M.S., Nursing-Nurse Educator, Francis Marion University
B.S., Nursing, Francis Marion University

Allison M. Steadman (2011)
Associate Provost and Professor of Costume Design
M.F.A., Theatre, University of Tennessee
B.A., Theatre, Mississippi University for Women

Jeffrey A. Steinmetz (2010) *
Chair and Professor of Biology
Ph.D., Biology, University of Illinois at Urbana - Champaign
B.S., Biology and English, Allegheny College

Dillon S. Tatum (2016) *
Chair, Department of Geography and Political Science
Coordinator of Political Science and Criminal Justice
Associate Professor of Political Science
Ph.D., Political Science, George Washington University
M.A., Political Science, George Washington University
B.A., Political Science, The University of Arizona

Jennifer Titanski-Hooper (2017) *
Vice President for Research and Service, Director of McNair Institute for Research and Service, Associate Professor of Geography
Ph.D., Geography, The Pennsylvania State University
M.A., Geography, West Virginia University
B.S., Education, Lock Haven University of Pennsylvania

Denise Tracy (2023)
Assistant Professor of Mathematics
Ph.D., Mathematics, University of Texas
M.A., Mathematics, University of North Carolina
B.S., Mathematics, University of North Carolina

Lorianne S. Turner (2009) *
James B. Gray Chair in Microbiology, Professor of Biology, Coordinator of Pre-Physical/Occupational Therapy Program, and Co-Coordinator of Medical Technology Program
Ph.D., Microbiology/Immunology, Temple University
B.S., Biology, University of Michigan

Matthew W. Turner (2006)
Professor of Philosophy and Coordinator of Philosophy and Religious Studies Program
Ph.D., Philosophy, Temple University
B.G.S., General Studies, University of Michigan

Pamela P. Turner (2010)
Assistant Professor of Accounting
M.B.A., Business Administration, Francis Marion University
B.S.B.A., General-Business Administration, USC - Coastal Carolina

Emily M. Tuttle (2026)
Assistant Professor of Art History
Ph.D., Art History, Florida State University
M.A., Art History, Florida State University
M.S., Art History, University of Edinburgh
B.A., Art, Winthrop University

Janay Vacharisan (2022)
Assistant Professor of Biology
Ph.D., Biological Sciences-Neuroscience, University of South Carolina
B.S., Biological Sciences, University of South Carolina

Kristofoland Varazo (2003)
Professor of Chemistry and Coordinator of Pre-Pharmacy Program
Ph.D., Chemistry, University of Georgia
M.S., Ecology and Evolution/Biology Technology, University of West Florida
B.S., Chemistry/Biochemistry, University of West Florida

Louis E. Venters (2008)
Professor of History
Ph.D., History, University of South Carolina
M.A., History, University of South Carolina
B.A., History & Foreign Language, University of South Carolina

Rebekah Wada (2020)*
Associate Professor of Speech-Language Pathology
Ph.D., Utah State University

M.S., Speech-Language Pathology, Utah State University
B.S., Communicative Disorder/ Deaf Education, Utah State University

Charlene Wages (1986)*
Vice President for Administration and Planning,
Hugh K. Leatherman Professor of Public Service
and Professor of Psychology
Ph.D., Psychology, Georgia State University
M.A., Psychology, Georgia State University
B.S., Psychology, University of Georgia

Demetra T. Walker (2013)
Dean of the Library and Professor
M.L.I.S., Library and Information Science,
University of South Carolina
B.S., Sociology, Francis Marion University

David Walton (2025)
Assistant Professor of Archaeology
Ph.D., Archaeology, Boston University
B.A., Archaeology, College of Wooster

Russell E. Ward (2000)*
Gladstone Chair in Sociology and Professor of Sociology
Ph.D., Sociology, Kent State University
M.A., Sociology, Bowling Green State University
B.A., Sociology, Bowling Green State University

T. Alissa Warters (2004) *
Provost and Professor of Political Science
Ph.D., Political Science, University of Tennessee
M.A., Political Science, Virginia Tech
B.A., Political Science, Virginia Tech

David C. Washington (2015)
Associate Professor of English
Ph.D., British Literature, Miami University - Oxford, Ohio
M.A., English Literature, Marshall University
B.A., English Literature, Marshall University

Megan S. Wayne (2018)
Assistant Professor of Nursing
M.S.N., Benedictine University
B.S.N., Clemson University

Dorie Weaver (2015)*
Associate Professor of Nursing
and Coordinator of the Nurse Educator Program
D.N.P., Chatham University
M.S.N., Family Nurse Practitioner, DeSales University
B.S.N., Nursing, DeSales University

Lance E. Weldy (2008)
Professor of English
Ph.D., English, Texas A&M University - Commerce
M.A., English, University of Illinois - Springfield
B.A., Creative Writing, Bob Jones University

David R. White (2000)*
Neal D. Thigpen Chair in Public Affairs
Professor of Political Science and Coordinator of Pre-Law Programs
Ph.D., Political Science, University of Arizona
M.A., Political Science, University of Arizona
B.A., Political Science, Bucknell University

