

# Francis Marion University

## CATALOG

### 2018-2019

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## 6 - Academic Calendar

# CALENDAR 2018-2019

*Dates subject to change*

### FIRST TERM, SUMMER SESSION, 2018

April 4-May 21	Preregistration for Summer I for currently enrolled students
May 21	Final date for preregistered students to pay fees for Summer I
May 22-28	Continuous registration for Summer I for currently enrolled students; payment is due at the time of registration
May 28	Registration for Summer I for new and continuing students
May 29	Summer I classes begin
June 11	Last day to withdraw from a course without academic penalty
June 15	Last day to apply for degree for students completing degree during either summer term
June 26	Last day to withdraw from an undergraduate course
July 2	Summer I classes end; examinations

Oct. 12	Midterm grades due for first-time freshmen
Oct. 24-Nov. 2	Advising Period and Priority Pre-registration for Spring semester
Nov. 5	Fall Break; no classes; University open
Nov. 6	Election Day; University closed
Nov. 19	Last day to withdraw from an undergraduate course
Nov. 21	Thanksgiving Holiday begins; no classes; University closes at noon
Nov. 22-23	University closed for Thanksgiving Holiday
Dec. 3	Fall classes end
Dec. 4	Reading Day
Dec. 5	Exams begin
Dec. 10	Grades due for graduating seniors by noon
Dec. 11	Exams end
Dec. 12	Final grades due by noon
Dec. 14	2:30 p.m. – Commencement Rehearsal
Dec. 15	10 a.m. – Commencement Exercises

### SECOND TERM, SUMMER SESSION, 2018

April 4-June 28	Preregistration for Summer II for currently enrolled students
July 2	Final day for preregistered students to pay fees for Summer II
July 3-9	Continuous registration for Summer II for currently enrolled students; payment is due at the time of registration
July 4	Holiday; University closed; no classes
July 9	Registration for Summer II for new and continuing students
July 10	Summer II classes begin
July 19	Last day to withdraw from a course without academic penalty
Aug. 2	Last day to withdraw from an undergraduate course
Aug. 13	Summer II classes end; examinations

### SPRING SEMESTER, 2019

Dec. 10	Final date for preregistered students to pay fees for spring. Confirm your classes through the Cashier's Office or on the web; all financial assistance requirements must be met; final payment for semester housing due
Dec. 11-Jan. 7	Continuous Registration for Spring semester for currently enrolled students; payment is due at the time of registration
Jan. 6	Housing opens for new students and continuing students
Jan. 7	Orientation and Registration for Spring semester for new and continuing students; payment is due at the time of registration
Jan. 8	Spring classes begin
Jan. 21	Martin Luther King Jr. Holiday; University closed
Jan. 25	Deadline for new students to have FMU Card made (Rogers Library); late charge after this date
Feb. 11	Last day to withdraw from a course without academic penalty
Feb. 25	Midterm
Mar. 1	Last day to apply for graduation for Spring semester
Mar. 11-15	Spring Break
Mar. 18	Classes resume
Mar. 20-29	Advising Period and Priority Pre-registration – Fall semester and Summer Terms
Mar. 22	Priority deadline for housing applications and reservation fees for Fall semester
April 11	Last day to withdraw from an undergraduate course
April 15	Academic Awards
April 16	Student Life Awards
April 22	Spring classes end
April 23	Reading Day
April 24	Exams begin
April 29	Grades due for graduating seniors by noon
April 30	Exams end
May 1	Final grades due by noon
May 3	2:30 p.m. – Commencement Rehearsal
May 4	10 a.m. – Commencement Exercises

### FALL SEMESTER, 2018

April 4-Aug. 7	Preregistration for Fall for currently enrolled students
June 11-12	Freshman Orientation
June 14	Transfer Orientation
June 25	Freshman Orientation
Early July	Bills and vehicle registration forms are mailed to permanent addresses of preregistered students
July 9-10	Freshman Orientation
July 12	Transfer Orientation
July 26	Freshman and Transfer Orientation
Aug. 7	Final date for preregistered students to pay fees for Fall; final payment for Fall housing due
Aug. 8-20	Continuous Registration for Fall semester for currently enrolled students; payment is due at the time of registration
Aug. 9	New Student Orientation
Aug. 18	Housing opens for new students
Aug. 19	Housing opens for continuing students
Aug. 20	Registration for new and continuing students
Aug. 20	Fall classes begin with 4:30 p.m. classes
Aug. 21-24	Drop/Add and Late Registration
Sept. 3	Labor Day; University closed
Sept. 14	Deadline for students to have FMU Card made (Rogers Library); late charge after this date
Sept. 17	Last day to withdraw from a course without academic penalty
Oct. 1	Last day to apply for graduation for Fall semester
Oct. 5	Midterm

**LATE SPRING TERM, SUMMER SESSION, 2019**

Mar. 20-April 29	Preregistration for Late Spring for currently enrolled students
April 29	Final date for preregistered students to pay fees for Late Spring
April 30-May 6	Continuous registration for Late Spring term for currently enrolled students; payment is due at the time of registration
May 6	Registration for Late Spring for new and continuing students
May 7	Late Spring classes begin
May 14	Last day to withdraw from a course without penalty
May 21	Last day to withdraw from an undergraduate course
May 24	Late Spring classes end; examinations

**FIRST TERM, SUMMER SESSION, 2019**

Mar. 20-May 20	Preregistration for Summer I for currently enrolled students
May 20	Final date for preregistered students to pay fees for Summer I
May 21-27	Continuous registration for Summer I for currently enrolled students; payment is due at the time of registration
May 27	Registration for Summer I for new and continuing students
May 28	Summer I classes begin
June 10	Last day to withdraw from a course without academic penalty
June 15	Last day to apply for degree for students completing degree during either summer term
June 25	Last day to withdraw from an undergraduate course
July 1	Summer I classes end; examinations

**SECOND TERM, SUMMER SESSION, 2019**

Mar. 20-June 27	Preregistration for Summer II for currently enrolled students
June 28-July 7	Continuous registration for Summer II for currently enrolled students; payment is due at the time of registration
July 2	Final day for preregistered students to pay fees for Summer II
July 4	Holiday; University closed; no classes
July 8	Registration for Summer II for new and continuing students
July 9	Summer II classes begin
July 18	Last day to withdraw from a course without academic penalty
Aug. 1	Last day to withdraw from an undergraduate course
Aug. 12	Summer II classes end; examinations

**FALL SEMESTER 2019**

Aug. 17	Housing opens for new students
Aug. 18	Housing opens for continuing students
Aug. 19	Registration
Aug. 19	Classes begin at 4:30 p.m.
Sept. 2	Labor Day – University closed
Oct. 7-8	Fall Break – no classes
Oct. 23-Nov. 1	Advising & Priority Pre-Registration (Spring)
Nov. 27	Thanksgiving Observance begins – no classes – University open
Nov. 28-29	Thanksgiving – no classes – University closed
Dec. 2	Classes end
Dec. 3	Reading Day
Dec. 4-10	Final exams
Dec. 14	Commencement

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# PROJECTED TWO-YEAR CALENDAR

(Dates subject to change)

<b>FALL SEMESTER</b>	<b>2018</b>	<b>2019</b>
Housing opens for new students	Aug. 18	Aug. 17
Housing opens for continuing students	Aug. 19	Aug. 18
Registration	Aug. 20	Aug. 19
Classes begin	4:30 p.m. Aug. 20	4:30 p.m. Aug. 19
Labor Day—University Closed	Sept. 3	Sept. 2
Fall Break—no classes	Nov. 5-6	Oct. 7-8
Advising and Priority Pre-Registration (Spring)	Oct.24-Nov. 2	Oct. 23-Nov.1
Thanksgiving Observance begins; no classes; University Open	Nov. 21	Nov. 27
Thanksgiving; no classes; University Closed	Nov. 22-23	Nov. 28-29
Classes End	Dec. 3	Dec. 2
Reading Day	Dec. 4	Dec. 3
Final Exams	Dec. 5-11	Dec. 4-10
Commencement	Dec. 15	Dec. 14
<b>SPRING SEMESTER</b>	<b>2019</b>	<b>2020</b>
Housing opens for all students	Jan. 6	Jan. 12
Registration	Jan. 7	Jan. 13
Classes begin	Jan. 8	Jan. 14
MLK Jr. Day; University Closed	Jan. 21	Jan. 20
Spring Break; no classes	Mar. 11-15	Mar. 16-20
Advising and Priority Pre-Registration (Summer and Fall)	Mar. 20-29	March 25-April 3
Classes End	April 22	April 27
Reading Day	April 23	April 28
Final Exams	April 24-30	April 29-May 5
Commencement	May 4	May 9
<b>LATE SPRING TERM</b>	<b>2019</b>	<b>2020</b>
Registration	May 6	May 11
Classes Begin	May 7	May 12
Classes end/Exams	May 24	May 29
<b>SUMMER I TERM</b>	<b>2019</b>	<b>2020</b>
Registration	May 27	June 1
Classes begin	May 28	June 2
Classes end/Exams	July 1	July 6
Independence Day Observance; University Closed	July 4	July 4
<b>SUMMER II TERM</b>	<b>2019</b>	<b>2020</b>
Registration	July 8	July 13
Classes begin	July 9	July 14
Classes end/Exams	Aug. 12	Aug. 17





# THE UNIVERSITY

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## PURPOSE - MISSION STATEMENT

Francis Marion University is a four-year public institution established by the state of South Carolina. It is located in the northeastern part of the state near the city of Florence and has nearly 4,000 students. Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.

Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels and a professional doctorate. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, racial and ethnic background, and country of origin enriches the education of all students. To achieve its educational goals, the University has outstanding faculty members distinguished by high achievement and diverse academic backgrounds. We provide traditional and, when appropriate, non-traditional instruction, access to an excellent library as well as electronic resources, and staff members committed to student learning and success. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goals. The University recognizes the importance of the out-of-the-classroom experience and offers opportunities for students to engage in activities that promote personal growth. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad destinations, and cooperative degree programs.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members are essential. We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication and for use in the classroom. The University provides faculty members with support for professional development through resources for innovative teaching, scholarship, and service. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

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

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

*(Approved by the Francis Marion Board of Trustees on November 17, 2016 and by the Commission on Higher Education on February 2, 2017.)*

## THE UNIVERSITY

Francis Marion University is one of South Carolina's 13 public, co-educational universities. As one of the state's six comprehensive institutions, FMU prides itself on providing a strong liberal arts education.

The University offers a broad range of undergraduate degrees and a select number of graduate programs in serving the needs of communities, businesses and industries of the Pee Dee region. Francis Marion is the only state university located in the Pee Dee region, and many of its students are the first in their families to attend college.

As a comprehensive public university, FMU provides a high-value educational experience in an excellent learning environment with personal attention from faculty and staff. All faculty members have advanced degrees, and more than 85 percent of the full-time faculty hold doctoral or terminal degrees.

While 95 percent of its students are from South Carolina, the University enrolls students from 33 states and 21 foreign countries, allowing students to experience the diversity of people from other cultures. The student-faculty ratio is 15 to 1, and the average class size is 21. The average age of undergraduates is 21, while the average age of graduate students is 34.

Located about six miles east of Florence, FMU's 468-acre campus is known for its beautiful foliage and landscaping. The campus includes hundreds of acres of mixed pine-hardwood and bottomland forests accessed by a series of trails. Several acres have been set aside as an arboretum that is being developed into a resource with many of the native species of the area.

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

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

One of the busiest places on campus is James A. Rogers Library, the largest library in northeastern South Carolina. It serves as a valuable resource for individual citizens, businesses, and industries in the entire region.

The Pee Dee Education Center is located on the south end of the FMU

## 10 - The University

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campus. The Center is a regional educational consortium serving 17 area school districts, 70,000 students and 4,500 teachers. FMU works closely with the Pee Dee Education Center to provide resources and services to school districts in the Pee Dee, such as the Pee Dee Mathematics and Science Regional Center which is housed in the facility. Additionally, the Center provides early childhood services to schools and services to low incidence disabled students through Project SHARE. For more information, contact the Pee Dee Education Center at 843-669-3391.

The University offers programs and services in continuing education, technical and professional assistance, industrial and economic development, and artistic and cultural enrichment to the community. Many cultural activities (concerts, lectures, plays, art exhibits, planetarium and observatory shows, and film series) are offered free to the public.

The University has an outstanding NCAA athletic program with seven sports each for men and women. The University's school colors are red, white, and blue, and the mascot is a Patriot.

### HISTORY

Francis Marion University was established on July 1, 1970 as Francis Marion College. It obtained university status in the 1980s.

The University is named in honor of a Revolutionary War hero, General Francis Marion, the legendary "Swamp Fox" who kept the patriot cause alive in South Carolina with his guerilla-style fighting in the Pee Dee and Low Country regions of the state. FMU's athletic teams are nicknamed the Patriots.

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

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

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

During its first year, the College embarked on a building program which saw occupancy of the James A. Rogers Library in 1971, the Robert E. McNair Science Building in 1972, the Walter Douglas Smith University Center and Founders Hall in 1974, the John K. Cauthen Educational Media Center in 1977, the Peter D. Hyman Fine Arts Center and the Village (student apartments) in 1980, three residence halls and the Edward S. Ervin Dining Hall in 1986, the Thomas C. Stanton Academic Computer Center and the Reames Wing to Rogers Library in 1988, an addition to the J. Howard Stokes Administration Building in 1990, three more residence halls and the Allard A. Allston Housing Office Complex in 1992, the Hugh K. Leatherman Sr. Science Facility in 1994, the BB&T/Amelia Wallace Alumni/Faculty House in 2003, the Forest Villas apartment complex in 2004 and 2007, and the Frank B. Lee Nursing Building and The Grille in 2006. In 2007, the FMU Education Foundation purchased the FMU Education and Non-Profit Consortium Building. In 2008, the Gail and Terry Richardson Center for the Child was completed. The FMU Performing Arts Center in downtown Florence was completed in 2011, and the Griffin Athletic Complex opened in Spring 2012. A recording studio supporting FMU's Music Industry program opened in 2014, and,

in 2015, FMU opened the Dr. Luther F. Carter Center for Health Sciences, also in downtown Florence.

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

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

Today, Francis Marion University's academic program consists of a College of Liberal Arts, a School of Business, School of Education, and a School of Health Sciences. The University offers more than 40 programs of study, as well as a variety of cooperative and pre-professional programs. The University employs 292 full-time and part-time faculty members and about 296 staff.

### ORGANIZATIONAL STRUCTURE

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

The chief administrative officer of the University is the president. The University is organized along the following administrative divisions: Academic Affairs, Administration, Business Affairs, Development, Public Affairs, Student Affairs, University Outreach, and Intercollegiate Athletics.

**ACADEMIC AFFAIRS** – The division of Academic Affairs includes all academic departments within the University, organized into a College of Liberal Arts and three professional schools, the School of Business, the School of Education, and the School of Health Sciences. Other functions within this division include Enrollment Management (Admissions, Financial Assistance, Orientation, Provisional Programs, and Registrar), the Library, the Graduate Programs, Performing Arts Center, and Richardson Center for the Child.

**ADMINISTRATION** – The division of Administration is responsible for Human Resources, Campus Technology, Institutional Research, Planning, Institutional Effectiveness, Instructional Technology, Telecommunications and Asset Management, and Counseling and Testing.

**BUSINESS AFFAIRS** – The division of Business Affairs is responsible for the University's Business Operation, Accounting for all Revenues and Expenditures, maintaining the University's Facilities, Campus Police, Dining Services, Housing, Purchasing, and the Patriot Bookstore.

**DEVELOPMENT** – The Development division is responsible for coordination of University efforts to secure financial support from the private sector and to serve as the receiving point for gifts of dollars, securities, works of art, land, and equipment. This is done primarily through the Francis Marion University Foundation, the Alumni Association, the FMU Fund, and the Swamp Fox Club. Through these organizations, the various avenues of supporting the University are made known to individuals, corporations, and philanthropic foundations. For more information, call 843-661-1295 or visit [www.fmarion.edu](http://www.fmarion.edu).

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

graduates, the Alumni Office, and the University community.

**FMU Foundation** – The FMU Foundation was organized in 1974 to provide a means for seeking and accepting substantial gifts of money or property in order to build an endowment fund that would promote the educational purpose and overall mission of the University. The FMU Foundation is governed by an independent volunteer board of directors and currently has more than \$27 million in assets.

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

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

**STUDENT AFFAIRS** – The division of Student Affairs is responsible for creating learning opportunities for growth and development of students outside the classroom. The goal is to promote individual student development and leadership through fostering community involvement of students in their intellectual, cultural, spiritual, emotional, and physical development. Services, offices, and programs within the division include Student Activities (fraternities, sororities, student activities, and special events), the Smith University Center, Campus Recreation Services, Residence Life, Multicultural and International Student Affairs, and the Dean of Students Office.

**UNIVERSITY COMMUNICATIONS** – The University Communication s Office is responsible for communicating information pertaining to FMU to a variety of audiences. The office serves as the official communications channel through which the University disseminates information both internally and externally. The office oversees external media relations, internal communications, the production of official University publications for off-campus audiences, and marketing and communications support for University initiatives. The office distributes news and feature stories about University programs, activities, and people through a variety of mediums, including video and social media. It also produces a monthly newsletter for its internal audience, maintains e-mail and social media contact with various FMU audiences, and produces the twice-a-year *VIEW* magazine, FMU's University and alumni periodical.

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

**UNIVERSITY OUTREACH** – The University recognizes that its mission reaches beyond the borders of the campus to the surrounding region and the state. The University touches many facets of community life and serves as a catalyst for development of a regional approach to solving problems in education, economic development, the environment, cultural opportunities, social issues, and the quality of life. Faculty, staff and students have made a significant impact on the region through research, public service, involvement in the arts and literature, and the delivery of government and social services.

**INTERCOLLEGIATE ATHLETICS** – The University considers intercollegiate athletics to be an integral part of the educational environment. FMU's goal is to provide an outstanding, well-balanced athletic program with oversight from the faculty. From the training that improves physical fitness of athletes to the teamwork and competition that provide excitement for students and fans, intercollegiate athletics complements academic pursuits when held in proper perspective. FMU is a member of the NCAA and the Peach Belt Conference. Two sports programs currently compete as Division I independents while the other 12 programs are members of the NCAA Division II Peach Belt Conference. Coaches and student-athletes are held to high standards and are expected to exemplify the same leadership roles on campus and within the community as in athletic competition.

## ACCREDITATION

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

In addition, several individual academic programs have been recognized by specialized accrediting organizations. The business programs are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. The teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the South Carolina Board of Education. The chemistry program is approved by the Committee on Professional Training of the American Chemical Society. The graduate psychology program is accredited by the Master's in Psychology Accreditation Council (MPAC) and meets the standards of training approved by the Council of Applied Master's Programs in Psychology (CAMPP). Additionally, the specialist degree in school psychology is approved by the National Association of School Psychologists (NASP). The graduate physician assistant studies program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The theatre arts program is accredited by the National Association of Schools of Theatre (NAST). The visual arts and art education programs are accredited by the National Association of Schools of Art and Design (NASAD). The nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

## INSTITUTIONAL EFFECTIVENESS

Francis Marion University is committed to the continuous evaluation and improvement of each and every component of the University from its educational programs to the administrative and support offices that serve them. The University now has, in effect, a comprehensive institutional effectiveness program that routinely monitors continued program and office alignment with institutional mission, the identification of salient process outcomes, the measurement of meaningful quality indicators, and the implementation of improvements. The faculty of the University, through its Institutional Effectiveness Committee, accepts the ongoing evaluation of the institutional effectiveness system as an important component of its responsibilities to the institution.

Students are frequently asked to participate in the assessment of the University's services through focus groups, surveys, writing samples, academic inventories, interviews and other appropriate assessment methods. Prospective students, parents, alumni, and constituents in the local and regional business and service communities are also asked for



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their input. Throughout this process, FMU stresses to its students and other participants that FMU is assessing the quality of its educational programs and support services and not the individual participating in the assessment effort. Reacting to the input from our students and other constituencies by constantly improving the ability of the University to accomplish its mission is the primary purpose of FMU's institutional effectiveness system.

### EQUAL OPPORTUNITY & AFFIRMATIVE ACTION

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

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

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

A plan has been developed to help achieve FMU's goal of equal employment opportunity for all. The Technical Services Librarian serves as the University's Affirmative Action Officer and is responsible for ensuring that the University's commitments are met and for reporting progress to the President. The Affirmative Action Officer has the responsibility in accordance with the plan to ascertain that a concerted effort is established and maintained to ensure the achievement of goals and interim benchmarks. For more information, call 843-661-1308.

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

### DISCRIMINATION, HARASSMENT & RETALIATION

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

Vice President for Administration  
PO Box 100547  
Florence, SC 29502-0547  
105 Stokes Administration Building  
Tel. No. 843-661-1146

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

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

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

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

### ENGLISH LANGUAGE PROFICIENCY

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

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

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

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

## SMOKE-FREE POLICY

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

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

## CAMPUS FACILITIES

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

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

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

### Dooley Planetarium

The Dooley Planetarium is one of only five planetariums in the state and the only one in the northeast region of South Carolina.

The planetarium held its first showing on Jan. 29, 1978, and since then it has welcomed thousands of visitors through its doors. The facility is also used for regular FMU astronomy classes.

The planetarium was renovated in 2014 and 2016, introducing new seating, flooring, a new sound system and a fully digital star projector. The new system allows Jeannette Myers and other presenters to customize programs, choose from hundreds of programming options that include enhanced presentational experiences, and even to change a program mid-show when questions arise.

Technology has changed and improved, but a constant at the planetarium has been the drive of its personnel to provide the region with a meaningful experience that expands public knowledge of the

mysteries of the universe.

### Cauthen Café

The Cauthen Café provides students, faculty and staff with a relaxing respite in the midst of a busy campus.

Complete with a Starbucks retail location, Cauthen Café serves an assortment of great tasting food such as pastries, sandwiches and salads, all made with high-quality, simple ingredients.

It's not just a great place to grab breakfast or lunch, though. Cauthen Café, founded in 2016, is a great spot for an impromptu study session or a group project meeting.

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

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

**FMU Education Foundation and Non-Profit Consortium Building** – The FMU Education Foundation owns a building and four acres of land situated on Highways 301/76 across from the FMU campus (west of Highway 327). The FMU Foundation/Development Office, Alumni Affairs, Community Affairs, and several non-profit organizations including the North Eastern Strategic Alliance (NESA) are located in this building. The Education Foundation Building also houses the University's offices of Counseling and Testing and Student Health Services.

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

**Francis Marion University Performing Arts Center** – The FMU PAC opened in 2011 and is located in downtown Florence. Its main elements include an 849-seat main auditorium with a fly tower and orchestra shell, a 100-seat experimental theater, and an academic wing with classrooms, offices, and rehearsal spaces for the Department of Fine Arts Music Industry degree. The surrounding grounds include the 500-seat BB&T Amphitheatre and the Beverly Hazelwood and Starr Ward Garden Courtyard. FMU's Music Industry program, a division of the Department of Fine arts, is housed at the PAC along with resident performing companies (the Florence Symphony Orchestra, Masterworks Choir, South Carolina Dance Theatre) and Drs. Bruce and Lee Foundation. The PAC is home to a variety of cultural and civic events throughout the year. Spaces are also available for rent. More information is available at [www.fmupac.org](http://www.fmupac.org).

**Francis Marion University Recording Studio** – This new state of the art facility utilizes both classic analogue and modern digital equipment. The studio is focused around a fully loaded ProTools 11 HD rig with an Avid C24 console and ADAM A7 monitoring. There is a full complement of industry standard microphones from AKG, Sennheiser, Rode, Audio Technica, Neumann, and many others. Classic analogue preamps are

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provided by Neve, API, Universal Audio, and Audient. The studio features two isolation booths and a great room large enough to handle ensembles of any size.

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

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

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

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

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

**John Kassab Courts** – Renovated in 2003 with a new entranceway, playing surface, fencing and landscaping, this facility consists of eight tennis courts, four of which are lighted. It is named in honor of John Kassab, whose leadership was a contributing factor to the establishment of the University.

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

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

**Robert E. McNair Science Building** – Named for the former Governor of South Carolina who played a significant role in making the University possible, this structure was occupied in 1972. This building provides classroom, laboratory, and office space for biology, chemistry, and

physics. It also houses the McNair Center for Government and History. The auditorium was renovated and renamed for Provost Richard N. Chapman in 2007. Also due to generous gifts from Progress Energy, the nuclear physics lab was renovated in 2012.

### **Chapman Auditorium**

Chapman Auditorium, the principal academic arena of Francis Marion University, is located in the Robert E. McNair Science Building and is named after FMU Provost, Dr. Richard N. Chapman.

According to FMU president Fred Carter, “Dr. Chapman has successfully established a true provost system at Francis Marion in a fashion that has won the faculty’s confidence and restored their faith in academic administration. He approaches his job with charm, grace, style and an abundance of integrity, and every single day he uses these traits to solve seemingly insolvable problems, defuse catastrophic situations, distill potential faculty divisiveness, and focus his president in a productive direction.”

A native of Sikeston, Mo., Chapman earned an undergraduate degree at Washington University in St. Louis and two master’s degrees and a doctorate from Yale University. His major field of research and teaching is 20th century United States political and economic history. Chapman first came to FMU in 1989 as the A.R. Avent Professor of History, serving as department chairman until 1996 when he was appointed director of the Honors Program. He left FMU in 1999 to become chairman of the Department of History at the State University of West Georgia, but returned as provost in 2000 and served until he retired in 2016.

He has taught at Yale University, Wells College in Aurora, N.Y., Meramec Community College in St. Louis, Southeast Missouri State University in Cape Girardeau, and at the University of Hartford in Connecticut.

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

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

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

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

**Gail and Terry Richardson Center for the Child** – Named in honor of Gail Ness Richardson, a longtime member of the Board of Trustees for Francis Marion University, and Terry E. Richardson Jr., a Barnwell



attorney, this facility was occupied in 2008. The Center houses a child care program, FMU classrooms, a developmental clinic, research facilities and community programs.

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

**Walter Douglas Smith University Center** – Named for the first president of FMU, this facility was occupied in 1974. The complex provides comprehensive facilities for student activities and services including the offices of Student Affairs, Athletics, Dean of Students, Student Life, Student Newspaper, Campus Recreation Services, Multicultural Student Affairs, and Army ROTC. It also provides space for meetings, social activities, recreation and athletic programs (including a 2,547-seat gymnasium, racquetball courts, weight/fitness rooms, game room, and swimming pool), and the Patriot Bookstore.

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

**J. Howard Stokes Administration Building** – Named for one of the founders in establishing higher education for the Pee Dee area, this was the first building to be built on the Florence Regional Campus of the University of South Carolina. It was built with funds contributed by citizens from across the Pee Dee area and transferred to the University in 1970. An addition was completed in 1990. It was last renovated in 1992-1995. The building houses the university's administrative offices.

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

## HOUSING

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

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

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

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

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







# RESOURCES AND SERVICES

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## JAMES A. ROGERS LIBRARY

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

## COMPUTER & TECHNOLOGY SERVICES

FMU's Campus Technology offices provides information, technology resources and services for instructional and research missions of the University. The department provides digital content, access to that content, and guidance for its use through public computer laboratories and support in the Stanton Academic Computer Center and facilities in the John K. Cauthen Educational Media Center.

**Computer laboratories.** FMU computer labs are open to all enrolled students, faculty, staff, and active alumni at FMU. Access to the laboratories requires a valid FMU ID Card. Most academic departments also have smaller computer laboratories near classrooms and academic offices across campus. Students must supply their own CDs or flash drives for saving data. The most commonly used computer software is the Microsoft (MS) Office Suite (Word, Excel, Access, and PowerPoint), but other specialized programs may be available for use in the public computer laboratories. The software and documents available are copyrighted products and may not be reproduced in part or in whole, for any purpose. Internet Explorer, Firefox and Safari are available for web browsing. Printing from computer lab devices is available for a small fee.

**Email for Students** – All currently enrolled students are provided a SwampFox Mail email account. These accounts are powered by Google and come with all of the current Google applications. Assigned email accounts can be obtained by logging into Swampfox Web. FMU will utilize SwampFox Mail accounts to communicate with students.

**Emergency Alerts** – The Swampfox Emergency Alert System has been adopted by FMU in order to quickly notify students via SMS text messaging (standard text messaging rates apply) and email in the event of an imminent campus emergency. All students who provide a cellphone number and cellphone carrier at the time of their registration will be automatically added to our notification system. It is the student's responsibility to maintain updated contact numbers through Campus Technology (843.661.1111). In addition to being notified of an imminent campus emergency, students will also receive notifications regarding other situations that affect the status of the campus like weather-related class or school closings.

**Technology Help Desk** – Campus Technology provides support for a variety of technology functions through the help desk at 843-661-1111.

## MEDIA CENTER

The Cauthen Educational Media Center is dedicated to improving teaching and learning opportunities by providing non-print resources, technological support, media-equipped teaching, and conference facilities for the faculty, students, and staff of FMU. The Center supports academic programs by providing study facilities and instructional space, in addition to a computer laboratory, supplying and maintaining media equipment, scheduling media-equipped classrooms, providing production facilities, and hosting campus and community activities.

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

## MATH RESOURCES

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

## CENTER FOR ACADEMIC SUCCESS & ADVISEMENT

The Center for Academic Success and Advisement (CASA) offers students a one-stop resource for assistance with advising questions, academic support, and career services. CASA, located in Founders Hall 220, is home to Advisement, the Career Development Office, the Tutoring Center, as well as the Writing Center (located downstairs in FH 114-C). CASA provides a variety of services designed to help students thrive during their time at Francis Marion University.

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

All of these resources provide students with a network of knowledgeable and friendly professionals who can help with questions they may have while at the University.

## ADVISEMENT

CASA advisors work closely with first-year students to ease the transition from high school to university life. The friendly and knowledgeable advising team assists first-year students in navigating the university, choosing majors, finding career paths, selecting courses, and exercising habits that lead to academic success. CASA advisors are dedicated to

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supporting students and connecting them to resources that will help them be successful during their academic careers at FMU.

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

Students can meet with an advisor by calling 843-661-1400 or visiting CASA in FH 220.

### CAREER DEVELOPMENT OFFICE

The Career Development Office, located in CASA (Founders Hall 220), provides a comprehensive, educational approach to career development and preparation. Career services and programs are available for all FMU students and alumni.

Students are encouraged to begin using the Career Development Office during their first year of enrollment. Staff members are available to meet with students exploring their skills and interests as they decide upon their majors and plans for specific career fields.

The Career Development Office also provides links for students pursuing employment opportunities through employer visits and a resume referral service available to students and alumni. Career guidance workshops allow students to explore occupations, research employers, and develop the skills needed to conduct successful job searches. Mock interviews are also available for student job seekers.

The Career Development Office also holds a job fair each fall and spring semester, connecting students and alumni with a variety of employers. Full-time, part-time, and summer job ads and internships for on-campus and off-campus positions are regularly posted outside the Career Development Office (FH 220) and on Career Development's social media pages.

The Career Development staff also offer information sessions and one-on-one meetings for students considering graduate or pre-professional programs of study.

Students are invited to visit the Career Development Office or call 843-661-1676 to book an appointment with a staff member.

### TUTORING CENTER

The FMU Tutoring Center provides all students with learning assistance for a variety of subjects, including math, sciences, social sciences, and humanities courses. Located in CASA (Founders Hall 220), the Tutoring Center is staffed by faculty members and trained peer tutors. Students are welcome to meet with tutors to review course content, practice problem-solving skills, and discuss study strategies.

The Tutoring Center offers more than 40 hours of services each week. To meet with a tutor, students can book their appointments through the Tutoring Center's webpage, call 843-661-1675, or visit the Tutoring Center in FH 220.

### WRITING CENTER

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

a draft, or learning about grammatical errors.

Writing Center Consultants are available for both face-to-face and online tutoring services. To meet with a tutor, students can book their appointments through the Writing Center's webpage, call 843-661-1528, or visit the Writing Center in Founders Hall 114C. Writing Center consultants are also available for appointments on weekday evenings in the Tutoring Center, located in CASA (FH 220).

### COUNSELING & TESTING

Counseling and Testing is responsible for meeting the personal counseling needs of FMU students. Professional counselors are available to help with personal, relationship, and/or emotional issues (with referrals made to community agencies as needed). The office also coordinates the advanced-placement testing program and administers several standardized tests used by graduate and professional schools. Counseling and Testing serves as the focal point of academic services for students with disabilities. All students with disabilities should contact Counseling and Testing prior to registration at 843-661-1840.

### SERVICES FOR STUDENTS WITH DISABILITIES

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

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

**Determination Process** – In order for a student with a disability to receive academic accommodations, the following requirements must be met:

1. The request for accommodations should be made as possible (preferably at least two weeks before classes begin).
2. The request for accommodations is made through Counseling and Testing. The director will conduct an intake interview and will gather information about a student's history of accommodation. The student must also provide appropriate documentation. Documentation will be reviewed by the director and will sometimes be reviewed by an advisory committee called the Documentation Review Committee. Documentation must be from a qualified health services provider (i.e., physician, licensed psychologist) and should include a diagnosis, an explanation of the effects of the disability in an academic setting, and recommendations regarding accommodations. If a student has a Summary of Performance from high school, this should be included with the documentation. The cost and responsibility for providing documentation is borne by the student.
3. Quality documentation will include the following:
  - The credentials of the evaluator(s).
  - A diagnostic statement identifying the disability.
  - A description of the diagnostic methodology used.
  - A description of the current functional limitations.
  - A description of the expected progression or stability of the disability.
  - A description of current and past accommodations, services

and/or medications.

- Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services.

### SERVICES AVAILABLE:

Additional Information – Additional information is available on FMU's website. Please go to <http://www.fmarion.edu/counselingandtesting/> and scroll down to Disability.

**Learning Disability/ADD/ADHD** – The University attempts to make reasonable accommodations for students with learning disabilities, ADD, or ADHD to help equalize their chance for success. The following are examples of accommodations that may be granted to students with such disabilities:

- extended time for examinations
- use of recording device in classroom
- extended time for in-class writing assignments
- notetakers
- readers
- alternate testing location
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement.

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

**Visual Impairment** – Services available for students with visual impairments include:

- arrangements for taped books
- notetakers
- provision of readers for examinations
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement. Visually impaired students may wish to contact the Director of Counseling and Testing to arrange for a tour of the campus, including building locations, classroom locations, and pathways.

**Hearing Impairment** – Services available for students with hearing impairments include:

- interpreters
- notetakers
- priority registration

It is the student's responsibility to inform the Director of Counseling and Testing of any need for services in adequate time to allow for their arrangement.

**Physical Disabilities** – Services available to students with physical disabilities include:

- notetakers
- campus tours to determine the most accessible routes
- priority registration
- assistance in obtaining a reserved parking permit
- specially designed desks and chairs

**Due Process** – When a student with a disability strongly feels that reasonable accommodations have not been made, that student should seek resolution within the administrative channels for the area in which accommodation is in question. The student should first contact the Director of Counseling and Testing if he or she is unhappy with his or her accommodations. If a satisfactory outcome is not attained, the student may request a meeting with the Vice President of Administration, who is also the Americans with Disabilities Act (ADA) Coordinator, for recommendations towards a solution of the matter.

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

For Additional Information – Additional information is available on FMU's website. Please go to <http://www.fmarion.edu/counselingandtesting/> and scroll down to Disability.

## STUDENT HEALTH SERVICES

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

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

- **IMMUNIZATION REQUIREMENTS** – University regulations require that specific immunizations be completed before a student is allowed to register or attend class. Each newly entering student must provide documentation to the University of the following immunizations and tests: DPT (Infant Tetanus Series), Tetanus Booster (must be within the past 10 years), Polio Vaccination, and two doses of MMR Vaccination (Measles, Mumps, and Rubella – not required if born before Jan. 1, 1957). The Centers for Disease Control and the American College Health Association both recommend that college students receive the Meningococcal Meningitis vaccine. FMU agrees with this recommendation, but the Meningitis vaccine is not required for enrollment. Healthcare students and international students have additional requirements. Proof of these immunizations must be provided on the FMU Immunization Record Form (signed by a physician or clinic staff) or by written documentation from a medical doctor or health clinic. International students are required to have a current (within 12 months of arrival to FMU) tuberculosis skin test in addition to the regular required immunizations on arrival. If the skin test is positive, then a chest X-ray report will be required.

Students will not be able to register without filing this completed form or health record.

Immunization forms will be sent from the Admissions Office with the student's acceptance letter.

- **INSURANCE** – Students are encouraged to acquire health insurance, since an unexpected illness or accident can cause financial hardships, making it difficult for students to complete their education. All students studying in the School of Health Sciences are required to have health insurance. FMU has negotiated low rates for student health insurance through a local carrier, and information about this can be obtained



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through Student Health Services or on the website: [www.fmarion.edu/studenthealthservices/](http://www.fmarion.edu/studenthealthservices/). Students should not assume that they are covered under their parents' policy but should check with their insurance companies to make sure. International students are required to have health insurance coverage.

### FMU IDENTIFICATION CARD (ID)

The FMU Identification (ID) Card is an important part of campus life, providing opportunities for students to take advantage of a wide variety of services that are convenient and practical. The card allows students to:

- Check out materials from Rogers Library
- Use Academic Computer Center resources
- Take advantage of Smith University Center services—athletic equipment room, physical fitness facilities, etc.
- Attend certain campus events which may require presentation of the card
- Utilize the Dining Meal Plan
- Take advantage of discounts or special opportunities offered by many local businesses to students presenting the FMU ID Card

The FMU ID Card is issued during a student's initial registration at no cost and remains valid as long as he or she is officially enrolled and has paid all fees. Replacement cost is generally non-refundable (marriages, name changes, or defective cards excepted).

The card has the capability of carrying monetary value (debit account) and can be used by the person who holds the card to make purchases on campus. The Patriot Bookstore, Ervin Dining Hall and The Grille are equipped to use the debit portion of the card as payment. The card offers a 10 percent discount on all food purchases. Refunds may only be requested upon graduation or official withdrawal from the University. Requests should be submitted to the Accounting Office, Stokes Administration Room 103. See the "Patriot Card Holder Agreement" at [www.fmarion.edu/about/fees](http://www.fmarion.edu/about/fees) for more information on the terms and use of the FMU ID card as a debit card.

### POLICE DEPARTMENT

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

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

The personal safety and the security of the campus community are a vital concern to FMU. A series of policies and procedures were developed to ensure every possible precautionary measure is taken to protect everyone on campus. The University annually publishes the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics and Fire Reporting Act Report which is available to everyone. The Clery

Report includes statistics for the previous three years concerning reported crimes that occurred on-campus; in certain off-campus buildings/property owned or controlled by FMU and on public property within, or immediately adjacent to and accessible from, the campus. The report also contains information on campus security, facility access, alcohol and drug laws/policy, crime reporting, crime prevention measures, sexual harassment policy, sexual assault issues, missing students protocols, and campus residential fires and fire safety. You can obtain a copy of the Clery Report by contacting the FMU Campus Police Department, PO Box 100547, Florence, SC 29502-0547. You can request that a copy be mailed to you by calling 843-661-1109, or you can access the report on our website: [www.fmarion.edu/police](http://www.fmarion.edu/police).

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

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

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

### HOUSING & RESIDENCE LIFE

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

Campus housing can accommodate more than 1,500 residents in either traditional residence halls or apartments. Campus housing facilities are designed to accommodate full-time undergraduate students enrolled

in 12 (or more) credit hours and graduate students enrolled in six (or more) credit hours. Students enrolled in fewer credit hours during the last semester of study prior to graduation are also eligible. Students enrolled in fewer credit hours may receive assignments when space is available.

### Residence Hall Assignments

Freshmen who choose to live on campus are assigned to residence halls, where students live in a four-person suite including two bedrooms and one bathroom. Some upper-class students also receive assignments in the residence halls.

