AGENDA
General Faculty Meeting
February 18, 2025 – 3:45 pm, Chapman Auditorium

I.   **Call to order**

II.   **Approval of minutes from the November 12, 2024 meeting**

III.   **Elections**
           a. Chair of the Faculty
           b. At-Large Senators (3)

IV.   **Report from the Executive Committee**

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

1. **Proposals from the Office of the Provost**
   A. Modify - Military Science section to Military Leadership
   B. Modify MILI-101
   C. Modify MILI-302
   D. Modify MILI-401
   E. Modify MILI-402
   F. Modify MILI- 406

2. **Proposals from the Department of Sociology**
   A. Add SOWK 200
   B. Add SOWK 230
   C. Add SOWK 240
   D. Add SOWK 301
   E. Add SOWK 330
   F. Add SOWK 335
   G. Add SOWK 371
   H. Add SOWK 372
   I. Add SOWK 497
   J. Add SOWK 498
   K. Cross-list SOCI 230 with SOWK 230
   L. Cross-list SOCI 240 with SOWK 240
   M. Add SOCI 362
   N. Modify SOCI 403 title and description
   O. Add the new Social Work Program
   P. Add Social Work in the Table of Contents
   Q. Modify undergraduate degrees and majors to include Bachelor of Social Work degree
   R. Modify to a Bachelor of Social Work does not require a minor or collateral

S. Add Social Work Catalog listing
T. Add Social Work in the Catalog Index
U. Modify title and requirements for Sociology Major and tracks
V. Delete SOCI 361
W. Modify SOCI 302
X. Modify SOCI 303
Y. Modify SOCI 339
Z. Modify SOCI 496

3. **Proposal from the School of Business**
   A. Modify Healthcare Informatics mission statement, program description, and requirements

4. **Proposals from the School of Education**
   A. Modify Early Childhood Education program course sequence and requirements
   B. Modify ECE 329
   C. Modify EDUC 322
   D. Modify EDUC 324
   E. Modify EDUC 326
   F. Modify EDUC 192
   G. Modify EDUC 190
   H. Modify Teacher Cadets requirements
   I. Modify EDUC 393
   J. Modify MED degree in teaching and learning

5. **Proposals from the School of Health Science**
   A. Add NURS 322 Nursing Pharmacology
   B. Add NURS 323 Principles of Pathophysiology
   C. Add NURS 324 Introduction to Healthcare System Processes
   D. Delete NURS 317
   E. Delete NURS 318
   F. Delete NURS 320
   G. Modify NURS 301
   H. Modify NURS 306
   I. Modify NURS 307
   J. Modify NURS 309
   K. Modify NURS 321
   L. Modify Nursing Plan of Study Upper Division

VI. **Old Business**

VII. **New Business**

VIII. **Announcements**

IX. **Adjournment**

V. Report from the Faculty Senate

1. **Proposals from the Office of the Provost**

A. **MODIFY** the Military Science section on page 174 of the current catalog

FROM:

MILITARY SCIENCE: ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

Coordinator:
Faculty:

OVERVIEW
Army Reserve Officer Training Corps (ROTC) is a co-educational program dedicated to developing college-educated men and women to serve in challenging positions of leadership, responsibility, and varied managerial positions both as officers in the U.S. Army and civilians in corporate America. Army ROTC requires from two to four years to complete, depending on student qualifications. This time is normally divided into a two-year basic program comprising freshman and sophomore students and a two-year contractual advanced program for juniors and seniors. Students with prior military service, JROTC, or National Guard/Reserve service may qualify for direct placement in the advanced program. At the beginning of the junior year, students with two years remaining before graduation may also qualify for the advanced program by attending Leadership Training Course (LTC), a four-week course offered during the summer at Fort Knox, Ky. All students participate in a regular program of physical fitness and field training.

There is no major or collateral in military science. A minor is available to students who complete the prescribed program of study and receive commissions as officers in the U.S. Army.

THE SCHOLARSHIP PROGRAM
The Army ROTC Scholarship Program awards four-, three-, and two-year scholarships to eligible students on a competitive basis. Applications for three- and two-year ROTC scholarships are accepted year-round. Nursing students who have qualified for placement in the advanced course may also apply for two-year scholarships.

The scholarship amount is applied to the cost of tuition. An additional amount of $1,200 is awarded for books and supplies. Once contracted, cadets receive a tiered allowance of $300, $350, $450, or $500 per month for up to 10 months of each school year depending on their academic status, i.e., freshman, sophomore, junior, or senior. All students receive $700 while attending the five-week Leader Development and Assessment Course at Fort Lewis, WA, after their junior year.