Krystin Williams (2023)
Assistant Professor of Special Education
Ed.D., Curriculum and Instruction, University of South Carolina
M.Ed., Teaching and Learning, University of South Carolina
B.A., Psychology, University of South Carolina

Stephanie H. Williams (2020)
Associate Professor of Psychology
Ph.D., School Psychology, University of South Carolina
M.A. School Psychology, University of South Carolina
B.A. Psychology, University of Arizona

Casey Wilson (2019)
Assistant Professor of English
Ph.D., English, University of Florida
M.A., English, University of Florida
M.A., English, University of Florida

Megan E. Woosley-Goodman (2016)
Associate Professor of English
Ph.D., English, University of Missouri - Columbia
M.A., English, Southern Illinois University at Carbondale
B.A., English, Southern Illinois University at Carbondale

Shayna A. Wrighten (2012) *
Professor of Biology
Ph.D., Biomedical Science, University of South Carolina
B.S., Neuroscience, Furman University

Elizabeth A. Zahnd (1999) *
Professor of French
and Coordinator of Modern Languages-French Program
Ph.D., French, University of Illinois at Urbana - Champaign
M.A., French, Middlebury College
B.A., French/Foreign Service, Baylor University

Paul B. Zwiers (2011) *
Professor of Biology
Ph.D., Biology, University of Maryland-College Park
B.S., Biology/Music, Westminster College

MCLEOD REGIONAL MEDICAL SCHOOL OF MEDICAL TECHNOLOGY

April B. Orange, MM, MLS(ASCP)CM
Program Director
School of Medical Technology
McLeod Regional Medical Center

Sharon S. Mitchell, M.D.
Medical Director
School of Medical Technology
McLeod Regional Medical Center

MILITARY LEADERSHIP

Lequint Johnson
Director of Career Center and Coordinator of
Military Leadership Program

ADMINISTRATIVE OFFICERS

Luther F. Carter, Ph.D.
President

T. Alissa Warters, Ph.D.
Provost

LaTasha Ford, M.Ed.
Vice President for Student Life

Darryl L. Bridges, M.A.E.
Executive Vice President

Ralph Davis, M.E.M.
Vice President for Facilities and Construction

John Rowan, Ph.D.
Vice President for Enrollment Management

Lauren Stanton, M.B.A.
Vice President of Institutional Advancement
Executive Director of Education Foundation

Jennifer Titanski-Hooper, Ph.D.
Vice President of Research and Community Services

Anna Todd, M.B.A.
Vice President of Communications

Charlene Wages, Ph.D.
Vice President for Administration and Planning

ADMINISTRATIVE STAFF

Mark Albert, M.S.
Chief Information Officer
William Bolt, Ph.D.
Chair, Department of History
University Historian
H. Vashon Brown Jr., B.B.A.
Deputy Chief Information Officer and
Director of Network Operations and Systems
Frances Burns, Ph.D.
Chair of Speech-Language Pathology Program
Rhonda M. Brogdon, D.N.P.
Chair, Department of Nursing
Ginger Bryngelson, Ph.D.
Chair, Department of Physics and Engineering
Alicia Campbell
Director of Campus Application and Data Services
Will Carswell, Ph.D.
Associate Provost, Director of Graduate
Programs, Interim Dean of the School of Education
Lee Daugherty, M.B.A.
Director of Alumni Affairs and Annual Giving
Paul V. DeMarco, M.D.
University Physician
Stan R. Diel, M.A.
Chair, Department of Mass Communications
Jessica M. Doucet, Ph.D.
Chair, Department of Sociology
Larry Falck, M.B.A.
Director of Multimedia Services
Thomas L. Fitzkee, Ph.D.
Chair, Department of Mathematics
David L. James, Ph.D.
Director of Physician Assistant Studies Program
Eric L. Garris, M.B.A.
Associate Vice President of Financial Services
Evrik Gary
Director of Admissions
Karen Gittings, D.N.P
Dean, School of Health Sciences
A. Glen Gourley, Jr.
Chair, Department of Fine Arts
Megan Haggard, Ph.D.
Chair, Department of Psychology
Jennifer Hester
Director of Purchasing
Steven Jackson, Sr.
Director of Facilities Support
Jennifer Kelley, Ph.D.
Chair, Department of Chemistry
Christopher Kennedy, Ph.D.
Director of Honors Program
Sarah H. Kershner, Ph.D.
Chair, Department of Healthcare Administration
Jennifer Kunka, Ph.D.
Associate Provost for Advising and Professor of English
Rachel Lane, M.B.A.
Executive Director, Kelley Center for Economic Development
Andrew Londo, Ph.D.
Director of Forestry Program
Ph.D.Meredith Love
Chair, Department of English and Modern Languages
Paul J. MacDonald, M.Ed.
Assistant Vice President of Contractual Services
Jennifer Mishue
Director of Financial Services and Student Accounts
Quin Monahan
Director of Athletics and Coordinator of
Physical Education Program
Rebecca J. Mouzon, M.Ed.
Administrative Manager of Provost Office
Johnathan G. Munn, Ph.D.
Dean of the School of Business
Sharon K. O'Kelley, Ph.D.
Chair of Faculty and Professor of Mathematics
Ashley Owens
Director of Financial Assistance
Cheri L. Richardson, Ed.D.
Director of Housing
Michael W. Richey, M.B.A.
Director of Facilities, Engineering and Maintenance
Hubert Setzler, Ph.D.
Director of MBA Program
Elizabeth Shefton, B.S.
Executive Assistant to the President
J. Alva Simmons, B.A.
Director of the Performing Arts Center
Andrew Slocum, M.S.
Assistant Athletic Director for Compliance and Student Welfare
Shawn Smolen-Morton, Ph.D.
Chair, Department of Modern Languages
Allison Steadman, M.F.A.
Associate Provost for Academic Affairs
Professor of Costume Design
Jeffrey Steinmetz, Ph.D.
Chair, Department of Biology
Cathy J. Swartz, M. Acct.
Assistant Vice President for Accounting
Donald Tarbell
Chief of Campus Police
Dillon S. Tatum, Ph.D.
Chair, Department of Political Science and Geography
Jennifer L. Taylor, M.Ed.
Director of Sponsored Programs
Demetra Walker, M.Ln.
Dean of the Library
Melissa Ward, B.S.
Child Care Director – Richardson Center for the Child
Angela Willard, M.A.
Director for the Center for Autism Studies
Ann Williams, M.B.A.
Registrar