### Village Apartment Assignments

Students who have completed two semesters of college (minimum of 24 credit hours) with acceptable academic and disciplinary records are eligible to apply for assignment in the Village Apartments. The Village Apartments offer two options. The four-student units contain four bedrooms, one bathroom, a living room and furnished kitchen. The two-student units contain one shared bedroom, one bathroom, a living room and furnished kitchen.

### Forest Villas Assignments

Priority for assignments in the Forest Villas apartment complex is given to juniors, seniors, and graduate students with acceptable academic and disciplinary records. The Forest Villas apartment units contain four private bedrooms, two bathrooms, a living room, and a kitchen. A limited number of one- and two-bedroom units are occasionally available.

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

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

Residence halls and apartment buildings house both men and women; however, individual units are not coed.

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

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

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

## SMITH UNIVERSITY CENTER

The Smith University Center provides comprehensive athletic and recreational facilities as well as offices for Student Affairs, Athletics, the Student Government Association, the Army ROTC, the student newspaper, the University Programming Board, and the Patriot Bookstore. Facilities include a 2,547-seat varsity gymnasium, an eight-lane varsity swimming pool with three diving boards, a commons area with game room activities, a television/card playing room, four racquetball courts,

weight/fitness rooms, a sauna, and related areas.

Exterior athletic and recreational facilities include a lighted baseball complex; Kassab Courts, eight tennis courts, four of which are lighted; regulation soccer and softball fields; two natural grass intramural fields; an outdoor recreational pool; and an outdoor sand volleyball court (the latter two are located adjacent to The Grille).

## BOOKSTORE

The Patriot Bookstore exists to serve the textbook and supply needs of students, faculty, and staff. Since the fall of 2010, the Bookstore has provided a textbook rental program which allows students the option of renting instead of purchasing textbooks. In addition to textbooks, the Bookstore offers FMU apparel, greeting cards, paperback bestsellers, and magazines. Also available are personal fax sending and receiving services for a nominal charge. The Patriot Bookstore is a source of graduation supplies (caps, gowns, hoods, invitations, and University class rings). Normal hours of operation are Monday through Friday from 8 a.m. to 4:30 p.m.

## MAIL

Students living on campus are assigned a campus mailbox number and a key to a mailbox. Mail is posted in mailboxes by 4 p.m., Monday through Friday. Outgoing mail with proper postage may be placed in U.S. Postal Service boxes located on campus or taken to the University Mail Center in the Office Services Building. The Mail Center also offers stamps for purchase.

## TELEPHONE SERVICE

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

## LAUNDRY & VENDING

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

## DINING SERVICES

The Ervin Dining Hall, located near the campus housing facilities, provides a variety of meal plans from which to choose. Meals can also be purchased individually for a reasonable price. Hot meals are served daily in addition to a complete salad and deli bar, pizza and grill items, and fresh desserts.

The Grille is located adjacent to the outdoor pool and provides a wide variety of menu options including fresh deli sandwiches, grill items, and pizza.

The Cauthen Cafe, located in the Cauthen Media Center, provides coffee, other drinks, and light snacks during the academic day.

The P.O.D. is a convenience mart operated on campus by Dining Services. It is located in Ervin Dining Hall

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Additional information regarding the dining facilities can be found under the Campus Facilities heading in “The University” section of this catalog.

### OFFICE SERVICES

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

### RECYCLING

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



# UNDERGRADUATE ADMISSIONS

## GENERAL INFORMATION

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

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

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

## ADMISSION TO THE UNIVERSITY

All prospective students must submit a completed application and a nonrefundable application fee. Students must also submit official transcripts from high school and all colleges (if any) attended. Appropriate test scores must also be submitted. Test scores must be printed on the transcript or sent directly from the testing agency.

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

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

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

The University accepts credit for Advanced Placement, CLEP, and International Baccalaureate. Please see the "Academic Information"

section in this catalog for more information about these programs.

Admissions categories and their specific requirements are listed on the following pages.

## REQUIREMENTS FOR ADMISSION

The following are requirements for general admission to the University.

### FRESHMEN

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

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

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

**English . . . . . 4 Units**

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

**Mathematics . . . . . 4 Units**

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

**Laboratory Science . . . . . 3 Units**

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

**Foreign Language . . . . . 2 Units**

Two units of the same foreign language.

**Fine Arts . . . . . 1 Unit**

One unit in Appreciation, History, or Performance of one of the fine arts.

**Social Science . . . . . 3 Units**

One unit of U.S./American history is required. One half unit each of economics and government is strongly recommended.



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### **Elective** ..... 1 Unit

A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.

### **Physical Education or ROTC** ..... 1 Unit

2. Acceptable official scores on the SAT (Evidence-Based Reading & Writing and Math), ACT, ISAT, or Residual ACT.
3. Proper completion of all application materials.

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

## ADMISSION APPEALS

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

## TRANSFER STUDENTS

Transfer applicants must submit an application, the required application fee, and have official transcripts sent from high school as well as each college attended. Test scores are not required for applicants who have earned at least 22 hours of college-transferable work. A 2.0 cumulative college grade point average is required.

### **From Other Postsecondary Institutions**

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

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

### **Transfer Students Who Previously Attended FMU**

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

### **Associate of Arts or Associate of Science Transfer Policy**

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

## INTERNATIONAL STUDENTS

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

### **International Student Acceptance Deadlines**

All international degree-seeking students must be accepted to FMU by:

**July 1** to begin classes in the **Fall Semester**.

**November 1** to begin classes in the **Spring Semester**.

**April 1** to begin classes in the **Late Spring** and **Summer Semesters**.

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

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

1. **Application Form** – The student must submit a completed Application for Admission. The application form must be accompanied by a nonrefundable application fee.
2. **Financial Certification** – An applicant must provide proof of his or her ability to have expenses covered for completing the degree. This support can come from the applicant's family or sponsor. The cost of attendance changes annually. Please call the Admissions Office or check the website for current information. This sum includes tuition, room, food, books, and miscellaneous expenses. The University requires an official statement from a bank, employer or sponsor or some other official affidavit of support. Financial certification must be sent to the University as a part of the admissions process. The University has a Certificate of Financial Support form that must be used. Original signed copies should be submitted to the Admissions Office.
3. **School Records** – An applicant should request a transcript or certificate of satisfactory study from each institution attended. Examples of this include "A" or "O" levels, baccalaureate, bachillerato, Reifezeugnis, or other school certificates. These records should include an English translation of the subjects studied, grades received in those subjects, and degrees, diplomas, or certificates earned. An explanation of the school's grading system should accompany the transcripts. To be considered official documents, all transcripts must come directly to FMU from the educational institution attended. No facsimiles will be accepted. Students who have completed university work from institutions located outside the U.S. must have those transcripts certified by the World Education Services (WES). More information is available at [www.wes.org](http://www.wes.org).
4. **Test of English as a Foreign Language (TOEFL) and IELTS** – The TOEFL is required of all international students except those whose native language is English. An acceptable TOEFL score of at least a 500 (173 on the computerized version or 61 on Internet version) is required. Appropriate scores on the IELTS (International English



Language Testing System) may be used in lieu of the TOEFL.

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

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

### TRANSIENT STUDENTS

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

### CONCURRENTLY ENROLLED HIGH SCHOOL STUDENTS

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

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

### TEACHER CADETS

Teacher Cadets must 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.

### HONOR STUDENTS

FMU Honors gives gifted students in all majors the opportunity to work with faculty in small and stimulating classes, to engage in interdisciplinary study that synthesizes knowledge from different disciplines, and to achieve their full intellectual potential. Participants in FMU Honors are encouraged to take an active role in the learning process and to be active learners, critical thinkers, and contributing members of today's global society.

Membership in FMU Honors is established by application. To be eligible to apply, first semester freshmen must have attained a minimum score of 1160 on the SAT (Evidenced-Based Reading & Writing and Math), a minimum composite score of 24 on the ACT, or have distinguished themselves in some other way as deserving of Honors admission. Second-semester freshmen must have earned an overall grade point average of 3.0 in order to become or remain eligible for Honors. Sophomores, juniors, and seniors must earn an overall grade point average of 3.25 in order to

become or remain eligible for Honors.

### FORMER FMU STUDENTS

Students who have not attended continuously one or more semesters (fall or spring) and have not attended another postsecondary institution since leaving FMU must reapply by submitting an Application for Admission, which may be obtained in the Office of Admissions.

### ADULT STUDENT WITH NO PRIOR COLLEGE COURSEWORK (DEGREE SEEKING)

Students who are at least 25 years old and who have not attempted any prior college coursework, regardless of the length of time they have been out of school, are eligible for consideration under the Adult Student Admission Policy.

Veterans under 25 years old who have served on active duty a minimum of three years are also eligible for consideration under the Adult Student Admission Policy.

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

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

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

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

### HOME-SCHOOLED STUDENTS

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

### NON-DEGREE SEEKING STUDENTS

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

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

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

### SENIOR CITIZENS

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

### ORIENTATION

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



# FINANCIAL INFORMATION

## EXPENSES

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

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

## LEGAL RESIDENT DEFINED

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

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

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

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

## FINANCIAL CERTIFICATION FOR INTERNATIONAL STUDENTS

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

## PAYMENT SCHEDULE

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

	Fall 2017	Spring 2018
Preregistered students completing registration and mail-in payments	by Aug. 7, 2017	by Dec. 11, 2018
Housing students	by Aug. 7, 2017	by Dec. 11, 2018
Students who register on or after these dates	on the day of registration	on the day of registration

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

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

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

A payment plan is available for eligible students. Applications may be obtained from the Cashier's website at [www.fmarion.edu/accounting/](http://www.fmarion.edu/accounting/).

## FINANCIAL STATEMENT

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

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

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You will pay Francis Marion University or agencies acting on behalf of the University the collection fee, which may be up to a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in such collection efforts.

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

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

### REFUNDS

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

#### Complete Withdrawal from the University

- 100% Withdrawal through late registration
- 90% Withdrawal between the end of the 100 percent refund period and the end of the first 10 percent of the term
- 50% Withdrawal between the end of the 90 percent refund period and the end of the first 25 percent of the term
- 25% Withdrawal between the end of the 50 percent refund period and the end of the first 50 percent of the term

An administrative fee equal to five percent of the total fees charged for the semester or \$100, whichever is less, will be withheld from the refund after the 100 percent refund period.

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

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

#### Changes in Enrollment Status (below 10 hours)

- 100% Withdrawal through late registration
- 50% Within 14 calendar days of the University's official first day of classes

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

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

PO Box 100547, Florence, SC 29502-0547.

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

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

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

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

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

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

Students who withdraw from on-campus housing during the period between the authorized move-in date through 14 calendar days into the fall and spring semesters will receive a 90% refund of the housing fee, less the \$150 housing application reservation fees. The 90% refund period begins on the authorized move-in date and continues through 14 calendar days into the fall and spring semester. During this period, students with a mandatory meal plan who withdraw from the residence halls or move from the residence halls to the apartments will receive a 90% refund of the meal plan assessment. All other students who wish to change or withdraw from a voluntary meal plan during this period may request a refund by completing and submitting the Dining Services Refund Request form (available at the Ervin Dining Hall). This policy does not apply to any declining balance accounts.

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

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



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

Refund checks are held in the Cashier's Office for 10 days and then are forwarded to the student's permanent home address.

### FEES WAIVED FOR SENIOR CITIZENS

South Carolina law authorizes state-supported colleges and universities to permit legal residents of South Carolina who are 60 years old or older to attend classes for credit or non-credit on a space available basis without the required payment of general University fees. While the application fee and general University fees are waived for these persons, all other fees must be paid.

## FINANCIAL ASSISTANCE

It is recognized that the costs of higher education are a significant addition to one's budget. The mission of the Financial Assistance Office is to provide access and retention opportunities for students choosing to pursue a course of study at FMU. This is met by (1) providing information services to prospective students and their families, (2) assisting students and their families in the financial assistance application process, (3) determining eligibility for assistance and making financial assistance awards, and (4) facilitating the timely delivery of financial assistance proceeds to students. Student financial assistance programs are administered according to a nationally accepted policy that the student and his or her parents are responsible for the student's educational expenses. Therefore, eligibility for financial assistance will be based on a comparison of educational expenses for the period of attendance and what the student's family can reasonably be expected to contribute as determined by the FAFSA (Free Application for Federal Student Aid).

General program descriptions and application information follow. More detailed information is available by visiting our website by going to "Financial Assistance" at [www.fmarion.edu](http://www.fmarion.edu).

## HOW TO APPLY FOR FINANCIAL ASSISTANCE

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

1. A student must complete and file the Free Application for Federal Student Aid (FAFSA) as early as possible after Jan. 1. A new FAFSA or renewal FAFSA must be completed for each academic year. A FAFSA is required for most types of financial assistance. The FAFSA is on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Francis Marion University must be designated as a school to which the student wants results sent by placing code 009226 on the FAFSA. Priority processing will be given to students who file a FAFSA prior to March 1 and complete his/her FA file by March 29.
2. New freshmen students who wish to be considered for scholarships should submit a scholarship application to the Admissions Office by March 15. The scholarship application is available online under the banner, "Admissions – Scholarship Forms."

Continuing students who wish to apply for institutional scholarships should submit the FMU scholarship application to

the Office of Financial Assistance by March 1. Students interested in institutional scholarships are also encouraged to file a FAFSA. For scholarship purposes, a FAFSA is used to determine eligibility for need-based scholarships. The application can be downloaded from Jan. 1-March 1 on the Financial Assistance web page at [www.fmarion.edu](http://www.fmarion.edu).

3. After the student files a FAFSA, the federal processing center will generate a Student Aid Report (SAR). This SAR will be emailed to the student. Also, if FMU was listed on the FAFSA, the University will receive the same data electronically from the U.S. Department of Education. Requests for additional information will be sent to the student. Once all requirements are met and the student's file is complete, an offer of financial assistance will be made.

### AWARD CRITERIA

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

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

### ENROLLMENT REQUIREMENTS

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

## FINANCIAL ASSISTANCE PROGRAMS

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

### INSTITUTIONAL ACADEMIC SCHOLARSHIPS

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

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

**Distinction Scholarships** – This award is granted to first-year students with a minimum of a 3.0 grade point average and a 1160 combined SAT (Evidence-Based Reading & Writing and Math) or 24 ACT Composite. Students are awarded this scholarship soon after being admitted.

**Fellows Scholarships** – These awards are granted to first-year students

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ranging from \$500 to \$2,500 a year. Students must complete an on-campus interview conducted by faculty. The deadline is March 15.

**Konduros Scholarships** – This scholarship is awarded by the University to first-year students. The award is for \$6,000 per year. Applications are available online. Students must complete an on-campus interview conducted by faculty. The deadline is March 15.

**Robert E. McNair Scholarships** – The McNair Scholarship is awarded to two or three students in each first-year class. The scholarship guarantees a student a full grant award to include tuition, room and board. Students must complete service learning while enrolled and a study abroad experience. First-year students will apply online and must apply prior to the third Friday in November.

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

### STATE SCHOLARSHIPS

Other scholarship opportunities that students should consider include:

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

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

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

**Enhancement Scholarships** – The South Carolina General Assembly has passed legislation for a new scholarship for certain students who are LIFE or Palmetto Fellows recipients majoring in math and science

disciplines. For more information, go to our website at [www.fmarion.edu/financialassistance/scholarships/](http://www.fmarion.edu/financialassistance/scholarships/). Regulations, eligibility requirements, and award amounts are subject to change based on directives from the Commission on Higher Education (CHE). The Enhancement Scholarship is based upon availability of funds to be appropriated for the program.

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

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

### GRANTS

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

The South Carolina Need-Based Grant is available to needy South Carolina residents who are seeking their first undergraduate degree. Completion of the FAFSA is required annually.

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

### LOANS

The University administers a variety of loan programs including federal, state, and institutionally backed loans. The Perkins and Direct Loans programs require student loan entrance interviews before money can be delivered. The Short Term Loan programs (the J.R. Driggs Memorial Emergency Loan Fund and Kappa Alpha Psi Student Revolving Loan Fund) provide small amounts of money to help students in certain emergency situations.

**Direct Loans (DL)** are loans available to students enrolled at least half-time in an eligible program. Repayment begins six months after a student ceases to be enrolled at least half-time. Monthly payments vary according to the amount borrowed but cannot be less than \$50.

DLs may be subsidized or unsubsidized. To qualify for a subsidized DL, a student must demonstrate need according to federal guidelines. For any subsidized DL funds a student receives, the federal government pays the interest while the student is in school. Unsubsidized DLs are available to students who do not or only partially qualify for subsidized funds. With unsubsidized DLs, the student is responsible for paying the interest. Interest accrues immediately, and the student has the option of paying toward the interest while in school or waiting until six months after graduation or withdrawal. The principal payments are still deferred. The accrued interest may be periodically capitalized (added to the loan principal) according to the lender's policy.

A student may apply for and receive funds from both subsidized and unsubsidized DL loans simultaneously as long as the cost of attendance is not exceeded. The maximum yearly borrowing limits for dependent students are \$5,500 for freshmen, \$6,500 for sophomores, and \$7,500 for juniors and seniors. The maximum yearly borrowing limits for independent students are the lesser of the cost of education or \$9,500 for freshmen, \$10,500 for sophomores, and \$12,500 for juniors and seniors. The aggregate borrowing limits for the DL program are \$31,000 for dependent undergraduate students and \$57,500 for independent

undergraduate students of which a maximum of \$23,000 can be subsidized loans. The maximum yearly borrowing limit for graduate students is the lesser of the cost of education or \$20,500. The aggregate borrowing limit for the DL program is \$138,500 for graduate students. Graduate students may only apply for unsubsidized DL loans.

**Federal Parent and Graduate PLUS Loan** is a non-need-based loan available to graduate students and to the parents of a dependent student if the student is enrolled at least half-time in an eligible program. Repayment generally begins within 60 days of check disbursement. Monthly payments vary according to loan amount but cannot be less than \$50. The maximum yearly borrowing limit is the student's cost of education as determined by FMU minus any other financial assistance.

**The South Carolina Teacher Loan/Career Changers** is a non-need-based loan in which portions of the loan are canceled in return for teaching in critical geographic or subject areas of need as determined by the State Board of Education. For SCTL, freshmen and sophomores may receive up to \$2,500 per year; juniors, seniors, and graduate students may receive up to \$5,000 per year. For the Career Changers program, students may borrow \$15,000 per year. For more information about this loan or to request an application, call the S.C. Student Loan Corporation at 1-800-347-2752 or go online at [www.scstudentloan.org](http://www.scstudentloan.org).

**Short-Term Loans** – The J.R. Driggs Memorial Emergency Loan Fund was established with the University by the Evening Lions Club. The Kappa Alpha Psi Student Revolving Loan Fund was established with the University by the Kappa Alpha Psi Fraternity Inc. Emergency loans in modest amounts to defray expenses incident to education at FMU will be made available to students for brief periods of time (usually 30 days) at an interest rate of 1.5 percent per month, or a fraction thereof, payable by the due date or before with the minimum interest charge being \$2 per month. Students borrowing money will be fully responsible for repayment of the loan.

## WORK-ASSISTANCE PROGRAMS

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

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

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

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

Students interested in on-campus work-assistance programs can view job openings on the job board in the Office of Career Development located in Founders Hall.

## TRANSIENT AID

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

## SATISFACTORY ACADEMIC PROGRESS

Students who receive financial assistance from any federal program authorized by Title IV of the Higher Education Act of 1965 must meet minimum standards of academic progress.

These programs include:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- Federal Work-Study
- Direct Loans
- Federal PLUS (Parent) Loans

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

## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Pursuant to the Act and regulations issued by the United States Department of Education, FMU has determined that students are considered to be making Satisfactory Academic Progress if they meet the following minimum standards:

1. Receive admission to and are enrolled in an eligible program of study.
2. Meet University standards for continuing enrollment as published in this catalog including continuance based on appeal.
3. Earn a minimum of 67 percent of all credit hours attempted (includes withdrawals, repeat passes, and carryovers) at FMU. This includes all academic terms (fall, spring, and summer).
4. Have a minimum 2.0 grade point average at the end of the second year of college.
5. Complete their degrees within attempting 180 hours for an undergraduate degree, 54 hours for a graduate degree in education or business, 86 hours for a graduate degree in psychology, 54 hours for nurse educator, and 82 hours for nurse practitioner. Attempted hours include all coursework taken at FMU and other universities, advanced placement, and College Level Examination Program credits.

## TERMINATION OF FINANCIAL ASSISTANCE ELIGIBILITY

The satisfactory academic progress of all students receiving financial assistance is verified at the end of the fall and spring semesters. At the end of the fall semester, students not making satisfactory academic progress are notified and encouraged to use the spring semester to demonstrate academic progress. Financial assistance eligibility is not terminated at the



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end of a fall semester with the following three exceptions:

1. Students for whom fall semester brings their attempted hours up to the maximum level (examples: 180 for undergraduate students, 54 for education, business, nurse educator graduate students, 82 for nurse practitioner, 86 for psychology graduate students).
2. Students who were approved by appeal through fall semester only.
3. Students who were approved by appeal through fall and spring but received more than four hours of Fs/Ws during the fall or earned less than a 2.0 fall semester grade point average.
4. Students who do not have a cumulative 2.0 grade point average after their second year at college.

At the end of the spring semester, students who received financial assistance during the spring semester are evaluated. Those who do not meet the minimum satisfactory academic progress standards will be notified that their financial assistance is terminated.

### REINSTATEMENT OF FINANCIAL ASSISTANCE ELIGIBILITY

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

1. Improving the percentage of hours completed to 67 percent by enrolling in and completing courses with personal funds.
2. The approval of an appeal submitted by the student to the Office of Financial Assistance. The appeal should include explanation and documentation of any unusual circumstances that prevented the student from performing his or her best academically. Appeal guidelines are available from the Office of Financial Assistance.
3. Approval after evaluation of academic transcripts determining that the criteria set for the previous year or semester was met.

A student who has been academically dismissed from the University must appeal separately to the Admissions Office for reinstatement to the University.

### VETERANS' BENEFITS

The following policies and procedures are of primary concern to veterans, service persons, reservists, and other eligible persons who receive VA Educational Assistance payments while enrolled at the University.

**Enrollment Certification** – Certification for benefits by the Veterans Affairs Assistant is necessary in order for eligible veterans, service persons, reservists, and dependents to receive educational assistance checks from the Veterans Administration.

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

To ensure receipt of benefits, eligible VA students must inform the Veterans Affairs Assistant of their intention to register for classes and supply the number of credit hours for which they will enroll each semester. After the appropriate paperwork has been submitted to the Veterans Affairs Assistant, it is then submitted to the Veterans Administration Regional Office for processing and payment.

Specific procedures and forms for application and enrollment certification may be obtained from the University's Veterans Affairs Assistant. Each student's request will be handled individually according to the type of VA Education Assistance Program for which the student is eligible and the student's enrollment status at the University.

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

The University's Veterans Affairs Assistant is located in the Office of the Registrar, Stokes Administration Building, 843-661-1172.

### INSTITUTIONAL SCHOLARSHIPS

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

Unless otherwise noted, full-time enrollment is required and the awards are not renewable. For continuing students, a scholarship application must be submitted each year by March 1 to the Office of Financial Assistance.

Scholarships as awarded or established through May 2017:

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

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

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

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

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



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

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

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

**The Jeffrey S. Anastasi Psychology Club Scholarship** was established in January 1999 by the FMU Psychology Club as an award to a student majoring in psychology or sociology.

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

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

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

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

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

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

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

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

**The Dr. John W. Baker Fine Arts Memorial Scholarship** was established

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

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

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

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

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

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

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

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

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

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

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

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

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

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**The Beneteau USA Scholarship** was established in January 2007 by its leadership team to assist the dependents of Beneteau USA employees pursue and complete degree requirements at FMU. First preference is given to employees with a defined career path with Beneteau USA. Second preference is given to employees or dependents of employees of Beneteau USA.

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

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

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

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

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

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

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

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

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

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

**The Sam Carbis Solutions Group Scholarship** was established in June

2014 to support employees or dependents of employees of Sam Carbis Solutions Group, LLC to pursue their education at FMU.

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

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

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

**The Carolinas Hospital Volunteer Auxiliary Scholarship** was established in August 2000 by the Carolinas Hospital Volunteer Auxiliary as an award for a sophomore, junior or senior who is pursuing a health-related major and is a resident of Florence or a surrounding county.

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

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

**The Otelia Chapman Scholarship** was established in March 2010 by Dr. Richard Chapman, Provost and Dean of the College of Liberal Arts, to honor his mother, Otelia Chapman, and is a scholarship designated annually to two graduate students with out-of-state residence, pursuing a graduate degree in applied psychology.

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

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

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

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

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

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

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

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

**The Marion G. Daniels Scholarship** was established in March 2004 by a generous gift from the estate of Mrs. Marion G. Daniels to recognize and assist outstanding students who are pursuing a college degree and is an award to a student from Florence County with financial need.

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

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

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

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

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

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

**The Adam Robert Doub Scholarship** was established in October 2004 by his sister, Misty Doub, for a student who demonstrates financial need.

**The William Dargan Douglas Trust Fund Scholarship** was established in February 1985 in memory of William B. Douglas' father to assist promising students at FMU.

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

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

**The Duke Energy Industrial Engineering Scholarship** was established in August 2013 to assist students in pursuing and completing degree

requirements in the Industrial Engineering Program at FMU. Awarded to students in the Duke Energy service territory with a focus on women and minorities who are enrolled in the Industrial Engineering Program.

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

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

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

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

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

**The ECO Building, LLC Scholarship** was established to support students from North Carolina who are pursuing a graduate degree in nursing to practice as a clinician. This annual scholarship is supported by a group of business owners from North Carolina who desire to provide financial assistance to students seeking graduate nursing degrees at FMU

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

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

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

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

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



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

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

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

**The Florence County School District 2 Board of Trustees and Administration Scholarship** was established in January 1999 by the Florence County School District 2 Board of Trustees and is an award to a junior or senior in the teacher education program maintaining a 3.0 grade point average with first preference given to graduates of Hannah-Pamplico High School, then to graduates of other Pee Dee area high schools.

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

**The Florence School District 4 Board of Trustees Scholarship** was established in November 1999 as an award designated for a graduate of Timmonsville High School who is majoring in education or seeking teacher licensure.

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

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

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

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

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

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

**The George Williams Garrett Scholarship** was established in February

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

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

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

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

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

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

**The Jamie Grimsley Music Scholarship** was established in December 2010 in memory of James H. Grimsley Jr. by his immediate family and is awarded to an FMU student pursuing a degree and major in Music Industry.

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

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

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

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

**The Ann Fulmore Harlee Memorial Scholarship** was established in May 1973 by the Dillon Chapter of the United Daughters of the Confederacy as an award to a student majoring in history and who demonstrates financial need.

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

**The Health Facilities Federal Credit Union Scholarship** was established in 2007 by its leadership team and is an award to assist members of the Credit Union to pursue and complete degree requirements at FMU. Preference will be given to a Credit Union member studying criminal justice in the political science or sociology program or who is accepted in the nursing program. The recipient must be a resident of Florence, Marion, Dillon, or Darlington counties.

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

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

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

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

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

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

**The Bob Howell Memorial Track Scholarship** was established in June 1992 by Michael A. Howell and Mrs. Joan Sallenger as an award made to assist a student-athlete who shows ability in the areas of track and cross country.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The Kirby Scholarship** was established in April 1998 by John and Vicki Kirby, alumni of FMU, and endowed in July 2005 by Dr. John Kirby and

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is an award to a junior or senior in the teacher education program with a grade point average of 3.0 or higher who is a graduate of Latta High School.

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

**The Sompong and Suwanee Kraikit Scholarship** was established in August 2006 by the Kraikits, generous benefactors of FMU. This scholarship covers the total cost of attendance and is designated for a teacher in Thailand who wishes to pursue a graduate degree in education. Upon completion of the program, the scholarship recipient is expected to return to Thailand to teach in a rural area.

**The Kyle Foundation Scholarship** was established in December 1985 by the H.M. and Pearl Kyle Foundation as an award made to assist a worthy and deserving student at FMU.

**The Latta Community Center Scholarship** was established in August 1999 as an award made by the Town of Latta to a graduate of Latta High School.

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

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

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

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

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

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

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

**The Douglas A. Mandra Psychology Scholarship** was established in November 1994 by friends and colleagues of Dr. Douglas A. Mandra, former professor of psychology, as an award made to an exemplary student majoring in psychology.

**The Marion County Healthcare Foundation Scholarship** was established to recognize and assist outstanding students from Marion

County. The Marion County Healthcare Foundation was established to aid, support, and improve the quality of life in Marion County via grants and scholarships to deserving individuals and organizations.

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

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

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

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

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

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

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

**The William C. Moran Scholarship** was established in June 1992 by FMU faculty, staff, and friends as an award made to deserving FMU students.

**The Morning News Scholarship** was established in May 2015 to assist students in pursuing and completing degree requirements in the Mass Communication program at FMU.

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

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

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

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



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

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

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

**The Pee Dee Electric Cooperative Scholars Program** was established in October 1997 to give financial assistance to deserving students of its member owners and employees. Full-fee scholarships are awarded to students who meet the eligibility requirements and academic criteria. The scholarships are renewable for up to four consecutive years.

**The Pee Dee Electric Cooperative - Jule Connor Scholarship** was established in June 2004 by Pee Dee Electric Cooperative Inc. to honor the distinguished service of Mr. Connor as a trustee of Pee Dee Electric Cooperative and to give financial assistance to deserving students of its member owners and employees and is up to a full-fee scholarship awarded to a student who meet the eligibility requirements and academic criteria. The scholarship may be renewable for up to four consecutive years.

**The Pee Dee Electric Cooperative - Thomas B. Cunningham Scholarship** was established in memory of Thomas Brockman Cunningham who died on November 14, 1999. He served as a trustee of Pee Dee Electric Cooperative for 32 years. This is up to a full-fee scholarship awarded to a student who meet the eligibility requirements and academic criteria. This scholarship may be renewable for up to four consecutive years.

**The Pee Dee Electric Cooperative - Robert E. Goodson Sr. Scholarship** was established in June 2004 by Pee Dee Electric Cooperative Inc. to honor the distinguished service of Mr. Goodson as a trustee of Pee Dee Electric Cooperative and to give financial assistance to deserving students of its member owners and employees and is up to a full-fee scholarship awarded to a student who meet the eligibility requirements and academic criteria. The scholarship may be renewable for up to four consecutive years.

**The Pee Dee Electric Cooperative - William B. Howell Scholarship** was established in March 2005 by Pee Dee Electric Cooperative Inc. to honor the distinguished service and leadership of Mr. Howell as Chairman of the Board of Trustees of Pee Dee Electric Cooperative and to give financial assistance to deserving students of its member owners and employees and is up to a full-fee scholarship awarded to a student who meet the eligibility requirements and academic criteria. The scholarship may be renewed for up to four consecutive years.

**The Pee Dee Electric Cooperative - R. Sidney Kelley Scholarship** was established in September 2000 to honor Sidney Kelley who served as a trustee of Pee Dee Electric Cooperative for 26 years and to give financial assistance to deserving students of its member owners and employees and is up to a full-fee scholarship awarded to a student who meet the eligibility requirements and academic criteria. The scholarship may be renewed for up to four consecutive years.

**The Pee Dee Electric Cooperative - Billy Earl Moody Scholarship** was established in December 2006 by Pee Dee Electric Cooperative Inc. to honor the distinguished service of Mr. Moody as a trustee of Pee Dee Electric Cooperative and to give financial assistance to deserving

students of its member owners and employees and is an award of up to full-fees designated for a student who meet the eligibility requirements and academic criteria. The scholarship may be renewable for up to four consecutive years.

**The Pee Dee Electric Cooperative – E. LeRoy “Toy” Nettles Scholarship** was established in March 2016 by Pee Dee Electric Cooperative, Inc. to honor and in memory of the distinguished service of Mr. Nettles, who served as the President and CEO and to provide financial assistance to deserving students of its members and employees and is up to full-fee scholarship awarded to a student who meets the eligibility requirements and academic criteria.

**The Pee Dee Electric Cooperative - James E. Sellers Scholarship** was established in March 2005 by Pee Dee Electric Cooperative Inc. to honor the distinguished service of Mr. Sellers as a trustee of Pee Dee Electric Cooperative and to give financial assistance to deserving students of its member owners and employees and is up to a full-fee scholarship awarded to a student who meet the eligibility requirements and academic criteria. The scholarship may be renewed for up to four consecutive years.

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

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

**The Pee Dee Orthopaedic Associates P.A. Scholarship** was established in September 2002 to recognize and assist outstanding students and is an award designated for a student majoring in a science-related field.

**The Pepsi Cola of Florence Scholarship** was established in April 2015 to award an employee or dependent of an employee an annual scholarship to FMU.

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

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

**The Kathleen Matthews Poston Scholarship** honors the memory of Kathleen Matthews Poston. Kathleen Matthews Poston was born on February 28, 1942. Kathleen was married to Donald F. Poston for ten years and they lived in Pamplico, SC. Kathleen passed away on May 9, 2014. The scholarship is awarded to a graduate of Hannah-Pamplico High School.

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

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

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

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

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

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

**The Rick Reames School Psychology Scholarship** was established in May 2015 to honor Mr. Rick Reames distinguished and lasting service to both the Pee Dee Education Center and the school districts within the Pee Dee region.

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

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

**The Roche Carolina Scholarship** was established in April 2002 by Roche Carolina Inc. to provide an endowed fund for scholarships for students majoring in chemistry. Recipient must be a graduate from a public or private high school in Florence or Darlington counties and demonstrate financial need.

**The James A. Rogers Memorial Scholarship** was established in October 1991 by family and friends of Dr. James A. Rogers who was a founder of FMU and served as the first chairman of the State College Board of Trustees, which governed Francis Marion College, Lander College, and the College of Charleston. In addition, Mr. Rogers served as editor, then editor emeritus, of the Morning News for many years. This scholarship shall be awarded to a student who serves on the staff of the campus newspaper.

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

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

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

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

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

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

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

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

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

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

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

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

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

**The Jack W. Smith and Charles E. Parker Mathematics Lab Scholarship** was established in April 2004 by the faculty in the FMU Math Department to honor two former colleagues with an annual award to a student worker in the Mathematics Lab or a student whose primary residence is in Marlboro County and is majoring in mathematics or science.

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

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

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



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

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

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

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

**The Beverly Floyd Stewart Scholarship** was established in January 1994 by Beverly Floyd Stewart, family, and friends as an award made to an FMU chemistry or biology major.

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

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

**The Joseph T. Stukes History Scholarship** was established in April 1990 by the Florence Sertoma Club as an annual award made to a rising FMU senior who shows academic promise in history.

**The Sharon Sturgeon-Jones Memorial Scholarship** was established in August 1984 by her mother, family, and friends as an award an outstanding member of the FMU women's basketball team who is majoring in education.

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

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

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

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

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

**The Rip Tutor Baseball Scholarship** was established in October 1995 and is awarded to a member of the FMU baseball team.

**The Paul A. Tuttle Jr. Florence Breakfast Rotary Club Scholarship** was established in October 1991 by the Florence Breakfast Rotary Club and revised in 2007 to honor one of the club's longstanding members, Paul A. Tuttle Jr. The scholarship is an annual award made to a deserving FMU student.

**The Visiting Nurses Association of Florence Scholarship** was established in January 1991 by Mr. J.P. Johnson, executive director of Atlantic Homecare Inc., and is an award to assist students in pursuit of a nursing degree.

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

**The WBTW TV-13 Scholarship** was established in 1998 as an award to a deserving student who is in the Mass Communication Program majoring in broadcasting.

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

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

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

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

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

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

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

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

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**The Xi Omicron Chapter of Delta Sigma Theta Sorority Scholarship** was established in August 1987 by Delta Sigma Theta Sorority Inc. as an award made on the basis of need to a deserving FMU minority female who is a sophomore or junior.

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

**The Young Professional of Florence Scholarship** was established in June 2010 by Young Professional of Florence and is awarded to a student who shows outstanding leadership and civic responsibility around the community and FMU.

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



# STUDENT LIFE

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

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

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

## DIVISION OF STUDENT AFFAIRS

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

Offices and departments with the Division of Student Affairs include Army ROTC, the Dean of Students Office, Multicultural and International Student Affairs, Student Activities, Fraternity and Sorority Life and Student Government. Leadership for the Division of Student Affairs is provided by the Vice President for Student Affairs and Dean of Students.

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

The Student Handbook is available online at [www.fmarion.edu/studentaffairs/#handbook](http://www.fmarion.edu/studentaffairs/#handbook). Limited copies are available for students and offices by request.

## STUDENT GOVERNMENT ASSOCIATION (SGA)

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

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

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

The Student Government Association consists of three divisions:

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

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

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

## STUDENT REGULATIONS

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

1. The University reserves the right to refuse admission or to require withdrawal if such action appears to be in the best interest of the student, the student body, or the University.
2. In order to receive academic credits or a degree, a student's indebtedness to the University must be settled, and the student

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must account satisfactorily for all property entrusted to his/her care.

3. The possession or consumption of alcoholic beverages or drugs by a student must conform to FMU policy and to South Carolina law. Copies of this policy are available in the Student Affairs Office.
4. Salespersons are not permitted to contact students on campus, nor are students permitted to serve as commercial agents on campus.
5. Any student withdrawing from the University must see his/her adviser to obtain a Complete Withdrawal Form. The completed form must be taken by the student to the Office of the Registrar so that rolls and records can be corrected. (See "Withdrawing from the University.")
6. Students must register any automobiles they intend to bring on campus. Permits are issued for an academic year and may be secured during registration at the beginning of each semester or from the Cashier's Office.
7. Any student group claiming sponsorship by the University and any student or student group seeking publicly to represent the University must have prior approval from appropriate authorities as authorized in the Student Handbook.
8. Registration assumes students individually and collectively will conform to all regulations published in the Francis Marion University Catalog and the Student Handbook as well as to all special regulations (e.g., traffic rules, rules of personal conduct at University activities, and housing rules and regulations) designed to support the ongoing University program.

accredited by the AACSB - International Association for Business Management Education. Election to membership recognizes and rewards academic excellence of students in business programs.

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

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

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

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

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

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

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

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

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

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

## STUDENT ORGANIZATIONS

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

### ACADEMIC ORGANIZATIONS

ARS Medica Society  
Artists Anonymous  
American Chemical Society  
Association of Computing Machinery  
FMU Biology Club  
FMU Sociology Club  
Honors Student Association  
Math Club  
Psychology Club  
Psychology Graduate Student Association  
Student Alumni Association  
Student Athlete Advisory Committee  
Student Media Association  
Student Nurses' Association

### HONOR SOCIETIES

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

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

**Beta Gamma Sigma** - A national honor society for business programs



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

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

#### **Fraternity and sorority life**

Inter-Fraternity Council – Serves as the coordinating body of the following IFC (Inter-Fraternity Council) fraternities at FMU:

Kappa Alpha Order  
Tau Kappa Epsilon

**Panhellenic Council** – Serves as the coordinating body of the following NPC (National Panhellenic Council) sororities at FMU:

Alpha Delta Pi  
Kappa Delta  
Zeta Tau Alpha Fraternity for Women

**National Pan-Hellenic Council** – Serves as the coordinating body of the following NPHC (National Pan-Hellenic Council) fraternities and sororities:

Alpha Kappa Alpha – sorority  
Alpha Phi Alpha - fraternity  
Kappa Alpha Psi - fraternity  
Iota Phi Theta – fraternity  
Sigma Gamma Rho – sorority  
Zeta Phi Beta – sorority

#### **SPECIAL INTEREST ORGANIZATIONS**

Alive in Christ Student Ministries  
Baptist Collegiate Ministry (BCM)  
Campus Life Fitness  
Challenging All Norms and Expectations  
College Democrats  
FMU College Republicans  
FMU Diplomats  
FMU Mock Trial  
FMU Physician Assistant Program Student Council  
FMU Sociology Club  
FMU Young, Gifted and Blessed Choir  
Gender and Sexuality Alliance  
Green Club  
Habitat for Humanity  
Health Occupation Students of America (HOSA)  
International Domestic Student Ambassadors  
InterVarsity Christian Fellowship (InterVarsity)  
Kinks, Curls, & Waves  
NAACP  
The Pants Protection Plan  
Praise in Motion  
Pre-Vet Club  
Snow Island Review  
Student Production Company  
T.A.O.C.A.T.N.A  
The Intramural Student Advisory Council  
The NOW Generation  
The Patriot Players  
The Riot (Student Pep Club)  
Turning Point USA at Francis Marion University

Additional information about all of these organizations, as well as how to initiate new organizations and activities, is available in the FMU Student Handbook, [www.fmarion.edu/studentaffairs/#handbook](http://www.fmarion.edu/studentaffairs/#handbook).