LEADERSHIP TRAINING COURSE (LTC) TWO-YEAR PROGRAM
Leadership Training Program (LTC) is for students who missed the first and second years of ROTC. LTC is attended during the summer between the sophomore and junior years of college for four weeks at Fort Knox, KY. The purpose of LTC is to provide instruction in basic leadership and technical skills

that will prepare you for your junior and senior years of ROTC. During this camp, you have the opportunity to compete for a two-year scholarship. All travel expenses are paid and students are paid $700 while attending the course. Students attending this camp incur no military obligation.

CADET PROFESSIONAL DEVELOPMENT TRAINING
Selected cadets may have the opportunity to attend Air Assault School, Airborne School, Mountain Warfare School, Northern Warfare School, and/or Scuba School. All training is voluntary and conducted at army posts throughout the United States during either summer or winter recesses.

CADET TROOP LEADER TRAINING
Selected cadets are sent to various army units in the United States and overseas to develop leadership experience prior to the beginning of their senior year. Cadets are paid and receive all privileges and status of Army officers.

SIMULTANEOUS MEMBERSHIP PROGRAM (SMP)
The Simultaneous Membership Program is a program in which the individual is both a member of the Army National Guard (ARNG) or the U.S. Army Reserve (USAR) and Army ROTC. Students receive entitlements from both the ARNG or USAR and ROTC.

This is a required program for cadets who are in the ARNG or USAR and are in the advanced course. When cadets enter the SMP, they become officer trainees in their guard or reserve unit and are paid as sergeants (E-5), while performing duties commensurate with the grade of second lieutenant.

PROFESSIONAL MILITARY EDUCATION PROGRAM
The Army ROTC Professional Military Education (PME) program exists to enhance the career development and performance of cadets as future Army officers. The PME guidelines for Army ROTC cadets are as follows:

1. All cadets must successfully complete a course in American military history prior to commissioning.
2. All cadets are encouraged to take a course from each of the following areas prior to commissioning: human behavior, math reasoning, management, and national security studies.

Students will meet with the professor of military science/class adviser before selecting these courses.

MINOR

A minor in military science consists of at least 18 semester hours including History 406/Military Science 406. The minor is open only to students who complete all program requirements and receive commissions through the Army Reserve Officer Training Corps (ROTC).

MILITARY SCIENCE COURSES (MILI)

TO:

MILITARY LEADERSHIP

Coordinator: TBD

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 ninety 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.

Please see <website link> to learn about the requirements and benefits of enlisting in the South Carolina National Guard in conjunction with this minor.

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)

B. MODIFY MILI-101 title on page 174 of the current catalog

<div align="center">

FROM:

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101 Fundamentals of Military ~~Science~~ (2:1-2) Development of leadership, management, and communication skills. Map reading, land navigation, and study/time management techniques.

<div align="center">

TO:

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101 Fundamentals of Military Leadership (2:1-2) Development of leadership, management, and communication skills. Map reading, land navigation, and study/time management techniques.

C. MODIFY MILI-302 description on page 174 of the current catalog

FROM:

302 Applied Military Leadership (4:2-2) (Prerequisite: 301 or permission of Military Science Program) Continues development of leadership competencies and confidence. Tactical training exercises to enhance leadership development.

TO:

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.

D. MODIFY MILI-401 description on page 174 of the current catalog

FROM:

401 Leadership and Management Seminar I (4:2-2) (Prerequisite: 301 or permission of Military Science Program) Current Army leadership, tactical, and training doctrine. Military law in context of peacekeeping/enforcement operations. Overview of Army's role in joint operations.

TO:

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.

E. MODIFY MILI-402 description on page 175 of the current catalog

FROM:

402 Leadership and Management Seminar II (4:2-2) (Prerequisite: 401 or permission of Military Science 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.

TO:

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.

F. MODIFY MILI-406 description on page 175 of the current catalog

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

406 United States Military History (3) (Same as History 406) (Prerequisite: one 100-level history course or permission of Military ~~Science~~ 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.

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

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.

<div align="center">**Rationale for A-F:**</div>

Following the departure of ROTC leadership from the Gamecock Battalion, the university has forged a new agreement with the South Carolina National Guard. With this new partnership, FMU students will have the option to pursue a military leadership minor and become commissioned as officers in the Army National Guard through the Palmetto Military Academy. This creative partnership will make FMU the only university in South Carolina partnered exclusively with the Army National Guard. Students looking to gain financial support through the military will benefit from this opportunity. Furthermore, this partnership will be beneficial for recruitment efforts among incoming students interested in military options.

2. Proposals from the Department of Sociology

A. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "SOCIAL WORK COURSES (SOWK)" [see below for the text for this new heading which is proposed along with the new program] in numerical order:

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.

B. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

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.

C. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

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.

D. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

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.

E. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

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, accessibility, and inclusivity.

F. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

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.

G. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

371 Social Work Intervention I: Working with Individuals and Groups (3) (Prerequisite: 200, 230, Sociology 302, Sociology 303, 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 small groups. Emphasizing person-in-environment 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 small groups. 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, effective, and inclusive social work services.

H. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

372 Social Work Intervention II: Working with Organizations and Communities (3) (Prerequisite: 200, 230, Sociology 302, Sociology 303, and junior standing; or permission of department). This course explores the key concepts, theories, and practical strategies used by social workers when intervening at the organizational and community levels. 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.

I. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

497 Social Work Practicum I (3) (Prerequisite: Eighteen hours of core social work courses, including 200, 371, 372, Sociology 302, and Sociology 303; senior standing; declared social work major; and permission of department) This course provides an organized experience working under the supervision of a BSW or MSW within a social service agency. Students are expected to observe and interact with the clients of the 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 social service agency. Students will learn the roles of social workers and have an opportunity to apply classroom knowledge to the field.

J. **ADD** the following course to page 141 of the 2024-2025 Catalog below the heading "Social Work Courses (SOWK) in numerical order:

498 Social Work Practicum II (6) (Prerequisite: Grade of C or higher in 497; senior standing; declared social work major; and permission of department) This course provides continued experience working under the supervision of a BSW or MSW within a social service agency and builds on the knowledge and skills gained in Social Work Practicum I (SOWK 497). Students are encouraged to continue with the same agency as in SOWK 497.

<u>**Rationale for A-J:**</u>

The creation of these courses is needed to build a social work degree. These encompass both required and elective courses in the proposed curriculum. The Bachelor of Social Work (BSW) degree is being created to fill a need in the Pee Dee region and the state. There are only six accredited BSW programs in the state. Additionally, social work has been included in SC Coordinating Council for Workforce Development's Unified State Plan for Education and Workforce Development as one of the priority occupations in the state. Graduating from an accredited BSW program will allow students to sit for the BSW licensure in the state. It also better prepares them to enter MSW programs if they choose to continue their education. This new degree program will require a minimum of two new faculty lines. The administration is aware of, and supports, these hires.

K. **ADD** the following course to the list of sociology courses on page 138 of the 2024-2025 Catalog in numerical order:

230 Cultural Perspectives (3) (SOCI 230 is the same as SOWK 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 SOCI 230 and SOWK 230.

L. **ADD** the following course to the list of sociology courses on page 138 of the 2024-2025 Catalog in numerical order:

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.

<div align="center">**Rationale for K and L:**</div>

These required social work courses are also relevant to sociology majors. By cross-listing these classes, sociology faculty will be able to assist in teaching them.

M. **ADD** the following course to the list of sociology courses on page 140 of the 2024-2025 Catalog in numerical order:

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.

<div align="center">**Rationale for M:**</div>

This sociology course will be a required course in the social work curriculum. It will replace SOCI 361 (Self and Identity in Society), which is being removed from the department's course offerings.

N. **MODIFY** the title, prerequisites, and course description of SOCI 403 (Survey Methodology) on page 140 of the 2024-2025 Catalog:

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

403 ~~Survey Methodology~~ (3) (Prerequisite: ~~eighteen~~ hours of sociology including 302, 303~~, and 339~~; senior standing; declared sociology major; and permission of department) ~~F, S.~~ The focus of this course is an individual research project that involves using survey research methodology. In this course, students select a research problem and develop testable hypotheses drawing from published studies. Students also learn sampling, measurement, data collection, ~~creating a~~ data file, and ~~conducting~~ data analysis using statistical software. Finally, students ~~are required to participate in~~ the Institutional Review Board (IRB) process and present their findings to the class.

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

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.

Rationale for N:

This course was limited to sociology majors only. However, students majoring in social work will be required to take this course. Removing the semester designation provides the department flexibility in offering the course. The title is being updated to better reflect the methodologies used. This course will now also include qualitative methods, which are important for social work students.

O. **ADD** the new Social Work program to page 141 of the 2024-2025 Catalog, following the listing of Anthropology (ANTH) courses

SOCIAL WORK PROGRAM (large black heading like "Anthropology" on page 140)
Coordinator: TBD

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 (small heading like the one below the sociology Mission Statement on page 138)

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 or ANTH 230 Cultural Anthropology (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 Groups (3)
   SOWK 372 Social Work Intervention II: Working with Organizations and Communities (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 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 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 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) (gray heading like "SOCIOLOGY COURSES (SOCI)" heading on page 138).

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, accessibility, and inclusivity.

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 Groups (3) (Prerequisite: 200, 230, Sociology 302, Sociology 303, 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 small groups. Emphasizing person-in-environment 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 small groups. 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, effective, and inclusive social work services.