COACHES

Courtney Abdur-Rahim, B.S.
Assistant Women's Volleyball Coach
Stephanie Bagwell
Associate Head Women's Softball Coach
Lauren Baufield-Edwards, M.A.
Head Women's Volleyball Coach
Tyler Bender, M.S.
Assistant Baseball Coach
Mark D. Bluman, M.A.
Head Men's and Women's Cross Country Coach, Men's and
Women's Track & Field Coach, and Athletics Department
Business Manager
Sharee' A. Boyd, B.A.
Assistant Women's Basketball Coach

Kinsey Dunst Nelson, M.S.
Head Athletic Trainer
Deon Edwards, M.S.
Director of Sports Performance
Mark G. Gaynor, M.Ed.
Head Men's Golf Coach
Sam Holmes, M.A.
Head Women's Soccer Coach
Reagan Hune
Assistant Sports Information Director
Jeff Jefferson, M.A.
Head Baseball Coach
Alex King
Associate Director of Athletics for Media Relations
Wayne Lacy, B.S., B.S.
Assistant Men's and Women's Track & Field Coach
Laszlo Leiter, B.S.
Head Men's and Women's Tennis Coach
Kevin Martin
Assistant Women's Soccer Coach
Matt McCarty, B.S.
Associate Head Baseball
Hunter McGee, M.Ed.
Director of Facilities and Event Operations
Quin Monahan, M.A.
Director of Athletics
Patrick Paul, B.A.
Assistant Men's Basketball Coach
Jeri W. Porter, B.A.
Head Women's Basketball Coach
Luis H. Rincon, M.B.A.
Head Men's Soccer Coach
Nicolas Rodriguez Escudero
Assistant Men's Soccer Coach
Brittany Rueb, B.A.
Head Acrobatics and Tumbling Coach
Andrew Slocum, M.S.
Associate Director of Athletics
Victor Taylor
Assistant Men's Basketball Coach
Stacey D.J. Vallee, B.S.
Head Women's Softball Coach, Senior Women's Administrator
Dr. David White, Ph.D.
Assistant Men's and Women's Cross Country Coach
Jacob Zehnder, B.S.
Head Men's Basketball Coach