## **UNIVERSITY PROGRAMMING BOARD (UPB)**

The University Programming Board (UPB) is responsible for providing a variety of events throughout the year for the student body of FMU. UPB is comprised of student volunteers and advised by the Student Affairs Office. Past events include concerts, performances by comedians, dances, educational programs, holiday activities, festivals, and homecoming. Additionally, UPB partners with other student organizations and academic departments to provide a variety of programs for the FMU campus. All activities are open to FMU students, faculty, and staff members. UPB meets bimonthly during the academic year and encourages all students to get involved.

#### **SPECIAL EVENTS**

The Student Affairs Office sponsors a number of special events throughout the academic year, including the Leadership FMU Program, Freshman Focus, the Student Involvement Fairs, the Ms. FMU Pageant, the Student Life Awards, and the Student Leadership Conference.

## **CAMPUS RECREATION SERVICES**

The mission of Campus Recreation Services, located in Smith University Center, Room 214 is to enhance participants' fitness and wellness, knowledge, personal skills, and enjoyment by providing opportunities for a variety of activities that may contribute to individual physical fitness and wellness, opportunities for cooperative and competitive play activity in game and non-game form, and access to quality facilities, equipment, and programs.

Operating under the University's Department of Athletics, the Campus Recreation program has a variety of programming options and is open to all students, faculty, and staff. The Intramural Program provides an extensive competitive sports program for men and women designed to offer a wide range of activities to meet the needs and desires of the majority of the students. Competition has been organized in several sports ranging from basketball and flag football to table tennis and billiards.

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

## **MULTICULTURAL & INTERNATIONAL STUDENT AFFAIRS**

The Student Affairs Office provides leadership in the University's effort to support students, inform the campus community of the values of multiculturalism, and assist in encouraging a campus environment that is conducive to diverse student learning. The purpose of the office is to amplify the academic, social, and cultural development of students as well as plan and implement programs that facilitate opportunities for self expression and cultural harmony. Activities including lectures, forums, and cultural and social events are open to students, faculty, and staff. Within the Student Affairs Office, the Multicultural Advisory Board provides campus-wide programming and consists of faculty, students and staff.

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International students, entering FMU as degree seeking or as exchange students, receive support and guidance regarding immigration documentation, curricular and optional practical training and general counseling. Additional information is available from the Student Affairs webpage or the Student Affairs Office at 843-661-1182.

### STUDENT PUBLICATIONS

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

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

### ATHLETICS

Because intercollegiate athletic programs are recognized as valuable assets in developing campus spirit, the University strives to build a balanced, competitive athletic program. Teams compete in baseball, men's and women's basketball, men's and women's cross country, men's golf, men's and women's soccer, softball, men's and women's tennis, men and women's track and field, and women's volleyball. All athletic teams are known as the Patriots and wear the colors red, white, and blue. The athletic website address is [www.fmupatriots.com](http://www.fmupatriots.com).

The University is affiliated with the National Collegiate Athletic Association (NCAA), with one sport (men's golf) competing as a Division I independent, and the remaining 13 as Division II members. FMU is also a member of the Peach Belt Conference, competing in 12 intercollegiate conference sports. These affiliations permit student-athletes to receive regional and national recognition for their accomplishments. Several of the University's teams have advanced to NCAA post-season competition over the last several years. FMU has been represented by student-athletes in NCAA Division II Tournament competitions every year since moving to NCAA membership in 1992. This includes a pair of tennis (doubles) national titles and a men's golf national championship in 2003; 17 trips to the men's tennis tournament; 14 appearances in women's tennis; nine appearances in women's basketball; eight appearances in baseball; four appearances in men's golf; three appearances in women's volleyball; two appearances in women's soccer, men's soccer and softball; and one appearance in men's basketball. FMU has twice won the Commissioner's Cup of the Peach Belt Conference, indicative of having the best all-around program in the league. FMU also ranks among the conference leaders in the number of student-athletes named to the PBC Presidential Honor Roll (3.0 grade point average or B average).

### UNIVERSITY CHORAL PROGRAMS

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

community. Additional information is available from the Director of the Choral Program.

### INSTRUMENTAL MUSIC ENSEMBLES

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

### THE UNIVERSITY THEATRE

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

### ARTIST & LECTURE SERIES

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

### FILM SERIES

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

### ART GALLERY SERIES

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

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

## FMU HONOR CODE

### Statement of Honor

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

### The Honor Pledge

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

### Philosophy and Purpose

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

### Authority of the University

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

### Civility in the Classroom

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

### Reporting of Violations

Students may report possible Academic Conduct violations to the instructor in question, the appropriate Department Chair or Dean, the Office of the Provost, or the Office of the Vice President for Student Affairs. Students reporting possible academic violations have the right of confidentiality. Students may refer possible Student Conduct violations to Campus Police or to the Office of the Vice President for Student Affairs. Those making such referrals are required to provide information

pertinent to the case.

## ACADEMIC CONDUCT

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

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

## STUDENT CONDUCT

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

### University Violations

#### 1. Drugs and Narcotics

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

#### 2. Alcoholic Beverages

- a. Use, possession and/or consumption of alcoholic beverages on University property or during University activities. (Please refer to the "University Alcohol Policy and Housing Violations" for more details on alcohol issues.)
- b. Under the influence of alcoholic beverages on University property or during University activities. For purposes of this policy, a blood alcohol concentration of .08 or greater is conclusive evidence that a student is under the influence of alcohol, but a student's conduct, physical appearance, and other factors are also evidence. (Please refer to the "University Alcohol Policy and Housing Violations" for more details on alcohol issues.)
- c. Sale, delivery, manufacture or distribution of alcoholic beverages on University property or during University

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activities. (Please refer to the “University Alcohol Policy and Housing Violations” for more detail on alcohol issues.)

- d. The use of alcohol in any form is prohibited and includes: liquid, powder, gel, or any combination thereof for the purposes to consume, possess, distribute, or manufacture, regardless of proof level.
- 3. Actions Against the University Community and Members of the University Community**
    - a. Physical abuse or assault of any person.
    - b. Other conduct which threatens the health or safety of any person, including oneself.
    - c. Sexual misconduct that includes any inappropriate sexual conduct or conduct of a sexual nature directed toward another person that is unwanted, disparaging, or perceived to have a negative impact on the campus community, including derogatory, degrading, or humiliating communication.
    - d. Assault, including sexual assault and/or any conduct that is considered felonious in nature.
    - e. Intentional or reckless conduct that endangers the health or safety of self or others.
    - f. Excessive pressure or threats against another person in an effort to coerce or intimidate.
    - g. Deliberate constraint or incapacitation of another without consent or permission.
    - h. Placing another in a dangerous/injurious situation with or without their knowledge.
    - i. Behavior that injures or endangers the welfare of any member of the University Community.
    - j. Harassment of any student or member of the University Community. (Please refer to the Harassment Policy.)
    - k. Influencing or attempting to influence another to not effectively participate in any University appropriate activity, proceeding, and/or function. This includes grievances and conduct hearings.
    - l. Retaliation against any student or students who files grievances or provides information or testimony in any conduct proceeding, hearings, meetings, and/or investigations. (Please refer to Retaliation Policy.)
    - m. Stalking and/or unauthorized surveillance which includes:
      1. Unwanted and repeated contact (after notice to desist) with another individual or group through personal contact using electronic or other media.
      2. Other behaviors which are perceived as threatening or intended to intimidate or induce fear.
      3. Making unauthorized video or photographic images of a person in a location in which that person has a reasonable expectation of privacy. Includes the storing, sharing, and/or other distribution of such unauthorized images by any means.
    - n. Violation, or attempted violation, of local, state or federal law, whether on or off campus, when it appears that the student or student organization has acted in a way which adversely affects or seriously interferes with the University’s normal educational function.
    - o. Other conduct in which a reasonable person having sufficient intelligence to acquire postsecondary education would understand is injurious to the University or the University Community. This standard shall not be interpreted to infringe upon a student’s constitutional rights.
  - 4. Firearms, Weapons and Explosive and Incendiary Devices**
    - a. Possession, while on University-owned or -controlled property or any University sponsored or supervised activities, of any firearm such as, but not limited to rifles, shotguns, ammunition, handguns, pellet guns, bb guns, blow guns, paint balls, stun guns, and air guns. Includes water guns and other items whose reckless play could result in injury to another.
  - 5. Theft, Damage and Unauthorized Use and Entry**
    - a. Possession or use of pocket knives having a blade longer than two inches; this includes displayable knives and collections.
    - b. Use of any of the following weapons: nunchucks, brass knuckles, bows/arrows, batons, tasers, slap jacks, sling shots, hatchets or other edged weapons, and any martial arts weapons. This includes display item weapons.
    - c. Possession or use of firecrackers, fireworks, or any incendiary devices. This includes, but is not limited to the intentional or reckless use of flammable materials and/or any materials that can be used as an accelerant.
    - d. The act of arson to include intentional or reckless behavior contributing to arson.
    - e. Any other device or weapon that could be potentially harmful to self or others.
    - f. Chemical components expelled by compressed gases such as pepper spray, dangerous/noxious chemical mixtures.
  - 6. Failure to Comply**

Failure to comply with the reasonable directions of a University official acting in performance of his/her duty. This includes but is not limited to:

    - a. Theft, wrongful appropriation, and unauthorized possession whether attempted or actual.
    - b. Damage to property of the University to include library materials or of any organization affiliated with the University or of another member of the University Community (i.e., faculty, staff, student, or campus visitor). This includes all University-owned, -controlled, or leased property.
    - c. Possession of property known to be stolen or of another person without permission.
    - d. Unauthorized use of another student’s ID card, to gain access, privileges, or as a form of identification whether with or without the other student’s permission.
    - e. Alteration or misrepresentation of any form of identification.
    - f. Unauthorized entry into the dining hall or allowing another to enter the dining hall without permission from the appropriate University official(s).
    - g. Unauthorized presence in, use or entry into University facilities.
    - h. Unauthorized possession or use of keys or entry card to University facilities. This includes access codes.
    - i. Unauthorized use or misuse of University-owned, -controlled, or leased equipment.
    - j. Unauthorized use of campus parking decals and temporary tags.
  - 7. Providing False Information, Forgery and False Alarms**
    - a. Failure to report to a University office or official after notice to do so.
    - b. Failure to appear for a judicial hearing or comply with a disciplinary penalty.
    - c. Failure to pay promptly, after notice, all University bills, fines, accounts, and other financial obligations.
    - d. Failure to produce positive student identification upon request.
  - 8. Providing False Information, Forgery and False Alarms**
    - a. Furnishing false or incomplete information to a University official to include but not limited to misleading or incomplete information.
    - b. Providing false information during an investigation of a violation or during a student conduct hearing or conduct meeting.
    - c. Filing an allegation known to be without merit or cause.
    - d. Falsification, distortion, or misrepresentation of information during a conduct proceeding.
    - e. Falsely reporting a fire or other emergency, such as the presence



- of an explosive or incendiary device.
- f. Knowingly setting off a fire alarm or emergency call box when no fire or emergency exists. This includes tampering with and/or removing emergency equipment to support false report.
  - g. Forgery of records or identification or University documents to include transcripts, receipts, work records, time cards, drop add forms, student ID cards, campus vehicle registrations, and any form used or created by the University.

#### 8. Disruptive and Disorderly Conduct

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

#### 9. Abuse, Misuse of the University Computing System

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

#### 10. Hazing (Also see "Hazing Policy")

Hazing, which is defined as: any intentional or reckless act, on or off University property, by a student(s) or student organization, acting alone or with others, which is directed against any other student(s), that endangers the mental or physical health or safety of that student. In accordance to South Carolina law, it is also unlawful for any person to knowingly permit or assist any person in committing these acts. Hazing includes such things as wrongful striking, laying open hand upon, threatening with violence, or offering to do bodily harm to punish or injure or other unauthorized treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature.

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

#### 11. Housing and Residence Life Regulations

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

more information, please see the Housing and Residence Life section of the Student Handbook.

#### 12. University Parking Policies and Regulations

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

#### 13. Smoking Policy

Francis Marion University is a "smoke-free campus." Smoking is prohibited on all property-owned or -controlled by Francis Marion University, the Francis Marion University Foundation, and/or the Francis Marion University Real Estate Foundation. This prohibition includes all buildings and grounds. This policy also includes all devices for smoking.

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

#### 14. Solicitation Policy

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

#### Implementation of the Student Conduct Process

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

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

## SEXUAL HARASSMENT

It is the policy of FMU, in keeping with efforts to maintain an environment in which the dignity and worth of all employees and students of the University are respected, that sexual harassment of students, employees,

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

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

### ALCOHOL & DRUG POLICY

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

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

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

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

- Purchase of alcoholic beverages on behalf of a minor.
- Purchase or possession of alcoholic beverages by a person under 21 years old.
- Presentation of false or improper identification in order to obtain alcoholic beverages.
- Possession of an open container of beer, wine, or other alcoholic beverage in a moving vehicle or in an area where such possession has

been prohibited.

- Driving under the influence of alcohol or other drugs.
- Selling, giving, or providing alcoholic beverages to a person under 21 years old.
- Distribution, use or possession of drugs and drug paraphernalia.

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

### GUIDELINES FOR STUDENT CONCERNS OR COMPLAINTS

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

- Concerns about faculty on academic or other matters should be reported to the department chair or dean who supervises the professor or instructor.
- Concerns about any form of perceived mistreatment by a University employee should be reported to the employee's supervisor or to the office of the Vice President of the division to which the employee belongs.
- Concerns about admission, registration, advising, or financial assistance issues should be reported to the Associate Provost for Enrollment Management or the Provost's Office.
- Concerns about billing, student accounts, or other administrative issues (Campus Police, Dining Services, Bookstore, etc.) should be reported to the office of the Vice President for Business Affairs.
- All other concerns about non-academic matters, including complaints about treatment by other students, should be reported to the Student Affairs Office.

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

### STUDENT OMBUDSMAN

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

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



# ACADEMIC INFORMATION

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## STUDENT RESPONSIBILITY

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

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

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

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

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

## CATALOG POLICIES

The FMU Catalog is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interests of the students and the institution in mind. Students are encouraged to consult an adviser if they have questions about the application of any policy.

To receive a degree, an undergraduate student must complete satisfactorily all requirements described in the catalog in effect at the time of first enrollment as a degree student at the University or all requirements described in the catalog in effect at the time of graduation. Any student who changes from one major or minor to another must meet requirements of the new major or minor in effect at the time of the change. Any student who leaves the University or changes to another major or minor for a period of one calendar year or longer and then returns to the University or to the original major or minor will be required to meet requirements in effect at the time of return.

Exceptions to these policies may be necessitated by changes in course offerings or degree programs or by action of authorities higher than the University. In that event, every effort will be made to avoid penalizing the student.

While every effort has been made to ensure accuracy of information, FMU reserves the right to change any provision listed in this catalog including, but not limited to, academic requirements for graduation without notice to individual students. However, every effort will be made to advise students of such changes and to minimize the inconvenience such changes might create for students.

Information regarding graduation requirements is available in the Office of the Registrar. Students are responsible for keeping themselves apprised of current graduation requirements for the degree programs in which they are enrolled.

## ACADEMIC ADVISING

Academic advisors provide guidance to students as they pursue their degree programs. Students are encouraged to meet with their advisors to discuss their academic progress and any questions they may have about the university and its programs. Students also must meet with their advisors prior to registration for courses each fall and spring semester.

First-year students are assigned to an advisor in the Center for Academic Success and Advisement (CASA), located in Founders Hall 220. First-year students in the Honors Program, however, are placed with an honors faculty member for advising.

After their first year at FMU, students are placed with advisors who are faculty members within their major or disciplinary specialty.

Students placed on Probation 2 are assigned an advisor in the Center for Academic Success and Advisement until they improve their academic standing.

Many students enter the University having decided on a major and/or program of study. There are, however, those students who have not decided on a major. This group of students is admitted as undecided majors. Students who wish to declare or change their major during their first year at FMU should speak to their assigned advisor. Students who are in their second year at FMU should visit the department of their new major and meet with the administrative assistant, who will then assign them a new advisor.



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Students are responsible for meeting with their advisors, checking their degree audits, and reviewing the degree requirements listed in this catalog.

### ACADEMIC PROGRAM DELIVERY

**SEMESTER SYSTEM** – The University operates on the semester system with a fall term scheduled from late August until early December and a spring term from mid-January to early May. Courses meet for 15 weeks during the semester, normally culminating in a final examination period. Two commencements are held annually, one in December and another in May. Students completing degree requirements during summer terms may participate in December commencement exercises.

**SUMMER SESSION** – The University operates a late spring term of three weeks and two summer terms of approximately five weeks each. Generally, students can earn a maximum of 15 semester hours of credit in the full summer session. However, those students enrolled in laboratory courses may earn as much as 18 semester hours of credit. Courses are generally scheduled by most departments and schools of the University. A special effort is made to offer courses that meet the certification needs of public school teachers.

**EVENING COURSES** – The University offers evening courses during each semester and during summer sessions. Courses offered are selected primarily on the basis of demand from those students who cannot attend daytime classes. Evening courses are offered on campus and at selected sites in the community.

**OFF-CAMPUS COURSES** – The University offers courses in off-campus locations where sufficient student demand warrants them. These are regular University courses for students who cannot attend classes on campus. On occasion the University offers credit courses on a contract basis with an area school system or healthcare organization.

**ONLINE COURSES** – The University offers online, dual delivery, and/or hybrid educational opportunities in select programs. Please consult each individual program to determine if coursework is offered in an alternative online format.

### EXPERIENTIAL & NON-TRADITIONAL LEARNING

Experiential Learning at FMU seeks to add practice components to the theory learned in the classroom and lead to more complete learning that enhances traditionally acquired knowledge. Such real-life experiences better prepare students for their roles as employees and citizens. Learning activities that engage the learner in the phenomena being studied also serve to enhance students' awareness of their own values and the values of others. These supervised activities occur outside the normal classroom, laboratory or library. They may be credit or no-credit and fall into four categories all of which involve University direction and student reflection.

### INTERNSHIPS

Internship programs provide meaningful introductions to career options in professionally related work experiences in business, industry, government, or service agencies. Internships are offered by individual departments to allow students to gain practical work experience in a particular field while working on a degree. This work experience is usually unpaid and may offer academic credit if there is appropriate faculty supervision. Students generally work between eight and 12 hours a week while also taking other classes. Rules of eligibility and lists of companies offering internships can be obtained from departmental offices or the

Office of Career Development. Some departments require internships as part of the curriculum in certain disciplines.

Service learning allows students to put their academic training to use solving real problems in their communities. This teaching method enhances learning through supervised experience related to course work, with goals and objectives that focus on both the learning and service of the activity. Students develop by combining service tasks with structured opportunities that link the tasks to self-reflection, self-discovery, and the attainment of values, skills, and knowledge content.

### FACULTY-MENTORED RESEARCH

Students who have studied content and method courses use this knowledge as they work with faculty in designing, carrying out and reporting on a research project. This activity leads to an enhanced and more practical understanding of discipline-specific professional methods. It may also lead to the discovery of new information and the dissemination of that knowledge through publications and/or presentations at regional and national professional meetings.

### INTERNATIONAL EXCHANGE & STUDIES PROGRAMS

FMU offers many opportunities for students wishing to maximize and globalize their educational experience by studying at exchange partner institutions in Canada, England, France, Germany, and Ireland. Students may also pursue short-term learning opportunities through travel study courses or summer language, culture and science programs. FMU students are also eligible to participate in exchanges offered through other universities in South Carolina. For more information about the Exchange Programs, contact the International Programs Director, Dr. J. Mark Blackwell at (843) 661-1657/email [jblackwell@fmarion.edu](mailto:jblackwell@fmarion.edu).

### COOPERATIVE EDUCATION

Cooperative education involves alternating periods of academic study (coursework within the major) and periods of related work with the participating Cooperative Education employer. Work periods normally take place during the sophomore and junior years and usually last one semester. To qualify for participation in the program, students must have successfully completed 30 semester hours of academic work and make formal application in the department overseeing the experience.

The work assignment is considered an integral part of the student's education. Each completed work period will appear on the student's transcript, but no academic credit is awarded for this experience. Normally the student will not be enrolled in any classes during the semester of the work experience. During the Cooperative Education program, the student will be classified as full-time. Full-time status provides a way to address insurance, taxes, loans, and other concerns surrounding university status.

To enroll in the program, a student must obtain a form from the Director of Career Development, obtain approval from his/her department chair/dean, and return the completed form to the Director of Career Development.



## REGISTRATION

The Registrar is responsible for the management of the registration process by which students enroll in classes. Registration procedures for each term are described in the schedule of classes for that term and on the University's web site.

Each student should meet with his or her faculty adviser to select courses to be taken. The student may enter his or her schedules via the web, in the adviser's office or in the Office of the Registrar. Students must confirm schedules and pay fees in the Cashier's Office.

Through the registration process, students assume academic and financial responsibility for the classes in which they enroll. They are relieved of these responsibilities only by formally terminating enrollment by dropping or withdrawing in accordance with procedures and deadlines specified in the schedule of classes each term.

## COURSE LOAD

The unit of measurement of University course work is the semester hour. Semester hours are also referred to as credit hours or credits. One semester hour for lecture is defined as one class hour of classroom or direct faculty instruction per week and an expectation of at least two hours of out-of-class student work each week. One semester hour for laboratory is defined as a minimum of 2-3 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of at least one hour of additional out-of-class student work each week.

One semester hour for clinical is defined as a minimum of 2-3 class hours of work each week in a clinical setting under the supervision of a clinical supervisor/instructor.

One semester hour for studio is defined as a minimum of two class hours of studio work each week under the direct supervision of an instructor and an expectation of at least two hours of individual studio work each week.

One semester hour for music ensemble is defined as a minimum of one class hour of supervised rehearsal each week and an expectation of at least two hours of individual student work each week.

For information on course listings and numbering refer to "Academic Programs-Undergraduate" or "Academic Programs-Graduate."

The usual course load for a FMU student is 15 to 17 hours per semester. With the approval of the student's department chair or dean, a student who earned a grade point average of 3.0 during the preceding regular semester (while completing 15 hours or more) or has a 3.0 cumulative grade point average may obtain permission to take up to 19 hours in one semester. In addition, seniors who are within 19 hours of graduation and who have a 2.5 cumulative grade point average may also obtain permission. Overloads of 20 hours or more require the permission of the Provost.

No student who has earned fewer than 15 hours at FMU will be permitted to carry an overload. Transient and correspondence courses which may cause an overload must be approved prior to enrolling in the course(s).

The maximum course load permitted for Late Spring Term is one course, with a maximum of four credit hours. The maximum course load for First Summer Term or Second Summer Term is seven hours.

Students with grade point averages of less than 2.0 may be required to carry reduced course loads.

## CLASSIFICATION OF STUDENTS

Undergraduate students who are enrolled in the regular session and who are registered for 12 or more semester hours for University credit (not audit credit) are classified as full-time. Undergraduate students who are enrolled in the regular session but who are registered for fewer than 12 semester hours are classified as part-time. A graduate student enrolled for six or more hours is considered to be a full-time student.

All undergraduate students are also classified as either special or regular. Special students are those who have completed a baccalaureate degree but are taking undergraduate courses. Regular students are candidates for baccalaureate degrees and are further classified as follows:

**Freshmen** – Students who have earned fewer than 22 semester hours of credit

**Sophomores** – Students who have earned at least 22 but fewer than 54 semester hours of credit

**Juniors** – Students who have earned at least 54 but fewer than 87 semester hours of credit

**Seniors** – Students who have earned 87 or more semester hours of credit

## CLASS ATTENDANCE POLICY

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.

Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform students, at the beginning of each course, of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Attendance policies will be outlined in the class syllabus.

If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade. It is the responsibility of a student to make up work missed because of absence from announced tests and laboratory sessions. However, announced tests and laboratory sessions may be made up only at the discretion of the instructor.

## DROPPING COURSES

A student is expected to follow the course schedule for which he/she registers. However, prior to the completion of 33 percent of a course, a student may initiate withdrawal from a course and the grade recorded will be W. After the completion of 33 percent of a course and prior to completion of 85 percent of a course, a student may still initiate withdrawal from a course but the grade recorded will be F or W based on the academic average at the time of withdrawal. During the last 15 percent of a course, a student may not initiate withdrawal from a course. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures in the proper order, and delivers the form to the Registrar's Office.

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A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. Prior to the completion of 33 percent of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be W. After the completion of 33 percent of a course, a faculty member may still withdraw a student from a course for a violation of the stated attendance policy but the grade recorded will be F or W based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

### AUDITING COURSES

A student admitted to FMU as a regular or special student may elect to audit one or more courses provided that he/she meets the course prerequisites or receives the approval of the Registrar. Students who audit a course should adhere to the class policies including attendance. Students who do not adhere to the stated policies may be dropped from the course for not attending. No credit is given for auditing.

Audited courses are considered part of the course load for a regular student in determining overload approval but not when determining whether a student is classified as full-time. Changes from audit to credit are not permitted after the regular change of schedule period has ended. Change from credit to audit is permitted after the change of schedule period has ended only if the student is doing passing work in the course and only upon the approval of the Registrar.

Audited courses are charged at the same rate as courses taken for credit.

### ADVANCED PLACEMENT CREDIT

(College Board Exams and CLEP)

Advanced placement credit can be earned through the College Entrance Board Advancement Placement Exams, CLEP exams, International Baccalaureate (IB) exams and through placement exams offered by FMU. Francis Marion University may accept a total of 30 hours of advanced placement credit. A student may not take a course for which he/she has previously earned advanced placement credit. Students may audit such courses with the permission of the instructor and the appropriate academic chair/dean.

### COLLEGE ENTRANCE BOARD ADVANCED PLACEMENT

Students who have taken advanced placement tests through the College Entrance Examination Board Advanced Placement Program and who score satisfactorily may obtain college credit. The score necessary for credit for a particular course is determined cooperatively by the appropriate department or school and the Registrar. Students must request that their scores be sent to Francis Marion University c/o the Office of Counseling and Testing. Advanced Placement scores obtained during high school are usually received at FMU in mid-July.

Scores required to receive credit in the AP program:

College Board AP Examinations	Score	Course Exempted	Credits
Art History	3, 4, 5	Art 101	3
Studio Art: Drawing	3, 4, 5	Art 203	3
Studio Art: 2-D Design	3, 4, 5	Art 204	3

Studio Art: 3-D Design	3, 4, 5	Art 205	3
Biology	3	Biology 105	4
Biology	4, 5	Biology 105, 106	8
Calculus AB*	3, 4	Math 201	3
Calculus AB	5	Math 201, 202	6
Calculus BC	3	Math 201, 202	6
Calculus BC	4, 5	Math 201, 202, 203	9
Chemistry	3, 4, 5	Chemistry 101, 102	8
Computer Science A	3, 4, 5	Computer Science 226	3
Computer Science AB	3, 4, 5	Computer Science 226, 227	6
Macroeconomics	3, 4, 5	Economics 204	3
Microeconomics	3, 4, 5	Economics 203	3
English Language and Composition	3, 4	English 101	3
English Literature and Composition	5	English 101, 102	6
English Literature and Composition	3, 4	English 101	3
Both English AP Exams	5	English 101, 102	6
Environmental Science	3, 4, 5	English 101, 102	6
French Language	3, 4, 5	English 101	3
French Literature	3, 4, 5	English 101, 102	6
Italian Language	3, 4, 5	English 101, 102	6
Japanese Lang & Cult	3, 4, 5	French 101, 102	6
Comparative Government and Politics	3, 4, 5	French 201, 202	6
United States Government and Politics	3, 4, 5	Italian Elective	6
European History	3	Elective	6
European History	4, 5	Elective	3
United States History	3	Political Science 101	3
United States History	4, 5	History 103	3
World History	3, 4, 5	History 103, 104	6
Human Geography	3, 4, 5	History 101	3
Latin Literature	3, 4, 5	History 101, 102	6
Latin: Virgil	3, 4, 5	History 105	3
Music Theory	3	History 105	3
Music Theory	4, 5	Geography 101	3
Aural Subscription	3	Elective	3
Aural Subscription	4, 5	Elective	3
Nonaural Subscription	3, 4, 5	Music 115	3
Physics 1	3, 4, 5	Music 115, 215	6
Physics 2	3, 4, 5	Music 116	1
Physics C: Electricity & Magnetism	3	Music 116, 216	2
Physics C: Electricity & Magnetism	4, 5	Music Elective 1	1
Physics C: Mechanics	3	Physics 215	4
Physics C: Mechanics	4, 5	Physics 216	8
Psychology	3, 4, 5	Physics 201	4
Spanish Language	3, 4, 5	Physics 201, 202	8
Spanish Literature	3, 4, 5	Physics 201	4
Statistics	3, 4, 5	Physics 201, 202	8
		Psychology 206	3
		Spanish 101, 102	6
		Spanish 201, 202	6
		Math 134	3

\* Including AB subscore on BC exam.

### WHO RECEIVES MY AP GRADE REPORT? HOW CAN I HAVE A COPY SENT TO A COLLEGE?

AP Grade Reports (transcripts) include final grades for all AP Exams ever taken. A copy of the report is automatically sent to you, the college(s) you designated on your answer sheet, and your school. Transcripts are typically mailed the July following each exam.

If you would like a grade report sent to an additional college, or if you did not specify a college to receive your grade report at the time of testing, you can contact AP Services to request delivery of additional grade reports. Requests generally take one week to process from the date they are received and cost \$15 per report. Rush reports are processed within 2 working days and are available for \$25 per report. AP Services may be

reached at:

AP Services  
 PO Box 6671  
 Princeton, NJ 08541-6671  
 Phone: 609-771-7300 or 888-225-5427  
 (toll free in the U.S. and Canada)  
[www.collegeboard.com/student/testing/ap/exgrd\\_rep.html](http://www.collegeboard.com/student/testing/ap/exgrd_rep.html)

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The University awards credit for satisfactory scores on many of the Subject Examinations offered through the CLEP program. Only freshman and sophomore students are eligible to take CLEP exams without prior permission from a department chair or school dean. Juniors and students who have attained senior standing may attempt CLEP exams but first must obtain written permission from the department chair or dean of the school of the discipline in which a particular exam is offered. Normally, seniors during the semester prior to their graduation will not be allowed to attempt CLEP exams. No graduating senior will be allowed to attempt CLEP exams after the deadline for applying for graduation. CLEP exams can be taken at the Office of Counseling and Testing at FMU (843-661-1840). The chart below explains how the test scores will be evaluated for credit at FMU.

Scores required for credit in the CLEP Program:

CLEP Exam	Score	Course allowed toward degree	Credits
American Govt.	50	Pol. Sci. 101	3
American Literature	50	Lit. 200 Elective	3
Analyzing & Interpreting Literature	50	Lit. 200 Elective	3
Biology	50-62	Biology 105	4
	63+	Biology 106	4
Calculus	50	Math 201	3
Chemistry	50-62	Chemistry 101	4
	63+	Chemistry 102	4
College Algebra	50	Math 111	3
English Literature	50	Lit. 200 Elective	3
English Composition	50-57	English 101	3
with essay	58+	English 102	3
Financial Accounting	50	Accounting 201	3
French	50-61	French 101 & 102	6
	59+	French 201 & 202	12
History of the U.S. I: Early Colonizations to 1877	50	History 101	3
History of the U.S. II: 1865 to Present	50	History 102	3
Information Systems & Computer Applications	50	Computer Science 150	3
Introductory Business Law	50	Business 206	3
Intro Psychology	50	Psychology 206	3
Intro Sociology	50	Sociology 201	3
Pre-calculus	50	Math 137	3
Principles of Management	50	Management 351	3
Principles of Marketing	50	Marketing 331	3
Principles of Macroeconomics	50	Economics 204	3
Principles of Microeconomics	50	Economics 203	3

Spanish	50-61	Spanish 101 & 102	6
	63+	Spanish 201 & 202	12
West Civilization I: Ancient Near East to 1648	50	History 103	3
West Civilization II: 1648 to Present	50	History 104	3

## INTERNATIONAL BACCALAUREATE

To assist you in reaching your academic goals, FMU awards college course credit for satisfactory scores on higher level International Baccalaureate (IB) examinations. Students who have completed courses and the tests in the International Baccalaureate Program must have their scores sent to the Office of Counseling and Testing at FMU for evaluation. The chart below explains how the tests will be evaluated in terms of credit at FMU. The official FMU transcript will reflect the credit awarded to the student.

I.B. Exam	Score	Course allowed toward degree	Credits
Higher Level Biology	4	Biology 104	4
Biology	5	Biology 105	4
Biology	6, 7	Biology 105, 106	8
Chemistry	5	Chemistry 101	4
Chemistry	6, 7	Chemistry 101, 102	8
Computing Studies	5, 6, 7	Computer Science 190	3
Economics	5, 6, 7	Economics 203, 204	6
English (Lang. A)	4, 5	English 101	3
English (Lang. A)	6, 7	English 101, 102	6
French	4	French 101	3
French	5	French 101, 102	6
French	6	French 101, 102, 201	9
French	7	French 101, 102, 201, 202	12
Geography	4, 5, 6, 7	Geography 101	3
History-American	4, 5, 6, 7	History 101 or 102	3
History-European	4, 5, 6, 7	History 103 or 104	3
Mathematics	5	Math 201*	3
Mathematics	6, 7	Math 201, 202**	6
Mathematics - Prob. & Statistics (35 hour option)	6, 7	Math 134	3
Music	4, 5	Music 115, 116, 101	7
Music	6, 7	Music 115, 116, 101, 215, 216, 245	14
Physics	5	Physics 215	4
Physics	6, 7	Physics 215, 216	8
Psychology	5, 6, 7	Psychology 206	3
Spanish	4	Spanish 101	3
Spanish	5	Spanish 101, 102	6
Spanish	6	Spanish 101, 102, 201	9
Spanish	7	Spanish 101, 102, 201, 202	12

\*Students will be placed in MATH 202 and receive credit for MATH 201 after successful completion of MATH 202 with a grade of C or higher.

\*\*Students will be placed in MATH 203 and receive credit for MATH 201 and 202 after successful completion of MATH 203 with a grade of C or higher.



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### ADVANCED PLACEMENT EXAMS ADMINISTERED BY FMU

**English Composition Examinations** – Students admitted into Francis Marion University will complete a process of directed self-placement (DSP) to choose between English 101 or the extended version of English 101 (English 101E plus English 101L). Students will complete the DSP questionnaire found on the English Department's website ([www.fmarion.edu/english/compositionprogram/requirementsandcourses/](http://www.fmarion.edu/english/compositionprogram/requirementsandcourses/)), and then, if needed, will work with their advisers or the Composition Coordinator to determine which course is better suited for their writing skills. Students may arrange to take the ACCUPLACER test through the Office of Counseling and Testing (843-661-1840). Students with advanced competencies will be advised to enroll in English 101 if they receive a score of 103 or higher on the ACCUPLACER. Students may receive credit for freshman English courses through Advanced Placement or Dual Enrollment credit.

**Foreign Language Credit** – FMU uses the College Level Examination Program (CLEP) to determine eligibility for advanced placement and exemption credit in modern languages. For those who wish to start above the 101 level, the CLEP exam must be taken prior to beginning the language sequence at FMU. The Office of Counseling and Testing administers CLEP exams. For more information or to schedule an appointment, please call 843-661-1840.

### TRANSFER CREDIT

Transcripts of students transferring from another institution are evaluated in the Registrar's Office, and the results are provided to the applicant. Determining the applicability of transferred credits to major requirements is the responsibility of the Registrar's Office.

Credit may be allowed for courses that are appropriate to the curriculum in which the student is admitted. Courses passed with a grade of D or its equivalent are not transferable and are not used in computing a student's grade point average except for specific courses taken in approved fourth-year cooperative programs. All transfer credit must have been completed at a regionally accredited institution. No credit is awarded for coursework taken on a non-credit basis, even non-credit courses completed at regionally accredited institutions. Transfer students are cautioned that a course, though acceptable for transfer, may not necessarily be applicable to a specific Francis Marion major, program, or degree. No more than 76 semester hours of credit may be accepted from institutions accredited as junior colleges or two-year institutions. No credit will be transferred for courses taught on a pass/fail or satisfactory/unsatisfactory grading scale.

In order to complete requirements for an undergraduate degree, a transfer student must earn at least 25% of the required semester hours for that degree in residence at FMU (including a minimum of 12 semester hours above 299 in the student's major).

### TRANSIENT CREDIT

A FMU student desiring to take courses at some other institution either during the summer session or the regular session and wishing to have courses transferred to FMU to apply toward a degree must have in advance the approval of his/her adviser or department chair/school dean as well as the Registrar before registering for the courses. This is known as transient credit. Only those students who are in good academic standing (those with cumulative grade point averages of 2.0 or above) and first semester transfer students in good academic standing (those transferring in with cumulative grade point averages of 2.0 or above from other

institutions) can be approved to take courses at other institutions. No course specifically required in the student's major may be taken at another institution without prior approval of the department chair or school dean. Forms are available in the Office of the Registrar.

It is the student's responsibility to have an official transcript sent to the Office of the Registrar upon completion of the course(s) but no later than one month prior to the date he/she is scheduled to complete degree requirements. Grades earned at other institutions will not be computed in the FMU grade point average except when determining whether the student can graduate with honors and when taken in approved fourth-year cooperative programs. A grade of C or higher must be earned for a course to transfer to Francis Marion. A maximum of 30 semester hours in transient credit may be accepted as partial fulfillment of the requirements for the baccalaureate degree. The sum of the transient credit and the transfer credit from junior colleges and two-year institutions may not exceed 76 hours.

No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale.

### CORRESPONDENCE CREDIT

A maximum of 30 semester hours in correspondence courses may be accepted as partial fulfillment of the requirements for the baccalaureate degree. No more than 12 semester hours may be accepted in any one subject. The institution and the courses taken must have prior approval of the student's adviser, department chair/school dean and the Registrar. The student must have a grade of C or better on each course accepted. Grades on correspondence courses are not included in computation of grade point average. No course specifically required in the student's major may be taken by correspondence without prior approval of the department or school. Correspondence credit does not count as residential credit.

Information on correspondence courses available through other colleges and universities can be obtained from the Office of Counseling and Testing.

### FINAL EXAMINATIONS

The standing of a student in his/her work at the end of a semester is based upon daily class work, tests or other work, and the final examinations. Final examinations are given on the dates and at the times designated in the final examination schedule. The final examination schedule is available in the schedule of classes published each semester. It is also available on the University website.

### GRADING SYSTEM

**A (Distinction)**

A grade of A indicates achievement of distinction and carries four quality points per semester hour.

**B+**

A grade of B+ carries three and a half quality points per semester hour.

**B (Above average)**

A grade of B indicates above-average achievement and carries three quality points per semester hour.

**C+**

A grade of C+ carries two and a half quality points per semester hour.



## C (Average)

A grade of C indicates average achievement and carries two quality points per semester hour.

## D+

A grade of D+ carries one and a half quality points per semester hour.

## D (Below average)

A grade of D indicates below-average achievement but acceptable credit toward graduation and carries one quality point per semester hour.

## F (No Credit)

A grade of F indicates unsatisfactory achievement or withdrawal from the course after completion of one-third of the course without passing grades. Semester hours are included as work taken in computation of grade point average. No quality points or credits are earned.

## IN (Incomplete)

IN is given a student who for an acceptable reason is allowed to postpone beyond the end of the semester or term the completion of some part of a course requirement. Approval by the department chair or dean is required. The designation of IN is not computed in the grade point average. If the IN is not replaced by a permanent grade by the end of the next semester or summer term in which the IN was given, the designation of IN will automatically become a grade of F. The grade of IN may not serve as a prerequisite for sequenced courses.