372 Social Work Intervention II: Working with Organizations and Communities (3) (Prerequisite: 200, 230, Sociology 302, Sociology 303, and junior standing; or permission of department) This course explores the key concepts, theories, and practical strategies used by social workers when intervening at the organizational and community levels. 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) (Prerequisite: Eighteen hours of core social work courses, including 200, 371, 372, Sociology 302, and Sociology 303; senior standing; declared social work major; and permission of department) This course provides an organized experience working under the supervision of a BSW or MSW within a social service agency. Students are expected to observe and interact with the clients of the 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 social service agency. Students will learn the roles of social workers and have an opportunity to apply classroom knowledge to the field.

498 Social Work Practicum II (6) (Prerequisite: Grade of C or higher in 497; senior standing; declared social work major; and permission of department) This course provides continued experience working under the supervision of a BSW or MSW within a social service agency and builds on the knowledge and skills gained in Social Work Practicum I (SOWK 497). Students are encouraged to continue with the same agency as in SOWK 497.

Rationale for O:

The Bachelor of Social Work (BSW) degree is being created to fill a need in the Pee Dee region and the state. There are only six accredited BSW programs in the state. Additionally, social work has been included in SC Coordinating Council for Workforce Development's Unified State Plan for Education and Workforce Development as one of the priority occupations in the state. Graduating from an accredited BSW program will allow students to sit for the BSW licensure in the state. It also better prepares them to enter MSW programs if they choose to continue their education. This new degree program will require a minimum of two new faculty lines. The administration is aware of, and supports, these hires.

P. **ADD** on page 4 of the 2024-2025 Catalog "Social Work" in the Table of Contents following "Anthropology"

Q. **MODIFY** on page 61 of the 2024-2025 Catalog under the heading "Undergraduate Degrees & Majors"

FROM:

The Bachelor of Science in Nursing degree may be earned. The Bachelor of General Studies degree may be earned. The Bachelor of Arts or the Bachelor of Science degree may be earned with a major concentration in Biology, Economics, 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, 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, Business Economics, Finance, General Business Administration, Management, Management Information Systems, or Marketing.

TO:

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, Economics, 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, 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, Business Economics, Finance, General Business Administration, Management, Management Information Systems, or Marketing.

R. <u>MODIFY</u> on page 61 of the 2024-2025 Catalog under the heading "Undergraduate Degrees & Majors"

FROM:

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 and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

TO:

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.

S. **ADD** on page 62 of the 2024-2025 Catalog "Social Work (B.S.W., no minor or collateral)" in alphabetical order under "Department of Sociology"

T. **ADD** on page 254 of the 2024-2025 Catalog "Social Work" in alphabetical order in the Index, between "Social Security Number, Use of" and "Sociology, Department of"

Rationale for P-T:

These changes add social work to the relevant sections of the catalog, including in the list of majors.

U. **MODIFY** the title and requirements of the sociology major and each track on page 138 of the 2024-2025 Catalog:

FROM:

MAJOR

SOCIOLOGY GENERAL TRACK

A major in sociology requires the following:
1. Sociology 201, 302, 303, 339, 403, and 496
2. Twenty-one semester hours of additional sociology course work as follows:
) Five courses in General Sociology: 306, 310, 311, 315, 327, 331, 333, 334, 361, 374, 375, 376, 381, 382, 384, 387, 388, 389
) One course in Crime and Deviance: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352, 353
) One additional sociology course numbered 300 and above
3. Minor/collateral requirements (two options)
) two 12-hour collaterals approved by the faculty adviser
) 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 37. The minimum number of semester hours in all courses (major and non-major) required for the major in sociology is 120.

SOCIOLOGY CRIMINOLOGY AND DEVIANCE TRACK

A major in sociology with a concentration in criminology and deviance requires the following:
1. Sociology 201, 302, 303, 339, 403, and 496
2. Eighteen semester hours of criminology and deviance course work as follows:
) Sociology 210
) Three sociology courses selected from: 220, 341, 342, 343, 344, 346, 347, 348, 349, 351, 352, 353
) Two sociology courses selected from: 306, 310, 311, 315, 327, 331
3. One additional sociology course numbered 300 and above
4. Minor/collateral requirements (two options)
) two 12-hour collaterals approved by the faculty adviser
) 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 37. The minimum number of semester hours in all courses (major and non-major) required for the major in sociology is 120.

SOCIOLOGY HEALTH TRACK

A major in sociology with a concentration in health requires the following:
1. Sociology 201, 302, 303, 339, 403, and 496
2. Eighteen semester hours of health-related sociology course work as follows:
) Sociology 375
) Three sociology courses selected from: 334, 344, 347, 376, 381, 387, 388
) Two sociology courses selected from: 310, 311, 315, 327, 331
3. One additional sociology course numbered 300 and above
4. Minor/collateral requirements (two options)
) two 12-hour collaterals approved by the faculty adviser
) 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 37. The minimum number of semester hours in all courses (major and non-major) required for the major in sociology is 120.