INDEX

– A –

Academic Advising 48
Academic Conduct 43
Academic Distinction, Recognizing 57
Academic Information
  Graduate 184
  Undergraduate 48
Academic Organizations 40
Academic Program Delivery 49
Academic Programs
  Undergraduate 60
  Graduate 184
Academic Progress, Satisfactory 28
  (for Financial Assistance Purposes)
Academic Renewal Policy 55
Academic Standing/Probation
  Undergraduate 56
  Graduate 188
Accounting Courses
  Undergraduate 144
  Graduate 190
Accounting Major 60, 144
Accreditation 8
Address, Change of 48
Administration and Planning, Office of 7
Administration Building, J. Howard Stokes 11
Administration, Graduate 184
Administrative Officers and Staff 247
Admission Appeals 20, 186
Admission of
  Graduate Students 184
    International Students 186
    Senior Citizens 186
    Transient Students 186
  Undergraduate Students 19
    Adult Students (Degree Seeking) 21
    Freshmen 19
    High School Students 21
    Home-Schooled Students 21
    Honors Students 21
    Former FMU Students 21
    International Students 20
    Non-Degree Seeking Students 22
    Orientation 22
    Requirements 19
    Senior Citizens 22
    Teacher Cadets 21
    Transfer Students 20
    Transient Students 21
    Veterans 21
Admission to
  Graduate Programs 184
    Business Programs 191
    Education Programs 192
    Nursing Program 206
    Physician Assistant Studies Program 214
    Occupational Therapy Doctorate Program 215
    Graduate Psychology Programs 218
    Speech-Language Pathology Program 228
  Undergraduate Programs
    Art Education Program 94
    BSN Upper Division Degree Program 165
    Healthcare Administration (clinical track) 161
    Mass Communication, Department of 105
    Professional Education Program 60
    RN-to-BSN Degree Program 167
    Student Teaching 65, 85, 95, 100, 152
Adult-Gerontology Acute Care Nurse Practitioner 184, 207
Adult Students, Undergraduate, Admission of 21
Advanced Placement Credit/Exams 52
  Administered by FMU 52
  CLEP 51
  College Board AP 51
  International Baccalaureate 52
Advisement 48
Affirmative Action 9
African and African American Studies 62, 178
Alcohol and Drug Policy 45
Allston, Allard A., Housing Office Complex 7, 12
Alumni Affairs 8
Alumni Association 8
Amelia Wallace /Alumni Cottage 11
Annual Fund (FMU) 8
Anthropology 61, 136
  Course 137
Apartments
  Forest Villas 12, 17
  Village 12,17
Appeal Processes
  Admission 24, 186
  Withdrawal Refund 24
  Financial Assistance 28
  Grade (Undergraduate) 56
  Grade (Graduate) 187
Application for Admission
  Graduate 185
    Business 191
    Education 193
    Nursing 206
    Psychology 219
    Doctor of Nursing 212
    Occupational Therapy Doctorate 214
    Doctor of Psychology 222
  Undergraduate 19
    General Studies, Bachelor of 60, 172, 173
Application for Degree
  Graduate 189
  Undergraduate 57
Application for Financial Assistance 25
Army National Guard Scholarship 26, 173
Art Gallery Series 42
Art Education Program 94, 153
  Courses 95
Art History Courses 89
Artist and Lecture Series 42
Arts Program, Visual 94
Assessment 56
Astronomy 118
Athletic Complex, R. Gerald Griffin 10
Athletics 42
  Intercollegiate 8
  Scholarships 26
  Swamp Fox Club 8
Attendance Policies, Class
  Graduate 189
  Undergraduate 50

Auditing Courses
Graduate . . . 190
Undergraduate . . . 50

– B –

Bachelor of Arts Degree . . . 60
Bachelor of Business
Administration Degree . . . 60, 140, 143
Bachelor of General Studies
Degree Program . . . 60, 173
Bachelor of Science Degree . . . 60
Bachelor of Science in Nursing Degree . . . 167
Biology, Department of . . . 63
Secondary Education . . . 65, 154
Blackwell Award, William H. . . . 57
Board of Trustees . . . 233
Board of Trustees Research Scholars . . . 237
Bookstore, Patriot . . . 7, 17
B.S.N., RN-to-BSN Degree Program . . . 167
B.S.N., Upper Division Degree Program . . . 165
Buckley Amendment, Policy For Compliance With . . . 57
Business, School of . . . 11, 61, 140
Business Administration Degree Program
Graduate . . . 190
Undergraduate . . . 61, 140
Business Degree Programs
Graduate . . . 190
Undergraduate . . . 140
Business Program, General . . . 140

– C –

Cadets, Teacher . . . 21
Calendar, University . . . 4
Cambridge International . . . 52
Campus, Facilities . . . 10
Campus Activities Board . . . 41
Campus Police . . . 16
Campus Recreation Services . . . 8, 41
Campus Tours . . . 19
Cancellation of Courses . . . 62
Center for Academic Success and Advisement (CASA) . . . 7, 13, 48
Career Center . . . 14
Catalog Policies . . . 48
Cauthen Educational Media Center, John K. . . . 10, 13
Change of Name or Address . . . 48
Cheating . . . 43
Chemistry, Department of . . . 75
Pre-Pharmacy . . . 76, 174
Choral Program . . . 42
Civil and Electronic Engineering Technology . . . 123
Classification of Students
Undergraduate . . . 50
CLEP (College Level Examination Program) . . . 51
Clery Report . . . 16
Clinical/Counseling Option in Applied Psychology . . . 218
Clubs . . . *See Student Organizations*
Coaches . . . 248
Code of Student Conduct (FMU Honor Code) . . . 42, 188
Collateral . . . 60
College Entrance Board Advanced Placement . . . 51
College of Liberal Arts . . . 61, 63
College/School/Department Organization . . . 61
Communications, University . . . 8
Complaints, Guidelines for Student Concerns and . . . 47
Computational Physics Concentration . . . 119
Computer and Technology Services . . . 13
Computer Science Program . . . 61, 149
Continued Enrollment, Requirements for
Graduate . . . 188
Undergraduate . . . 19
Cooperative Education . . . 49
Cooperative Programs . . . 175
Correspondence Credit . . . 53
Correspondence Directory . . . Inside Front Cover
Cottage, Amelia Wallace Faculty/Alumni . . . 11
Counseling and Testing, Office of . . . 19, 51, 52-54
Course Listings and Numbering
Graduate . . . 185
Undergraduate . . . 62
Course Load
Graduate . . . 190
Undergraduate . . . 50
Course Numbering System
Graduate . . . 185
Undergraduate . . . 62
Course Repetition
Graduate . . . 188
Business . . . 188
Education . . . 193
Nursing . . . 207
Occupational Therapy . . . 216
Psychology . . . 220
Doctor of Psychology . . . 222
Speech-Language Pathology . . . 228
Undergraduate . . . 55
Credit Hours, Requirement . . . *See Semester Hour Requirement*
Criminal Justice . . . 61, 128, 178
Political Science, Criminal Justice Track . . . 128
Sociology, Criminal Justice Track . . . 134
Crime and Criminal Behavior Track . . . 128
Criminal Justice Administration and Policy Track . . . 129
Law, Justice, and Institutions Track . . . 129