## W (Withdraw)

W indicates that a course was dropped with permission prior to completion of one-third of the course or that a course was dropped with a passing grade after completion of one-third of the course. It is not included as semester hours taken in computation of grade point average.

## CO (Continuing)

CO is reserved for students who at the end of the semester have not completed all their work in self-paced mathematics, French, and/or Honors 491-99. This grade is not computed in determining grade point average; however, these hours are included in the gross hours attempted and therefore are used to determine eligibility to stay in school. Under penalty of F, students must enroll the next semester in those courses in which CO was earned. Students will not be allowed to receive the CO grade more than once in the same course.

## S (Satisfactory)

S indicates average or better than average achievement in certain courses which are graded on an S-U (Satisfactory-Unsatisfactory) basis only. Such courses are not included in computation of grade point average.

## U (Unsatisfactory)

U indicates unsatisfactory achievement in certain courses graded on an S-U (Satisfactory-Unsatisfactory) basis only. No credit is earned.

## GRADE POINT AVERAGE

Grade points are computed by multiplying the number of semester hour credits per course by the grade earned. The grade point average (GPA) is computed by dividing the total number of quality points by the total number of net hours taken. In the calculation of grade point average, the semester hours for the first repetition of a course will not count in computing net semester hours taken, but in subsequent repetitions, semester hours will be included in computing net semester hours taken. For a repeated course, the higher grade of the first two course grades earned plus the grades on all other repetitions will determine the number of quality points earned. Other institutions, however, may recalculate a student's grade point average and include all grades in that calculation. All grades will appear on the student's FMU transcript. A student with a

low grade point average is advised to repeat courses for which a grade of D or F was earned.

A cumulative grade point average of 2.0 or higher is required for graduation on all work attempted at FMU (including four-year cooperative programs). In addition, a student must maintain an average of 2.0 or higher in his/her major courses in order to meet graduation requirements. Some programs may require a higher grade point average for admission, continuance in the program, and/or graduation.

Advanced placement credits, credits transferred from accredited institutions (except for credit for specific courses taken in approved fourth-year programs), credits earned through correspondence and/or extension work, and credit for courses taken on a Satisfactory-Unsatisfactory basis are not used in computing a student's grade point average but may be accepted toward a degree.

For calculating the grade point average for honor graduates, see the "Honor Graduates" section later in this chapter.

## GRADE CHANGES

If a mistake was made in calculating or recording a term grade, the instructor of the course may change the grade. A change of grade may occur only within one calendar year from the receipt of the grade.

1. A faculty member seeking to change a student's term grade because of a mistake must request the change on the appropriate form, which may be obtained from the Office of the Registrar.
2. The department chairperson or dean shall approve or disapprove change-of-grade requests. If approved, the requests will be sent to the Registrar with instructions to make the necessary corrections on the official record.

## GRADE APPEALS POLICY

**MEMBERSHIP:** The Grade Appeals Committee will consist of five faculty members to be elected by the faculty at large. The committee will elect the chair.

**FUNCTION:** The committee will hear final course grade appeals not resolved at the level of the academic unit.

**GROUND FOR APPEAL:** Unless the faculty member has acted in an arbitrary or capricious manner in the assignment of the final course grade in question, or unless the instructor's grading policy is in violation of the guidelines established by the University or his/her own policies as noted in the syllabus or other written documents, it is the right of the instructor to determine whether or not the final course grade should be changed.

**PROCEDURES:** The committee will meet as necessary, and is called by the Committee Chair. Appeals for grade changes may not be made after 60 days from the date the grade was given. The following procedures will be followed:

1. The student will first attempt to resolve the issue by consulting with the instructor.
2. If the issue is unresolved after consultation with the instructor, the student will then consult with the department chair/school dean to attempt a resolution.
3. If the matter is not resolved after consultation with the instructor and the chair/dean, then the student may petition the chair/dean, who will forward the matter to the Grade Appeals Committee. The

petition must include the following items: a completed petition form signed by the instructor of the course (unless the instructor is no longer a member of the FMU faculty), the student's adviser, and the chair/dean of the academic unit that offered the course; a letter explaining the basis for the grade appeal; and if applicable, supporting documents and a list of any other evidence to be presented. The student's argument will be limited to statements from the student and the evidence delineated in the petition.

4. Upon receipt of a completed grade appeal petition, the chair of the Grade Appeals Committee will promptly inform the faculty member, the appropriate department chair/school dean, and the Provost. The committee chair will also make available to the faculty member a copy of the petition and the supporting documentation.
5. The Grade Appeals Committee, upon receipt of a student's grade appeal petition, might seek additional information and advice, as it deems necessary. In some cases, the committee may conduct a hearing, as when the student, faculty member, or committee members might ask for one. Because this hearing is for informational purposes only, it should not replicate judicial proceedings. No legal counsel shall be permitted to appear.
6. Within 10 workdays after a decision, the chair of the Grade Appeals Committee will notify the student, the faculty member, the appropriate department chair/school dean, and the Provost of the committee's findings and recommendations. If the Grade Appeals Committee, through its inquiries and deliberations, determines that the grade should be changed, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, he or she will provide an explanation for refusing.
7. If after considering the instructor's explanation the Grade Appeals Committee concludes that it would be unjust to allow the original grade to stand, the committee may then recommend to the appropriate department chair/school dean that the grade be changed. The chair/dean in consultation with the instructor will assign the appropriate grade. Only the chair/dean, upon the written recommendation of the Grade Appeals Committee, has the authority to effect a change in grade over the objection of the instructor who assigned the grade.

## GRADE REPORTS

At the end of each semester and each summer term, grade reports are made available to students via Swampfox Web for Students.

Faculty members must give students an opportunity to make an informed decision on their academic performance prior to the last date to withdraw without academic penalty. Mid-term grades for first-semester freshmen will be recorded, submitted to the Registrar, and mailed to the advisers. Mid-term grades for other students will not be submitted. Faculty will receive a class roll prior to the last date for withdrawal to verify those enrolled in and attending the class.

## TRANSCRIPTS

Official transcripts, bearing the University seal, will not be issued without the written consent of the student. A transcript will not be released if the student is indebted to the University.

Forms for requesting transcripts may be obtained from the Registrar's Office or through the University's website. A fee of \$7 must accompany each individual transcript request. The request must be returned to the Office of the Registrar after fee payment is made.

## REPEATING COURSES

A student may repeat courses to improve his/her grade point average. The grade earned after the first enrollment of a course will replace the grade originally earned when calculating the student's grade point average, provided that the repeat grade is higher than the original grade. All grades earned after the first repetition of a course will be included in the calculation of grade point average. (It is recommended that courses for which a grade of D or F was earned be repeated.) A student may not repeat for credit a 100- or 200-level language course once he/she has received credit for another course at a higher level in the same language and may not repeat for credit the lower-level course of any subject in a hyphenated sequence once he/she has received credit for the higher-level course. Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU. However, a student may be permitted to repeat for additional credit a course he/she took for credit ten or more years previously.

A student may not repeat a nursing course that has a clinical or laboratory component unless they are enrolled in the nursing program.

A student may not repeat an Honors course in order to raise his/her grade point average. In order to improve the grade point average, a student may repeat in a regular section a course that he/she took as an Honors section, but the new grade will carry no Honors credit.

When a student repeats a course, all grades appear on the transcript. Grades of CO and W are not used in the calculation of grade point average. These grades also are not counted in the repeat regulations.

## ACADEMIC RENEWAL POLICY

An undergraduate student formerly enrolled at FMU who has not been enrolled at FMU for three consecutive calendar years is eligible to apply for Academic Renewal. The intent of this policy is to provide a renewed start for undergraduate students who experienced academic difficulty during their initial enrollment at FMU. Academic Renewal Applications are available to readmitted students in the Registrar's Office.

**NOTE:** Academic renewal is not available to graduate students.

All coursework previously taken at FMU by a student who is granted Academic Renewal will be treated as if it were transfer credit from another institution for purposes of granting credit toward graduation from FMU. The earlier courses, therefore, will not be included in computing the student's grade point average. Only those earlier courses in which a student earned a C or higher may be counted toward fulfillment of graduation requirements.

All courses and grades, including those taken while previously enrolled at FMU, will appear on the student's transcript. Other institutions are likely to include all grades and courses when calculating a student's grade point average for such purposes as transfer or admission to graduate and professional programs.

The Academic Renewal Policy is subject to the following stipulations:

1. A student may be readmitted under the Academic Renewal Policy one time only.
2. A student seeking readmission under the Academic Renewal Policy who has been enrolled at other institutions of higher education since leaving Francis Marion University must be in

good academic standing at the institution most recently attended.

3. A student must seek academic renewal at the time of application for readmission. Once academic renewal has been granted, the action is irreversible.
4. A student readmitted under the Academic Renewal Policy will be governed by the rules and regulations (including major, minor, and General Education Requirements) in effect at FMU at the time of readmission.
5. Readmission under the Academic Renewal Policy does not guarantee acceptance into any program at FMU that requires a specific grade point average. Admission to those programs depends upon the policies of the particular academic schools or departments involved.
6. Students admitted under the Academic Renewal Policy are automatically placed on Academic Probation 2.
7. A course completed, either successfully or unsuccessfully, at FMU prior to academic renewal may not be repeated at another institution for transfer credit to FMU.
8. Following readmission under the Academic Renewal Policy, a student must complete at least 36 semester hours at FMU to be eligible for graduation.
9. All courses taken at FMU, including those taken prior to academic renewal, will be counted when computing eligibility for graduation with academic honors.

## ACADEMIC STANDING

### ELIGIBILITY TO CONTINUE

A minimum 2.0 cumulative grade point average is required to maintain good academic standing. After the first major (full fall or spring) semester a student fails to obtain the required minimum 2.0 overall grade point average, the student is placed on academic Probation 1 and will receive written notification from the University.

While on Probation 1, the student is strongly advised to repeat courses necessary to regain an overall 2.0 grade point average and may take no more than 13 credit hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester.

If the student's overall grade point average is less than a 1.25 at the end of the Probation 1 semester, then the student is dismissed. If the student's overall grade point average is at least a 1.25 but less than a 2.0 at the end of the Probation 1 semester, then the student is placed on Probation 2. A student on Probation 2 is required to repeat courses to regain an overall 2.0 grade point average and is not allowed to take more than 13 hours in a major semester, seven hours in any one summer term, and four hours in the late spring term. Students on Probation 2 are assigned an academic advisor in the Center for Academic Success and Advisement. Once the student's academic advisor has advised the student, the academic advisor will enter the student's schedule into the system. The student is removed from probation if the cumulative grade point average is 2.0 or higher at the end of that semester. At the end of the Probation 2 semester, if the student fails to earn a 2.0 cumulative grade point average, the student is dismissed from the University.

If the grade point average of a student who has previously been on Probation 2 falls below a cumulative 2.0, the student will be placed on

Probation 2. If the grade point average of a student with 87 or more hours falls below a cumulative 2.0 grade point average the student will be placed on Probation 2.

This policy is for eligibility to continue only. Some degree programs may have higher grade point average requirements for graduation.

### ACADEMIC DISMISSAL

After the first academic dismissal, the student will not be allowed to enroll at FMU until he/she has served the one major semester dismissal. At the end of serving the dismissal, the student may apply for readmission by submitting the appropriate application packet to the Admissions Office. If the student meets all other admission requirements, the student will be readmitted and placed on Probation 2. The student must meet the Academic Standards to continue.

After the second academic dismissal, the student will not be allowed to enroll at FMU until he/she has remained out of FMU for two major semesters. The student may then apply for readmission by submitting the appropriate application packet to the Admissions Office. If the student meets all other admission requirements, the student will be readmitted and placed on Probation 2. The student must meet the Academic Standards to continue.

After the third academic dismissal, the student will not be considered for readmission into the University unless she/he is eligible for the Academic Renewal program and has earned an Associate of Science or Associate of Arts Degree from another accredited institution. If the student meets all other admission requirements, the student will be admitted only into the Academic Renewal Program and placed on Probation 2.

A student who has been dismissed may appeal the dismissal. The policy and procedure for this appeal can be obtained from the University Registrar.

### WITHDRAWING FROM THE UNIVERSITY

Complete withdrawals must be initiated by the student at the Registrar's Office. A Complete Withdrawal Grade Report will be completed. Failure to file the Complete Withdrawal Grade Report Form with the Registrar's Office may result in the grade(s) of F for the course(s). A student who withdraws from the University after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal. A student may not withdraw two weeks prior to Reading Day or any time thereafter.

### MILITARY SERVICE

A student who is a member of the armed services (either active or reserve) and who is called to active service or deployed and who is unable to complete a semester will be withdrawn from courses with a grade of W. A Complete Withdrawal Grade Form must be submitted to the Registrar along with proof of military orders. A member of the service who is called to active duty or deployed for a short duration because of a natural disaster or similar circumstance will be offered accommodation so that, in consultation with the instructors, all courses may be finished. Accommodation may include alternate assignments or an extension of the time to complete a course.

The effective date of a student's complete withdrawal from the University will be the date that the student initiates the withdrawal and a Complete Withdrawal Grade Report Form is filed.



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### RESIDENCE REQUIREMENTS

To earn an undergraduate degree at FMU, students must complete a minimum of 25% of the required semester hours for that degree in residence at FMU (30 semester hours for a 120 semester hour degree) within five calendar years preceding the date the degree is granted. A minimum of 12 hours above 299 in a student's major must be completed in residence at FMU.

No more than nine of the final 30 semester hours required for the degree can be taken at another institution with the exception of hours earned by students while participating in an FMU International Student Exchange Program. In special cases, students may petition the Provost for up to an additional six hours of transfer credit.

In residence means students earn a grade in a class in which they are enrolled at FMU and supervised by a faculty member of FMU. Credit earned at another institution will not satisfy the 25% residency requirement.

### ASSESSMENT

All students who enroll at FMU are required to participate in assessment(s) of oral communication skills, basic computer skills, General Education knowledge and their chosen major(s), if required. Participation may include, but is not limited to, such activities as capstone courses, assessment tests, portfolios, student surveys, and the assessment activities of their major(s).

### CHANGES IN GRADUATION REQUIREMENTS

In addressing the needs of an ever-changing society, the curriculum offered by FMU continues to evolve. Continuously enrolled students may elect to meet the graduation requirements stated either in the University Catalog of the year in which they first entered FMU or in the University Catalog of the year in which they are graduated from the University. Students returning to FMU after an absence of one year or more will be expected to meet the graduation requirements stated either in the University Catalog of the year in which they returned to FMU or in the University Catalog of the year in which they are graduated. The effective University Catalog must not be more than 10 years old.

### APPLICATION FOR DEGREE

Undergraduate students who plan to graduate from FMU must complete an Application for Degree with the Registrar's Office. December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 15. Students are strongly encouraged to complete and submit the form the semester before they intend to graduate to allow adequate time to complete the Senior Review process. Students should schedule a Senior Review with the Registrar's Office when they reach senior classification by earning 87 semester hours of course credits.

All degree requirements must be completed in order to participate in the commencement ceremony.

### PRIVACY OF STUDENT EDUCATIONAL RECORDS

The written institutional policy concerning the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) is housed in the Registrar's Office. The University is restricted in the release of certain student records without the prior written consent of the student.

However, the University can release directory information that includes such information as the student's name, address, telephone number, etc., without the student's permission. A student who does not want this information released must make a request in writing to the Office of the Registrar within two weeks after the first day of class. The request for nondisclosure must be filed each term of enrollment.

Students have the right to inspect and review information contained in their educational records. Students wishing to review their records must make a written request to the Registrar listing the item or items of interest. These records will be made available within 45 days of the request.

### USE OF SOCIAL SECURITY NUMBER

The Privacy Act of 1974 (U.S. Public Law 93-579, Sect. 7) requires that we notify you that disclosure of your social security number (SSN) is voluntary. But you should know that FMU uses the SSN for federal identification and your official transcript. The Swamp Fox for Students (online registration) system requires you to enter your Identification Number (ID) and a password for entry. If you do not wish to disclose your SSN, you can apply for a special identification number in person in the Registrar's Office, Stokes Administration Building, Room 118.

### RECOGNIZING ACADEMIC DISTINCTION

#### WILLIAM H. BLACKWELL AWARD

Named in memory of the founding chairman of the Francis Marion University Foundation, the William H. Blackwell Award goes to the individual baccalaureate student(s) with the highest grade point average. Although all baccalaureate degree recipients during the year are eligible for consideration, this award is presented only during the spring commencement ceremony.

#### HONOR GRADUATES

The Latin phrases distinguishing the levels of performance recognized by medieval universities have come to be used to honor modern graduates as well. An undergraduate student who completes degree requirements with a grade point average from 3.5 to 3.74 shall be granted a diploma cum laude (with praise). An undergraduate student who completes degree requirements with a grade point average of 3.75 to 3.89 shall be granted a diploma magna cum laude (with great praise). An undergraduate student who completes degree requirements with a grade point average of 3.9 or higher shall be granted a diploma summa cum laude (with greatest praise).

All work that is taken at FMU (including repeated courses) and all work that is taken at other institutions and considered transferable (including courses in which grades of D and F are earned but which were not transferred) will be included in computing a student's grade point average for honors. In order to receive a diploma cum laude, magna cum laude, or summa cum laude, a transfer student must complete a minimum of 60 semester hours at FMU.



In order to graduate with honors for a second degree, a candidate must have graduated summa, magna, or cum laude in his or her first degree and must have earned a minimum of 60 hours at FMU. All work taken at the collegiate level will be computed to determine the student's grade point average for honors.

### **PRESIDENT'S LIST**

Any full-time undergraduate student who attains a grade point average of 3.75 or higher in a given semester shall be recognized as exceptional and placed on the President's List.

### **PRESIDENT'S LIST FOR PART-TIME STUDENTS**

Any part-time undergraduate student who has completed at least 12 hours at FMU and who has declared a major shall be placed on the President's List for Part-Time Students at the end of any semester in which the student has completed at least six semester hours and in which the student has attained a grade point average of 3.75 or higher.

### **DEAN'S LIST**

Any full-time undergraduate student who attains a grade point average of at least 3.25 but less than 3.75 in a given semester shall be recognized as distinguished and placed on the Dean's List.

### **DEAN'S LIST FOR PART-TIME STUDENTS**

Any part-time undergraduate student who has completed at least 12 hours at FMU and who has declared a major shall be placed on the Dean's List for Part-Time Students at the end of any semester in which the student has completed at least six semester hours and in which the student has attained a grade point average of at least 3.25 but less than 3.75.

### **UNIVERSITY MARSHALS**

Each year the University selects a number of outstanding undergraduate students to serve as marshals for campus events and lead academic processions, especially commencement ceremonies. These full-time students serve an important role for the University by assisting at plays, lectures, concerts, and other public occasions. New marshals are chosen at the end of their freshman year from those who have compiled an outstanding grade point average. Marshals are honored in the fall of their sophomore year at a luncheon hosted by the University president and serve for the remaining three years of their FMU career. Marshals wear distinctive blue blazers with the University logo.

### **UNIVERSITY HONORS PROGRAM**

See page 179.





# UNDERGRADUATE ACADEMIC PROGRAMS

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## STUDENT RESPONSIBILITY

Each student is responsible for the proper completion of his/her academic program as based on the requirements stated in the Francis Marion University Catalog. The assigned faculty adviser is available for consultation, but responsibility remains with the student.

## SEMESTER HOUR REQUIREMENT

Francis Marion University offers five baccalaureate degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Business Administration, the Bachelor of General Studies, and the Bachelor of Science in Nursing. Each of these degrees requires a minimum of 120 semester hours of approved credit, which includes those hours required for completion of the General Education Program and those hours required for majoring in the student's area or areas of concentration. Some majors may require more than 120 hours.

## GENERAL EDUCATION GOALS & REQUIREMENTS

FMU offers programs of study that encourage students to think critically and creatively, communicate clearly and honestly, develop appreciation of aesthetic values, and be concerned with the common good as well as their own interests. Our educational goals are sustained by the liberal arts tradition and seek to provide all baccalaureate degree students with the following:

- Goal 1.** The ability to write and speak English clearly, logically, creatively, and effectively.
- Goal 2.** The ability to read and listen with understanding and comprehension.
- Goal 3.** The ability to use technology to locate, organize, document, present, and analyze information and ideas.
- Goal 4.** The ability to explain artistic processes and evaluate artistic product.
- Goal 5.** The ability to use fundamental mathematical skills and principles in various applications.
- Goal 6.** The ability to demonstrate an understanding of the natural world and apply scientific principles to reach conclusions.
- Goal 7.** The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.
- Goal 8.** The ability to describe the governing structures and operations of the United States, including the rights and responsibilities of its citizens.

**Goal 9.** The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.

The General Education required of all students at FMU is designed to give students an introduction to the broad areas of knowledge essential to a successful life and career. Included in the General Education program are choices in the humanities, the social sciences, the laboratory sciences, and basic communications. Through this program, students begin to acquire an awareness of the diverse cultures of the past and present. They also develop communication, conceptualization, and analytical and critical thinking skills. These general education courses provide the foundation for the student's declared major.

Students should note the following specific requirements pertaining to the General Education program:

### ENGLISH

Students must complete English Composition through English 102 with a grade of C or higher to satisfy the Communications portion of the General Education Requirements.

### MATHEMATICS

A minimum of six hours in mathematics above Math 110 and 110L. Math 105 and Math 110 and 110L are the only math courses that do not count toward the hours of Mathematics in the General Education Requirements. A B.A. degree allows PRS 203 to be substituted for one of these mathematics courses. Students should consult with their academic advisers concerning their mathematics courses.

MATH 170 and 270 can only be used to fulfill the General Education Requirements for Mathematics for the majors of early childhood education, elementary education, and B.G.S. educational studies.

MATH 134 is required for majors in nursing, business, middle education, and medical technology and is recommended for majors in history and psychology.

### PHYSICAL SCIENCE

Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

### HUMANITIES/SOCIAL SCIENCES/NATURAL SCIENCES

General Education Requirements in the Social Sciences, Humanities, and Sciences differ for teacher education students seeking South Carolina licensure and are listed under South Carolina Licensure Requirements in the School of Education section of this catalog. Specific General Education Requirements for each teacher licensure program offered at FMU are also listed under each department offering a Teacher Licensure Option.

### FOREIGN LANGUAGE

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

## 64 - Undergraduate Academic Programs

### GENERAL EDUCATION REQUIREMENTS

Area	Semester Hours	
	B.S.	B.A.
<b>1. Communications</b>	<b>9 hours</b>	<b>21 hours</b>
a. English (a minimum of 6 hours in English Composition with a grade of C or higher in each course, ending with English 102)	6	6
b. Speech Communication 101	3	3
c. Foreign Language (B.A. requires completion of a 202 level course)	0	12
<b>2. Social Sciences</b>	<b>9 hours</b>	<b>9 hours</b>
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology <sup>a</sup>	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259 <sup>b</sup>		
<b>3. Humanities</b>	<b>12 hours</b>	<b>12 hours</b>
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101 <sup>b</sup>	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 <sup>b</sup>	3	3
<b>4. Humanities/Social Sciences Elective</b>	<b>0 hours</b>	<b>3 hours</b>
Anthropology, Art, Economics, Geography, History, Literature (any language), Music, Philosophy and Religious Studies, Political Science, Psychology, Sociology, Theatre, or Honors 250-279	0	3
<b>5. Mathematics</b>	<b>6 hours</b>	<b>6 hours</b>
Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows PRS 203 to be substituted for one of the mathematics courses)	6	6
<b>6. Natural Sciences (Laboratories are required with all courses)</b>	<b>12 hours</b>	<b>8 hours</b>
a. Biology	4	4
b. Chemistry, Physics, or Physical Science 4 <sup>c</sup>	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science <sup>c</sup> Psychology 206/216, or Honors 280-289 <sup>d</sup>	4	0
<sup>d</sup> Must be a four credit hour course with laboratory (To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and at least one course from c.)		
<b>Total Semester Hours for the General Education Program</b>	<b>48 hours</b>	<b>59 Hours</b>

B.B.A. & B.G.S. degrees must satisfy the general education requirements for either B.S. or B.A.; B.S.N. degree must satisfy the general education requirements for the B.S.

- a) B.S.N. students may count Psychology 334 as social science elective.
- b) Art Education students may count ARTH 221 as Humanities and Secondary Math Education students may count Math 315 as Humanities Elective.
- c) Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or any physics course.

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at Francis Marion University. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Biology Secondary Education Option (although no minor is required, a collateral in chemistry is required), Early Childhood Education, Elementary Education, English Secondary Education option, Middle Level Education (no minor or collateral is required for the Middle Level Education major; two specified areas of specialization are required), History Secondary Education Option (no minor or collateral is required), Mathematics Secondary Education option (although no minor is required for the Mathematics Secondary Education option, one collateral is required), and Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.



## UNDERGRADUATE DEGREES & MAJORS

The Bachelor of Science in Nursing degree may be earned. The Bachelor of General Studies degree may be earned. The Bachelor of 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, 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.

### MAJOR

The typical liberal arts major at FMU consists of a minimum of 30 semester hours. Students must satisfy all requirements as listed for each major. The list of requirements for each major precedes the list of courses offered in that subject in this catalog.

A minimum of three courses above 299 in the student's major must be earned in residence (see general "Residence Requirements" earlier in this catalog and specific requirements for School of Business students in the Business section of the catalog). Correspondence credit does not count as residential credit.

Students should declare a major no later than the second semester of their sophomore year, and it is desirable that certain course selections be made in the freshman year for students planning to major in one of the business programs, education, mathematics, engineering technology, or one of the sciences.

All major programs require students to complete either a minor of 18 semester hours or two collaterals of 12 semester hours each as part of a degree program at FMU. The only exceptions are programs leading to the Bachelor of Business Administration degree; majors in Art Education, Early Childhood Education, Elementary Education (although no minor is required for the Elementary Education major, one collateral is required), Middle Level Education (no minor or collateral is required for the Middle Level Education major, two specified areas of specialization are required); English-Teacher Licensure Option; Math-Teacher Licensure Option (one 12 hour collateral is required); Physics; and double majors (unless a specific minor or collateral is required for one of those majors). Majors in Healthcare Administration (Clinical Track), Bachelor of General Studies and the Bachelor of Science in Nursing programs do not require a minor or collaterals.

### MINOR

A student's minor must be different than the subject area of the student's major area of study.

A student may earn a minor in most of the subject areas offered at FMU through the completion of 18 semester hours. The specific course requirements for minors are found in the department/school sections of this catalog. Specific minors may be required for particular major programs. Students are expected to declare a minor (if required) no later than the second semester of their sophomore year. The minor requirement is waived for students completing a double major unless a specific minor is required for one of those majors.

### COLLATERAL

A student's collateral must be different from the subject area of the student's major area of study.

A student may earn a collateral in most subject areas offered at FMU through the completion of 12 semester hours. The specific course requirements for collaterals are found in the department/school sections of this catalog. Specific collaterals may be required for particular major programs. Students are expected to declare a collateral (if required) no later than the second semester of their sophomore year. The collateral requirement is waived for students completing a double major unless a specific collateral is required for one of those majors. Although no minor is required for the Elementary Education major, one collateral is required.

### DOUBLE MAJOR

The minor and collateral requirement is waived for students completing a double major unless a specific minor or collateral is required for one of those majors. The double major will be listed on the student's transcript, but only one diploma will be awarded.

### SECOND DEGREE

A second baccalaureate degree may be earned after the first degree has been awarded by an accredited institution. Students will be considered as having met the General Education Requirements. Some exceptions may occur due to outside accrediting agencies. Students are required to meet with an academic adviser to review the requirements for the major in which the student wishes to earn the second degree. Second degree students must complete a minimum of 25% of the semester hours required to complete the major in residence at FMU, including 12 semester hours above the 299 level in the major. All course requirements for the second major must be satisfied.

### SPECIALIZATIONS

Within some majors, specializations are offered allowing students to plan a focused area of study. Described under degree programs, the specializations are labeled either options, tracks, concentrations, or specializations.

### PROFESSIONAL EDUCATION PROGRAMS

The rationale and organizing principles that guide the School of Education's development of professional education programs are couched in a tripodal model which mirrors the school's goals for its students. We believe that our students must be knowledgeable about learners, content, and pedagogy. Students must be reflective as they plan, implement, and evaluate pedagogical and curricular issues. Students must be collaborative, developing and honing communication and leadership skills necessary to work with colleagues, students, parents, and community leaders to plan and implement efficient and effective educational programs and to initiate change when needed. We believe that critical thinking is the connecting strand which permeates these three elements. Critical thinking is a process which involves assessment, analysis, synthesis, evaluation, and appropriate action. It is our goal to prepare the Professional Educator for the 21st century.

South Carolina teacher licensure requires completion of an approved professional education program.

The professional education programs approved and available at FMU are those listed below. Major requirements for these professional education programs are listed in their respective sections of this catalog.

Licensure Area	Grade Levels
Art Education	K-12
Biology	9-12
Early Childhood Education	Pre K-3
Elementary Education	2-6
Middle Level Education	5-8

## 66 - Undergraduate Academic Programs

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English .....	9-12
Mathematics .....	9-12

Approved programs in professional education require the following, in addition to or as a part of, the General University Requirements for all programs:

1. Minimum of 126 hours required for the degree.
2. Specific General Education Requirements as indicated in the "School of Education" section of this catalog.
3. Overall grade point average of 2.5.

### DEPARTMENT & COLLEGE/ SCHOOL ORGANIZATION

The academic program of FMU is offered through the following college and three schools:

#### FRANCIS MARION UNIVERSITY COLLEGE OF LIBERAL ARTS

Department of Biology  
Biology (B.A., B.S., minor, collateral)

Department of Chemistry  
Chemistry (B.S., minor, collateral)

Department of English, Modern Languages, and Philosophy  
English (B.A., minor, collateral)  
Modern Languages (B.A., tracks in French, and Spanish; minors and collaterals in French, and Spanish)  
Philosophy (Minor and collateral)  
Religious Studies (Minor and collateral)

Department of Fine Arts  
Art Education (B.S., no minor or collateral)  
Art History (Minor)  
Music (Minor only)  
Music Industry (B.S., no minor or collateral)  
Theatre Arts (B.A., minor, collateral)  
Visual Arts (B.A., minor, collateral)

Department of History  
History (B.A., B.S., minor, collateral)

Department of Mass Communication  
Mass Communication (B.A., minor, collateral)  
Speech (No major, minor, or collateral)

Department of Mathematics  
Mathematics (B.A., B.S., minor, collateral)

Department of Physics and Engineering  
Astronomy (Collateral, no major or minor)  
Industrial Engineering (B.S., no minor or collateral)  
Physics (B.S., minor, collateral)  
Physical Science (Courses only: no major, minor, or collateral)

Department of Political Science and Geography  
Geography (Minor, collateral)  
Political Science (B.A., B.S., minor, collateral)

Department of Psychology  
Psychology (B.A., B.S., M.S., S.S.P., minor, collateral)

Department of Sociology  
Anthropology (Course only: no major, minor, or collateral)  
Sociology (B.A., B.S., minor, collateral)

#### SCHOOL OF BUSINESS

Accounting (B.B.A., minor for non-B.B.A. majors, collateral for B.B.A. majors)  
Business (Minor only)  
Business Economics (B.B.A., no minor or collateral)  
Computer Science (B.S., minor in Computer Science and in Software Engineering, collateral in Computer Science)  
Economics (B.A., B.S., minor, collateral)  
Finance (B.B.A., minor for non-B.B.A. majors, collateral for B.B.A. majors)  
General Business Administration (B.B.A., M.B.A., no minor or collateral)  
Healthcare Informatics (B.S., no minors or collateral)  
Management (B.B.A., minors for non-B.B.A. majors in Human Resource Management, Supply Chain Management, and Sports Management and Sports Management, collaterals for B.B.A. majors in General Management, Human Resource Management and Supply Chain Management)

Management Information Systems (B.B.A., collateral for B.B.A. majors, no minor)  
Marketing (B.B.A., collateral for B.B.A. majors in Marketing and Sports Marketing, no minor)  
Master of Business Administration (Generalist; Concentration in Healthcare Executive Management)

#### SCHOOL OF EDUCATION

Early Childhood Education (B.S., no minor or collateral)  
Education-Secondary (No undergraduate major, minor or collateral)  
Elementary Education (B.S., no minor or collateral)  
Health (Courses only: no major, minor, or collateral)  
Instructional Accommodation (M.Ed., no minor or collateral)  
Learning Disabilities (M.A.T., M.Ed., no minor or collateral)  
Middle Level Education (B.S., no minor or collateral; two specialty areas)  
Physical Education (Courses only: no major, minor, or collateral)

#### SCHOOL OF HEALTH SCIENCES

Healthcare Administration (B.S., no minor or collateral)  
(See page 162)  
Nursing (B.S.N. Basic Track, R.N. to B.S.N. Track, M.S.N., no minor or collateral)  
Doctor of Nursing Practice (DNP)  
Physician Assistant Studies Program (M.S.P.A.S., no minor or collateral)  
Speech-Language Pathology Program (M.SLP., no minor or collateral)

#### OTHER ACADEMIC PROGRAMS

Bachelor of General Studies Program  
General Studies (B.G.S., no minor or collateral)  
Military Science (Minor, no major or collateral)

##### Pre-professional Programs

Pre-Dental (Courses only)  
Pre-Engineering (Courses only)  
Pre-Law (Courses only)

- Pre-Medical (Courses only)
- Pre-Pharmacy (Courses only)
- Pre-Physical Therapy (Courses only)
- Pre-Veterinary (Courses only)

### Cooperative Majors and Programs

*Degrees earned at Francis Marion University*

Engineering Technology (Civil and Electronic)  
(B.S. – Major offered through cooperative arrangements with South Carolina Technical Colleges, no minor or collateral)

Medical Technology

(B.S. in Biology with emphasis in Medical Technology)

Pharmaceutical Studies (Offered through cooperative arrangements with South Carolina College of Pharmacy)

### Degrees earned at other institutions

The University offers a curriculum which will prepare a student for transferring to another institution for completion of the professional degree.

Engineering – Dual Degree (Offered through cooperative arrangements with Clemson University, no minor or collateral)

Forest Resources (Offered through cooperative arrangements with Clemson University, no minor or collateral)

Wildlife and Fisheries Biology (Offered through cooperative arrangement with Clemson University, no minor or collateral)

### Interdisciplinary Programs

Criminal Justice Concentration (Available to Political Science and Sociology majors)

Environmental Studies (No major; minor offered for non-science majors; collateral offered for non-science majors and biology majors)

Gender Studies (Minor, collateral)

Healthcare Administration (B.S., no minor or collateral)

Honors Program (Courses only: no major, minor, or collateral)

International Studies (Minor, collateral)

Interprofessional Healthcare (Courses only: no major, minor, or collateral)

Nonprofit Management (Collateral)

University Life (Course only: no major, minor, or collateral)

follows:

Freshman Courses . . . . .	100-199
Sophomore Courses . . . . .	200-299
Junior Courses . . . . .	300-399
Senior Courses . . . . .	400-499
Senior or Graduate Courses . . . . .	500-599
Graduate Courses . . . . .	600-799

With written departmental/school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. With written departmental/school approval and with an overall grade point average of 3.0 or better, seniors may take courses numbered 600-799 for graduate credit. All seniors taking courses for graduate credit must submit a Graduate Application for Admission. Some programs require formal admission before enrolling in any course numbered 600 or above. Work taken for graduate credit may not be used to meet undergraduate requirements. Any senior permitted to enroll for graduate credit will be classified as a non-degree student until the student has attained regular admission to a graduate degree program. No more than 12 hours of graduate work may be completed prior to the completion of baccalaureate degree requirements and admission to the graduate program as a graduate degree student.

The figures enclosed in parentheses immediately following the title of a course are, in order of appearance, indications of the following:

1. Number of semester hour credits given for the course.
2. Number of lecture hours normally scheduled each week for one semester in the course.
3. Number of laboratory hours normally scheduled each week for one semester in the course.

If there is one figure only, there are as many class meeting hours per week as there are semester hours credit for the course. A two-number sequence, such as (3:4), means that the course carries three semester hours credit but meets four class hours each week. A three-number sequence, such as (3:2-3), means that the course carries three semester hours credit but meets two lecture hours and three laboratory hours each week.

Terms Offered Key:

- F = Fall
- S = Spring
- SU = Summer
- AF = Alternating Fall Terms
- AS = Alternating Spring Terms

Certain courses may be offered as summer workshops and/or through distance learning.

## COURSE LISTINGS & NUMBERING

For University courses, the following information is indicated:

- Course number
- Course title
- Semester hour value of course
- Number of clock hours required per week in course
- Statement of prerequisites and/or other restrictions on enrollment
- Term(s) offered
- Brief course description
- Restriction of credit

When two courses are listed under a single title, a hyphen (-) between the course numbers indicates that the first is prerequisite to the second. A comma (,) between the course numbers indicates that the first is not prerequisite to the second.

Courses are classified by numbers, which indicate the class level at which they are most often taken. Class levels and number sequences are as

## CANCELLATION OF COURSES

The University reserves the right to withdraw any course for insufficient enrollment. In certain cases and with the approval of the Dean, classes may be offered with fewer than the required number of students in order to meet specific needs.







# COLLEGE OF LIBERAL ARTS

Dean: Dr. Peter D. King

## MISSION STATEMENT

The mission of the Francis Marion University College of Liberal Arts is to provide students with skills and knowledge needed for personal and professional success.

## DEPARTMENT OF BIOLOGY

Chair and Coordinator: Dr. Vernon W. Bauer

Faculty: Tamatha Barbeau, Vernon Bauer, Jeffrey Camper, Erin Eaton, Nathan Harness, Peter King, Travis Knowles, Gerald Long, Jennifer Lyles, David Malakauskas, Lisa Pike, Gregory Pryor, Jeremy Rentsch, Norma Salcedo, Timothy Shannon, Henry Slone, Jeffrey Steinmetz, Ann Stoeckmann, Lorianne Turner, Shayna Wrighten, Paul Zwiers

## MISSION STATEMENT

The mission of the Department of Biology is to produce scientifically literate graduates who display robust knowledge of biological principles from molecules to ecosystems. We train our undergraduate students to use their critical thinking skills and mastery of biological principles to perform inquiry into the biological world and effectively convey biological information. We are committed to experiential learning including laboratory, field, and research experiences. Students graduating from this program will be well prepared for a variety of professional careers or entry into graduate school programs.

## MAJOR

A major in biology requires the following:

1. Biology 105\* and 115\*, 106, and 499  
\*Biology 103 and 104 may substitute for 105 and 115 with permission from the department
2. One course in plant biology (either 206, 207, 208, 303, 307, 313, or 320)
3. Biology 301, 302, or 407
4. One course in ecology (either 308, 314, 317, 411, or 412)
5. Biology 401 or 409
6. Additional courses in biology to bring the total to 25 semester hours above the 100 level. Students may select only two courses from the biology 206, 207, 208 series
7. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

Other requirements include Chemistry 101, 102, and 201 and either Physics 200, 201 and 202 or Physics 215-216.

The minimum number of semester hours required in major courses for

a major in biology is 33. The minimum number of semester hours in all courses (major and non-major) required for the major in biology is 120. To earn a Bachelor of Arts degree with a major in biology, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202.

## MINOR

A minor in biology requires 18 hours of biology, including Biology 105, 115, and 106. No more than 12 hours may be below the 199 level.

## COLLATERAL

A collateral in biology requires 12 semester hours of biology, no more than eight of which are below the 199 level.

## OTHER INFORMATION

To advance to higher level biology courses, a student must earn a grade of C or higher in each prerequisite biology course. Internships, Biology 494 and 498, do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

Students planning graduate studies in biology are advised to complete two semesters of organic chemistry, to take introductory courses in calculus, to gain a reading knowledge of a foreign language, and to take two semesters of Biology 497 (one credit hour of reading and planning followed by two credit hours of research).