TO:

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

Rationale for U:

The requirements for the major are being presented in a different format to ensure students understand their degree is in sociology with a focus in one of three areas. Within this new presentation are changes to some of the degree requirements as outlined below:

- All tracks are being referred to as specializations to match how they are referenced on the degree audit.
- The general track is being renamed to a specialization in human and social services; and the health track is being renamed to a specialization in health institutions and disparities. These changes will help students understand how their degree connects to potential workforce opportunities.
- SOCI 339 (Sociological Theory) is being removed from the list of required courses because the theories covered in this course are sufficiently covered in other sociology classes. This reduces the number of hours required for the major from 37 to 34.
- Requirement 1 under the general track is being separated into two categories under the human and social services specialization. One of these categories requires students to take two courses on inequality, which is required in the other two specializations.
- The restriction that the sociology elective course be above the 300-level for the human/social services and health institutions/disparities specializations is being lowered to allow our majors to take one of our 200-level courses for degree credit.
- SOCI 361 is being replaced with SOCI 362 as an option in the human/social services track. SOCI 362 (a requirement in the social work degree) is similar to SOCI 361. To reduce redundancy in our offerings, SOCI 361 is being deleted from the course offerings.
- SOCI 306 is being added as an option for requirement 3 in the health institutions/disparities specialization to expand the options for students and match what is allowed for the equivalent requirement in the other two specializations.

V. **DELETE** SOCI 361 (Self and Identity in Society) from page 140 of the 2024-2025 Catalog.

361 Self and Identity in Society (3) (Prerequisite: 201 or permission of department) Examines the core principles of sociological social psychology with an emphasis on symbolic interaction and dramaturgy; provides an overview of the development of the self and identities; explores related topics including emotions, self-esteem, influence, attitudes, and personality from a social context.

Rationale for V:

This course is being replaced with SOCI 362 (Human Behavior in the Social Environment). The new course will better serve both sociology and social work majors.

W. **MODIFY** the prerequisites and course description of SOCI 302 (Social Research Methods) on page 138 of the 2024-2025 Catalog:

FROM:

302 Social Research Methods (3) (Prerequisite: 201 and declared sociology major or permission of department) F, S.

TO:

302 Social Research Methods (3) (Prerequisite: 201 and declared sociology, criminal justice, or social work major, or permission of department)

X. **MODIFY** the prerequisites and course description of SOCI 303 (Social Statistics and Data Analysis) on page 138 of the 2024-2025 Catalog:

FROM:

303 Social Statistics and Data Analysis (3) (Prerequisite: 201, Mathematics 134, and declared sociology major, or permission of department) F, S.

TO:

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)

Rationale for W and X:

These courses were limited to sociology majors only. Due to the recent development of new programs, students majoring in social work or criminal justice are either required or allowed to take these courses to meet their degree requirements. Removing the semester designation from these provides the department flexibility in offering these courses.

Y. **MODIFY** the course description of SOCI 339 (Sociological Theory) on page 139 of the 2024-2025 Catalog:

FROM:

339 Sociological Theory (3) (Prerequisite: 201 or permission of department) F, S.

TO:

339 Sociological Theory (3) (Prerequisite: 201 or permission of department)

Z. **MODIFY** the course description of SOCI 496 (Sociology Capstone Experience) on page 140 of the 2024-2025 Catalog:

FROM:

496 Sociology Capstone Experience (1) (Prerequisite/Corequisite: 403; Prerequisite: Senior standing; declared sociology major, and permission of department) F, S.

TO:

496 Sociology Capstone Experience (1) (Prerequisite/Corequisite: 403; Prerequisite: Senior standing; declared sociology major, and permission of department)

Rationale for Y and Z:

These changes remove the semester designation from the catalog description to provide the department with more flexibility in offering these courses.

3. Proposal from the School of Business

A. <u>**MODIFY**</u> course for Healthcare Informatics (HCI) in Page 153 of the 2024 – 2025 catalog

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

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 the two-track option 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 tracks; the Healthcare Informatics with Information Management (HCIM) track focuses upon human resource management, finance, operations and organization development, preparing students for healthcare information management, while the Healthcare Informatics with Information Technology (HCIT) track 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 requirement which include PSYC 206/216 as one of the science requirements, ECON 203 as 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: CS 150, 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)** track are required to take 12 hours of PSYC 302, MGT 352, MGT 353, MGT 359, MGT 452, ECON 341, MIS 347, MIS 447, and MIS 467.

5. Majors pursuing **Healthcare Informatics Information Technology (HCIT)** track are required to take 12 hours of CS 190, CS 226, CS 227, CS 313, CS 340, MIS 347, MIS 447, and MIS 467.

<div align="center">

TO:

</div>

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 requirement which include PSYC 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: CS 150, 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 PSYC 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.