– D –

Dean's List . . . 57
Degree
Application for Undergraduate . . . 57
Application for Graduate . . . 189
Second Undergraduate . . . 60
Degree Requirements, Graduate . . . 189
Degrees Offered
Graduate . . . 185
Undergraduate . . . 61
Dental Curriculum, Pre- . . . 173
Departmental Organization . . . 7
Development, Office of . . . 8
Determination Process, Students With Disabilities . . . 15
Dining Hall, Ervin . . . 10, 18
Direct Loans (DL) . . . 27
Directory, Correspondence . . . Inside Front Cover
Disabilities, Services For Students With . . . 15
Discriminatory Personal Conduct . . . 9
Discrimination, Harassment and Retaliation . . . 9
Dismissal, Academic
Graduate . . . 188
Nursing . . . 165
Undergraduate . . . 56
Distinction Scholarships . . . 26
Distinguished Professors . . . 233
Distinguished Service Award Recipients . . . 237
Doctor of Nursing Practice . . . 213
Dormitories . . . *See Residence Halls*
Double Major . . . 60
Dropping Courses
Graduate . . . 190

Undergraduate 50
Drug and Alcohol Policy 45
Dual Degree, Engineering 62, 124

– E –

Early Childhood Education Undergraduate
Program 61, 153
Economics Program, Business. 61, 141
Economics Courses. 145
Education, School of 61, 152
M.A. in Teaching with Major in Learning Disabilities. 194
M.A. in Teaching in Multi-Categorical Special Education 194
M.A. in Teaching
in Early Childhood Education (Accelerated Program) 194
in Elementary Education (Accelerated Program) 194
M. Ed. in Educational Leadership 195
M. Ed. in Montessori Education Curriculum 196
Early Childhood Education 196
Elementary Education 196
M. Ed. with Major in Learning Disabilities 197
M. Ed. in Teaching and Learning 195
Education Degree Programs
Graduate 192
Undergraduate 153
Electronic Engineering Technology Program 123
Elementary Education Program 61, 154, 193
Eligibility to Continue
Undergraduate 56
Email for Students 13
Emergency Alerts 13
Emergency Numbers . . . . . Inside Front Cover
Emeriti, Faculty 233
Employment Services, Student 27
Engineering, Department of Physics and 62, 118
Engineering Programs
Civil and Electronic. 123
Dual Degree 124
Industrial Engineering 121
Mechanical Engineering. 121
Pre-Engineering. 123
Engineering Workshop. 12
English and Philosophy, Department of 61, 79
English Placement Procedures 81
English Program 79
Secondary Education 154
English Language Proficiency 9
Enhancement Scholarships 26
Enrollment Certification, Veterans 29
Enrollment Requirements for
Financial Assistance Purposes 25
Environmental Science Option
in Biology 63
in Chemistry 77
Environmental Studies 64
Equal Opportunity 9
Ervin Dining Hall 10, 18
Ethical Standards (Graduate). 188
Evaluation of Course and Instructor
Graduate 190
Undergraduate 48
Evening Courses 49
Examinations, Final 53
Exchange Programs. 49
Executive Council, Student 39
Expenses 23, 187
Experiential Learning Programs 49

– F –

Facilities, Campus 10
Facilities Management/Campus Police Building 10
Faculty. 238
Emeriti 233
Service Award Recipients 237
Faculty Mentored Research 49
Family Nurse Practitioner 208
Federal Parent Loan for Undergraduate Students (PLUS). 27
Federal Supplemental Educational Opportunity Grants 28
Federal Work Study Program 27
Fee Waiver for Senior Citizens 22
Fellows Scholarships 26
Film Series 42
Final Exams 53
Finance Courses
Graduate 192
Undergraduate 146
Financial Assistance 25, 187
Applying for 28
Reinstatement of eligibility for 28
Termination of eligibility for 28
Veterans Benefits 29
Financial Certification for International Students
Graduate 186
Undergraduate 20, 23
Financial Impact of Complete Withdrawal 24
Fine Arts, Department of. 61, 89
Fine Arts Center, Peter D. Hyman 11, 42
Foreign Language Credit 52
Foreign Language Requirement 58, 59
Foreign Student . . . . . *See International Students*
Forest Villas Apartment Complex. 7, 12, 17
Former Students, Admission of. 21
Foundation, FMU 8
Founders Hall. 7, 10
Fraternities 8, 40
French Program. 114
Freshman English 21, 52
Full-time Status Classification
Graduate 189
Undergraduate 50