## ENVIRONMENTAL SCIENCE OPTION IN BIOLOGY

Coordinator: Dr. Jeffrey A. Steinmetz

The Environmental Science Option in Biology offers students the choice of specialization in environmental science at the undergraduate level.

The Environmental Science Option will require the completion of the following courses which include General Education courses, certain core science and mathematics courses, and requirements for the biology major.

Communications . . . . .	9 hours
English 101 (or 101E/L), 102 . . . . .	6 or 7
Speech Communication 101 . . . . .	3
Social Sciences . . . . .	9 hours
Political Science 101 or 103 . . . . .	3
Choose two courses: Economics 203, 340 . . . . .	
Geography 105, 215, Sociology 331 . . . . .	6
Humanities . . . . .	12 hours
History . . . . .	3
Art 101, Music 101, or Theatre 101 . . . . .	3
Humanities elective . . . . .	3
Literature . . . . .	3
Mathematics . . . . .	6 hours
Mathematics 111, 132, or higher . . . . .	6
Natural Sciences . . . . .	61-65 hours
Biology . . . . .	
Introductory Biology . . . . .	
Biology 105, 115, 106 . . . . .	8

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Organismal (Plant): one course from Biology 206, 207, 208, 307, 313, or 320	4
Organismal (Animal): one course from Biology 201, 202, 204, 209, 312, 315	4
Ecology: one course from Biology 308, 314, 317, 318, 402, 411, 412	4
Cell Biology: one course from Biology 301, 302, 407	4
Genetics: Biology 401 or 409	4
Senior Seminar: Biology 499	1
One course from Biology 210, Biology 214	3-4
Biology Elective: one course from Biology 201, 202, 204, 206, 207, 208, 209, 307, 308, 312, 313, 314, 315, 317, 318, 320, 402, 411, or 412	4
Chemistry Chemistry 101, 102, and 201	12
Physics Physics 215, 216 (or 200, 201, 202)	8-12
<b>Total Hours Required for Graduation</b>	<b>120</b>

Recommended minor: Chemistry. Consider one additional course from Chemistry 202, 203, 313 to complete the minor in chemistry.

Other suggested courses: Chemistry 203, 313, Economics 340, English 318, Geography 105, 215, Math 312, Psychology 302, Sociology 331.

### MEDICAL TECHNOLOGY OPTION

Coordinators: Dr. Gregory S. Pryor and Dr. Lorianne S. Turner

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course, and treatment of disease. A Bachelor of Science degree in Biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours. A cooperative program with McLeod Regional Medical Center allows students to become medical technologists in four years. Students will complete their clinical studies during the senior year (3+1 program). Applicants to this program must be at least in their junior year. Acceptance is on a competitive basis. For more information about the option, refer to the description under "Cooperative Programs."

Students may also elect to obtain a Bachelor of Science in biology, with the appropriate prerequisites, and then apply to a medical technology program for their clinical year of study (4+1 program).

### BIOLOGY SECONDARY EDUCATION OPTION

Coordinator: Dr. Ann Stoeckmann

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.

The Biology Secondary Education Option offers students the knowledge base for licensing to teach biology in the state of South Carolina. Students complete a program of study composed of core areas in biology, related sciences and education, and student teaching. The department supports and encourages the conceptual framework in the School of Education.

Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the Biology courses listed for licensure in secondary education by the School of Education.

The Biology Secondary Education Option requires completion of the following courses, which include General Education courses, certain core

science and mathematics courses, education courses, biology courses, and student teaching.

<b>General Education Requirements</b>	<b>36-37 hours</b>
Communications	9 or 10 hours
English 101 (or 101 E), 102	6 or 7
Speech Communication 101	3
Social Sciences	9 hours
Political Science 101 or 103	3
Social Science Electives (Geography 105 and Sociology 201 recommended)	6
Humanities	12 hours
Literature	3
Art 101, Music 101, or Theater 101	3
History	3
Humanities Elective	3
Mathematics	6 hours
Math 111, 132, or higher	6
Biology Course Requirements	49 hours
Introductory Biology Biology 105, 115, 106	8
Cell & Molecular Biology: one course from Biology 220, 301	4
Plant Biology: One course from Biology 206, 207, 208, 303, 307, 320	4
Ecology: One course from Biology 308, 317, 318, 402, 411, 412	4
Genetics: One course from Biology 401, 409	4
Biological Research Methods Biology 413 and 497 (concurrent)	4
Biology Electives: one course from Biology 205, 215, 236, 311, 406	4
Senior Seminar Biology 499	1
Chemistry Chemistry 101, 102, 201	12
Physics Physics 215*	4
Education Requirements	42 hours
Pre-Professional Education	7 hours
Education 190/191 (corequisites)	4
Education 305	3
Professional Education	20 hours
Education 310	3
Education 311	3
Education 313	1
Education 322	3
Education 380	2
Education 393 and 437 (concurrent)	5
Education 411	3
Student Teaching Block	15 hours
Education 487	3
Education 490	12

\*In addition, students are strongly encouraged to take Physics 216.

**Total hours required for graduation 127-128**

### BIOLOGY COURSES (BIOL)

**102 Biology for Education Majors (4:3-3)** (Recommended for all education majors with the exception of MLE science and secondary biology; does not count towards the Biology major). This course is a lab science course that provides the information needed for the Life Science part of the PRAXIS "Elementary Education: Content Knowledge" exam. By the end of the course, students should: understand the scientific method, including being proficient with science and engineering practices; have an understanding of the basic science upon which biology rests, including the areas of cell biology, genetics, organ systems, energetics, evolution, and ecology; develop a basic understanding of how plants and animals

contribute to and function within our environment; and be familiar with plant and animal diversity and physiology.

**103 Environmental Biology** (4:3-3) (Does not count toward biology major) F. A study of the needs of human beings for food, energy, and other natural resources and the effects of their actions on the air, water, soil, plants, and other animals. The diversity of life, plant anatomy and physiology, ecology and evolution will be included. Throughout the course the process of doing science is emphasized.

**104 Human Biology** (4:3-3) (Does not count toward biology major.) S. Basic biology of humans and how to interpret emerging technologies such as DNA fingerprinting and genetic engineering. The process of doing science is emphasized.

**105 Biological Sciences I** (3) F, S, SU. The content of this course covers broad concepts of the scientific method, biological chemistry, and the molecular and cellular basis of life. Includes the topics of cell structure, energetics and metabolism, molecular genetics, Mendelian inheritance, and cell reproduction, with selected applications at the tissue and organ levels of organization. Required for majors, minors, and collaterals in biology, health physics majors, and pre-nursing majors. Recommended for other science majors and middle level education majors who have an emphasis in science.

**106 Biological Sciences II** (4:3-3) (Prerequisite: 103 and 104, or 105 and 115, or permission of the department) F, S, SU. A survey of the domains of life in an evolutionary framework. Includes biological evolution and the mechanisms of evolutionary change, a survey of biological diversity with examples of plant and animal structure and physiology, and general ecological principles. Includes laboratory and field experiences.

**115 Laboratory for Biological Sciences I** (1:3) (Prerequisite/Corequisite 105) F, S, SU. This course is a practical examination of life science topics through experimental procedures with instruction on laboratory equipment and techniques. Required for majors, minors, and collaterals in biology and health physics majors. Recommended for other science majors and middle level education majors who have an emphasis in science.

**120 Natural History of South Carolina** (4:3-3) AS. Topics will include the scientific method and may cover a variety of plants and/or animals. Identification, taxonomy, evolution, ecology, and conservation of these groups will be covered. Laboratories will include outdoor field trips.

**201 Invertebrate Zoology** (4:3-3) (Prerequisite: 106 or 103 and 104 with permission of the department) AF. Structure, physiology, ecology, life histories, and evolutionary trends of invertebrate animals.

**202 Vertebrate Zoology** (4:3-3) (Prerequisite: 106 or 103 and 104 with permission of the department) S. Classification, ecology, life histories, and evolutionary trends of vertebrate animals.

**204 Introductory Marine Biology** (4:3-3) (Prerequisite: 106 or permission of the department) Scope and application of marine biology, with emphasis on coastal Carolina animals and their ecology. Credit cannot be given for both Biology 204 and Biology 317.

**205 Human Anatomy** (4:3-3) (Prerequisite: 105 or 106 and sophomore status or higher in pre-nursing major or permission of the department) F, S, SU. Designed as anatomic studies for students in medical technology, nursing, and related allied health programs. Fundamental tissues, organs, and systems; anatomic terminology; early development; connective tissue, skeletal, muscular, nervous, circulatory, respiratory, digestive, genitourinary, endocrine, and integumentary systems.

**206 Fall Flora** (4:2-4) (Prerequisite: 106 or 103 and 104 with permission of

department) F. Collection, preservation, identification, and classification of 250 native and naturalized plants in the Pee Dee region during fall season. Most of the laboratory time is spent in the field studying the taxonomical, morphological, and ecological aspects of plants. Taxonomic keys used extensively. Students may select only two courses from the Biology 206, 207, 208 series.

**207 Spring Flora** (4:2-4) (Prerequisite: 106 or 103 and 104 with permission of department) S. Collection, preservation, identification, and classification of 250 native and naturalized plants in the Pee Dee region during spring season. Most of the laboratory time is spent in the field studying the taxonomical, morphological, and ecological aspects of plants. Taxonomic keys used extensively. Students may select only two courses from the Biology 206, 207, 208 series.

**208 Summer Flora** (4:2-4) (Prerequisite: 106 or 103 and 104 with permission of department) SU. Collection, preservation, identification, and classification of 250 native and naturalized plants in the Pee Dee region during the summer season. Most of the laboratory time is spent in the field studying the taxonomical, morphological, and ecological aspects of plants. Taxonomic keys used extensively. Students may select only two courses from the Biology 206, 207, 208 series.

**209 Entomology** (4:3-3) (Prerequisite: 106 or 103 and 104 with permission of the department) General biology of insects, including anatomy, diversity, physiology, behavior, ecology, and evolution. The lab emphasizes collection, identification, and preservation.

**210 Conservation Biology** (4:3-3) (Prerequisite: 106 or 103 and 104 with permission of the department and Mathematics 111) AF. Lecture emphasizes biological diversity, extinction processes, and applied conservation methods, including design principles for biological reserves. Conservation policy is discussed in the context of social, economic, and political factors. Laboratory and field experiences highlight the science of conservation and regional conservation issues.

**213 Biology of Sex** (3) (Prerequisite: 4 hours in biology) This course will provide an introduction to the biological principles involved in human reproduction. Topics include the evolution of sex, reproductive anatomy and physiology, endocrinology, puberty, biology of gender, reproductive cycles, pregnancy, birth, fertility control, sexual disorders, and current issues in reproductive technology.

**214 Issues in Environmental Biology** (3) (Prerequisite: 106) This course utilizes the case study method to teach about major environmental issues facing the world today. These issues include climate change; loss of biodiversity; pollution; water supply and demand; endangered species; ecological footprint; and pesticide use. Students will work together to develop skills in group learning, speaking, and critical thinking, while learning the relevance of biology and environmental issues in their daily lives.

**215 Microbiology for Healthcare Professionals** (4:3-3) (Prerequisite: 105 or permission of department) F, S, SU. Introduction to the cause, diagnosis, treatment, and prevention of infectious diseases, with an emphasis on clinical considerations and real-world healthcare applications. Intended for pre-nursing majors.

**220 Introduction to Molecular Biology** (4:3-3) (Prerequisite: 106) An introduction to molecular processes of the cell. This course will explore the relationships between molecular and cellular structures and their functions, with special emphasis on proteins and nucleic acids and their roles in coordinating cellular activities. The course will lay a foundation for molecular biology focusing on the concepts of macromolecules, cell cycle, replication, gene expression, and cell communication.

**236 Human Physiology for Healthcare Professionals** (4:3-3)

## 72 - College of Liberal Arts

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(Prerequisite: 205 and Chemistry 102 or permission of department) F, S, SU. Structure and function of the major organs and human body systems, emphasizing their mechanisms of operation, including clinical considerations. This course is recommended for pre-nursing majors only. Credit cannot be given for both Biology 236 and Biology 406.

**301 Cell Biology** (4:3-3) (Prerequisite: 106 and Chemistry 201) F, S, SU. Cellular and molecular basis of cell structure and function: chemical composition and physical properties of biological molecules; organization and function of supramolecular structures, organelles, and basic cell types; enzyme action and regulation; energetics and mechanisms of biological transport; flow of energy and information; relationships between cell and whole body functions.

**302 Developmental Biology** (4:3-3) (Prerequisite: 106 and Chemistry 102) AF. How a single cell, the zygote, grows into a multicelled organism. First part of the course focuses on how cells differentiate into specialized types, move around the embryo and communicate with each other. Second part of the course focuses on how molecular mechanisms give rise to major embryonic tissues, organs and organ systems in representative organisms. Also included are discussions about birth defects, sex determination and aging.

**303 The Plant Kingdom** (4:3-3) AS. (Prerequisite: 106) S. Structure, function, life histories, and evolutionary trends of vascular and nonvascular plants.

**305 Comparative Vertebrate Anatomy** (4:3-3) (Prerequisite: 106) S. Evolution and analysis of vertebrate structure, with laboratory dissection of representative animal forms.

**306 Special Topics in Biology** (1), (2), (3), or (4) (Prerequisite: 106 or permission of department) In-depth study of an area of interest in biology. Different areas of study offered on a rotating basis. May be taken twice for academic credit with departmental approval.

**307 Plant Structure and Function** (4:3-3) (Prerequisite: 106) A survey of the fundamental processes, forms, and functions of plants with a focus on flowering plants (Angiosperms). Students will learn about plant anatomy and physiology as well as plant morphology and development. Through the lens of structure and function, students will also examine the evolutionary history of land plants and study the ways that plants interact with their environment.

**308 Aquatic Ecology** (4:3-3) (Prerequisite: 106 and Chemistry 102) F, SU. An examination of the physical, chemical, and biological dynamics of standing and flowing freshwaters and how these dynamics affect the ecology of organisms.

**309 Introduction to Neuroscience** (4:3-3) (Prerequisites: 104 or 105 and sophomore status or higher or permission of the department) AS. This course will introduce students to anatomical and physiological properties of the nervous system with special emphasis on the central nervous system (brain and spinal cord). Neuroscience topics to be covered will include molecular function, development, disease states, and research techniques. Laboratories will focus on neural anatomy as well as relevant sensory, developmental, molecular, and related nervous system processes.

**311 Microbiology** (4:3-3) (Prerequisite: 105 or 106 and sophomore status or higher in pre-nursing major or permission of the department) F, S. Structure, activities, and control of microorganisms, including principles of immunology.

**312 Herpetology** (4:3-3) (Prerequisite: 106) AS. The biology of amphibians and reptiles. Along with a review of these two vertebrate groups, emphasis will be placed on the identification of local species through study of specimens and field trips.

**313 Mycology** (4:3-3) (Prerequisite: 106) AS. Study of the taxonomy, form and function of fungi.

**314 Field Biology** (4) (Prerequisite: 106 or permission of the department) Extended field experience at selected locations in the United States or abroad. Individual research projects will focus on field techniques and comparing biological diversity among varying ecosystems.

**315 Ornithology** (4:3-3) (Prerequisite: 106 or permission of the department) Anatomy, physiology, taxonomy, evolution, ecology, behavior, and identification of birds. Credit may not be earned for Biology 315 and 501.

**317 Marine Ecology** (4:3-3) (Prerequisite: 106 or permission of the department) S. Structure and function of marine ecosystems, communities, and populations. Adaptations of marine organisms and their relationships to their environments will be examined. The ecology of coastal Carolina systems and animals will be emphasized. Credit cannot be given for both Biology 204 and Biology 317.

**318 Tropical Ecology** (4:3:3) (Prerequisite: 106 or permission of the department) SU. Principles of tropical ecology, plus individual research projects focusing on field techniques, biodiversity, and/or behavioral, population, or community ecology. Travel study course held at FMU and at WildSumaco Biological Station in Ecuador. The course incurs an extra trip expense.

**320 Plant Evolution and Diversity** (4:3-3) (Prerequisite: 106 or permission of department). This course utilizes the framework of evolutionary processes and the tools used by biologists who study systematics to better understand the diversity in the plant kingdom. Students will study the patterns, processes, and mechanisms of plant evolution and speciation. The course will detail each phylum of extant plant and places a focus on flowering plants, covering such topics as plant and pollinator coevolution, plant defenses against herbivory, and crop improvement.

**401 Genetics** (4:3-3) (Prerequisite: 106 and Chemistry 201) F, S, SU. Mendelian genetics, the chromosome, probability, and mapping in diploids, fungi, bacteria, and viruses; chemical basis of DNA replication and mutation and the genetic code.

**402 Terrestrial Ecology** (4:3-3) (Prerequisite: 106 and Chemistry 102) F. Structure and function of terrestrial ecosystems, communities, and populations; relationships of organisms (including human beings) to their environments.

**406 Physiology** (4:3-3) (Prerequisite: 106 and Chemistry 201, pre- or co-requisite 205 or 305, or permission of the department) F, S. The normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Credit cannot be given for both Biology 236 and Physiology 406.

**407 Immunology** (4:3-3) (Prerequisite: 106 and Chemistry 201 or permission of the department) S. Cellular and molecular basis of the immune response; antibody structure and function; antigen-antibody interactions, applications; immunogenetics; hypersensitivity.

**409 Evolutionary Biology** (4:3-3) (Prerequisite 106 and Chemistry 201) S. Topics include the theory of natural selection, mechanisms of evolutionary change, the fossil record, biogeography, molecular evolution, speciation, phylogeny reconstruction and evolutionary rates.

**410 Vertebrate Physiology** (4:3-3) (Prerequisite: 106 and Chemistry 102 or permission of the department) The study of the function of the major organ systems in different classes of vertebrate animals. The relationship between the physiology and ecology of species will also be investigated.



**411 Ecology** (4:3-3) (Prerequisite: 106 and Chemistry 102) S. General principles of ecology of individuals, populations, communities, and ecosystems from an evolutionary perspective. The scientific method will be stressed.

**412 Behavioral Ecology** (4:3-3) (Prerequisites: 106 and junior status or permission of department) Topics within ecology and evolution combine as students examine the adaptive significance of behavior. Key concepts include altruism and selfishness, evolutionary stable strategies and game theory, coevolution in relation to predation and predator avoidance, competition, sexual selection, parental care and conflict, communication, and human behavior. Students will explore relevant primary literature and develop and test hypotheses in topic-specific laboratories.

**413 Biological Research Methods** (3) (Prerequisite: 106, Math 132 or higher, or permission of department) AS. Experimental design and analysis for the biological sciences. Covers considerations in designing experiments as well as appropriate statistical analysis for each design. Designs and analysis from a variety of biological fields will be covered.

**415 Radiation Biology** (3) (Prerequisite: Physics 316 and Biology 106, or permission of department) (Same as Physics 415) S. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

**430 (MT 405) Clinical Hematology** (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of blood cell formation, function, and disorders.

**431 (MT 425) Clinical Microbiology** (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of the bacterial agents of human infections.

**432 (MT 450) Immunohematology** (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of blood banking principles and practice.

**433 (MT 455) Clinical Immunology** (3) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of human immune system and deficiencies.

**434 (MT 410) Clinical Hemostasis** (2) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of hemostasis and disorders.

**435 (MT 415) Instrumentation and Methods** (2) (Prerequisite: Completion of 3 year academic portion of 3+1 Program in Medical Technology or equivalent) Study of methodologies and principles of instrumentation used in clinical laboratory.

**436 (MT 420) Clinical Chemistry** (4) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of chemical analytes assayed in medical settings and related disease states.

**437 (MT 430) Mycology, Parasitology, and Virology** (3) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of clinically significant parasites, viruses, and fungi.

**438 (MT 440) Clinical Microscopy** (2) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Study of urine/body fluids and disorders.

**439 (MT 460) Medical Laboratory Systems** (2) (Prerequisite: Completion of three year academic portion of 3+1 Program in Medical Technology or equivalent) Topics in management, medical terminology, education, and phlebotomy.

**490 Pre-Veterinarian Internship** (1) or (2) (Prerequisite: Permission of department). Clinical experience in veterinary medicine under the supervision of a practicing veterinarian. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

**494 Pre-Health Program Internship** (1:3) (Prerequisite: Permission of department) Clinical experience under the supervision of a practicing health professional consistent with a student's career goals. Open only to juniors and seniors with a cumulative grade point average of 3.2 or higher. Interested students should register with the Coordinator of Pre-Health Programs. A maximum of 3 semester hours can be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

**497 Special Studies** (3), (2), or (1) (Prerequisite: Permission of department) F, S, SU. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of 3 semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (3 hours) towards the Honors degree by special arrangement.

**498 Biology Internship** (1) or (2) (Prerequisite: Permission of department) Independent work under the direction of a professional biologist which may include teaching, research, or other service. A maximum of 3 semester hours may be earned. Earned hours do not fulfill the requirements of biology electives for a biology major, minor, or collateral.

**499 Senior Seminar** (1:2) (Prerequisite: 24 hours in biology or permission of the department. To be taken the semester prior to or semester of graduation.) F, S. The course will include reviews of the concepts from the core curriculum of biology. Seminars will be presented on biological research, on career opportunities, and on post-graduate educational planning. During the course the students' knowledge of biology will be assessed by laboratory presentations and the internal and external exit exams.

**501 Ornithology** (4:3-3) (Prerequisite: 106 or permission of department) Anatomy, physiology, taxonomy, evolution, ecology, behavior, and identification of birds. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credits as undergraduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Credit may not be earned in Biology 315 and 501.

**515 Special Topics in Biology for Elementary Teachers** (4), (3), (2), or (1) (Prerequisite: Bachelor's degree) As Needed. Designed to give elementary teachers an opportunity to learn information and laboratory techniques to help them teach biology. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit.

**602 Aquatic and Terrestrial Ecology** (4:3-3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of department) Structure and function of marine and terrestrial ecosystems with emphasis on southeastern United States. Lecture, laboratory, and field trips.

**615 Special Topics in Biology for High School Teachers** (4), (3), (2), or (1) (Prerequisite: Teacher's license to teach high school biology).

**FOUR YEAR PLAN FOR BIOLOGY MAJORS:  
WITH A CHEMISTRY MINOR OR COLLATERAL**

**Freshman Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111	3	Mathematics 132	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>

**Sophomore Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Biology (Plant) or Biology Elective(s)	4	Biology (Plant) or Biology Elective(s)	4
Chemistry 201	4	Chemistry 202 or 2nd Collateral	3 or 4
Literature	3	History	3
Political Science 101, 103 or other Social Science	3	Speech Communication	3
Elective	3		
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>13-14</b>

**Junior Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Biology Elective(s)	4	Biology (Cell, Developmental or Immunology)	4
Physics 215	4	Physics 216	4
Art 101, Music 101, or Theatre 101	3	Social Science	3
Political Science 101, 103 or other Social Science	3	2nd Collateral or Elective	3
Elective	3	Elective	3
<b>Total Credits</b>	<b>17</b>	<b>Total Credit</b>	<b>17</b>

**Senior Year**

<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Biology (Ecology) or Biology (Genetics or Evolution)	4	Biology (Ecology) or Biology (Genetics or Evolution)	4
2nd Collateral or Chemistry	3 or 4	2nd Collateral or Elective	3 or 4
Humanities Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Biology 499	1
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>14-15</b>

**Minimum Hours Required for Degree 122**

**FOUR YEAR PLAN FOR BIOLOGY MAJORS:  
ENVIRONMENTAL SCIENCE OPTION WITH A CHEMISTRY MINOR**

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 111 or higher	3	Mathematics 132 or higher	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology (Animal)	4	Biology (Plant)	4
Chemistry 201	4	Chemistry 202	4
Art 101, Music 101, or Theatre 101	3	History: 100-Level	3
Conservation Biology Elective	4	Social Science Elective	3
		Literature	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology Elective	4	Biology 301, 302, or 407	4
Physics 215	4	Physics 216	4
Social Science Elective	3	Humanities Elective	3
Chemistry Elective	4	Speech Communication	3
		Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology (Ecology)	4	Science Electives	8
Biology 401 or 409	4	Elective	3
Elective	3-4	Political Science 101 or 103	3
Elective	3	Biology 499	1
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>15</b>
Total Hours Required for Degree 121			
Students should seriously consider taking a summer course at a biological field station as a pre-approved substitute for one of the biology courses.			

**FOUR YEAR PLAN FOR BIOLOGY MAJORS:  
BIOLOGY SECONDARY EDUCATION OPTION**

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E)	3 or 4	English 102	3
Mathematics 111 or higher	3	Mathematics 132 or higher	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
		Art 101, Music 101, Theater 101	3
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>17</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
History	3	Speech 101	3
Social Science Elective	3	Political Science 101 or 103	3
Literature	3	Education 305	3
Education 190/191	4	Biology (Plant)	4
Chemistry 201	4	Biology (Cell)	4
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>17</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Humanities Elective	3	Education 310	3
Education 311	3	Education 322	3
Education 313	1	Education 411	3
Biology (Genetics)	4	Biology (Ecology)	4
Physics 215	4	Biology 413 and 497	4
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Social Science Elective	3	Education 487	3
Education 380	2	Education 490	12
Education 393	2		
Education 437	3		
Biology Elective	4		
Biology 499	1		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Total Hours Required for Degree 127-128</b>			



**FOUR YEAR PLAN FOR BIOLOGY MAJORS: MEDICAL TECHNOLOGY  
(3+1) OPTION WITH A CHEMISTRY MINOR**

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 132	3	Mathematics 134*	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>14</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 311	4	Biology Elective with lab	4
Chemistry 201	4	Chemistry 202	4
Elective	3	History: 100-level	3
Social Science Elective	3	Speech Communication	3
		Art 101, Music 101, Theatre 101	3
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>17</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 401	4	Biology 407	4
Political Science 101 or 103	3	Humanities Elective	3
Physics 215	4	Literature	3
Chemistry 203	4	Social Science Elective	3
		Physics 216	4
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>17</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Biology 430	4	Biology 434	2
Biology 431	4	Biology 435	2
Biology 432	4	Biology 436	4
Biology 433	3	Biology 437	3
		Biology 438	2
		Biology 439	2
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Total Hours Required for Degree 120</b>			

\*Students who have completed Math 201 should consider Math 312.

## DEPARTMENT OF CHEMISTRY

Chair and Coordinator: Dr. LeRoy Peterson Jr.

Faculty: Enoch Adogla, Allen Clabo, Barbara Holliman, Ernest Jenkins, Jennifer Kelley, Jessica McCutcheon, Kristofoland Varazo, Kenneth Williams

### MISSION STATEMENT

The Department of Chemistry offers lower-level courses appropriate for general education and upper-level courses for major and minor programs in chemistry. These courses also serve as foundation courses for majors in other areas such as biology, mathematics, and pre-professional programs. Topics and concepts on the fundamental laws of nature that govern the physical universe and on the methods of scientific inquiry used to investigate and develop those laws are the foundations of course content. A basic understanding of the fundamental laws of nature and a basic understanding of the process of scientific inquiry are essential parts of a liberal arts education.

The chemistry program seeks to offer courses in chemistry that are taught by full-time faculty members with appropriate advanced degrees dedicated to science education at the university level. The courses offered in the department range in level from introductory courses that expose non-science majors to scientific thought to advanced courses that cover current and complex topics in modern chemistry. The laboratory experience is required in appropriate courses to illustrate the importance of experimentation to the scientific endeavor. For the majors in chemistry, the opportunity to undertake undergraduate research is offered. Since part of research is the interpretation and communication of results, majors graduating from those programs in the department are expected to be proficient in oral and written communication, to be familiar with the scientific literature, and to be aware of the importance and usage of computers in science.

The current chemistry curriculum consists of two tracks. The first is the track leading to the basic or minimal chemistry major. The second track is the curriculum leading to the American Chemical Society (ACS) certified degree. The ACS-certified degree requires additional advanced course work in chemistry and mathematics, as well as undergraduate research.

Those students completing either of the two major tracks offered by the Department of Chemistry are prepared to enter into any number of career choices. These include work in local, regional, and national industries and with governmental agencies and entrance into graduate or professional schools.

### MAJORS

#### BASIC MAJOR

A basic major in chemistry includes the following:

1. Chemistry course requirements
  - a) eight hours of introductory courses: Chemistry 101-102
  - b) a minimum of 28 hours beyond the 100 level, including Chemistry 201-202, 203, 301-302, 303, 402, and 499
2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental students should also consider biology)
  - b) an 18-hour minor approved by the faculty adviser preferably from either:
    - i. physics, recommended for students who plan to attend graduate school

- ii. biology, recommended for pre-medical or pre-dental students
- iii. mathematics or computer science

3. Other requirements for a basic major in chemistry include Mathematics 201, 202, and 203 and Physics 201 and 202
4. General Education courses for all Bachelor of Science degrees

#### ACS-CERTIFIED MAJOR

An ACS-certified major in chemistry requires:

1. Chemistry course requirements
  - a) thirty-eight hours of Chemistry 101,102, 201, 202, 203, 301, 302, 303, 402, and 404
  - b) Chemistry 403, two credit hours of Chemistry 497 or 498, and Chemistry 499. In addition, a minimum of 5 credit hours of additional in-depth chemistry courses from Chemistry 405, 407, or 408 are required.
2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser (physics, mathematics, or computer science should be considered; pre-medical or pre-dental student should also consider biology)
  - b) an 18-hour minor approved by the faculty adviser preferably from either:
    - i. physics, recommended for students who plan to attend graduate school
    - ii. biology, recommended for pre-medical or pre-dental students
    - iii. mathematics or computer science
3. Other requirements for an ACS-certified major in chemistry include Mathematics 201, 202, 203, 301, 306; Physics 201 and 202
4. General Education courses required for all Bachelor of Science degrees

The minimum number of semester hours required in major courses for a basic major in chemistry is 36; for an ACS-certified major in chemistry, the minimum is 48. The minimum number of semester hours in all courses (major and non-major) required for the basic major in chemistry is 120; for the ACS-certified major in chemistry, the minimum is 132.

Students majoring in chemistry and planning to enter graduate school should take French. Students planning such advanced studies should consider completing the American Chemical Society approved major in chemistry.

#### MINOR

A minor in chemistry requires a minimum of 19 semester hours including Chemistry 101-102 and Chemistry 201-202. Remaining hours may be taken in Chemistry 203, 301, 302, 303, 402, 404, 405, and 407. Permission of department chairperson is required before Chemistry 301-302, 303, 402, 405, and 407 may be taken without appropriate prerequisites.

#### COLLATERAL

A collateral in chemistry requires 12 semester hours, including Chemistry 101-102, and 201 or 203.

#### OTHER INFORMATION

Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

Credit toward graduation may not be earned in both Chemistry 150 and any other chemistry course.

To advance to the next chemistry course, a grade of C or higher must be earned in each prerequisite chemistry course.

## ENVIRONMENTAL SCIENCE OPTION IN CHEMISTRY

The Environmental Science Option in Chemistry offers students the choice of specialization in environmental science at the undergraduate level.

The Environmental Science Option will require the completion of recommended General Education courses, a required core curriculum of science and mathematics courses, and requirements for the student's major. One hundred and twenty seven to 130 semester hours of credit will be required for graduation. The curriculum for the Environmental Science Option is summarized in the following:

<b>General Education Requirement</b> . . . . .	<b>48-49 hours</b>
Communications. . . . .	9-10 hours
English 101 (or English 101E/L). . . . .	3 or 4
English 102. . . . .	3
Speech Communication 101 . . . . .	3
Social Sciences . . . . .	9 hours
Political Science 101 or 103 . . . . .	3
Economics 203, 340 . . . . .	6
Humanities. . . . .	12 hours
History 100 level . . . . .	3
Appreciation (Art 101, Music 101, or Theatre 101) . . . . .	3
Philosophy and Religious Studies 400 or History 335 . . . . .	3
Mathematics. . . . .	6 hours
Mathematics 201. . . . .	3
Mathematics 202. . . . .	3
Natural Sciences . . . . .	12 hours
Biology 105, 115, 106 . . . . .	8
Chemistry 101. . . . .	4
Core Courses for Environmental Science Program . . . . .	38 or 40 hours
Biology 210 or 214 . . . . .	3-4
Psychology 302 or Mathematics 312 . . . . .	3
Geography 105 . . . . .	3
Biology 308 or 402 or 408 . . . . .	4
Chemistry 102, 201, and 202 or 203. . . . .	12
Physics 200, 201, 202 . . . . .	12
Computer Science 190 or 212 or 226. . . . .	3 or 4
Chemistry Major/Environmental Science Emphasis . . . . .	37 or 39 hours
Mathematics 203. . . . .	3
Chemistry 202 or 203, 301, 302, 303, 313, 497, 499. . . . .	22
Science Electives (Select two courses) . . . . .	7-8
Biology 308, 402, 408	
Physics 316, 318, 406	
Free Electives (any courses) . . . . .	6
Speech Communication and Technical Writing recommended	
<b>Total Hours Required for Graduation</b> . . . . .	<b>126-130 hours</b>

### CHEMISTRY COURSES (CHEM)

**101 General Chemistry I: General Concepts in Chemistry** (4:3-3) (Prerequisite/Corequisite Mathematics 111) F, S, SU. The states of matter, including the gas laws; stoichiometry; electronic structure and bonding; periodicity; solutions.

**102 General Chemistry II: Introduction to Inorganic Chemistry** (4:3-3) (Prerequisite: 101) S, SU. Oxidation-reduction, equilibria, electrochemistry, thermodynamics, acids and bases, kinetics, chemistry of the representative elements, coordination compounds of the transition elements, nuclear chemistry.

**150 Chemistry for Everyday Life** (4:3-3) (Corequisite/eligibility to

take Mathematics 111 or 121) F, S, SU. The focus of this course is on the common chemical language used in general society today. Special emphasis will be placed on the basic chemistry of currently "hot topics" such as the depletion of the ozone layer and alternative energy sources. Topics such as food chemistry, agricultural chemistry, and the chemistry of household products will be also addressed. Chemical concepts including stoichiometry, atomic structure, acid-base chemistry and basic organic chemistry will be integrated throughout the course. Academic credit may not be received for Chemistry 150 and Chemistry 101.

**201-202 Organic Chemistry I and II** (4:3-3) (Prerequisite: 102) 201 F, S, SU; 202 S, SU. The structure, properties, and important reactions of organic compounds. Major topics are hydrocarbons, aromatics, halides, alcohols, acids, esters, aldehydes and ketones, amines, stereochemistry, carbohydrates, proteins, IR and NMR spectroscopy, and chemical literature.

**203 Analytical Chemistry I: Quantitative Analysis** (4:3-4) (Prerequisite: 102) F. Solution equilibria; evaluation of analytical data; precipitation theory and precipitate formation; volumetric and gravimetric principles; acids, bases, and neutralization; oxidation-reduction; electroanalysis; photometry; complexation analysis; methods of separation.

**297 Introduction to Research in Chemistry** (1), (2), or (3) (Prerequisites: Chemistry 102 and permission of department) F, S, SU. Students are introduced to a variety of techniques of chemical research, including synthesis, spectroscopy, chemical literature searching, and molecular modeling. The focus of the course is on using the tools of chemical research in practical applications to problems rather than on theoretical aspects of the methods. Faculty involved in undergraduate research introduce their research interests and methods and the contributions undergraduates students could make. Students complete both a written report and an oral presentation on a research topic or method of interest. A maximum of three semester hours of credit may be earned toward graduation.

**301-302 Physical Chemistry I and II** (4:3-3) (Prerequisite: 202, Physics 202, and Mathematics 202 or permission of department; Corequisite: 203 and Mathematics 203) 301F, 302S. The states of matter, thermodynamics, equilibria, solutions and colligative properties, phase rule, conductance and electrochemistry, kinetics, quantum chemistry, atomic and molecular structure and chemical bonding, photochemistry. [Before enrolling in Chemistry 301, a student must have a 2.0 cumulative average in all courses prerequisite to Chemistry 301. (For information, courses prerequisite to Chemistry 301 are Chemistry 101-102, 201-202, Mathematics 201, 202, and Physics 201-202.)]

**303 Analytical Chemistry II: Instrumental Analysis** (4:3-4) (Prerequisite: 203, 301) S. Electroanalytical and electrogravimetric methods; potentiometric and coulometric methods; conductometric titrations; polarography and amperometric titrations; methods based on infrared, ultraviolet, and visible spectroscopy; flame photometry; atomic absorption spectrometry; gas chromatographic methods; methods based on nuclear magnetic resonance spectroscopy; fluorescence analysis; mass spectrometry.

**313 Environmental Chemistry** (4:3-3) (Prerequisite: 203) Introduction to the chemistry of natural systems with an emphasis on atmospheric and aquatic chemistry. Sampling and measurement techniques used to characterize the environment, particularly using electrochemical, spectroscopic, and chromatographic methods.

**402 Inorganic Chemistry** (3) (Prerequisite: 301 or permission of department) S. Structure of the atom, ionic and covalent bonding models; group theory; the solid state; advanced acid-base concepts; chemistry in nonaqueous solvents; structure and reactivity of coordination compounds; organometallic chemistry; bioinorganic chemistry.

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**403 Advanced Synthesis and Characterization Laboratory (2:6)** (Prerequisite: Chem 301; Corequisite Chem 402 or permission of department) S. This laboratory-only course provides hands-on instruction in the synthesis, purification, and characterization of micro and macromolecular inorganic and organic chemical systems. Emphasis will also be placed on applications in the modern world. Materials to be synthesized and studied include inorganic and organic polymers, organometallic compounds, macromolecular materials, and nanoparticles.

**404 Biochemistry I (3)** (Prerequisite: 202 and one semester of biology or permission of department) F. Chemistry of biologically important processes at the molecular level: the chemistry and metabolism of carbohydrates, proteins, and lipids and the action of vitamins, hormones, and enzymes.

**405 Advanced Organic Chemistry (3)** (Prerequisite: 202 or permission of department) Pericyclic reactions including electrocyclic, cycloaddition/cycloreversion, and sigmatropic reactions. Linear Free-Energy Relationships. Modern Techniques in NMR Spectroscopy including polarization transfer and two-dimensional methods. Analysis of two multi-step syntheses of the natural product Periplanone B.

**407 Introduction to Polymer Science (3)** (Prerequisite: 202 or permission of department) Emphasis on polymer synthesis, characterization and structure/property relationships; addition and step-growth polymerizations; glass transition temperature; copolymers; the amorphous and crystalline states; mechanical properties.

**408 Biochemistry II (3)** (Prerequisite: 301 and 404 or permission of department; Corequisite: 302) AS. Advanced principles of the structure, function, and analysis of biological molecules; chemical reactions of biomolecules including kinetics, mechanisms, and thermodynamics; regulation of chemical reactions and response to external signals by cells. Also includes advanced studies of select topics in biochemistry including bioinorganic chemistry, photochemistry, and molecular virology.

**497 Special Studies (3), (2), or (1)** (Prerequisite: Permission of department) F, S. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

**498 Chemistry Internship (1) or (2)** (Prerequisite: Chemistry 202 and permission of department) F, S, SU. Students are introduced to independent practical work under the direction of a professional chemist which may include research or other related laboratory service. Students are required to keep a daily journal and complete a final report. A maximum of three semester hours of credit may be earned toward graduation.

**499 Chemistry Senior Capstone (1)** (Prerequisite: at least 24 hours in chemistry) S. A required course for all senior chemistry majors as part of the assessment of the chemistry program.



## DEPARTMENT OF ENGLISH, MODERN LANGUAGES, & PHILOSOPHY

Chair: Dr. Rebecca H. Flannagan

Faculty: Lindsey Banister, Suzanne Barnett, Mark Blackwell, Wendy Caldwell, Amy Lea Clemons, David Cowles, Jo Angela Edwins, Catherine England, Lochran Fallon, Lynn Hanson, Benjamin Hilb, Landon Houle, Christopher Johnson, Jacqueline Jones, Kristin Kiely, Jennifer Kunka, Meredith Love-Steinmetz, Kathryn Mann, Jason Marley, Christine Masters, Shawn Miller, Kyrie Miranda, Matthew Nelson, Meredith Reynolds, Pamela Rooks, Shawn Smolen-Morton, Rachel N. Spear, Marsha Taylor, Matthew Turner, Jon Tuttle, Chris Washington, Lance Weldy, Megan Woosley-Goodman, Elizabeth Zahnd, Nancy Zaice

### MISSION STATEMENTS

**ENGLISH** – The Department of English, Modern Languages, and Philosophy serves all students in the University by providing instruction in writing and analytical reading for the general education program. The department seeks to prepare students for graduate studies in the major or for entering professions that emphasize writing and critical thinking skills.