<div align="center">

Rationale for A:

</div>

MIS revamped their curriculum and <mark>currently does not regularly offer</mark> MIS 347 Business Data Communications. MIS 378 Business Decision Support Systems is also a better fit for the Healthcare Informatics curriculum as it involves using Python and SQL to fetch and manipulate data.

4. Proposals from the School of Education

    A. **MODIFY** on page 155 of the current catalog under the Early Childhood Education Banner on the top right of the page.

<div align="center">

FROM:

</div>

Students cannot take both Biology 104 and 105.
Pre-professional Education………………………………………………..……..<mark>6</mark> hours
      Education 190………………………………………………………………….……3
      Education 192………………………………………………………………….……3
Professional Education
      <mark>(Requires Admission to the Program)…………………………………………4</mark>1 hours
    Early Childhood Education 329…………………………………………..……..3
    <mark>Education 310……………………………………………………………………..3</mark>
    <mark>Education 311………………………………………………………..…………….3</mark>
    Education 411…………………………………………………………...…………3
      <mark>~~(Prerequisite to Block A and Block B courses)~~</mark>
Block A*
    Early Childhood Education 321-Block A……………………………………………3
    Early Childhood Education 335-Block A………………………………………..…3
    <mark>~~Education 322-Block A…………………………………………………..……..3~~</mark>
    <mark>~~Education 420-Block A (Early Childhood)…………………………………..……3~~</mark>
    <mark>~~Education 324-Block A…………………………………………………….………3~~</mark>
Block B*
    Early Childhood Education 320-Block B………………………………………………3
    Early Childhood Education 336-Block B………………………………….…………3
    Early Childhood Education 420-Block B……………………………………………3
    <mark>Education 32</mark>6<mark>-Block B………………………………………….……………3</mark>
    Education 391-Block B…………………………………………………………2
Student Teaching Block*……………………………………………..…….<mark>~~15~~</mark> hours
    Education 487……………………………………………………………….…..3
    Education 490………………………………………………………..12 hours
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……………………………………..…125 hours

TO:

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)…………………..44 hours==

Early Childhood Education 329 ==(works well with Block A)== ……………….…..………..……..3

 Education 411 ==(works well with Block B)== ……………………………………...………3

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*

 Education 487…………………………………………………………………………..3

 Education 490……………………………………………………………………...12 hours

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…………………………………….…125 hours

Rationale for A:

The course sequence for Education 326 and Education 324 is being revised to provide earlier exposure to content relevant to the Principles of Learning and Teaching (PLT) and Praxis II Exams. EDUC 310, EDUC 311, and EDUC 420 do not require admission into the Professional Education Program. EDUC 322 and ECED 329 work well in the Block A schedule. EDUC 411 works well with the Block B schedule.

B. **MODIFY** on page 157 of the current catalog.

FROM:

ECE 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. This course will require a minimum of 50 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/ .

TO:

ECE 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. 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/.

Rationale for B:

The South Carolina State Department of Education does not specify a public-school setting for field experience hours prior to clinical practice.

C. **MODIFY** on page 159 of the current catalog.

FROM:

322 Foundations in the Instruction of Reading (3) (Pre-requisite: EDUC 190 and 192) ~~(ECE majors must take this course in Block A).~~ 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.

TO:

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 readin==g:== phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

Rationale for C:

Removed the qualifier for Block A.

D. **MODIFY** on page 159 of the current catalog.

FROM:

324 Reading Assessment (3) (Prerequisite: Admission to Professional Education Program==; ECE majors must take this course in Block A).== 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.

TO:

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.

E. **MODIFY on page 159 of the current catalog**

FROM:

326 Strategies for Reading Instruction PreK-12 (3) (Prerequisite: Admission to Professional Education Program; ==ECE majors must take this course in Block B==.). 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.

TO:

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.

Rationale for D and E:

The course sequence for Education 326 and Education 324 is being revised to provide earlier exposure to content relevant to the Principles of Learning and Teaching (PLT) and Praxis II Exams. South Carolina Department of Education has added new Competencies for Literacy, based in the Science of Reading. This demonstrates that this course is aligned with the new requirements.

F. **MODIFY** the following on page 158 of the current catalog:

FROM:

~~EDUC~~ 192 Foundations of Curriculum and Instruction
This course provides ~~foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by the unique characteristics of the students and families they will serve.~~ EDUC 192 is a prerequisite for Education, Early Childhood Education, Elementary Education, and Secondary Education courses ~~and is a prerequisite for Early Childhood Education 302.~~

TO:

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.

G. **MODIFY** to the School of Education (Education Courses (EDUC) section on page 158 of the current catalog:

FROM:

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 credit are not required to take this course. The purchase of LiveText is a course requirement.

TO:

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 is a course requirement.