– G –

Galleries, Art 42
Gender Studies. 62, 178
General Business Administration Program
Undergraduate 61, 140
General Education Requirements 59
for Teacher Licensure 60
also see General Education Requirements for each Teacher Licensure Program
General Studies, Bachelor of 173
Geography Program 125
Government, Student 39
Grade Appeals Policy
Graduate 187
Undergraduate 54
Grade Changes
Graduate 187
Undergraduate 54
Grade Point Average
Graduate 187
Undergraduate 54
Grade Reports
Graduate 190

Undergraduate 55
Grading System
Graduate 187
Undergraduate 53
Graduate Administration 184
Graduate Assistantships 27
Graduate Council 184
Graduate Degrees 185
Graduate Faculty Information 184
Graduate Programs 185
Business 190
Education 192
Nursing 206
Doctor of Nursing 213
Master of Physician Assistant Studies 214
Occupational Therapy Doctorate 214
Psychology 218
Doctor of Psychology 222
Speech-Language Pathology 228
Graduation
Application for Degree
Graduate 189
Undergraduate 57
Graduation Requirements, Changes in
Graduate 188
Undergraduate 56
Grants, Student 26
Graphic Design Specialty 94
Greek Organizations 40, 41
Grille, The 7, 10, 18
Guidelines for Student Concerns and Complaints 47
Gymnasium, Smith University Center 7, 11, 17, 41

– H –

Handicapped, Services . . . . . *See Disabilities, Services For Students With*
Hanson Park 10
Harassment, Sexual 45
Hazing Policy 46
Health Courses 163
Healthcare Administration 61, 161
Healthcare Executive Management in MBA Program 62, 191
Healthcare Informatics 61, 151
Health Physics Concentration 61, 119
Health Services, Student 16
Heyward Community Center 12
Hewn Timber Cabins 10
High School Students, Admission of 21
History, Institutional 7
Graduate 184
History, Department of 61, 100
History Secondary Education 100
Home-Schooled Students 21
Honorary Degree Recipients 235
Honor Code, FMU 42
Honor Graduates 57
Honor Societies 40
Honors Program 180
Honors Students 21
Honors, University 180
HopeHealth at FMU 10
HOPE, S.C. Scholarships 26
Housing and Residence Life 12, 17, 45
Hyman, Peter D. Fine Arts Center 11, 42

– I –

ID Card 16
Immunization Requirements 16
Industrial Engineering 61, 123
Information, General University 6
Institutional Effectiveness 8
Institutional Academic Scholarships 25
Institutional Scholarships 29
Institutional Refund Distribution 24
Instrumental Music Ensembles 42
Insurance, Student 16
International Affairs Track, Political Science 126
Intercollegiate Athletics 8
Interdisciplinary Programs 62, 177
International Baccalaureate 52
International Students
Admission of
Graduate 186
Undergraduate 20
Financial Certification 20, 23, 186
International Studies 62, 179
Internships 49
Interprofessional Healthcare Courses 62, 163
Intramurals 41

– J –

Journalism 105
Judicial Council, Student 39

– K –

Kassab Recital Hall, Adele 11, 42
Kassab Courts, John 11

– L –

Language (Foreign) Requirement For B.A. Degree 9, 59
Laundry Service 18
Law Curriculum, Pre- 174
Learning Disability/ADD/ADHD 14
Learning Disabilities
M.A.T. Program in 61, 198
M.Ed. Program in 61, 197
Leatherman Science Facility 7, 11
Lecture Series, Artist and 42
Lee Nursing Building, Frank B. 7, 11
Legal Resident
Graduate 186
Undergraduate 23
Legal Studies 62, 126, 174, 179
Liberal Arts, College of 63
Library, James A. Rogers 7, 11, 13
Licensure Requirements, Professional Education Program
Graduate 193
Undergraduate 60, 65, 107, 153
LIFE, S.C. Scholarships 26
Literature Courses 83-85
Loans, Student 26

– M –

Mail Services, Student 18
Major 60
Double 60
Second 60
Majors, Undergraduate 61
Management Courses
Graduate 190
Undergraduate 61, 142, 147