The major in English introduces students to their literary and linguistic heritage and acquaints them with a variety of genres, periods, themes, critical approaches, and individual writers ranging from ancient to modern. Courses in creative and expository writing, composition theory, the history of the language, modern theories of grammar, and literary criticism are also offered. Students may pursue the English degree through the Liberal Arts Program, the Professional Writing Program, or the Teacher Licensure Option. Students may also earn either a minor or a collateral in English. Three writing minors are offered including creative writing, professional writing, and writing and language.

**MODERN LANGUAGES** – The Department of English, Modern Languages, and Philosophy offers a major in Modern Languages with tracks in French and Spanish. Minors and collaterals are also offered in these languages. The department provides the resources for students to acquire proficiency in the four language skills (listening, speaking, reading, and writing) in French and Spanish and to gain knowledge of the culture, the literature, and the civilization of countries where these languages are spoken. Career opportunities for foreign language majors include 1) teaching, 2) international business, 3) translation/interpretation, and 4) professions requiring a University degree with a background in the liberal arts. Modern language majors also frequently seek graduate degrees in foreign languages or related fields.

**PHILOSOPHY AND RELIGIOUS STUDIES** – The Department of English, Modern Languages and Philosophy offers undergraduate students an opportunity to take courses in, to minor in, or to collateral in a field of study that tradition has taken to be at the core of the humanities. Courses in philosophy and religious studies offer students a chance to examine the central issues of value, knowledge, and reality that have preoccupied human beings since the beginning of history. The aim of the courses is to provide students with the logical, conceptual, metaphorical, historical, and religious resources necessary for critically addressing these issues. The assumptions of this aim are that the possession of such resources is the hallmark of an educated person and, further, that the success of a democratic society depends on an educated citizenry.

## ENGLISH

Coordinator: Dr. Rebecca H. Flannagan

Coordinator of Professional Writing Program: Dr. Christine L. Masters

Coordinator of Teacher Licensure Option: Dr. Matthew C. Nelson

### MAJOR

A major in English requires the following:

1. Students must select the Liberal Arts Program, the Professional Writing Program, or the Teacher Licensure Option:

a) **LIBERAL ARTS PROGRAM:** 37 hours above 299

**BLOCK ONE: FUNDAMENTALS:** three courses (9 hours):

300 Foundations for Literary Studies

308N Survey of British Literature

309 Survey of American Literature

**BLOCK TWO: BRITISH LITERATURE BEFORE 1785:**

At least one course (three hours):

326 Medieval British Literature

327 Renaissance British Literature

328 Neoclassical British Literature

426 Rise of the British Novel

427 Advanced Study in British Literature Before 1785

**BLOCK THREE: BRITISH LITERATURE AFTER 1785:**

At least one course (three hours):

332 The Romantics

333 The Victorians

334 Modernism

335 Contemporary British Literature

433 The Nineteenth-Century Novel

434 Advanced Study in British Literature After 1785

**BLOCK FOUR: AMERICAN LITERATURE:**

At least two courses (six hours):

342 Writing in Early America

343 American Romanticism

344 American Realism and Naturalism

346 Modern American Literature

347 Contemporary American Literature

348 African-American Literature

349 Literature of the South

350 American Women Writers

352 History of American Drama

443 The American Novel

444 American Poetry

447 Advanced Study in American Literature

448 Advanced Study in African-American Literature

**BLOCK FIVE: SHAKESPEARE:** one course (three hours):

361 Shakespeare

**BLOCK SIX: WORLD LITERATURE:**

At least one course (three hours):

362 Mythology and Literature

363 World Literature: Beginnings to 1650

364 World Literature: 1650 to Present

365 Modern Drama

466 Advanced Study in International Literature

**BLOCK SEVEN: LANGUAGE, RHETORIC, AND THEORY:** At

least one course (three hours):

306 Development of Modern English

310 Modern English Grammar

421 Gender and Public Rhetoric

465 Advanced Study in Critical Theory and Literature

467 Advanced Study in Language, Rhetoric, or Theory

**BLOCK EIGHT: ELECTIVES:** At least two courses

(six hours) from this Block OR additional course(s) from

**BLOCKS TWO, THREE, FOUR, SIX, or SEVEN:**

366 Creative Writing: Literary Nonfiction Workshop

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- 367 Creative Writing: Fiction Workshop
- 368 Creative Writing: Advanced Fiction Workshop
- 370 Creative Writing: Poetry Workshop
- 371 Creative Writing: Advanced Poetry Workshop
- 372 Creative Writing: Playwriting Workshop
- 382 Special Topics in Literature
- 383 Film, Genres, and Styles
- 384 African-American Film History
- 385 Sex, Gender, and Literature
- 491 Senior Seminar
- 497 Special Studies

**BLOCK NINE: CAPSTONE:** one course (one hour):

- 496 English Capstone Experience

At least two courses (in addition to 496) must be at the 400 level.

**b) PROFESSIONAL WRITING PROGRAM:** 34 hours

above 299 level

- English 305 Business Writing
- English 307 Foundations of Professional Writing
- English 318 Technical Communication
- English 366, or 367, 370, or 372
- English 411 Rhetoric of New Media
- Three additional writing courses at the 300- or 400-level
- One literature course at the 300- or 400-level
  - English 405 Advanced Business Communication
  - English 496 English Capstone Experience
  - English 498 English Internship

To be eligible for English 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, plus at least a B in 305 and 318.

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Graphic Design.

**c) TEACHER LICENSURE OPTION:** 34 hours above 299 level

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.

The Department of English, Modern Languages, and Philosophy provides the knowledge base for students licensing to teach English in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education: critical thinking, collaboration, and reflection.

Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the English courses listed for licensure in secondary education by the School of Education.

**General Education** . . . . . 56-57

- Communications. . . . . 21-22 hours
  - English 101 (or English 101E/L). . . . . 3 or 4
  - English 102 . . . . . 3
  - Speech Communication 101. . . . . 3
  - Foreign Language . . . . . 12
- Social Science (No more than 6 hours may be taken in any one discipline) . . . . . 9 hours
  - a. Political Science 101 or 103. . . . . 3
  - b. Anthropology, Economics, Geography, Political Science, or Sociology . . . . . 6
- Humanities. . . . . 12 hours
  - a. Literature (any language). . . . . 3
  - b. History . . . . . 3
  - c. Art 101, Music 101, or Theatre 101 . . . . . 3

- d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, or Theatre. . . . . 3
- Mathematics . . . . . 6
- Natural Sciences (Laboratories are required for all courses) . . . . . 8 hours
  - a. Biology . . . . . 4
  - b. Chemistry, Physics, or Physical Science\* . . . . . 4t
- \*Credit toward graduation may not be earned in both Physical Science 101 and any physics course.
- Pre-Professional Education . . . . . 7 hours
  - Education 190 and Education 191 . . . . . 4
  - Education 190 and Education 191 are corequisites
  - Education 305 . . . . . 3
- Professional Education. . . . . 17 hours
  - Education 310 . . . . . 3
  - Education 311 . . . . . 3
  - Education 313 . . . . . 1
  - Education 380 . . . . . 2
  - Education 393 and three hours taken simultaneously with Education 434 . . . . . 5
  - Education 411 . . . . . 3
- Student Teaching Block\*\* . . . . . 15 hours
  - Education 487 . . . . . 2
  - Education 489 . . . . . 1
  - Education 490 . . . . . 12
- \*\*Education 487, 489, and 490 to be taken simultaneously
- Supporting Course . . . . . 3 hours
  - Health 301 . . . . . 3

(See specific courses below)

English Course Requirements: 34 hours above 299

- English 306 Development of Modern English . . . . . 3
- English 308N Survey of British Literature. . . . . 3
- English 309 Survey of American Literature . . . . . 3
- English 310 Modern English Grammar. . . . . 3
- English 316 Literature for Young Adults . . . . . 3
- English 340 Theories of Writing. . . . . 3
- English 361 Shakespeare . . . . . 3
- English 496 English Capstone Experience . . . . . 1
- One course from BLOCK TWO or BLOCK THREE . . . . . 3
- One course from BLOCK FOUR . . . . . 3
- One course from BLOCK SIX . . . . . 3
- Elective: One course from BLOCK EIGHT or one additional course from BLOCKS ONE, TWO, THREE, FOUR, SIX, or SEVEN . . . . . 3

At least one course (in addition to English 496) must be at the 400 level.

Electives (if needed)

2. No minor/collateral requirements.
3. Completion of a foreign language through 202.

The minimum number of semester hours in all courses (major and non-major) required for the liberal arts major and the professional writing option in English is 120; for the professional education major in English, it is 126.

**MINOR**

A literature minor in English requires 18 semester hours above the 200 level, no more than three hours at the 250-252 level and at least four electives at the 300 and 400 levels listed as LITERATURE courses.

A writing minor in English is offered in three tracks:

**Creative Writing Minor requires:**

- English 367 Creative Writing: Fiction Workshop
- English 368 Creative Writing: Advanced Fiction Workshop
- English 370 Creative Writing: Poetry Workshop

English 371 Creative Writing: Advanced Poetry Workshop  
 English 372 Creative Writing: Playwriting Workshop  
 Plus English 366 Creative Writing: Literary Nonfiction Workshop (strongly recommended) or an additional 300 or 400-level writing course.

**Professional Writing Minor requires:**

English 305 Business Writing  
 English 307 Foundations of Professional Writing  
 English 318 Technical Communication  
 English 405 Advanced Business Communication  
 Plus two additional courses chosen from 300-400-level writing courses, which may include English 498  
 English Internship

To be eligible for English 498, minors must earn an overall grade point average of at least 2.33 and a minor grade point average of 3.0, plus at least a B in 305 and 318.

**Writing and Language Minor requires:**

English 306 Development of Modern English  
 English 307 Foundations of Professional Writing  
 English 310 Modern English Grammar  
 Plus three additional courses chosen from 300-level writing courses

**COLLATERAL**

A literature collateral in English requires 12 semester hours above the 200 level, no more than three hours at the 250-252 level and at least three electives at the 300 and 400 levels listed as LITERATURE courses below.

A Writing Collateral in English is offered in three tracks:

**Creative Writing Collateral requires four of the six following courses:**

English 366 Creative Writing: Literary Nonfiction Workshop  
 English 367 Creative Writing: Fiction Workshop  
 English 368 Creative Writing: Advanced Fiction Workshop  
 English 370 Creative Writing: Poetry Workshop  
 English 371 Creative Writing: Advanced Poetry Workshop  
 English 372 Creative Writing: Playwriting Workshop

**Professional Writing Collateral requires:**

English 305 Business Writing  
 English 318 Technical Communication  
 One writing course chosen from 300-400-level writing courses.  
 Plus one additional course chosen from 300-400-level writing courses or English 307 Foundations of Professional Writing.

To be eligible for English 498, collateral students must earn an overall grade point average of at least 2.33 and a collateral grade point average of 3.0, plus at least a B in 305 and 318.

**Writing and Language Collateral requires:**

English 306 Development of Modern English  
 English 310 Modern English Grammar  
 Plus two additional courses chosen from 300-level writing courses.

**FRESHMAN ENGLISH**

The English Composition Requirement is met by completing the General Education Requirements ending with English 102 with a grade of C or higher.

**English Placement:** Students admitted into Francis Marion University will complete a process of directed self-placement (DSP) to choose between English 101 or the extended version of English 101 (English 101E plus English 101L). Students will complete the DSP questionnaire

found on the English Department's website ([www.fmarion.edu/english/compositionprogram/requirementsandcourses/](http://www.fmarion.edu/english/compositionprogram/requirementsandcourses/)), and then, if needed, will work with their advisers or the Composition Coordinator to determine which course is better suited for their writing skills. Students may arrange to take the ACCUPLACER test through the Office of Counseling and Testing (843-661-1840). Students with advanced competencies will be advised to enroll in English 101 if they receive a score of 103 or higher on the ACCUPLACER. Students may be exempted from or receive credit for freshman English courses through Advanced Placement or Dual Enrollment credit.

English 102 with a grade of C or higher is prerequisite for all English courses at the 200-level or above. Students should register for English Composition each semester until they have successfully completed English 102, which should be completed by the time the student has become a junior.

Students at any level whose instructors or advisers determine that inability to write effectively may be affecting their academic achievement may be referred to the Writing Center for assistance.

**ENGLISH COURSES (ENG)  
 WRITING**

**101 Analysis and Argument (3)** The grade of C or higher in English 101 (or in English 101E plus a grade of S in English 101L) is required for the student to advance to English 102. Introduction to critical reading and to composing processes, including invention and revision, through writing analyses and arguments for specific audiences and purposes. Through extensive writing assignments, practice, and peer activities, students will learn to read and write in various rhetorical contexts and will be introduced to documentation of sources. Small class sizes allow individual attention and cooperative learning. Credit cannot be earned for both English 101 and English 101E.

**101E Analysis and Argument with Extended Studio (3)** (Corequisite: English 101L) The grade of C or higher in English 101 (or in English 101E plus a grade of S in English 101L) is required for the student to advance to English 102. English 101E is the equivalent of English 101 (see catalog description for ENG 101) with a studio component that complements learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Credit cannot be earned for both English 101 and English 101E.

**101L Extended Studio (1:2)** (Corequisite: English 101E) Extended studio time and space for students enrolled in English 101E. The studio component complements the English 101E learning experiences by providing additional individualized instruction and assistance with the development of course assignments, emphasizing invention, revision, and reflection within the writing process. Assessed as S (satisfactory) or U (unsatisfactory). To receive credit for English 101L, students must receive a grade of C or higher in English 101E; credit for ENG 101L can only be earned once.

**102 Rhetoric, Genre, and Research (3)** (Prerequisite: A grade of C or higher in (a) English 101 or in (b) English 101E plus a grade of S in English 101L.) Complex composition assignments involving rhetorical strategies, critical reading, and formal research. Practice performing multiple research methods, evaluating and documenting sources, synthesizing research, and developing original arguments. Emphasis on analyzing genre to inform writing strategies and research methods, preparing students to transfer knowledge about genre and composition to other writing contexts. Small class sizes allow individual attention and cooperative learning. Students must complete English 102 with a grade of C or higher to satisfy the English Composition portion of the Communications area of the General Education Requirements.

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**305 Business Writing (3)** (Prerequisite: 102 with a grade of C or higher.) Introduces students to the written communications requirements of business and industry. Students write for specific audiences and learn organization, conciseness, and clarity in writing. Class simulates real-life business situations. To be eligible for English 498, majors and minors in Professional Writing must earn at least a B in this course.

**307 Foundations of Professional Writing (3)** (Prerequisite: 102 with a grade of C or higher.) Introduces students to professional writing. Emphasizes analyzing professional writing to study how combinations of language, style, design, formatting, organization, punctuation, and grammar, among other features, affect professional documents. Students will also gain extensive practice in careful proofreading and editing.

**318 Technical Communication (3)** (Prerequisite: 102 with a grade of C or higher.) Introduces students to the conventions of writing in technology and the sciences. Students learn technical writing style, the integration of visual aids, collaborative processes, and document production cycles. To be eligible for English 498, majors and minors in Professional Writing must earn at least a B in this course.

**331 Special Topics in Writing (3)** (Prerequisite: 102 with a grade of C or higher; one previous literature course recommended). Provides reading, instruction, and practice in techniques in writing in a particular genre or sub-genre. Students are expected to compose and share work with the instructor and other students.

**340 Theories of Writing (3:3-2)** (Prerequisite: 102 with a grade of C or higher.) Offers a treatment of the composing process, emphasizing matters useful to teachers of writing, especially current theories. Most assignments involve essay writing, including a substantial amount of application of critical theory to literary texts. Practicum requires students work in the Writing Center or Extended Writing Studio two hours per week.

**341 Advanced Composition for Teachers (3)** (Prerequisite: 102 with a grade of C or higher) Extensive work in analysis and composition of texts written by and for professional educators. Assignments involve careful reading and practice composing in various modes relevant to early-childhood, elementary, and middle-level teachers. Students also explore connections among writing, teaching, and learning as they examine the implications that their experiences as writers have for their work as teachers, particularly as teachers of writing.

**ENG 353 Writing in the Health Professions (3)** (Prerequisite: 102 with a grade of C or higher) Offers training in writing for the health professions. Emphasizes the rhetorical principles involved in effective charting practices, report writing, policy writing, and production of health education materials. Focusing on individualized research areas, students practice writing for diverse health-related audiences, including other healthcare professionals, patients, and targeted groups within the general public. Teaches correct usage of APA style.

**366 Creative Writing: Literary Nonfiction Workshop (3)** (Prerequisite: 102 with a grade of C or higher) Introduces students to literary nonfiction. Emphasizes the reading and discussion of multiple sub-genres in the field, with an emphasis on twentieth and twenty-first century texts. Also emphasizes the techniques of literary nonfiction writing through the composition of original student work. May discuss the publication of original work in print and digital formats.

**367 Creative Writing: Fiction Workshop (3)** (Prerequisite: 102 with a grade of C or higher; one previous literature course is recommended) Introduces students to the fundamentals of fiction writing. Emphasizes the composition of original student fiction and the development of editorial skills in classroom discussion and workshop formats.

**368 Creative Writing: Advanced Fiction Workshop (3)** (Prerequisite: 367; one previous literature course is strongly recommended) Builds on the fundamentals of prose fiction writing and emphasizes the study and mastery of a wide range of techniques in original student fiction using classroom discussion and workshop formats. Also explores strategies for submitting fiction for publication.

**370 Creative Writing: Poetry Workshop (3)** (Prerequisite: 102 with a grade of C or higher; one previous literature course is recommended) F, S. Introduces students to writing poetry. Class discussion will center on the work of class members. All students will be expected to compose and to share their poems with the instructor and with other students.

**371 Creative Writing: Advanced Poetry Workshop (3)** (Prerequisite: 370; one previous literature course is strongly recommended) F. Builds on the fundamentals of poetry writing with an emphasis on increased mastery using a wider range of techniques. Students will write numerous original works to be discussed in workshop, with the better works to be submitted for publication.

**372 Creative Writing: Playwriting Workshop (3)** (Prerequisite: 102 with a grade of C or higher; one previous literature course is strongly recommended) Introduces students to writing for the stage. Class discussion emphasizes stagecraft, character development, and dramatic conflict. Students will be expected to write their own plays for in-class critique and possible submission for production/publication.

**405 Advanced Business Communication (3)** (Prerequisite: 305 or permission of department) Teaches advanced skills required to communicate effectively in a contemporary business setting, including written and oral presentation formats. Written formats include printed and electronic forms.

**411 Rhetoric of New Media (3)** (Prerequisite: 305) Teaches visual and digital rhetorical strategies needed in writing for multimedia programs, websites, and other new media. Class provides practice in planning, writing, designing, and testing materials developed for business and organizational clients.

**418 Advanced Technical Communication (3)** (Prerequisite: 318) Designed to help students become more independent technical communicators, preparing them to work as lead writers in team projects or as independent writing contractors. Students work and study at specific client sites, identify their own documentation projects, develop an implementation plan, and then follow through as lead writers, relying on classmates and subject experts as quality reviewers. Students develop documentation projects from conception to publication.

**421 Gender and Public Rhetoric (3)** (Prerequisite: 102 with a grade of C or higher and either one upper-division writing course or permission of the chair) Students study non-fiction texts through the lens of gender and rhetorical theory. Students will compose critical essays, prepare presentations, and conduct research for a final project focusing on gender and language.

**431 Advanced Topics in Writing (3)** (Prerequisite: 102 with a grade of C or higher and an additional 300-level writing course) Provides advanced study in the reading and practice of techniques in writing in a particular genre or sub-genre. Students compose and share work with the instructor and other students.

**496 English Capstone Experience (1)** (Prerequisite: At least 21 hours in English above the 100 level) Includes assessment of English majors' knowledge of the discipline and instruction in career search skills. Satisfactory performance required of all students in the semester they complete the major.



**498 English Internship** (3) (Prerequisite: Permission of department and internship agency; overall grade point average of at least 2.33; grade point average in major or minor of at least 3.0; plus at least a B in 305 and 318) Directed internship in communications work for a business, public service agency, or industry. With permission of the department, the course may be repeated in a subsequent semester for an additional 3 credits.

**501 Writing Experience** (6) (Prerequisite: Elementary or secondary certification and/or permission of department) Workshop provides intensive practice in writing for different audiences and situations and extensive reading in composition theory and pedagogy. Emphasis on the application of writing experiences and theory to the teaching of writing in various disciplines in all grades. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

### LITERATURE COURSES

Literature courses at the 200 level may be taken in any sequence. It is strongly recommended that majors and minors complete 308N before taking any of the courses in Blocks Two and Three, and 309 before taking any of the courses in Block Four. 300 should be taken as early as possible; 300 (or permission of the department) is a prerequisite for all 400-level courses.

**250 Introduction to Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us. May be supplemented with multimedia and readings from other disciplines.

**251 Introduction to Film Studies** (3) (Prerequisite: 102 with a grade of C or higher.) Provides a historical survey of Western cinema, introducing standard film terms, key historical developments, film analysis, and interpretation. Covers salient issues in contemporary film studies.

**250G Introduction to Literature: Examining Depictions of Gender** (3) (Prerequisite: 102 with a grade of C or higher.) Introduces a variety of fiction, poetry, and drama; helps students to appreciate, interpret, and analyze imaginative literature while understanding how literature relates to the human condition and the social and natural worlds around us with a particular emphasis on gender issues. May be supplemented with multimedia and readings from other disciplines. A student cannot receive credit for both English 250 and English 250G.

**252 Reading and Writing Fiction, Poetry, and Drama** (3) (Prerequisite: 102 with a grade of C or higher.) Examines literature through the experience of writing beginning-level fictional, poetic, and dramatic sketches in conjunction with critical analyses of texts.

### BLOCK ONE: FUNDAMENTALS

**300 Foundations for Literary Studies** (3) (Prerequisite: 102 with a grade of C or higher.) Introduces literary studies with emphasis on research methodologies, elementary literary theory, analysis, and the skills necessary to read and respond to poetry, fiction, and drama.

**308N Survey of British Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys British Literature covering major authors, periods, and key texts from the 9th through the 21st centuries; provides an introductory foundation for further study.

**309 Survey of American Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from the 16th through the 21st centuries; provides an introductory foundation for further study.

### LITERATURE FOR TEACHERS

**313 Literature for Young Children** (3) (Prerequisite: 102 with a grade of C or higher.) Studies the prominent writers and illustrators of books for young children. Special emphasis on the process of sharing books with children. Required of all Early Childhood majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral. Credit cannot be earned for both English 313 and 315.

**315 Literature for Children** (3) (Prerequisite: 102 with a grade of C or higher.) Studies the history and scope of children's literature as well as the prominent illustrators of children's books. Emphasis on the evaluation of books suitable for the preschool, elementary, and middle school child. Required of all Elementary Education majors. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral. Credit cannot be earned for both English 313 and 315.

**316 Literature for Young Adults** (3) (Prerequisite: 102 with a grade of C or higher.) Studies literature appropriate for use in middle and high school grades. Special attention to defining and evaluating young adult literature. Basic instruction in literary reading, writing, and criticism. Required of all English teacher licensure candidates. Not applicable toward General Education Requirements (Literature), English Liberal Arts major, Professional Writing option, minor, or collateral.

### BLOCK TWO: BRITISH LITERATURE BEFORE 1785

(It is strongly recommended that majors complete 308N before taking any courses in Block Two.)

**326 Medieval British Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys the literature produced in England during the Old and Middle English periods, with special attention to the epic, lyric poetry, visionary literature, admonitory prose, histories, and drama. Readings from earlier periods or contemporaneous European sources may also be included.

**327 Renaissance British Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on the concept of "renaissance" and its development throughout the literature of early modern Britain. Through reading a representative sample of prose, poetry, and drama (non-Shakespearean), students will examine generic structures and explore the dynamic relationships between the literature and social contexts of the time.

**328 Neoclassical British Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Focuses primarily on the works of Dryden, Swift, Pope and Johnson. Through a wide range of reading, including texts by a number of minor authors, students will investigate the major themes of Restoration and 18th century literature. Particular attention will be given to satire and works that explore the uses and limitations of rationality.

**426 Rise of the British Novel** (3) (Prerequisite: 300) Focuses exclusively on the development of prose fiction from 1660 through 1832. Covers a representative sample of novels and explores various explanations for the "sudden" development of the novel as a distinct genre.

**427 Advanced Study in British Literature Before 1785** (3) (Prerequisite: 300) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Chaucer, Milton, Satire). May be taken twice for academic credit with departmental approval.

### BLOCK THREE: BRITISH LITERATURE AFTER 1785

(It is strongly recommended that majors complete 308N before taking any courses in Block Three.)

**332 The Romantics** (3) (Prerequisite: 102 with a grade of C or higher.) Explores and analyzes in depth various British Romantic authors and

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texts, covering a range of genres. Includes some consideration of European Romanticism and the Romantic Movement as expressed in visual and musical arts.

**333 The Victorians** (3) (Prerequisite: 102 with a grade of C or higher.) Explores the intersection between imaginative writing and cultural issues during this period (1830 to 1900) of intensive change regarding gender roles, economic and social inequality, individual liberty versus traditional values, the rise of science (including evolution), religious difference, the role of art and literature, and the justification of any belief in a time of intellectual and spiritual disagreement.

**334 Modernism** (3) (Prerequisite: 102 with a grade of C or higher.) Focuses primarily on the literature of British authors from 1890 to 1950. Takes an interdisciplinary approach, situating literature within larger social, cultural, and artistic movements, exploring the decline of the British Empire, the persistence of the social class system, the disillusionment with the techno-rationalism of modernity, experimental forms of representation such as Cubism, Psychological Realism, Expressionism, Imagism, Futurism, Surrealism, and Existentialism.

**335 Contemporary British Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Covers a wide range of recent British literature, including authors who have been recognized with prestigious literary prizes. Material may include multiple genres (fiction, poetry, drama, and film). Course will give insight into the cultural, political, and personal complexities that characterize mid- to late-20th century and 21st century British texts.

**433 The Nineteenth-Century Novel** (3) (Prerequisite: 300) Focuses on the development of the novel as an art form in 19th-century Britain, examining the history of the book, readership, serialization, publishing practices, and lending libraries. Also explores the manner in which novels represent several historical and cultural themes, such as class boundaries and conflict, expectations of gendered behavior, domesticity, servitude, detection, imperialism, science, industrialization, and other social issues.

**434 Advanced Study in British Literature After 1785** (3) (Prerequisite: 300) Focuses on major British writers, groups of writers, a genre, or a theme (e.g., Dickens, the Brontës, C.S. Lewis). May be taken twice for academic credit with departmental approval.

### BLOCK FOUR: AMERICAN LITERATURE

(It is strongly recommended that majors complete 309 before taking any courses in Block Four.)

**342 Writing in Early America** (3) (Prerequisite: 102 with a grade of C or higher.) Covers the philosophical, historical, and literary beginnings of American literature through 1820. Examines literary purpose, audience, and genre for a variety of texts authored by Native Americans, Puritans, African Americans, visitors to America, and Revolutionary thinkers. Texts will include sermons, diaries, histories, autobiographies, biographies, poetry, plays, letters, pamphlets, captivity narratives, songs, and fables.

**343 American Romanticism** (3) (Prerequisite: 102 with a grade of C or higher.) Covers philosophical and literary changes associated with a turn toward the imagination and the intuitive. Includes texts by writers such as Melville, Hawthorne, Poe, Thoreau, Douglass, Emerson, Dickinson, and Whitman, and others, notably women, who were also writing popular texts of the time period.

**344 American Realism and Naturalism** (3) (Prerequisite: 102 with a grade of C or higher.) Examines the philosophic and literary turning away from Romanticism in the aftermath of the Civil War and the style and subject matter of American realists, including representations of middle-class and lower-class life. Also explores the emergence of Naturalism and the development of psychologically and socially complex characters and

their historical and cultural contexts.

**346 Modern American Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Covers the literature of the United States from roughly World War I to the end and aftermath of World War II. Particular emphasis on literary Modernism and some attention to its underpinnings in intellectual history and postwar cultural shifts. Additional topics may include Imagism, the continuing relevance of Realism, regionalism, the Harlem Renaissance, the little magazine, the Nashville Fugitives, and New Criticism.

**347 Contemporary American Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Emphasizes post-World War II American literature. Readings may include a focus on individual genres or schools or a survey of fiction, creative nonfiction, poetry, and drama. Emphasizes close readings of primary texts and puts works in larger historical, cultural, and theoretical contexts.

**348 African-American Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Presents an overview of literature produced by African Americans from the mid-19th century to the present. Explores how African-American writers address issues surrounding gender, race, class, sexual orientation, and identity. Using poetry, novels, essays, autobiographies, short stories, and speeches, examines themes, literary movements, and the development of an African-American literary tradition. Authors include Frederick Douglass, Richard Wright, Jessie Fauset, Ralph Ellison, Toni Morrison, and James Baldwin.

**349 Literature of the South** (3) (Prerequisite: 102 with a grade of C or higher.) Studies the literature and culture of the U.S. South. Emphasizes writers and works from the 20th century Southern Literary Renaissance (e.g., Faulkner, Williams, Tate, Warren) to contemporary times, with attention to how these writers engage questions of region.

**350N American Women Writers** (3) (Prerequisite: 102 with a grade of C or higher.) Familiarizes students with women's literature in the United States, focusing on women as creators of, and characters within, American literature. Covers novels, essays, short stories, poems, and plays with special emphasis on their social and historical contexts. Draws from texts stretching from the 17th to the 20th centuries and considers, among many other subjects, issues of gender, class, race, and artistic form.

**352 History of American Drama** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys American dramatic literature from the colonial period to the modern, including developments in form, technology, aesthetics, and dramatic theory in the context of American culture and politics.

**443 The American Novel** (3) (Prerequisite: 300) Considers how this particular genre has evolved within the framework of American literature. Traces the development of the novel in America from its beginnings as a hybrid form toward its more contemporary forms in later centuries. Examines how the novel changes to accommodate other movements in American literature such as Romanticism, Realism, Naturalism, Modernism, and Post-Modernism. Looks at the relationship of novels to other cultural and historical phenomena.

**444 American Poetry** (3) (Prerequisite: 300) Familiarizes students with American poetry from colonization to the present day. Lecture and discussion will emphasize the historical and sociocultural context of the poems. Potential poets of focus include Bradstreet, Wheatley, Whitman, Dickinson, Eliot, Pound, Hughes, Stein, Williams, Stevens, Brooks, Bishop, Lowell, Plath, Ammons, and Ashbery.

**447 Advanced Study in American Literature** (3) (Prerequisite: 300) Focuses on major American writers, groups of writers, a genre, or a theme (e.g., Faulkner, Dickinson, drama). May be taken twice for academic credit with departmental approval.

**448 Advanced Study in African-American Literature** (3) (Prerequisite: 300) Focuses on major African-American writers, groups of writers, a genre, or a theme (e.g., Toni Morrison, the Harlem Renaissance). May be taken twice for academic credit with departmental approval.

**BLOCK FIVE: SHAKESPEARE**

**361 Shakespeare** (3) (Prerequisite: 102 with a grade of C or higher.) Examines in detail selected histories, comedies, and tragedies. Requires outside reading and individual research to broaden the student's comprehension and appreciation of Shakespeare's works.

**BLOCK SIX: WORLD LITERATURE**

**362 Mythology and Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Studies worldwide mythologies (with emphasis on the Greek) and their relation to selected literary works, leading to an understanding of universal mythic themes and their application to literature.

**363 World Literature: Beginnings to 1650** (3) (Prerequisite: 102 with a grade of C or higher.) Examines Western and Non-Western literature from 2300 B.C.E. to 1650 C.E. Students will study texts from Rome, Greece, Africa, China, and Japan within their historical, social, and cultural contexts. Topics to be discussed include the oral tradition, the epic, intertextuality, and the relationship between religion and literature.

**364 World Literature: 1650 to Present** (3) (Prerequisite: 102 with a grade of C or higher.) Studies the development of global literature from 1650 to present day. Students will examine concepts of nationalism, race, gender, and oppression in a variety of Non-Western and European works. A substantial portion of the course will be devoted to the development of Asian, Middle Eastern, and African literatures, as well as colonial and postcolonial literatures.

**365 Modern Drama** (3) (Prerequisite: 102 with a grade of C or higher.) Surveys 20th century world drama and dramatic theory. Examines the literary, technical, and aesthetic developments in world drama since the late 19th century, beginning with Realism, then traces the various reactions to it, including Symbolist, Expressionist, Absurdist and Epic theatre, and contemporary hybrid forms. Emphasizes seminal playwrights, directors, and theatre companies important to the cultivation of the modern theatre audience.

**466 Advanced Study in International Literature** (3) (Prerequisite: 300) Focuses on the literature of countries other than Britain and the United States (e.g., Latin American literature, Arab literature, Sub-Saharan African literature). May be taken twice for academic credit with departmental approval.

**BLOCK SEVEN: LANGUAGE, RHETORIC, AND THEORY**

**NOTE:** 421 Gender and Public Rhetoric can count for this block; it is listed separately as a Writing course.

**306 Development of Modern English** (3) (Prerequisite: 102 with a grade of C or higher.) Treats the evolution of English in an historical light, giving special emphasis to each phase of its development. Comparatively examines Old English, Middle English, and Modern English. Gives attention to the nature of language, as well as to the history and structure of African American Vernacular English.

**310 Modern English Grammar** (3) (Prerequisite: 102 with a grade of C or higher.) Reviews traditional grammar, requiring students to demonstrate mastery of traditional grammar and grammatical terminology. Introduces analysis of style and modern grammatical theory including structural linguistics and transformational-generative linguistics. Gives attention to language acquisition by children and to regional and social variations of modern American English.

**465 Advanced Study in Critical Theory and Literature** (3) (Prerequisite: 300) Focuses on a range of critical theories or on areas or issues in literature with emphasis on critical methods of inquiry. This course is strongly recommended for majors planning on graduate studies.

**467 Advanced Study in Language, Rhetoric, or Theory** (3) (Prerequisite: 300) Focuses on an area of contemporary rhetorical theory (e.g. Serial Narratology). May be taken twice for academic credit with departmental approval.

**BLOCK EIGHT: ELECTIVES**

**NOTE:** Several of the courses which can count for this block are listed separately as Writing courses: 366, 367, 368, 370, 371, 372.

**382 Special Topics in Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Examines a specific literary theme or topic to acquaint the student with a significant aspect of literature. May be taken twice for academic credit with departmental approval.

**383 Film, Genres, and Styles** (3) (Prerequisite: 102 with a grade of C or higher.) Explores the history and form of specific types of films as they have been grouped by critics, viewers, and movie makers. Follows the development of film types, like science fiction or the western, and situates each film in its historical and cultural context and analyzes its structure.

**384 African-American Film History** (3) (Prerequisite: 102 with a grade of C or higher.) Explores the history of African Americans in North American film and the specific contributions of African Americans to visual forms in narrative films. Chronologically follows the involvement of African Americans in film production, acting, directing, and distribution.

**385 Sex, Gender, and Literature** (3) (Prerequisite: 102 with a grade of C or higher.) Focuses on using gender theory to examine various texts, considering interaction between male and female in literature in terms of both writer and reader, and how the constructed identities of gender, sexuality, and textuality shape and relate to each other.

**491 Senior Seminar** (3) (Prerequisite: 300 or permission of department; either grade point average of 3.0 or better in English courses or permission of department) Focuses on a variety of topics not included in the regular English curriculum. Taught by several faculty members, using a seminar format with emphasis on student presentations and on the types of research projects students are likely to encounter in graduate school.

**497 Special Studies** (3), (2), or (1) (Prerequisite 300 or permission of department) Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

**BLOCK NINE: CAPSTONE**

**NOTE:** 496, the course required for this block, is listed as a writing course.



# MODERN LANGUAGES, FRENCH TRACK

Coordinator: Dr. Elizabeth A. Zahnd

### MAJOR

A major in Modern Languages - French Track requires the following:

1. Twenty-four hours above the 199 level, including French 301, 302, 401, and 402
2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in Modern Languages - French Track is 30. The minimum number of semester hours in all courses (major and non-major) for the major in Modern Languages - French Track is 120.

### MINOR

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

### COLLATERAL

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

A collateral in modern languages requires 12 semester hours including the completion of 202 in two modern languages.

### OTHER INFORMATION

Placement tests will be available to all students with experience in French through the Office of Counseling and Testing. Credit will be given for each semester's work exempted, including French 101. A student may not take for credit a course for which he/she has earned exemption credit, but he/she may audit without special approval a course from which he/she has been exempted.

A student may not repeat for credit a 100- or 200-level language course once he/she has received credit for another course at a higher level in the same language.

### FRENCH COURSES (FNCH)

**101 Elementary French I (3)\*** An introduction to basic French grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

**102 Elementary French II (3)** (Prerequisite: 101 with a grade of C or higher or equivalent)\* Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

**201 Intermediate French I (3)** (Prerequisite: Completion of 102 with a grade of C or higher or equivalent)\* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

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

**203 French for the Arts and Sciences (3)** (Prerequisite: Completion of 102 with a grade of C or higher or equivalent) Development of practical reading and written communication skills in French for use in a variety of specialized fields within the arts and sciences. A focus on comprehending, summarizing and discussing texts in the humanities and technical disciplines.

**210 French for the Professions (3)** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent). Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

**300 Introduction to Reading Literature in French (3)** (Prerequisite: 202 or equivalent on the placement test) A transitional course designed to provide a comprehensive introduction to critically reading and approaching French and Francophone literature. Guided readings and discussions of a variety of texts in French, including literary excerpts and a range of essays from digital media.

**301 Grammar and Composition (3)** (Prerequisite: 202 or equivalent on the placement test) Intensive grammar review and enhancement. Extensive writing practice to complete a range of creative and communicative tasks with an emphasis on precision, clarity, and style.

**302 Conversation (3)** (Prerequisite: 202 or equivalent on the placement test) The development of oral and listening proficiency in French through conversation on subjects of interest pertaining to France and Francophone countries. Addition of new vocabulary through reading and discussion of authentic print and digital media from the target cultures.

**303 Francophone Literature and Culture (3)** (Prerequisite: 202 or equivalent on the placement test) An introduction to the French-speaking world outside of France. Study of the culture, history, and major literary movements of Francophone Africa, Canada, and the Caribbean. Written work and discussions in French based on authentic cultural readings, including literary texts and current articles from print and digital media.

**304 Masterpieces of French Literature (3)** (Prerequisite: 202 or equivalent on the placement test) In-depth study of major works written in French from the medieval period to the 21st century. Class discussions and readings in French with the exception of literary criticism. May be taken twice for academic credit with departmental approval.

**305 French Civilization (3)** (Prerequisite: 202 or equivalent on the placement test or permission of department) Study of the history, art, culture, and everyday life of France and the Francophone world. Written work and discussions in French based on authentic cultural readings, including literary texts and current articles from print and digital media.

**401 Survey of French Literature to 1800 (3)** (Prerequisite: 202 or equivalent on the placement test) Study of representative works and movements from the Middle Ages to the end of the seventeenth century with an emphasis on literary analysis and historical context. Focused discussions and extensive writing practice in French.

**402 Survey of French Literature from 1800 (3)** (Prerequisite: 202 or equivalent on the placement test) Study of representative works and movements from 1800 to the present with an emphasis on literary analysis and historical context. Focused discussions and extensive writing practice in French.

**\*NOTE:** Native speakers or students who have already achieved a high level of oral proficiency (to be determined by members of the Modern Languages Program) will not be given credit for this course.