H. **MODIFY** the Teacher Cadets section on page 22 of the current catalog:

FROM:

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 only. The application fee will be waived.

TO:

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.

Rationale for F -H:

Back in April 2020, the general Faculty voted to change EDUC 305 to EDUC 192. The rational from the minutes of that meeting was, "There is an interest in establishing a Teacher Cadet II course for dual credit. This course will be the equivalent to EDUC 305. Because it is a 300 level course, it is recommended as a dual credit, thus the need to lower the course number to a 100 level course." To add to this rationale from April 2020, The Center for Educator Recruitment, Retention, & Advancement (CERRA) offers high school students in South Carolina with the opportunity to become Teacher Cadets. Teacher Cadets have the opportunity to take up to 2 education courses that will transfer to many 4-year universities in South Carolina. FMU is already one of the institutions. The FMU School of Education already accepts Teacher Cadet-Experience Education for EDUC 190. The FMU School of Education would like to join other universities in accepting SC Teacher Cadet-Educational Psychology for EDUC 192.

I. **MODIFY** the School of Education (Education Courses (EDUC) section on page 159 of the current catalog:

FROM:

393 Field Experience: Secondary (2:1-3) (Prerequisite: Admission to the Professional Education Program; corequisite ~~Education 420~~ to be taken in the semester prior to student teaching.) F. This course is designed to provide all secondary licensure students with practical experiences in the public schools. ~~Special emphasis in the school setting will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. Teaching reading skills appropriate to content will also be emphasized. Lectures and discussions will be devoted to analyzing school experiences and the teaching of reading skills~~. 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.

TO:

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 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.

Rationale for I:

The current course catalog description was written prior to a number of changes to our School of Education curriculum and courses, including the addition of courses that represent additional academic subject disciplines that were not previously included in older versions of the curriculum when this course description was written. The proposed course description accounts for these changes in the corequisite requirements that account for students from these additional subject disciplines and their respective courses. Likewise, the course framework has changed from a "clinical" framework with diagnostic/prescriptive teaching to a methods-based field experience framework that emphasizes lesson plan design and implementation, assessment strategies, pedagogical analysis and reflection, clinical observations, classroom management strategies, and professional expectations. The skills taught have expanded beyond the teaching of reading skills to reflect the multidisciplinary enrollment of our current students. Taken together, these changes more accurately reflect the way EDUC 393 in its current form effectively prepares our pre-service teachers for today's schools and classrooms while remaining aligned with state standards.

J. **MODIFY** on p. 196 of the current catalog under the banner "PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING."

FROM:

~~Students must complete 30 graduate hours.~~

~~**Education Foundation Core** . . . . **15 Hours**~~

~~Education 611~~   ~~Solving Instructional Problems Using~~

                   ~~Technology~~   ~~(3)~~

~~Education 621~~   ~~Understanding Learning Differences~~   ~~(3)~~

~~Education 622~~   ~~Assessment of Learning and Behavior~~   ~~(3)~~

~~Education 648~~   ~~Educational Research~~   ~~(3)~~

~~EDUC 649~~   ~~Master's Program Capstone~~   ~~(3)~~

~~**Literacy Preparation** . . . . **3 Hours**~~

~~Education 737~~   ~~Content Area Reading and Writing~~   ~~(3)~~

~~**Pedagogical Preparation** . . . . **12 Hours**~~

~~Education 530~~   ~~Methods for Teaching and Assessing~~

                   ~~Multilingual Learners~~   ~~(3)~~

~~Education 626~~   ~~Concepts and Methods in Education~~   ~~(3)~~

~~Education 628~~   ~~Planning for Teachers~~   ~~(3)~~

~~Education 629~~   ~~Classroom Management and Supervision~~   ~~(3)~~

TO:

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 and Supervision (3)

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)

Rationale for J:

The School of Education has distinguished itself by housing the *Center of Excellence to Prepare Teachers of Children of Poverty* since 2004. These specialized courses have attracted hundreds of educators interested in improving their knowledge and skills since the South Carolina State Board of Education unanimously approved the *Add-On Certification for Teachers of Children of Poverty* in 2012. Embedding these courses in this existing graduate program will provide a specialized advanced degree track option for all prospective students, while serving as an incentive for those who have already completed the course sequence to select Francis Marion for their graduate degree studies.

5. Proposals from the School of Health Sciences, Department of Nursing

A. **ADD** on page 168 of the catalog, second column, under 321 Adult Health I course

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.

Rationale for A:

This new course is a result of combining Nursing Pharmacology I (NURS 317) and Nursing Pharmacology II (NURS 318) into one course. This will provide students the opportunity to learn pharmacology in the first semester and to apply this knowledge in clinical in subsequent semesters.

B. **ADD** on page 168 of the catalog, second column, under 322 Nursing Pharmacology 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.