Management Information Systems Courses
Graduate . . . 190
Undergraduate . . . 61, 142, 147
Management, Sports . . . 61, 142
Marketing Courses
Graduate . . . 190
Undergraduate . . . 61, 142, 148
Marketing, Sports . . . 61, 142
Marshals, University . . . 57
Mass Communication, Department of . . . 61, 105
Master of Arts in Teaching Degree Program . . . 194
Requirements for . . . 194
Master of Business Administration
Degree Program . . . 191
Requirements for . . . 191
Healthcare Executive Management . . . 191
Master of Education Degree Program . . . 192
Requirements for . . . 193
Master of Science in Applied
Psychology Degree Program . . . 218
Requirements for . . . 219
Master of Science in Nursing . . . 206
Master of Science in Speech-Language Pathology . . . 228
Math Resource Center . . . 13
Mathematics, Department of . . . 61, 107
Mathematics Placement Procedures . . . 108
Mathematics Secondary Degree Program . . . 156
McNair Science Building . . . 7, 11
McNair Scholarships, Robert E. . . . 26
Meal Plans . . . 18, 24
Mechanical Engineering . . . 61, 123
Media Center, Cauthen Educational . . . 7, 10, 13
Medical Curriculum, Pre- . . . 61, 174
Medical Care . . . *See Health Services*
Medical Technology Option . . . 62, 176
Medical Technology with McLeod Regional Medical Center . . . 176
School of Medical Technology, Arrangement in . . . 176
Middle Level Education Program . . . 156
Military Leadership . . . 173
Minor . . . 173
Mission Statement, Departmental/School/Program
. . . *See Individual Majors/Programs*
Institutional . . . 6
Model United Nations (UN) Experience . . . 182
Modern Languages Program . . . 61, 114
French Track . . . 114
Spanish Track . . . 115
Multicultural and International Student Life . . . 8
Music Industry Program . . . 61, 89

– N–

Name, Change of . . . 48
New Student Orientation . . . 22
Newspaper, Student . . . 41
Non-degree Seeking Students
Admission of (Undergraduate) . . . 22
Non-degree Status (Graduate)
Education Program . . . 193
Non-profit Management . . . 182
Collateral . . . 182
Courses . . . 182
Non-Work Study Student . . . 27
Nurse Educator . . . 210
Nurse Practitioner
Adult-Gerontology Acute Care Nurse Practitioner . . . 207
Family Nurse Practitioner . . . 208
Psychiatric Mental Health Nurse Practitioner . . . 208
Nurse, Student . . . *See Health Services, Student*
Nursing, Department
Graduate . . . 206
Undergraduate . . . 164
Nursing, Doctor of . . . 213

– O –

Observatory . . . 7, 118
Off-Campus Courses . . . 49, 190
Office Services Building . . . 11, 18
Ombudsman, Student . . . 47
Online Courses . . . 49
Open Houses . . . 19
Organizational Structure . . . 7
Organizations, Student . . . 41
Orientation, New Student . . . 22
Outreach, University . . . 6
Overload, Course
Graduate . . . 190
Undergraduate . . . 50

– P –

Palmetto Fellows Scholarships . . . 26
Parking . . . 17, 45
Part-time Status Classification, Undergraduate . . . 50
Patriot, The . . . 41
Payment Plan . . . 23
Payment Schedule . . . 23
Performing Arts . . . 89
Performing Arts Center, FMU . . . 7, 10
Personal Conduct, Discriminatory . . . 9
Pharmaceutical Studies . . . 62, 176
Phi Theta Kappa Scholarships . . . 26
Philosophy & Religious Studies Program . . . 86
Physical Disabilities . . . 14
Physical Education Courses . . . 160
Physical Plant . . . *See Facilities Management*
Physical Science Courses . . . 118
Physics and Engineering, Department of . . . 118
Physics Program . . . 119
Placement Examinations . . . 51, 52
Police Department . . . 16
Policy, Hazing . . . 46, 47
Political Science and Geography, Department of . . . 61, 124
Political Science Program . . . 126
Pre-Dental Curriculum . . . 173
Pre-Engineering Curriculum . . . 123
Pre-Law Curriculum . . . 174
Pre-Medical Curriculum . . . 174
Pre-Pharmacy Curriculum . . . 174
Pre-Physical Therapy Curriculum . . . 174
Pre-Physician Assistant Curriculum . . . 174
Pre-Professional Programs . . . 173
Pre-Veterinary Curriculum . . . 175
President's House . . . 11
President's List . . . 57
Presidents, Past . . . 233
Privacy Act, Policy For Compliance With . . . 57
Probation, Academic . . . *See Academic Standing*
Professional Education Program
Undergraduate . . . 61, 152
Graduate . . . 192
Programs, Academic
Graduate . . . 185
Undergraduate . . . 61
Programming Board, University . . . 42
Progress, Satisfactory Academic

for Financial Assistance Purposes . . . 28
Psychiatric Mental Health Nurse Practitioner . . . 208
Psychology, Department of . . . 129
Psychology Program
Graduate . . . 218
Undergraduate . . . 129
Publications, Student . . . 41
Purpose – Mission Statement, Institutional . . . 6