## MODERN LANGUAGES, SPANISH TRACK

Coordinator: Dr. Wendy Caldwell

### MAJOR

A major in Modern Languages - Spanish Track requires the following:

1. Twenty-seven semester hours above the 199 level, including SPAN 301, 302, and five courses above 302
2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in Modern Languages - Spanish Track is 33. The minimum number of semester hours in all courses (major and non-major) required for the major in Modern Languages - Spanish Track is 120.

### MINOR

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

### COLLATERAL

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

A collateral in modern languages requires 12 semester hours including the completion of 202 in two modern languages.

### OTHER INFORMATION

Placement tests will be available to all students with experience in Spanish through the Office of Counseling and Testing. Credit will be given for each semester's work exempted, including Spanish 101. A student may not take for credit a course for which he/she has earned exemption credit but may audit without special approval a course from which he/she has been exempted.

A student may not repeat for credit a 100- or 200-level language course once he/she has received credit for another course at a higher level in the same language.

### SPANISH COURSES (SPAN)

**101 Elementary Spanish I (3)\*** An introduction to basic Spanish grammar and vocabulary with an emphasis on oral and written comprehension and communication. Includes use of technology to enhance linguistic proficiency and cultural awareness.

**102 Elementary Spanish II (3)** (Prerequisite: Completion of 101 with a grade of C or higher or equivalent)\* Further development of oral and written comprehension and communication in the target language. Continued use of technology to enhance linguistic proficiency and cultural awareness.

**201 Intermediate Spanish I (3)** (Prerequisite: Completion of 102 with a grade of C or higher or equivalent)\* Continued study of the target language with exposure to more complex grammatical structures. Sustained use of technology.

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

\*NOTE: Native speakers or students who have already achieved a high

level of oral proficiency (to be determined by members of the Modern Languages Program) will not be given credit for this course.

**210 Spanish for Business (3)** (Prerequisite: Completion of 201 with a grade of C or higher or equivalent). Development of practical oral and written communication skills in Spanish to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and norms.

**220 Spanish for Health Care (3)** (Prerequisite: 102 or permission of department) An intermediate Spanish course targeting the health care professions. Spanish 220 aims to equip the student with the necessary communicative skills in Spanish to assist non-English speaking Hispanic patients. As an integral part of the course, a service-learning project will provide the student with the opportunity to gain real-life experience through serving the surrounding Hispanic communities.

**NOTE:** This course is not part of the four-semester General Education Requirement.

**301 Grammar and Composition (3)** (Prerequisite: 202) F. Class analysis of samples of different types of writing and the drafting of student compositions which model these samples. Effective writing strategies are discussed and then incorporated into student writing. Grammar review when appropriate for particular writing assignments.

**302 Conversation (3)** (Prerequisite: 202) S. The development of oral and listening proficiency to handle practical, specific situations of everyday life. A variety of class strategies are used to build proficiency, which include, among others, role playing, discussions, mock debates, and directed conversations.

**303 Introduction to the Study of Hispanic Literature (3)** (Prerequisite: 202) A transitional course designed to provide a comprehensive introduction to critically reading and approaching Hispanic literature in advanced courses. Through class discussions of selected texts from a variety of genres, students should acquire the skills necessary to read and analytically approach literary works in Spanish.

**304 Masterpieces of Hispanic Literature (3)** (Prerequisite: 202) As Needed. In-depth study of masterpieces of Hispanic literature from the Middle Ages of the 20th century. Class discussions in Spanish. May be taken twice for academic credit with departmental approval.

**306 Survey of Hispanic American Literature I (3)** (Prerequisite: 202) A survey of important authors from the Colonial period to Independence. Some indigenous pre-Columbian literature will be studied. Emphasis will be on the early chronicles and the Baroque period. Class discussions in Spanish.

**307 Survey of Hispanic American Literature II (3)** (Prerequisite: 202) A survey of important authors and works from 1800 to contemporary times. Emphasis on Modernism and 20th century narrative. Class discussions in Spanish.

**308 Civilization and Culture of Spain (3)** (Prerequisite: 202) This course provides an historical and cultural panorama of Spain. It includes, but is not limited to, the following topics: history, geography, economy, fine arts, religion, politics, customs, and traditions.

**309 Civilization and Culture of Spanish America (3)** (Prerequisite: 202) This course provides a historical and cultural panorama of Spanish America and includes, but is not limited to, the following topics: pre-Columbian civilizations, history, geography, economy, fine arts, religion, politics, customs, and traditions.

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**401 Survey of Peninsular Literature to 1700** (3) (Prerequisite: 202) F. Survey of works and authors in Peninsular literature from its beginning to the end of the 17th century. Emphasis on the Renaissance and Baroque periods. Class discussions in Spanish.

**402 Survey of Peninsular Literature from 1700** (3) (Prerequisite: 202) S. Survey of important writers in Peninsular literature from approximately 1700 to the present day. Emphasis on the 19th century novel, the generation of '98, and 20th century literature. Class discussions in Spanish.

**497 Special Studies** (3), (2), or (1) (Prerequisite: Permission of department) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. May be taken for credit (three hours) towards the Honors degree by special arrangement.

### PHILOSOPHY & RELIGIOUS STUDIES

Coordinator: Dr. Matthew W. Turner

#### MAJOR

No major in philosophy and religious studies is offered.

#### MINOR

A minor in philosophy and religious studies requires 18 semester hours in philosophy and religious studies (six courses designated Philosophy and Religious Studies, at least two courses of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201, 202, 203, and either 204 or 205.

#### COLLATERAL

A collateral in philosophy and religious studies requires 12 semester hours in philosophy and religious studies (four courses designated Philosophy and Religious studies, at least two of which must be at the 300 level or higher) and must include Philosophy and Religious Studies 201 and 202.

#### PHILOSOPHY AND RELIGIOUS STUDIES COURSES (PRS)

**201 Introduction to Philosophy** (3) An introduction to the discipline of philosophy. Topics covered include the nature of reality, problems about knowledge, the existence of God and nature of religious thinking, personal identity and immortality, consciousness and the mind/body problem, morality and ethics, and the nature and value of art.

**202 Introduction to the Study of Religion** (3) F, S, SU. Examination of religion from the perspective of its project of maintaining predictable order, derived from a sacred source, and contending against forces of dissolution. Specific references to religious traditions (one familiar and one unfamiliar) will be made. Theoretical and practical issues explored.

**203 Symbolic Logic** (3) This course is an introduction to formal symbolic logic. Includes a study of truth tables and natural deduction, in both propositional as well as predicate logic. Topics in the philosophy of logic covered as time permits.

**204 Old Testament** (3) F. Survey of Old Testament literature and thought. Discussion of the text in terms of the significance of the creation stories, the Exodus, the law, the prophets, etc.

**205 New Testament** (3) S. Survey of New Testament literature and concepts within their historical context. The four gospels, Acts, Paul's writings, and Revelation are examined as documents reflecting the diversity of early Christianity.

**300 Religions of Asia** (3) S. Comprehensive study and comparison of the

fundamental concepts, practices, institutions, and writings of the major world religions.

**301 Ancient Philosophy: The Western Tradition** (3) A study of the emergence of philosophy in the ancient Greek world. The course focuses primarily on the metaphysics, epistemology, and ethics of Plato and Aristotle, but will include a discussion of the Pre-Socratic, Hellenistic, and Roman philosophers as time permits.

**302 Modern Philosophy** (3) This course is a study in two contrasting traditions of philosophy that arose in Europe in the 17th and 18th centuries: continental rationalism and British empiricism. Philosophers covered include Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. Of central concern will be these philosophers' views on the nature of knowledge and perception as well as their accounts of the fundamental components of reality. The course concludes with a brief introduction to the philosophy of Immanuel Kant.

**305 Existentialism** (3) Study of the rise and development of existentialism as a critical response to traditional philosophy and the character of the modern world. Existentialism will be explored through philosophy, literature, and film. Writers covered will include Kierkegaard, Dostoevsky, Nietzsche, Kafka, Heidegger, Sartre, Camus, et al.

**306 Ethics** (3) Study of ethical philosophy in both theoretical and practical dimensions. The course includes topics from the history of philosophy, as well as contemporary philosophical problems.

**307 Asian Philosophy** (3) A survey of Asian philosophy, with a primary focus on the Indian and Chinese traditions. Includes orthodox and heterodox Hindu philosophy, Buddhist philosophy, Confucianism & Neo-Confucianism, Taoism, and Ch'an (Zen) Buddhist philosophy.

**311 The Muslim Experience** (3) F. Discusses the past, present, and future of Islam across nations and continents. Focuses on the Islamic demand for social justice, its encounters with other religions of the Bible (Judaism and Christianity), and its encounters with other cultures.

**312 Medieval Philosophy** (3) A study of the philosophical traditions that developed in the West between the ancient Greco-Roman world and the world of modern Europe. In addition to the central figures of the Christian medieval tradition, primarily Augustine and Aquinas, the course will cover important philosophers from the Judaic and Islamic traditions.

**313 Philosophy of Mind** (3) Includes a historical overview of theories of mind and consciousness, as well as an introduction to contemporary views. The course will focus on the nature of consciousness and the mind/body problem. In particular, the topic of artificial intelligence – whether machines can think – will be discussed. Other topics will include the problem of other minds, the self and personal identity, freewill, and the relationship between belief and action.

**397 Special Topics** (3) In-depth seminar in a topic in philosophy and/or religious studies. May be taken twice for academic credit.

**401 Philosophy of Religion** (3) Study of selected topics from ancient times to the present emphasizing fundamental philosophical-theological problems.

**402 Contemporary Philosophy** (3) Critical philosophical investigation in light of contemporary thinking of such topics as perception, language, mind, and God.

**499 Advanced Study** (3) (Prerequisite: 18 hours in Philosophy and Religious Studies) AS. A research project, offered as an independent study, that culminates in a major research paper or philosophical essay.

This research and writing project is to be designed in consultation with, and is subject to the final approval of, a Faculty Project Committee. This Faculty Project Committee will consist of three faculty members who are selected by the student and agree to serve in this capacity. At least two

members of the Faculty Project Committee must be PRS faculty, one of whom will serve as the project supervisor. Such projects are normally undertaken in the final semester of residence. May be taken for credit (three hours) towards the Honors degree by special arrangement.

**FOUR YEAR PLAN FOR ENGLISH MAJOR,  
PROFESSIONAL WRITING PROGRAM**

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
Foreign Language 101	3	Foreign Language 102	3
Science and lab	4	Social Science	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>15</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English 305	3	English 318	3
Foreign Language 201	3	Speech Communication 101	3
Art 101, Music 101, Theatre 101	3	Social Science	3
English 307	3	Art 206	3
Science and lab	4	Foreign Language 202	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English Elective (300-400)	3	English 411	3
English 366, 367, 370, or 372	3	English 405	3
Minor Elective	3	English Elective 300-400	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Minor Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs
English Elective 300-400	3	English 498	3
English Elective 300-400	3	English 496	1
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13</b>
<b>Total Hours Required for Degree 120</b>			

**FOUR YEAR PLAN FOR MODERN LANGUAGE MAJOR, FRENCH TRACK**

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
French 101	3	French 102	3
Science and lab	4	Social Science	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>15</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
French 201	3	French 202	3
Science with lab	4	Art 101, Music 101, or Theatre 101	3
Computer Science 150	3	Social Science	3
Speech Communication 101	3	Minor Elective	3
Minor Elective	3	Minor Elective	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
French 301	3	French 302	3
Minor Elective	3	French Elective	3
Free Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
French 401	3	French 402	3
French Elective	3	Minor Elective	1
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Minor Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13</b>
<b>Total Hours Required for Degree 120</b>			



## FOUR YEAR PLAN FOR MODERN LANGUAGE MAJOR, SPANISH TRACK

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
Spanish 101	3	Spanish 102	3
Science and lab	4	Social Science	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>15</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Spanish 201	3	Spanish 202	3
Science with lab	4	Art 101, Music 101, or Theatre 101	3
Computer Science 150	3	Social Science	3
Speech Communication 101	3	Minor Elective	3
Minor Elective	3	Free Elective	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Spanish 301	3	Spanish 302	3
Spanish Elective	3	Spanish Elective	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Spanish Elective	3	Spanish Elective	3
Spanish Elective	3	Minor Elective	1
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13</b>
<b>Total Hours Required for Degree 120</b>			

## DEPARTMENT OF FINE ARTS

Chair: Professor D. Keith Best

Faculty: Lawrence Anderson, Keith Best, Eun Jung Chang, Mary Frances Coleman, Gerald Cole, Gregory Fry, Howard Frye, Steven Gately, Brandon Goff, Glen Gourley, Douglas Gray, Paolo Gualdi, Samuel Howell, Charles Jeffcoat, Dawn Larsen, Julie Mixon, Terry Roberts, Allison Steadman

### MISSION STATEMENT

The Department of Fine Arts offers major programs in art education, music industry, theatre arts, and visual arts. Minors are offered in music, theatre arts, visual arts, and art history. Collaterals are offered in music, theatre arts, and visual arts. Introductory courses in art and theatre are offered for non-majors. All FMU students may pursue the introductory course in music and performance ensembles.

Students majoring in art education, music industry, theatre arts, and visual arts combine general education courses with lecture courses in art education, art, music, or theatre history, and upper-level courses emphasizing studio performance. Theatre arts majors may specialize in performance areas or design and technical production areas. Visual arts majors may specialize in ceramics, graphic design, painting, or photography. A music industry degree is offered. These major programs serve as ends in themselves as well as preparation for graduate study, related careers, and the teaching of art.

## ART EDUCATION

Coordinator: Dr. Howard J. Frye

It is the mission of the art education program to educate individuals who are highly qualified art educators and who will be leaders in the field—artists with competent skills across a range of different media; teachers with a strong knowledge base who are effective organizers, managers, and communicators; and leaders in scholarship and professional services. To fulfill our mission, we require students to take rigorous courses in education, art education, and studio art. This is supplemented by real world learning opportunities, including educational field trips, active participation in national and state art education organizations and conference, community-based service projects, school internships, and exposure to practicing artists through an active visiting artist program.

The art education program is accredited by the National Association of Schools of Art and Design (NASAD).

### TEACHER LICENSURE OPTION IN ART EDUCATION

The Francis Marion University School of Education prepares competent and caring teachers.

The Department of Fine Arts provides the knowledge base for students seeking licensure to teach art in the state of South Carolina.

<b>General Education</b> .....	<b>48-49 hours</b>
Communications .....	9-10 hours
English 101 (or English 101E/L) .....	3 or 4
English 102 .....	3
Speech Communication 101 .....	3
Social Sciences .....	9 hours
Anthropology 200 or Geography 101 .....	3
Political Science 101 or 103 .....	3
Additional three hours to be chosen from economics, geography, political science, sociology, or Honors 250-259 .....	3
Humanities .....	12 hours

Literature (in any language) .....	3
History .....	3
Art History 220 .....	3
Art History 221 .....	3
Mathematics .....	6 hours
Mathematics 121 or higher .....	6
Natural Sciences .....	12 hours
Biological Science with lab .....	4
Physical Science with lab .....	4
Psychology 206 and 216 .....	4
Professional Education .....	33 hours
Education 190 .....	3
Education 191 .....	1
(taken in the same semester)	
Education 305 .....	3
(Must be fully admitted to the Professional Education Program and pass Praxis I/Praxis CORE to take Education courses above 305)	
Education 311 .....	3
(taken with Education 313)	
Education 313 .....	1
(taken with Education 311)	
Education 380 .....	2
Education 391, 392, or 393 .....	2
Education 411 .....	3
Education 487 .....	3
Education 490 .....	12
(487 and 490 must be taken in the same semester)	
Teaching Area .....	51 hours
Design/Technology Courses .....	12 hours
Art 203 .....	3
Art 204 .....	3
Art 205 .....	3
Art 206 .....	3
Studio Courses .....	15 hours
Select nine hours from Art 207, 208, 210, 215, 218, 230, 231 .....	9
Select six hours above the 299 level .....	6
Art History Courses .....	12 hours
Art History 220 .....	3
Art History 221 .....	3
Select three hours from Art History 350, 360, 370 .....	3
Select three hours from Art History 340, 380, 390, 400 .....	3
Art Education Courses .....	12 hours
Art Education 312 .....	3
Art Education 415 .....	3
Art Education 416 .....	3
Art Education 501 .....	3

### ADMISSION TO THE ART EDUCATION PROGRAM IN THE DEPARTMENT OF FINE ARTS

A student must make application for admission to the Art Education Program in the Department of Fine Arts upon successful completion of 30 semester hours to include the following:

- 1) Have a cumulative grade point average of at least 2.5\* in all undergraduate courses taken at FMU.

\* Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average in order to be admitted into the teacher education program. Freshmen and transfer students entering the institution in the Fall of 2016 and beyond must achieve a cumulative 2.75 grade point average for admission to the teacher education program.

- 2) Have completed Art Education 312.

- 3) Have completed one beginning level studio course from Art 207, 208, 210, 230.
- 4) Have completed one foundation art history course from Art History 220, 221.
- 5) Have at least a 2.75 grade point average in all Art, Art History, and Art Education courses attempted.
- 6) Have passed the Praxis I/Praxis CORE: Reading, Writing, and Math assessment.
- 7) Have positive recommendations from the Art Education faculty.

**NOTE:** Students must schedule a conference in the School of Education to discuss the Professional Licensure program.

The number of semester hours required in major courses for a major in art education is 27 semester hours of art studio, 12 semester hours of art history, and 12 semester hours of art education. The minimum number of semester hours in all courses (major and non-major) required for the major in Art Education is 129. A one-person show is required during the final semester of enrollment. The one-person show will be comprised of works from the student's studio and art education classes and will be under the direction of the student's art education adviser. A traditional portfolio and a CD portfolio of the student's work must be completed by the end of student teaching.

## MINOR

No minor in art education is offered.

## COLLATERAL

No collateral in art education is offered.

## ART EDUCATION COURSES (ARTE)

**217 Creative Arts for the Elementary School Teacher** (3:1-2) Designed to foster awareness, enthusiasm, and commitment to the importance of the arts within the elementary education curriculum, and to develop an understanding of the role the arts play in each individual's life. General topics dealt with are: art and music education rationale, basic perceptual and conceptual skill building in visual art, exploration of art media, exploration of musical instruments and musical learning experiences, the relationship of art and music to national/global cultural understanding, introduction to theories of children's sequential artistic and music development from infancy through the 3rd grade (this includes typical and atypical development), interdisciplinary arts learning experiences, and critical awareness of the relationship of music, theatre, dance, and visual art curriculums.

**312 Curriculum Materials and Methods in Art Education** (3:1-2) This course is designed to introduce and instruct the art education major in the following: art education rationale; the history of art education in the United States; exploration and development of art media, tools, and curriculum resources; application of art education theory and practice in the areas of art history, art criticism, aesthetics, art production, and national/global awareness and understanding; creation and development of art lesson plans and curriculum resources.

**415 Historical Foundations of Art Education** (3) (Prerequisite: 312 or permission of department) Study of the disciplines of art history, art criticism, and aesthetics, and their theories, development, and methods for teaching.

**416 Contemporary Issues in Art Education** (3) (Prerequisite: 312 or permission of department) Study of current issues in art education, including visual culture art education, community-based art education, museum education, arts integration, gifted and talented art education,

special needs, service learning, authentic assessment, and technology.

**501 The School Art Program** (3) (Prerequisite: 415 and 416 or permission of department) This course is the capstone course for Art Education majors. Course includes information to assist in a successful transition into the art teaching profession. Pragmatic in nature, it addresses major art education issues that the new teacher will face the first few years of teaching through discussion, group presentations and lectures. Other issues covered include classroom management, lesson planning, instructor and classroom evaluation, developing professional dispositions and leadership skills.

## ART HISTORY MINOR

A minor in art history requires 18 semester hours, including Art History 220, 221, 350 or 360 or 370, 390, 400, and three semester hours selected from Art History 340 and 380.

## ART HISTORY COURSES (ARTH)

Coordinator: Dr. Samuel H. Howell Jr.

**220 History of Western Art: Ancient through Medieval** (3) Historical survey of art focusing on Prehistory; the Ancient Near East and Egypt; the Aegean, Greece, and Rome; Early Christian and Byzantine art; and Early Medieval, Romanesque, and Gothic art. Works of art from each period of civilization are analyzed for individual qualities and compared with previous examples to demonstrate influences and the development of styles. Emphasis is upon art and architecture as cultural expression and upon the relationship of art and society.

**221 History of Western Art: Renaissance through Modern** (3) Historical survey of art focusing on the Early Renaissance, the High Renaissance, Mannerism, the Baroque, Rococo; the 19th century, including Romanticism, Neoclassicism, Realism, Impressionism, and Post-Impressionism; movements since 1900, including Fauvism, Cubism, Expressionism, Abstractionism, Surrealism, Modern architecture, and the New York School. Works of art from each period or movement are analyzed for individual qualities and compared to previous examples to demonstrate influences and the development of styles. Emphasis is upon art and architecture as cultural expression and upon the relationship between art and social and technological changes.

**340 Art of the United States** (3) (Prerequisite: Art History 221 or permission of the department) Introduction to the art and architecture in continental U.S. from the time of the first European voyages of discovery up to the Armory Show of 1913. Course explores the role of the visual arts in establishing the new nation's self identity, in interpreting the native landscape and everyday life against European models and traditions, and in tracing the rise of the professional American art establishment which by the early 20th century finally considered itself the equal of its European counterparts.

**350 Native Arts of the Americas** (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the artistic and cultural traditions of native peoples in both North America and South America. Attention is placed on the collecting and studying of relevant artifacts and the evolution of competing methods for interpreting them.

**360 Islamic and African Art** (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the traditional art forms of Western and Central Asia, North Africa, and Spain while under Islamic rule. The arts of Africa, especially Sub-Saharan, will also be covered by tribe and region.

**370 East Asian Art** (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the artistic and cultural traditions of Asia (focusing on India, China, Japan) from the bronze

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age to developments in the 20th century. Course emphasis is on the development of traditional art forms as they evolved within courtly and/or religious (especially Buddhist, Hindu, Shinto) frameworks.

**380 Nineteenth Century Art** (3) (Prerequisite: Art History 220 or 221 or permission of the department) Introduction to the paintings and sculptures of European art from just before the French Revolution (Jacques-Louis David, Antonio Canova, and Neoclassicism) to the radical aesthetic changes ushered in by the Symbolists (such as Gauguin, Munch, and Rodin) at the very end of the 19th century.

**390 Twentieth Century Art** (3) (Prerequisite: Art History 221 or permission of the department) Beginning in the 1890s, this course is a broad overview of the major visual art forms of the twentieth century from the Symbolists to the peaking of Modernism in the 1970s. Painting and sculpture are covered as well as architecture and design, with limited coverage of photography and the cinema.

**400 Contemporary Art Since 1980** (3) (Prerequisite: Art History 221 and 390 or permission of the department.) This course covers the full global range of recent visual culture since about 1980—from traditional art media (painting, sculpture, illustration, and photography) through innovations involving craft forms (ceramics, glass, weaving, etc.) to electronic and computer-generated images that have revolutionized graphic design.

## MUSIC INDUSTRY

Coordinator: Dr. Terry A. Roberts

The mission of the Francis Marion University Music Industry Program is to educate, train, and develop students to excel in music as a career. This is done with a solid education in music and an expansive education in the liberal arts. Our curriculum embraces both time honored and contemporary musical styles. Through a course of scholarly and practical learning experiences integrating performance, writing and technology each student is prepared for career opportunities open to today's music professional. The Music Industry program serves as the musical center for the university and surrounding community.

### MAJOR

A major in music industry requires the following:

1. Thirty-two semester hours of Music Industry Foundation Courses:
 

Music theory (Music 115, 116, 215, and 216)	8 hours
Music history (Music 301 and 302)	6 hours
Music business and technology (Music 172, 210, 211, 372, and 498 or 499 [Performance Track must take 499])	18 hours
2. Twenty-four semester hours in one specialty track option:
  - a. Business Track\*:
 

Music 317 and 371	6 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Five semesters of ensemble (three must be applied as material and commercial support)	5 hours
Nine hours of 200 level (or higher) business courses (Approved by the faculty advisor)	9 hours

\* Business is the recommended minor for the Business Track.
  - b. Performance Track:
 

Music 315, 316, 317, and 415	10 hours
Completion of four levels of applied lessons (eight semester hours)	8 hours
Seven semesters of ensemble (No more than a total of six semester hours may apply toward	

graduation.)	6 hours
Completion of a senior recital	

- c. Technology Track\*\*:
 

Music 371	3 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Six semesters of ensemble (three large and three small, and three must be applied as material and commercial support)	6 hours
Eleven hours selected from at least two of the following areas:	
a. Physics 202 or higher	
b. 200 level (or higher) business courses (approved by the adviser)	
c. Completion of one level of applied lessons in a second area	11 hours

\*\* Physics is the recommended minor for the Technology Track.

**NOTE:** Large ensembles are MU 100, 140, and 150. Small ensembles are MU 120, 130, 160, 180, and 190.

3. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or departmental approval
4. Seven semesters of Music 102 (Recital Attendance)
5. Minor/collateral requirements (two options)
  - a) Two 12-hour collaterals approved by the faculty adviser
  - b) An 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses for a major in Music Industry is 56.

The following relates to all applied courses.

Applied lessons develop individual performance skills and musicianship. Students will become aware of how physical and mental aspects of performance combine to produce musical effects through mentored study of technical exercises, etudes, and solo literature. Each level of the progressive curriculum has specific requirements (below). Students are required to take at least two semesters at each level and must meet the requirements of each level before proceeding to the next. Instructors will design a personal course of study for each student based on performance area and individual need. Students may audition for two different applied lessons during any one semester, but they must select a principal discipline of specific instrument or voice that applies to the performance requirement of the degree above.

**Level 1** (a,b) Successful completion of a juried performance evaluated by music faculty.

**Level 2** (c,d) Participation in one student recital and successful completion of a juried performance evaluated by music faculty.

**Level 3** (e,f) Participation in one student recital each semester and successful completion of a juried performance evaluated by music faculty.

**Level 4** (g,h) Successful performance of a recital (25 minutes minimum) evaluated by music faculty.

### ENSEMBLES

Music Industry majors must participate in the ensemble program during each semester of residence. All students enrolled in applied music courses are expected to participate concurrently in a major ensemble. Students



with scholarship awards may be assigned participation in ensembles beyond the minimum requirement of their curriculum.

**MINOR**

A minor in music requires 18 semester hours to be distributed as follows:

1. History and Theory . . . . . 11 hours  
Music 115, 116, 215, 216, and 301 or 302
2. Ensemble . . . . . 3 hours  
Three semester hours from any combination of Music 100, 120, 125, 130, 140, 150 and/or 160 - No more than three semester hours of ensemble music may apply toward graduation requirements.
3. Applied hours . . . . . 4 hours  
Four semester hours from any combination of Music 121, 131, 132, 141, 142, or 143 - No more than 4 semester hours of applied music may apply toward graduation requirements.

**COLLATERAL**

A collateral in music requires the following: Music 101, 115 and 116; three semester hours selected from Music 100, 120, 125, 130, 140, 150 and/or 160; and two semester hours selected from Music 121, 131, 132, 141, 142 and/or 143 for a total of 12 semester hours.

**MUSIC COURSES (MU)**

**100 Chorus** (1) (Prerequisite: Students must be able to demonstrate the ability to read music in audition with the choral director during the first week of classes.) Carries credit at the rate of one hour per semester (semesters need not be consecutive). Music of many style periods is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**101 Introduction to Music** (3) F, S, SU. Attention is focused on one element of music at a time (melody, harmony, timbre, and texture). Each element is discussed in its historical context, and illustrative examples are played.

**102 Recital Attendance** (0) As a requirement for graduation, music majors attend department-approved performances for seven semesters.

**115 Introduction to Music Theory** (3) (Corequisite: 116) Presents the basic melodic, rhythmic, and harmonic elements of Western music beginning with the elementary structure of single line melody progressing to the essentials of harmonic construction. Analysis of musical literature from all style periods.

**116 Aural Skills I** (1) (Corequisite: 115) Rhythmic reading, development of sightsinging skills using the traditional movable “do” method, interval and chord recognition, and dictation fundamentals.

**120 Select Vocal Ensemble** (1) (Prerequisite: Vocal Audition.) Modern and popular music is rehearsed and performed. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**121 Applied Voice** (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in vocal performance; includes development of technical skills and interpretation of standard literature.

**125 FMU Singers/Broadway Show Chorus** (1) (Prerequisite: Enrollment in Music 100) Music from classic and modern Broadway musicals is rehearsed and performed both on and off campus. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150,

and/or 160) may apply toward graduation requirements for non-majors.

**126 Group Voice** (1) (Prerequisite: Vocal Audition or permission of the department.) Group instruction in vocal performance designed for non-majors; includes development of technical skill and interpretation of standard literature. With permission of the department, up to two semesters of 126 may count toward the first level of applied lessons for students who become Music Industry majors.

**130 String Ensemble** (1) (Prerequisite: Audition.) String music of traditional and modern composers is rehearsed and performed. Material chosen from Baroque, Classical, Romantic, and twentieth century music. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**131 Applied Piano** (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in piano performance; includes development of technical skills and interpretation of standard literature.

**132 Applied Strings** (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in string instrument performance; includes development of technical skills and interpretation of standard literature.

**140 Concert Band** (1) The Concert Band is a concert organization offering the opportunity for students to prepare and perform the basic music literature for wind and percussion instruments. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**141 Applied Woodwind** (1:3) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in and solo performance of woodwinds.

**142 Applied Brass** (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in brass instrument performance; includes development of technical skills and interpretation of standard literature.

**143 Applied Percussion** (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in percussion instrument performance; includes development of technical skills and interpretation of standard literature.

**144 Applied Guitar** (1) (Prerequisite: Music Industry major, Music minor or permission of the department) Private instruction in guitar performance; includes development of technical skills and interpretation of standard literature.

**146 Group Guitar I** (1) Group instruction designed for non-majors or potential Music Industry majors looking to study guitar as their primary instrument. This beginning course covers basics in music reading, chords, strumming and picking techniques. With permission of the department, one semester of 146 may count toward the first level of applied lessons for students who become Music Industry majors.

**150 Music Industry Ensemble** (1) (Prerequisite: Audition) A chamber ensemble devoted to the development of individual performance and improvisation skills through the preparation and staging of music for small groups representing a variety of classic and modern jazz, pop, rock and soul styles. No more than 3 semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

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**156 Group Piano I** (1) (Prerequisite: Music Industry major, music minor or permission of the department) An introduction to basic skills in piano playing, accompaniment, sight-reading, practical keyboard harmonization, and improvisation. The course provides a foundation for non-piano concentration music industry majors to prepare for the piano.

**157 Group Piano II** (1) (Prerequisite: 156 or permission of the department) Continuation of piano performance skills development and expansion of tonal concepts learned in Music 156.

**160 Chamber Jazz Ensemble** (1) (Prerequisite: Audition). The Chamber Jazz Ensemble is a jazz combo devoted to the development of individual improvisation skills through the preparation and performance of literature for small jazz groups representing a variety of jazz styles and periods. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and 190) may apply toward graduation requirements for non-majors.

**172 Music Commerce I** (3) An overview of the music industry. Includes topics in music business careers, promotion and trade associations, basics of music merchandising such as music products, sales, instruments and equipment. Music publishing, licensing and royalties, web commerce and marketing will also be covered.

**173 Music Commerce II** (3) (Prerequisite: 172) An overview of the music industry including record production and companies, recording studios and engineers, commercial radio and radio business. The performance side of the music industry will cover artist promotion, management and contracts.

**180 Percussion Ensemble** (1) (Prerequisite: Audition) Percussion Ensemble is a chamber music ensemble featuring works written or arranged specifically for percussion and percussion-related media. Literature will be selected and rehearsed with the ultimate goal of performance. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180 and/or 190) may apply toward graduation requirements for non-majors.

**190 Guitar Ensemble** (1) (Prerequisite: Audition) The Guitar Ensemble course consists of the practice of music for guitar in groups that can go from duets, trios, and quartets, to larger ensembles of guitars. The repertoire consists mainly of works written for any combination in the number of guitars included. No more than three semester hours of ensemble music (Music 100, 120, 125, 130, 140, 150, 160, 180, and/or 190) may apply toward graduation requirements for non-majors.

**210 Introduction to Music Technology** (3) (Prerequisite: 215, 216 and Music Industry major or permission of the department) An introduction to computer use in various aspects of music production. Topics include music notation software, MIDI application, sequencing, music generation software, current music distribution methods, and a survey of emerging hardware and software technologies.

**211 Sound Recording and Reinforcement** (3) (Prerequisite: 210 and Music Industry major or permission of department) Teaches fundamentals of recording, playback, and sound reinforcement equipment operation. Topics include physical and perceptual acoustics, basic electricity, recording principles, console operation, microphone selection and placement, signal flow, sound processing, and mixing in studio and live performance situations.

**215 Theory of Tonal Music** (3) (Prerequisite: 115, Corequisite: 216) A continuation of Music 115 with emphasis on linear and harmonic aspects of diatonic music through study of chord construction, textures, forms, and chromatic harmony.

**216 Aural Skills II** (1) (Prerequisite: 116, Corequisite: 215) A continuation of Music 116. Advanced concepts of rhythmic and melodic reading, sight-singing, and dictation skills will be emphasized. Concepts of chromaticism will be introduced.

**301 Music History I** (3) (Prerequisite: English 102 or permission of the department) An historical survey of music from the Ancient period through the Baroque period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic and social systems.

**302 Music History II** (3) (Prerequisite: 301 or permission of department) An historical survey of music from the 18th century to the contemporary period will include examination of representative works characterizing the emerging development of Western style and performance practice with attention to prevailing political, economic and social systems.

**314 Music for the Elementary School Teacher** (3) Emphasis on giving the student enough facility with elementary notation and music reading that he/she will feel confident in preparing material for classroom use.

**315 Advanced Music Theory** (3) (Prerequisite: 215, Corequisite: Music 316) The final level of the music theory sequence; the course focuses on advanced harmonic techniques, part writing, written and visual analysis, and consideration of harmonic practices in contemporary and popular music.

**316 Aural Skills III** (1) (Prerequisite: 216/Corequisite: 315) The final level of the aural skills sequence with an emphasis on recognition of common harmonic models as well as sight-singing and dictation patterns of increased complexity.

**317 Conducting and Ensemble Management** (3) (Prerequisite: 215, 216) This course explores conducting technique for instrumental and vocal ensembles, which includes score reading and transposition. Also covered is the management of ensembles including scheduling, music library, and production of concerts.

**371 Advanced Production Techniques** (3) (Prerequisite: 211 or permission of the department) A comprehensive study of advanced tracking, mixing and mastering techniques. Current trends in technology will be closely examined as well as mixing and mastering trends throughout all music genres.

**372 Principles and Techniques of Songwriting** (3) (Prerequisite: 415 or permission of the department) This course is an introduction to the world of songwriting. It will cover such topics as melodic construction, phrasing and formal design. It will also cover lyrical structure throughout the appropriate genres. Copyright, licensing and publishing will also be covered.

**415 Music Theory Practicum** (3) (Prerequisite: 315) This is a project based approach to practical application of music theory skills including an introduction to composition, arranging for voices and instruments, orchestration, and writing for contemporary ensembles.

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

**498 Music Industry Internship** (6) (Prerequisite: Permission of the department and internship agency, senior status, and successful

completion of 36 semester hours in the major at a minimum grade point average of 3.0 in all Music Industry courses and 2.5 cumulative grade point average in all courses taken at FMU.) This is a formal intern assignment in which the qualifying student participates in a music industry business or organization as an intern for a selected period of time. An internship will be awarded according to merit and availability determined by the department when the student meets the prerequisite.

**499 Music Industry Seminar** (6) (Prerequisite: Senior status and successful completion of at least 36 semester hours in the Music Industry major.) This course is designed as a culminating experience for the Music Industry major and comprises an in-depth integration and application of the student's personal experiences, opportunities, and ambitions as related to his/her anticipated career. A final project incorporates the discussion of short and long-term goals and a plan for the realization of these goals. All individual projects are reviewed by three faculty members.

## THEATRE ARTS

Coordinator: Mr. A. Glen Gourley

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

FMU and the Theatre Arts program are accredited by the National Association of Schools of Theatre (NAST).

### MAJOR

A major in theatre arts requires the following:

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

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

The number of semester hours required in major courses for a major in Theatre Arts is 40. The minimum number of semester hours in all courses (major and non-major) required for the major in Theatre Arts is 120.

### MINOR

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

### COLLATERAL

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

### THEATRE COURSES (THEA)

**101 Introduction to Theatre** (3) F, S, SU. Introduction to the many areas of the art of the drama to aid in a more perceptive enjoyment of a theatrical production.

**200 Acting for Non-Majors** (3) An overview of the actor's art, including the history, theory, and practices of the craft of acting. Class exercises and scene assignments will allow students to expand their ability to use their voices, bodies, and imaginations on the stage. Credit cannot be given for both Theatre 200 and 203.

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

**202 Stagecraft** (3:2-2) S. Training in scenery construction with major emphasis on drafting and the use of theatre equipment. Discussion and illustration of modern theatre production techniques as practiced by contemporary theatre artists.

**203 Acting I** (3) (For theatre majors and minors only or permission of the department.) Analysis of and application of the fundamental principles underlying the actor's art, the development of poise, and the use of the voice and body on stage. First semester theatre majors should enroll in this class. Credit cannot be given for both Theatre 200 and 203.

**205 Acting II** (2) (Prerequisite: 200 or 203 or permission of the department) Application of basic improvisational and movement techniques. Introduction to the Stanislavski system. Solo and scene work stressing textual analysis and resulting characterization.

**209 Introduction to Costume Technology** (3:2-2) F. Basic training in costume craft and construction technologies. Lecture, demonstration, and practical application of costume technology that may include sewing, pattern making, millinery, and fabric dyeing.

**210 Theatre Practicum** (1) F, S. (Prerequisite: Theatre major or minor or permission of department) A laboratory experience in all aspects of theatre production-performance, technical and/or business. Four hours of the practicum are required of a major for graduation.

**291 Script Analysis** (3) (Prerequisite: English 101 or English 101E/L) AF. Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

**301 Directing I** (3) (Prerequisite: Theatre Arts major, theatre minor or permission of the department) AF. Work in directing for the theatre. Topics include the director as creative interpretative artist and the director and the actor. Students direct individual projects.

**302 Scenic Design** (3) (Prerequisite: 202 or permission of department) AF. An exploration of scenic design principles and elements in terms of creating the visual environment of a play. Projects to include concept development, visualization of that concept, and presentation of the design through models or renderings and drafted construction drawings.



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**303 Theatre Management** (3) (Prerequisite: 202 and 301 or permission of the department) AS. Study in the basic concepts and methods in the management of theatres. Emphasis on the specific role and duties of a stage manager within the production process. Also to include the theory and practice of theatre administration objectives: organization, season budget, schedule, personnel, publicity, box office, and house management.

**305 Acting III** (2) (Prerequisite: 205 and junior or senior status or permission of department) AF. Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

**309 Costume Design** (3:2-2) (Prerequisite: 209) AS. Exploration and application of aesthetic principles of costume design. Special focus on interpretation of character through line, color, and fabric, employing a variety of rendering processes in the studio environment.

**320 Theatre History I: Beginning to 1700** (3) (Prerequisite: English 102) AF. Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

**321 Theatre History II: 1700 to the present** (3) (Prerequisite: English 102) AF. Study of the Western theatre, both its physical form and literature, from 1700 to the present.

**328 Acting for Professional Simulations** (3), (2), or (1) (Prerequisite: 200 or 203 or permission of department) As requested. A study of and practical experience in the area of acting for professional simulations. May be taken more than once for credit.

**397 Special Topics in Theatre** (3), (2), or (1) (Prerequisite: Permission of department) As requested. In-depth study of an area of interest in theatre. Different areas of study will be offered. Must have a 2.25 grade point average or higher in all Theatre courses. No more than six hours may be taken for academic credit.

**401 Directing II** (3) (Prerequisite: 301 or permission of the department) AF. Analysis and application of the staging of plays to provide training in production technique. Students direct individual projects.