<p style="text-align:center"><u>Rationale for B:</u></p>

This new course is created from changes to NURS 320 Principles of Pathophysiology and Clinical Nutrition. Nutrition content was removed from NURS 320 since this is now being taught in the pre-nursing course, NURS 101. As a result of this change, the title was also changed and the credits reduced to three (3), resulting in this new course.

C.   <u>ADD</u> on page 168 of the catalog, second column, under 323 Principles of Pathophysiology course

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.

<p style="text-align:center"><u>Rationale for C:</u></p>

As part of the Department of Nursing's accreditation with the Commission on Collegiate Nursing Education (CCNE), the program is required to incorporate The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN]). The Essentials state that nursing education ought to include issues important to the future workforce, including Informatics and Technology. To this end, students should be able to master competencies related to Informatics and Technology. The current pre-licensure program has a small amount of technology content threaded through the curriculum, but addition of this course will ensure that students have additional access to this content and the opportunity to obtain competency.

D.   <u>DELETE</u> on page 168, first column

~~**317 Nursing Pharmacology I** (2) (Corequisites: NURS 301, 309, and 320) This course introduces the student to basic pharmacological concepts of pharmacokinetics, pharmacodynamics, adverse effects, and drug-drug interactions. Drug laws, standards, and the medication approval process will be discussed. There will be an emphasis on the study of broad classifications of medication, their effects on the human body and nursing implications related to the peripheral nervous system, drugs that affect the hematologic and immune systems, including the treatment of infectious and parasitic diseases. Drug therapy for the skin, eyes, and ears will also be included. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course. This course lays the foundation for nursing pharmacology and prepares the student for Nursing Pharmacology II.~~

E.   <u>DELETE</u> on page 168, first column

~~**318 Nursing Pharmacology II** (2) (Prerequisites: NURS 301, 309, 317, and 320. Corequisites: 306, 307, and 321 or Permission of the Department) This course expands on the basic concepts~~

of pharmacology presented in Nursing Pharmacology I, with emphasis on the study of broad drug classifications and their related nursing implications. The mechanism of action, therapeutic uses, side effects, adverse effects, interactions, and contraindications of medications that affect the central nervous system, cardiovascular, respiratory, endocrine, musculoskeletal, gastrointestinal, and reproductive systems are discussed. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

F. **DELETE** on page 168, first column

320 Principles of Pathophysiology and Clinical Nutrition (4) (Corequisites: NURS 301, 309, and 317) 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, clinical manifestations, and selected treatments. The course will also develop the learners' knowledge of nutrition and diet therapy in nursing. Topics will focus on the basics of nutrition, health promotion across the lifespan, herbal and dietary supplements, nutritional standards, and alterations in nutrition along with nutritional assessment and screening. Cultural considerations will be incorporated throughout. Specific dietary requirements/restrictions will be correlated with the various pathophysiologic conditions.

Rationale for D - F:

The three courses being deleted are being replaced by the new courses of NURS 322 Nursing Pharmacology and NURS 323 Principles of Pathophysiology.

G. **MODIFY** on page167, second column

FROM:

301 Health Assessment (4:3-3) (Prerequisites or Corequisites: NURS 317 and 320. 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.

TO:

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.

H. **MODIFY** on page167, second column

FROM:

306 Nursing Research in Practice (3) (Prerequisite: 320. 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.

TO:

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.

I. **MODIFY** on page 168, first column

FROM:

307 Psychiatric and Mental Health Nursing (4:3-3) (Prerequisites: NURS 301, 309, 317, and 320. Prerequisites or Corequisites: 306, 318, 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.

TO:

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.

J. <u>MODIFY</u> on page 168, first column

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

309 Fundamentals of Nursing (6:3-9) (Prerequisites or Corequisites: NURS 301, ~~317~~, and ~~320~~) 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.

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

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.

K. <u>MODIFY</u> on page 168, second column

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

321 Adult Health I (6: 3-9) (Prerequisites: NURS 301, 309, ~~317~~, and ~~320~~.
Prerequisites or Corequisites: 306, 307~~, and 318~~) 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.

TO:

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.

RATIONALE for G - K:

These are changes to the pre-/corequisites following the addition/deletion of six courses.

L. **MODIFY** on page 171

FROM:

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 in Nursing[1]	6	NURS 307 Psychiatric and Mental Health Nursing[1]	4
NURS 317 Nursing Pharmacology I	2		
NURS 320 Principles of Pathophysiology and Clinical Nutrition	4	NURS 318 Nursing Pharmacology II	2
		NURS 321 Adult Health I[1]	6
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 Healthcare 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.

TO:

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 in 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 Healthcare 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.

Rationale for L:

This reflects changes to the pre-licensure, upper division plan of study with the addition and deletion of the above courses.