– R –

Readmission after Dismissal
Graduate . . . 188
Undergraduate . . . 56
Readmission of Former Students,
Under Academic Renewal Policy . . . 56
Records, Privacy of Student . . . 57
Recording Studio, FMU . . . 10
Recreation Services, Campus . . . 41
Recycling . . . 18
Refunds . . . 24
Register, Institutional Scholarships . . . 29
Registration Procedures
Graduate . . . 186
Undergraduate . . . 56
Regulations, Graduate
Education . . . 188
Religious Studies, Philosophy and . . . 61, 86
Repeating Courses
Graduate . . . 188
Business . . . 192
Education . . . 193
Nursing . . . 207
Doctor of Nursing Practice . . . 213
Doctorate of Occupational Therapy . . . 216
Psychology . . . 220
Doctorate of Psychology . . . 222
Speech-Language Pathology . . . 228
Undergraduate . . . 55
Requirement, Semester Hour, Undergraduate . . . 58
Requirements, Undergraduate Admissions . . . 19
Requirements, Enrollment for Financial Assistance . . . 25
Requirements for Admission to the Professional
Education Program . . . 152
Requirements, General Education, Undergraduate . . . 60
Requirements, Graduate Degree . . . 189
Requirements, South Carolina Licensure . . . 60
Research Scholars, Board of Trustees . . . 237
Residence Halls . . . 7, 12
Residence Life . . . 7, 12, 17, 45
Residence Requirements . . . 56
Resident, Legal
Graduate . . . 186
Undergraduate . . . 23
Revalidation Course, School of Education . . . 193
RN-to-BSN Degree Program . . . 167

– S –

Satisfactory Academic Progress
for Financial Assistance Purposes . . . 28
Scholarships . . . 25
Institutional Academic Scholarships . . . 25
Register of Institutional Scholarships . . . 29
State Scholarships . . . 26
School/Departmental Organization . . . 61
School of Business . . . 61, 140
School of Education . . . 61, 152
Secondary Education . . . 154
History . . . 100, 154
Semester Hour Requirement, Undergraduate . . . 59
Semester System . . . 49
Senate, Student . . . 39
Senior Citizens
Admission of
Graduate . . . 186
Undergraduate . . . 22
Fee Waiver for . . . 25
Sexual Harassment Policy . . . 45
Smith University Center . . . 11, 17, 42
Smoke Free Policy . . . 9
Snow Island Review . . . 41
Social Security Number, Use of . . . 57
Sociology, Department of . . . 61, 133
Sororities . . . 40, 41
Spanish Program . . . 115
Special Events . . . 41
Special Interest Organizations . . . 41
Specialist Degree in School Psychology . . . 218
Requirements for . . . 219
Specializations . . . 60
Speech Communication . . . 107
Speech-Language Pathology . . . 228
Sports . . . 42
Sports Management . . . 142
Sports Marketing . . . 142
State Scholarships . . . 26
Stokes Administration Building . . . 7, 11
Student Life, Office of . . . 8, 39
Student Conduct . . . 43
Student Government Association (SGA) . . . 39
Student Handbook . . . 16-17, 39-41, 43, 44-46, 48, 165, 188
Student Health Services . . . 16
Student Life . . . 8, 39
Graduate . . . 187
Student Ombudsman . . . 47
Student Organizations . . . 40
Student Regulations . . . 39
Student Teaching, Admission to . . . 152
Summer Session . . . 49
Swamp Fox Club . . . 8

– T –

Table of Contents . . . 2
Teacher Cadets . . . 21
Teacher Licensure
Graduate . . . 193
Undergraduate . . . 60, 79, 95, 107
Teaching and Learning, M. Ed in . . . 195
Technology, Civil and Electronic Engineering . . . 123
Telephone Service for Students . . . 18
Testing, Office of Counseling and . . . 14
Theatre, University . . . 42
Theatre Arts Program . . . 89
Time Limit (Graduate Programs) . . . 188
TOEFL (Test of English as a Foreign Language)
Graduate . . . 207
Undergraduate . . . 20
Tours, Campus . . . 19
Traffic Regulations . . . 17
Transcripts
Graduate . . . 190
Undergraduate . . . 19, 55
Transfer Credit
Graduate . . . 189

Undergraduate 53
Transfer Policy, AA/AS Degree 20, 231
Transfer Students, Admission of
Undergraduate 20
Transfer, CHE Policies and Procedures 231
Transient Credit
Graduate 186, 189
Undergraduate 53
Transient Students, Admission of
Graduate 186
Undergraduate 21
Trustees, Board of 233
Tutoring Center 14

– U –

Undergraduate Degrees 60
United Nations (UN) Experience, Model 182
University, Mission 6
University, History 7
University Center, Smith 7, 17
University Communications 8
University Life 183
University Marshals 57
University Outreach 6
University Theatre 42

– V –

Vehicle Registration 17
Vending Service 18
Veterans
Admission of 21
Benefits 29
Veterinary Curriculum, Pre- 175
Village, The 7, 12, 17
Villas Apartment Complex, Forest 7, 12, 17
Violations, University 43
Visual Arts Program 94
Visual Impairment 16

– W –

Washington Semester Program 182
Weapons 17
Withdrawal From University
Financial Impact of Complete 24
Graduate 190
Undergraduate 50
Withdrawing From Course . . . . . *See Dropping Courses*
Work Assistance Programs 27
Writing Center 14
Writing Courses 81