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

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

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

## VISUAL ARTS

Coordinator: Mr. Steven F. Gately

The Visual Arts Program provides a broad exposure to art as a part of an overall B. A. curriculum. This is accomplished through experiences in both foundation courses and upper level studio specialties, as well as through classroom presentation in the history of art. Students learn both technical and creative thinking skills through studio practice, classroom discussions, and frequent critiques. Goals of the program are to provide a sense of personal expression and enrichment, and to provide the tools with which majors can pursue post-graduate programs and/or careers in

the Visual Arts field. The art faculty regularly engage in scholarly pursuits and in professional exhibitions of their work.

The visual arts program is accredited by the National Association of Schools of Art and Design (NASAD).

### MAJOR

A major in visual arts requires the following:

1. Visual Arts Foundation courses: Art 203, 204, 205, 206, 301; nine semester hours selected from Art 207, 208 or 218, 210, 215, and/or 230. Only 208 or 218 may count toward the General Education Requirements.
2. Art History Courses: Art History 220, 221, three semester hours selected from Art History 350, 360, and 370, and three semester hours selected from Art History 340, 380, 390, and 400.
3. Four courses in one specialty area:
  - a) Painting Specialty: Art 307, 407, and six semester hours of art studio courses approved by the faculty adviser and department.
  - b) Photography Specialty: Art 208 or 218, 308 or 318, 328, and 408. (Though only 208 or 218 may be taken under Photography Specialty area, the other may be taken as a Visual Arts Foundation course.)
  - c) Ceramics Specialty: Art 310, 410, and six semester hours of art studio courses approved by the faculty adviser and department.
  - d) Graphic Design Specialty: Art 231, 330, 331, and 430 or studio courses approved by the faculty adviser and department.
4. Minor/collateral requirements (two options)\*
  - a) Two 12-hour collaterals approved by the faculty adviser.
  - b) An 18-hour minor approved by the faculty adviser.
5. Completion of one semester hour of Senior Seminar, Art 499.

*\*Students with an Associate's in Applied Science degree with a major in Digital Arts (or another major in visual arts [with departmental approval]) entering the program from a South Carolina technical school will transfer into the program with a minimum of sixty hours. These students are required to meet all general education and major requirements but will not be required to have an additional minor or collateral.*

The minimum number of semester hours in all courses (major and non-major) required for the major in Visual Arts is 120.

## GRAPHIC DESIGN SPECIALTY

### SOPHOMORE PORTFOLIO REVIEW IN THE DEPARTMENT OF FINE ARTS

A portfolio review is required for Visual Arts - Graphic Design Specialty majors seeking to enroll in Graphic Design courses at the 300 level. The portfolio review is also required for transfer students, students changing majors, or students changing specialties who elect to continue in the Graphic Design Specialty within the Visual Arts program.

In order to register for any 300 level course in the Graphic Design Specialty the student must pass the review requirements. Students who do not pass the review are eligible to reapply the following semester.

To apply for a review the student must:

1. Have a grade point average of at least 2.25 in all undergraduate courses taken at FMU.
2. Have at least a 2.5 grade point average in all Art and Art History courses attempted.



3. Have completed one foundation art history course from Art History 220 or 221.
4. Have completed both Art 230 and Art 231.

The number of semester hours required in major courses for a major in Visual Arts is 36 of Visual Arts studio, one of Senior Seminar, and 12 of Art History. The student is required to exhibit work and write an artist's statement as part of a senior exhibit. The senior exhibitions are presented on the FMU campus as small group shows during the final year of enrollment. Each student's portion of the group exhibit is comprised of works from the student's specialty area and is prepared under the direction of the student's specialty area professor, and serves as partial fulfillment of the senior seminar course.

## MINOR

A minor in visual arts requires 18 semester hours, including:

Six semester hours selected from Art 203, 204, 205, 206, 301

Six semester hours selected from Art 207, 208, 210, 215, 218, 230, 231

Three semester hours of Art History

Three semester hours above the 299 level in any Visual Arts studio course

## COLLATERAL

A collateral in visual art requires 12 semester hours including:

Three semester hours selected from Art 203, 204, 205, 206, 301

Three semester hours selected from Art 207, 208, 210, 215, 218, 230

Three semester hours of Art History

Three semester hours above the 299 level in any Visual Arts studio course

## ART COURSES (ART)

**101 Introduction to Art** (3) Patterns of perception and understanding are established through analysis of major works of painting, sculpture, and architecture in a historical survey. The class format includes a liberal use of slides and occasional films.

**203 Basic Drawing** (3:1-5) Introduction to the fundamentals of drawing in pencil, charcoal, and pen and ink. Emphasis on line, value, and proportion. Studio exercises from both still life and landscape sketching are included, as well as the basics of perspective.

**204 Two-Dimensional Design** (3:1-5) Introduction to the elements and principles of design, as well as specific design applications through various materials and techniques; includes a thorough study of basic color theory and practice.

**205 Three-Dimensional Design** (3:1-5) Investigation of three-dimensional organization techniques, with special emphasis on the plastic controls of form and space. An introduction to tools and various sculptural media, including wood, plaster, and clay.

**206 Introduction to Graphic Design** (3:1-5) Foundations of technology in the arts. Emphasis on the design, reproduction, and distribution of digital images.

**207 Introductory Painting** (3:1-5) (Prerequisite: 203) Experiences in

basic oil painting, mostly through the study of still life and landscape. Analyses of color mixing techniques, lighting, and composition.

**208 Introductory Photography** (3:1-5) (Prerequisite/Corequisite: 204 or permission of department) Introduction to basic 35mm camera operation, black and white film processing, and darkroom procedures in enlarging and developing prints. Emphasis is on practicing technical skills and learning the basics of photographic composition.

**210 Introductory Ceramics** (3:1-5) Processes and techniques in both wheel-throwing and hand building in the art and craft of pottery. Throwing leads progressively toward stoneware clay tooling, decorating, glazing, and firing. Special emphasis is placed on ceramics for teachers.

**215 Introduction to Printmaking** (3:1-5) (Prerequisite: 203, 204) Exploration of basic printmaking materials, techniques, and processes. Utilization of stenciling, woodcut techniques, linoleum block printing, monotype, collograph, stamp printing, collage relief, paper lithography, and basic bookmaking.

**218 Introduction to Digital Photography** (3:1-5) Introduction to Basic Digital Photography including camera operations and computer image manipulations. Emphasis is on learning basic camera function, photographic compositions, and computer enhancement of photographic images.

**230 Graphic Design I** (3:1-5) (Prerequisite: 204 and 206 or permission of department) Introduction to graphic design. Emphasis is on design of effective graphics for visual communication. Studio activities include layout and design using desktop publishing and computer software.

**231 Typography** (3:1-5) (Prerequisite: 204 and 206 or permission of the department) This course will consider the problems and practices of typographical theory and presentation in the area of visual design. Specific considerations will include acquiring a general knowledge of typography and its use as related to design, exploration of that knowledge by traditional methods and with computer applications and self-exploration encompassing creative problem solving.

**301 Figure Drawing** (3:1-5) (Prerequisite: 203) Intensive study of the human figure through studio sessions with models and through analysis of the drawings of the masters.

**306 Special Topics in Visual Arts** (3:1-5) In-depth study in a specialty area offered in the visual arts program. Group travel may be required depending upon specialty area. May be taken twice for academic credit with departmental approval.

**307 Intermediate Painting** (3:1-5) (Prerequisite: 204, 207) Specific problems in modern styles and methods, with emphasis on experimentation with acrylic techniques. Canvas construction and preparation.

**308 Intermediate Photography** (3:1-5) (Prerequisite: 208) Further exploration of black and white darkroom and print finishing techniques. Other film formats and cameras introduced in addition to 35mm. Emphasis on personal expression through varied approaches to image making.

**310 Intermediate Ceramics** (3:1-5) (Prerequisite: 210) Further development of skills, techniques, and the aesthetics of clay. Acquaintance with work of potters past and present with special consideration of the Japanese tradition.

**311 Ceramic Sculpture** (3:1-5) (Prerequisite: 205 and 210 or permission of department) Introduction to ceramic fabrication methods of slabwork, modeling from solid masses, and press molding. Survey of ancient

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through contemporary ceramic sculpture. Discussion of aesthetic and critical issues of form and content.

**317 Watercolor** (3:1-5) (Prerequisite: 207) Introduction to basic watercolor materials and techniques through still life and landscape studies. Development of appreciation of watercolor as an art medium and as a means of rendering for design.

**318 Alternative Digital Imaging** (3:1-5) (Prerequisite: 208 and 218) Exploration and experimentation with alternative imaging emphasizing digital photography use for imaging concepts and including various software explorations. Further development of digital alternative photographic skills and individual expression.

**328 Photographic Lighting** (3:1-5) (Prerequisite: 218 or permission of the department) Introduction to basic photographic lighting techniques and equipment. Topics include lighting with continuous, strobe and hot shoe flash, the use of light meters and light modifiers. Instruction includes on location and studio lighting applications. A Digital SLR camera is required.

**330 Graphic Design II** (3:1-5) (Prerequisite: 230 and 231 or permission of the department) Further development of graphic design skills and understanding. Emphasis is on design of effective graphics and imagery for print and electronic publication. Studio activities include layout and design using desktop publishing and computer graphics software.

**331 Interactive Design I** (3:1-5) (Prerequisite: 230 and 231 or permission of the department) Graphic design for hypertext, web, and interactive environments. Emphasis is on the thoughtful composition of the user interface and design elements within an interactive environment.

**407 Advanced Painting** (3:1-5) (Prerequisite: 307) Emphasis on more individual expression and solving a pictorial problem in a consistent, related series of paintings. Knowledge of contemporary concepts is stressed.

**408 Advanced Photography** (3:1-5) (Prerequisite: 308 or 318 and 328) Emphasis on sustained individual development. Completion of a photographic portfolio as a vehicle for personal expression of a theme or concept. Awareness of contemporary masters is stressed.

**410 Advanced Ceramics** (3:1-5) (Prerequisite: 310) Advanced techniques in clay, with an emphasis on artistic discipline and sustained individual development, large two-piece forms, porcelain, philosophy, criticism, aesthetics.

**430 Graphic Design III** (3:1-5) (Prerequisite: 330 and 331 or permission of the department) Continuation of graphic design sequence. Emphasis is on advanced projects for multi-part design publications. Students will work as a part of a design team to participate in development of design systems, image analysis, and media production. The course will include an introduction to design for time-based media.

**431 Interactive Design II** (3:1-5) (Prerequisite: 331 or permission of the department) Graphics and design for hypertext environments. Emphasis is on the role of images and design elements in an interactive environment.

**497 Special Studies** (3), (2), or (1) (Prerequisite: Permission of department) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

**498 Visual Art Internship** (3) (Prerequisite: Permission of the department and internship agency, senior status, and successful completion of 36 semester hours in the major at a minimum grade point average of 3.0 in all Visual Arts courses and 2.5 cumulative grade point average in all courses taken at FMU). Internship will be awarded according to merit and availability determined by the department when the student meets the prerequisite. A student otherwise unqualified may be awarded an internship provided he/she presents clear and convincing evidence of extraordinary circumstances which the Visual Arts faculty deems worthy of an exception.

**499 Senior Seminar** (1) (Prerequisite: Senior standing and permission of department) This course is an upper level capstone course taken during the semester that all Visual Arts requirements are completed and is intended to go hand in hand with the Visual Arts Senior Exhibition. This required course is an examination of aesthetic, cultural, ethical, and pragmatic issues in preparation for a postgraduate experience and stresses preparation of professional goals for the student.

## DEPARTMENT OF HISTORY

Chair: Dr. Scott Kaufman

Faculty: Christopher Barton, William Bolt, Jacqueline Campbell, Erica Johnson, Alena Eskridge-Kosmach, Scott Kaufman, Christopher Kennedy, Mary Louise Nagata, Louis Venters

### MISSION STATEMENT

The overarching purpose of the history department is to train the intellect and to prepare students for lives of personal enrichment and constructive achievement. The study of history comprises the elements of a liberal education: the acquisition of knowledge, the nurturing of understanding, and the development of perspectives on oneself and one's society. The reconstruction of the human past conveys an appreciation of cultural contexts and traditions, and it enhances critical thinking and communication skills. The major in history provides a broad understanding of the development of various cultures throughout the world. History department faculty engage in scholarship and research and serve in various ways the University and the local community.

### MAJOR IN HISTORY

1. Requirements for majors seeking a concentration in U.S., European, or Non-Western History (totaling 33 hours):
  - a. At least three hours below the 199 level
  - b. History 299 (which shall normally be taken during the sophomore year)
  - c. 24 hours of additional course work which must include at least one course from each of the following groups\*
    - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
    - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
    - GROUP C: HIST 300, 303, 307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
  - d. History 499 (which shall normally be taken during the senior year)
2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):
  - a. At least three hours below the 199 level
  - b. History 299 (which shall normally be taken during the sophomore year)
  - c. 3 hours each in Groups A and B:
    - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
    - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
  - d. HIST 210, 220, 303, 316, 420
  - e. History 499 (which shall normally be taken during the senior year)
3. Minor/collateral requirements (two options)
  - a. Two 12-hour collaterals approved by the faculty adviser
  - b. An 18-hour minor approved by the faculty adviser
4. Participation in all required program assessment activities during the senior year.
5. \*Students wishing to seek a concentration in U.S., European, or Non-Western History must take at least 15 hours in the appropriate group of courses.
6. Completion of a foreign language through 202

\*Students seeking the Bachelor of Arts degree with a major in history must complete requirements 1 or 2 as well as 3, 4 and 6. Students preparing for graduate studies in history are especially encouraged to complete the Bachelor of Arts degree. Students have the option to earn the Bachelor of Science degree with a major in history by satisfying requirements 1 or 2,

as well as 3 and 4.

It is recommended that history majors take Mathematics 134 as part of their General Education Requirements. Students should also consider taking Computer Science 150.

The minimum number of semester hours required in major courses for a major in history is 33. The minimum number of semester hours in all courses (major and non-major) required for the major in history is 120.

### MINOR

A minor in history consists of 18 semester hours, no more than nine of which may be below the 300 level.

### COLLATERAL

A collateral in history consists of 12 semester hours, no more than six of which may be below the 300 level.

Successful completion of a 100-level history course is required of all students enrolling in history courses at or above the 299 level. In special circumstances, exceptions may be made with the joint permission of the instructor and the department chair.

## HISTORY SECONDARY EDUCATION OPTION

Coordinator: Dr. Chris Barton

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century.

The Department of History provides the knowledge base for students licensing to teach Social Studies in the state of South Carolina. The department supports and encourages the conceptual framework strands in the School of Education: critical thinking, collaboration, and reflection. Students must schedule a conference with the School of Education to discuss the Professional Education Program and must successfully complete the History courses listed for licensure in secondary education by the School of Education.

The History Secondary Education Option requires completion of the following courses. These include General Education courses, History courses, Education courses, and student teaching.

<b>General Education requirements</b> . . . . .	<b>48 hours</b>
Communications . . . . .	9 hours
English 101 (or 101E), 102 . . . . .	6 or 7
Speech Communication 100 . . . . .	3
Social Studies . . . . .	9 hours
Political Science 101 . . . . .	3
Geography 102 . . . . .	3
Economics 203 or 204 . . . . .	3
Humanities . . . . .	12 hours
Literature (any language) . . . . .	3
History . . . . .	3
Sociology 101 . . . . .	3
Art 101, Music 101, or Theatre 101 . . . . .	3
Mathematics . . . . .	6 hours
Natural Sciences . . . . .	12 hours
Biology . . . . .	4
Chemistry, Physics, or Physical Science . . . . .	4
Psychology 206/216 . . . . .	4

History requirement . . . . . 33 hours  
 a. 12 hours at the 100-199 level (recommended students take both HIST 101 and 102)

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- b. History 299 (to be taken during the sophomore year)
- c. 15 hours of additional coursework, which must include at least one course from each of the following groups:
  - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351
  - GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
  - GROUP C: HIST 300, 303, 307, 311, 316, 317, 319, 344, 345, 346, 347, 357, 362, 363, 364, 406
- d. History 499 (to be taken during the spring semester of the junior year or fall semester of the senior year)

Education requirements	42 hours
Pre-Professional Education	7 hours
Education 190/191 (co-requisites)	4
Education 305	3
<i>Praxis CORE exam must be passed prior to admission to the Education program</i>	
Professional Education	20 hours
Education 310	3
Education 311	3
Education 313	1
Education 322	3
Education 380	2
Education 393 and 437 (concurrent)	5
Education 411	3
Student Teaching Block	15
Education 487	3
Education 490	12
<b>Total hours required for graduation</b>	<b>123</b>

## HISTORY COURSES (HIST)

**101 United States History to 1877** (3) General survey of the United States from the era of discovery until 1877, emphasizing major political, economic, social, and intellectual developments.

**102 United States History since 1877** (3) General survey of the United States from 1877 to the present, emphasizing major political, economic, social, and intellectual developments.

**103 European History to the French Revolution** (3) General survey of European civilization from its ancient origins to the French Revolution with emphasis on major social, economic, intellectual, and political developments.

**104 European History since the French Revolution** (3) General survey of European civilization from the French Revolution to the present with emphasis on major social, economic, intellectual, and political developments.

**105 Introduction to Modern World History** (3) A survey of cultural traditions, political institutions, social structures, economic patterns, and applied technologies in the world. Emphasizes the distinctive features of different parts of the globe, with examples drawn from Asia, Africa, the Middle East, the Americas, and Europe, and the increasing importance of global interactions from the nineteenth century to the present.

**210 Introduction to Archaeology** (3) An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology.

**220 Introduction to Public History** (3) An introduction into the theory and methods in public history, including archives, historical preservation, digital history, and film. Students will learn the state of the field, the venues in which history is practiced outside of formal educational

settings, and the real-world issues of explanation, interpretation, and public engagement.

**299 The Historian's Craft** (3) Explores the evolution of historic inquiry and the methods that historians use to investigate the past. Introduces students to the way historians collect and evaluate historical sources, interpret evidence, and formulate historical questions. Additionally, students will master the research and composition skills required for upper-level history courses. For history majors only. History 299 does not fulfill the general education requirement in history. One 100-level history course or permission of the department is prerequisite to all history courses at or above the 299 level

**300 Economic History of the United States** (3) (Same as Economics 300) Development of business attitudes, institutions, organizations, and technology from the world of the colonial entrepreneur through stages of specialization and integration to the establishment of our modern industrial economy. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**303 United States: Colonial and Revolutionary Periods, 1587-1789** (3) Study of the settlement of North America with particular, but not exclusive, emphasis on the social, political, economic, and intellectual development of the English colonies. The stresses that led to the American Revolution are emphasized along with the campaigns and battles that culminated with the creation and ratification of the Constitution. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**305 Empires and Nations in Latin America** (3) Study of the rise and fall of the Spanish and Portuguese empires in America, the Latin American independence movement, and the efforts of various Latin American countries to maintain their political autonomy and national identity in recent times. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**306 Latin America: Tradition and Change** (3) Study of the clash between tradition and change in Latin America from the colonial period into the 21st century with emphasis on the social, religious, and economic aspects of conflict. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**307 The History of the United States in World Affairs** (3) Study of the history of the United States in world affairs from the early national period to the present with emphasis on the rise of the United States to the status of a world power and on the role of the United States as a world power. European as well as American perspectives will be considered. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**308 Russia and Eastern Europe** (3) History of the nations of Eastern Europe in the 19th and 20th centuries, with emphasis on the past 100 years. Major topics include the peoples of Eastern Europe, the Russian Empire, the Austro-Hungarian Empire, the collapse of the empires in World War I, Communist revolution in Russia, new states in Eastern Europe, Stalin's regime, impact of World War II, the Soviet Union and its East European Empire, and the collapse of Communism. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**309 Europe, 1814-1914** (3) Examines developments in Europe from the Congress of Vienna to the outbreak of World War I. Principal topics include the impact of the French Revolution and the Napoleonic Era, industrialization and the creation of industrial society, mid-century revolutions, nationalism and the unification of Germany and Italy, spread of constitutional government and democracy, cultural and intellectual developments, imperialism, failure of the Concert of Europe, and the onset



of war in 1914. One 100-level course or permission of the department is prerequisite to all history courses above the 299 level.

**311 History of Black Americans** (3) Consideration of the experience of black people in America, their contributions to the life and character of the nation, and their status in the rapidly changing society of today. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**316 South Carolina History** (3) Survey of the history of the state from its founding to the present with emphasis on political, social, and economic developments and the changing attitudes prevalent among its citizenry. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**317 History of the Mass Media** (3) Considers the mass media, concentrating on four aspects of media history: domestic journalism, foreign journalism, entertainment, and sociological values. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**318 The Historical Focus** (3) In-depth study of one historical subject emphasizing interpretations, bibliographies, and historiography and utilizing the historical method. One 200-level history course or permission of department is prerequisite to all history courses above the 299 level. May be taken twice for academic credit with departmental approval.

**319 The Vietnam War** (3) A study of the Vietnam War from its origins to its outcome, focusing predominantly on U.S. role in the conflict but including as well the war's international dimensions and its impact on the American home front. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**320 History of Modern Germany** (3) Considers the development of the German people, primarily within the framework of the nation-state. Emphasis of the course falls within the period 1870 to 1945. Deals with the internal development and foreign relations of a nation which was at the center of European and world affairs for 75 years. Brief consideration of the period since 1945, including unification. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**321 Family and Gender in World History** (3) A general survey of family and gender in comparative perspective that addresses family, gender and demographic systems as they vary and change through time and space. The course addresses family, demography and gender roles as they evolved from ancient times to the present in Europe, the Middle East, Asia, Africa and the Americas and considers the interaction of family and gender with economic, religious, political, institutional and demographic change. One 100-level history course or permission of the department is prerequisite for all history courses above the 299 level.

**324 History of Traditional East Asia** (3) Survey of East Asian countries: China, Japan, and Korea, from ancient times to the mid-19th century, with emphasis on the emergence and development of cultural traditions and political institutions in these countries and their interaction. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**329 Europe in the Era of the World Wars, 1914-1945** (3) Considers European developments from an international point of view, including such topics as the transition to the 20th century, World War I, the search for peace and democracy, the Great Depression, Communism, Fascism, and World War II. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**330 Europe and the World since 1945** (3) Considers the reconstruction of Europe after World War II; the rise and fall of the Cold War; the democratic west and Soviet east; political and economic developments from the 1940s to the 1990s; the European Community; decolonization; the new Europe: society, technology, and culture; and the collapse of Communism. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**331 Modern British Isles** (3) Considers the principal forces that have shaped England, Wales, Scotland, and Ireland from the late medieval period to the present. Major topics include origins and often uneasy evolution of the United Kingdom, the Tudor Reformation, the Stuart struggle with Parliament and the creation of a constitutional monarchy, decline of the aristocracy, rise of British industrial and imperial power, character of the Victorian age, Britain in the two world wars, establishment of the welfare state, and the relationship of Britain to the world of today. One 100-level course or permission of the department is prerequisite to all history courses above the 299 level.

**332 British Empire** (3) Examines the origins, development, and dissolution of the British Empire from the 1550s to the late twentieth century. Considers the global reach of British imperial endeavors from Europe to the Western Hemisphere, Far East, Oceania, India, Africa, and the Middle East. The principal themes include the social, political, intellectual, economic, and psychological consequences of the growth and decline of the empire upon the colonizer and the colonized. One 100-level history course or permission of the department is prerequisite for all history courses above the 299 level.

**340 History of Modern Mexico** (3) Emphasis on the transition of Mexico from a rural, oligarchic economy and society to an urban-oriented nation in the midst of industrialization. Special emphasis is placed on the Diaz dictatorship, 1876 to 1910, and the Revolution, 1910 to 1940. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**341 History of Modern China** (3) Study of modern China from 1600 to the present, with emphasis on the period since 1840. Focus on China's interaction with the West, efforts at modernization, reforms and revolutions, and changes in political institutions, economic patterns, social relations, intellectual trends, and cultural life. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**342 History of Modern Japan** (3) Study of Modern Japan from 1600 to the present, with emphasis on Japanese modernization since 1868. Political institutions, socioeconomic structures, cultural traditions, and the international environment are examined to explain the rise of Japan first as a military power in Asia prior to the Second World War and then as an economic power in the world since the war. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**344 The Old South, 1660 to 1865** (3) Political, social, economic, and intellectual development of the Old South from its colonial beginning to its demise in the Civil War. Historiography of the period will also be covered. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**345 The New South, 1865 to the Present** (3) Transition of the Old South into the New South: the Reconstruction period and the South in the 20th century. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**346 Civil War America** (3) This course will examine the Civil War era in its broad cultural and social context beginning with a study of the

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divergent paths of the American people in the early 19th century and culminating in an examination of how the events of this era reshaped the understanding of concepts such as freedom, loyalty, and equality. A special emphasis will be placed on the interrelationship between battle front and home front. One 100-level history course or permission of the department is prerequisite to all history courses above the 299 level.

**347 The United States in the Era of World War II** (3) Analyzes the conduct of the United States in the sequence of events that led to the outbreak of World War II in Asia and Europe. Evaluates American military participation in the Allied war effort against the Axis. Discusses the impact of the war on the American home front. Examines the role of the United States in the conclusion of World War II and the initiation of the Cold War. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**351 Medieval Europe** (3) Considers the history of Medieval Europe from the fall of Rome through the Hundred Years' War. Special emphasis on the barbarian invasions, the medieval church, manorialism and feudalism, the Carolingian Empire, aspects of medieval economic history, the 12th century "Renaissance" and High Medieval thought, the western monarchies, and the crises of the 14th century. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**357 U.S. History through Fiction** (3) This course explores American history through novels, based on the idea that fiction offers a superb "window" through which to view the past, especially to understand the texture of American society. The main themes will be race, gender, ethnicity, power, and identity formation. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**362 The United States Between the Wars, 1918-1941** (3) Examination of the nature and legacy of change in American society, and values during the boom of the 1920s, the Great Depression, and the approach of war. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**363 U.S. Constitutional History to 1900** (3) Study of the origins and development of the Constitution from the early 1600s until 1900. Topics that will be covered will be the foundations of constitutional law, the issue of sovereignty, the Articles of Confederation and Perpetual Union, the Constitutional Convention of 1787, the emergence of different interpretations of the Constitution, states' rights, slavery, secession, Reconstruction, the rights of workers, and segregation. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**364 Jacksonian Democracy** (3) Examines the political, economic, social, and cultural transformation in the United States from 1815 until 1860. Major topics include the rise of democracy, states' rights, the political party system, the onset of industrial capitalism, the Second Great Awakening, women's rights, sectional tensions, and slavery. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**370 African History** (3) Survey of the African continent from human origins to the present. Major topics include the emergence and development of agriculture, varieties of African political organization, the spread of Christianity and Islam, colonization and resistance, the African Diaspora, decolonization, and contemporary Africa, with emphasis on Africa in a global context. One 100-level history course or permission of the department is prerequisite to all history courses about the 299 level.

**391 Twentieth Century Communist Societies** (3) An examination of 20th century communist societies beginning with the historical and

ideological background, how and why these societies became communist, and how communism was practiced in the Soviet Union, Eastern Europe, China, North Korea, and Vietnam. Includes an examination of the political and institutional frameworks, and the diverse social, economic, and cultural adaptations of these societies to communist ideology and rule. Students will learn about the decline and breakup of communist states in Europe, as well as the accommodation to capitalism and survival of communist states in Asia. Includes an analysis of the experience of social-democracy in the countries of Western and Southern Europe. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**406 United States Military History** (3) (Same as Military Science 406) Study of military institutions and the military experience in American history from the Revolution to the present. Topics include causes, conduct, and consequences of war; impact of politics, diplomacy, and technology upon the armed forces in peace and war; and reforms within the armed forces. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.

**420 Archaeology in South Carolina** (6) Prerequisites: One 100-level history course as well as HIST 210 and HIST 220 are prerequisites for this class. Provides students an opportunity to gain practical experience in the field on archaeological sites relevant to the study of South Carolina.

**487 The History Internship** (3) (Prerequisites: Permission of department. Student must have a grade of C or higher in History 299, at least 12 hours in history, and a grade point average of 3.0 or higher in his/her major courses.) By request. Provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature. Students must submit an application for History 487 and receive departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. The History Internship cannot be repeated.

**497 Special Studies** (3), (2), or (1) (Prerequisites: Permission of department. Students must have a grade of C or higher in History 299, at least 12 hours in history, and a grade point average of 3.0 or higher in his/her major courses.) By request. A maximum of three semester hours may be earned. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

**499 Senior Thesis** (3) (Prerequisite: A grade of C or higher in History 299 and 18 hours in history) A writing-intensive senior seminar in which History majors conduct significant independent research. The course is designed to give students an in-depth experience of reading critically both primary and secondary sources, and of developing and defending a position as an historian does.

## DEPARTMENT OF MASS COMMUNICATION

Chair and Coordinator: Mr. Timothy L. Hanson

Faculty: David Baxley, Stan Diel, Bryan Fisher, Garry Griffith, Timothy Hanson, Kay Packett

### MISSION STATEMENT

The Mass Communication program at FMU seeks to provide our students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations, and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, inculcate in them an appreciation of free expression, kindle in them a desire to learn, help them understand the roles the media play in America, and encourage them to share the fruits of their intellectual growth. We will provide our students a climate of learning that stresses the importance of personal honor and integrity and that promotes the responsibility to serve society through the productive use of their communication talent and training.

Rooted in the liberal arts tradition, we emphasize the value of a broad educational foundation that encompasses a competence in the use of English and a familiarity with a second language. We want to encourage students to become informed, responsible, and articulate; and be able to think critically and creatively; write well; and develop an understanding of media history, ethics and law. We aim to refine the student's reporting, writing and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies of communication to better equip them to work in the emerging multimedia workplace.

Combining discipline-specific knowledge with expressive, interpretive and reasoning skills, we encourage originality and creativity and promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning into graduate study. We seek to provide the knowledge and the learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

### ADMISSION TO THE MASS COMMUNICATION PROGRAM

A student must make application for admission to the Mass Communication program upon successful completion of 60 semester hours. To be admitted to the program, a student must:

1. Have a cumulative grade point average of 2.25 in all undergraduate courses taken at FMU
2. Have an overall grade point average of 2.5 in all undergraduate Mass Communication courses attempted
3. Have positive recommendations from the Mass Communication faculty
4. Have completed Mass Communication 110, 201, 210, and 221

### MAJOR

A major in mass communication requires the following:

1. Twenty four semester hours of Mass Communication Foundation Courses: Mass Communication 110, 201, 210, 221, 301, 306, 451, and 455

2. 12 semester hours in one track option:
  - a) Broadcast Journalism: Mass Communication 321 and Mass Communication 421, plus six additional hours from the Broadcast Journalism list, each approved by faculty adviser
  - b) Convergence Journalism: Mass Communication 402 and Mass Communication 440, plus six additional hours from the Convergence Journalism list, each approved by faculty adviser
  - c) Public Relations: Mass Communication 310 and Mass Communication 410, plus six additional hours from the Public Relations list, each approved by faculty adviser
  - d) Sports Journalism: Mass Communication 330 and Mass Communication 475, plus six additional hours from the Sports Journalism list, each approved by faculty adviser

#### Broadcast Journalism

220 Broadcast Production  
230 Mass Communication Practicum  
240 Social Media Impact on Journalism  
320 Broadcast Presentation Skills  
321 Broadcast Field Production and Reporting  
421 Advanced Broadcast Journalism: Reporting and Producing  
430 Critical Issues in Mass Communication  
498 Communication Internship

#### Convergence Journalism

230 Mass Communication Practicum  
Choice from Broadcast Journalism\*  
Choice from Sports Journalism\*  
Choice from Public Relations\*  
402 Online Journalism  
440 Convergence Journalism  
498 Communication Internship  
\*The same course cannot satisfy two requirements

#### Public Relations

230 Mass Communication Practicum  
240 Social Media Impact on Journalism  
304 Photojournalism  
310 Public Relations Techniques  
410 Advanced Public Relations  
420 Contemporary Issues in Public Relations  
430 Critical Issues in Mass Communication  
498 Communication Internship

#### Sports Journalism

225 Introduction to Sports Broadcasting  
230 Mass Communication Practicum  
304 Photojournalism  
320 Broadcast Presentation Skills  
330 Covering Sports  
402 Online Journalism  
475 Sports, Media and Society  
498 Communication Internship

3. Minor/Collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser
4. Completion of a foreign language through 202  
The minimum number of semester hours in all courses (major and non-major) required for the major in Mass Communication is 120.

#### MINOR

A minor in Mass Communication requires 18 semester hours to consist of: Mass Communication 110, 201, 210, 221, 301, and 451.

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## COLLATERAL

Collateral in mass communication consists of Mass Communication 110, 201, 210, and 221.

## PREREQUISITES

In order to be admitted to any course that has a prerequisite, the enrolling student must have passed the prerequisite course(s) with a grade of C or higher.

## MASS COMMUNICATION COURSES (MCOM)

**110 Introduction to Mass Communication** (3) Surveys the historical development and present roles of the individual components of the mass media. Each will be examined as to its function, job opportunities and legal and ethical issues.

**201 News and Feature Writing** (3) (Prerequisite: A grade of C or higher in English 102) Introduction to reporting, news writing and feature writing.

**210 Introduction to Public Relations** (3) An introduction to the field of public relations to include history, principles, ethics, responsibilities of the practitioner, and career opportunities.

**220 Broadcast Production** (3) (Prerequisite: Completion of foundation courses or permission of the department) Introduces students to the basic terminology, equipment and operating procedures used in the production of material for radio and television; includes practice in radio and television studios. A course for any student interested in broadcasting.

**221 Introduction to Broadcast Journalism** (3) (Prerequisite: Approval of adviser and completion of 110 and 201) An introduction to the basics of both television news studio and field production techniques. Emphasis will be placed on news gathering procedures including writing, editing, and putting together news stories for broadcast.

**225 Introduction to Sports Broadcasting** (3) (Prerequisite: Completion of foundation courses or permission of the department) Provides instruction in multiple facets of broadcasting sports, including play-by-play, color commentary, interviewing, and sports talk. The course provides opportunity to develop oral and composition skills required in obtaining the first job, as well as career guidance. The course will consist of assigned reading, research, analyzing historic audio clips, and student-produced recordings.

**230 Mass Communication Practicum** (1) (Prerequisite: Mass Communication 201 and permission of the department) This course in experiential learning may be repeated for up to three credits. It will provide students practical, real-life, hands-on experience in journalism and public relations at a supervised setting outside the classroom. Students enrolled in the course will receive credit for successfully completing the practical experience at on-campus or off-campus sites. On-site supervisors will direct students in assignments, provide hands-on assistance and forward assessments to a professor who will assign a grade. Subsequent enrollment in the practicum would be designed to develop a different skill-set.

**240 Social Media Impact on Journalism** (3) (Prerequisite: Completion of foundation courses or permission of the department) This course will present an in-depth examination of the increasing use of social networking web sites by journalists and news organizations. The focus of the course is on analyzing how various sites, such as Facebook and Twitter, can help journalists be more effective in communicating news and information to the general public. The study also examines potential negative effects of new media.

**301 Reporting of Public Affairs** (3) (Prerequisite: 201) Reporting assignments of public affairs and contemporary public issues will engage the student's research and interview skills and include visits to public agencies.

**304 Photojournalism** (3) (Prerequisite: Completion of foundation courses or permission of the department) Field assignments using techniques, methods and procedures of photojournalism as a means of communication. Emphasis will be placed on digital photography assignments, digital image production, fieldwork and collaboration with others to produce stories, features, articles for publication and the creation of material for the Internet.

**306 News Editing and Design** (3) (Prerequisite: 110 and 201 or permission of department) Provides instruction for layout and design, proofreading, headline writing, picture editing, and related skills for both online and print publications.

**310 Public Relations Techniques** (3) (Prerequisite: Completion of foundation courses or permission of the department) The study of communication tools/techniques utilized in effective public relations. These techniques include press releases, brochures, media placement, press conferences, public service announcements, video news releases, the Internet, etc.

**320 Broadcast Presentation Skills** (3) (Prerequisite: Completion of foundation courses or permission of the department) Introduces students to the techniques involved in effective vocal delivery and on-camera presentation. Students practice the skills required to work as reporters, announcers, anchors, program hosts, spokespersons and other positions that require the individual to be on radio or television. A course for any student interested in broadcasting, mass communication, business, sports management, or sports communication.

**321 Broadcast Field Production and Reporting** (3) (Prerequisite: Completion of foundation courses or permission of the department) Students learn the basics of reporting news stories, from the initial idea through the final editing process. The emphasis is on using broadcast news gathering, interviewing and reporting techniques, along with obtaining a mastery of basic video field production. Students use video camcorders, audio equipment and lighting accessories to videotape news stories on location. They also learn basic skills of computer-based video editing.

**330 Covering Sports** (3) (Prerequisite: Completion of foundation courses or permission of the department) Provides instruction in conventional methods of covering sports for the media. The course provides opportunities for students to develop skills in designing products about sports for the print media, broadcasting and sports information services.

**402 Online Journalism** (3) (Prerequisite: Completion of foundation courses or permission of the department) Provides instruction in the basics of reporting, writing and editing for online journalism using the Internet.

**410 Advanced Public Relations** (3) (Prerequisite: 310) The detailed analysis of the utilization of principles and techniques of public relations in a variety of contemporary situations and the practical application of these principles and techniques in a real situation.

**420 Contemporary Issues in Public Relations** (3) (Prerequisite: Completion of foundation courses or permission of the department) An in-depth examination of a contemporary public relations topic or issue.

**421 Advanced Broadcast Journalism: Reporting and Producing** (Prerequisite: 321) Reporting and producing for TV news, including fact-gathering and packaging the news stories. Heavy emphasis on finding, researching, interviewing, shooting, editing, and producing TV news stories both on campus and in the Florence market.

**430 Critical Issues in Mass Communication** (3) (Prerequisite: Completion of foundation courses or permission of the department) An in-depth examination of a critical issue in mass communication.



**440 Convergence Journalism** (3) (Prerequisite: Completion of foundation courses or permission of the department) Development of journalistic skills for the multimedia work place. Assignments designed to refine reporting, writing, and presentation skills for each of the new converged platforms: online, television, and newspaper. Cultural values which inhibit crossover presentations will be discussed.

**451 Media Law** (3) Study of defamation, right of privacy and journalistic privilege as defined by federal and state constitutions, judicial precedents, and statutory law. An exploration of the freedoms and limitations granted the U.S. press.

**455 Media Ethics** (3) An examination of ethical responsibilities associated with the field of mass communication. Various philosophical theories of ethical practices will be used to address issues involving race, gender, hatred, invasion of privacy, defamation, and intimidation.

**475 Sports, Media, and Society** (3) (Prerequisite: Completion of foundation courses or permission of the department) Examination of impact sports has upon our society from the way it is covered by the media. Analysis of the historical and sociological aspects of the correlation between the media, sports, and society.

**498 Communication Internship** (3:8) (Prerequisite: Permission of department and internship agency, senior status, and successful completion of 24 semester hours in the major at a minimum grade point average of 3.0 in all Mass Communication courses and 2.5 cumulative grade point average in all courses taken at FMU.) Internships will be awarded according to merit and availability determined by the department when the student meets the prerequisite. Students otherwise unqualified may be awarded an internship provided he/she presents clear and convincing evidence of extraordinary circumstances which the Mass Communication faculty deems worthy of an exception.

## SPEECH COMMUNICATION

Coordinator: Bryan L. Fisher

### MAJOR

No major in speech communication is offered.

### MINOR

No minor in speech communication is offered.

### COLLATERAL

No collateral in speech communication is offered.

### SPEECH COMMUNICATION COURSES (SPCO)

**101 Basics of Oral Communication** (3) F, S, SU. Fundamental principles of oral communication: delivery, audience analysis, and holding listener attention. Practice in extemporaneous speaking and in constructive criticism of speaking.

**203 Voice and Diction** (3) F, S. Improvement in voice and diction through understanding of the basic physiology of the speech communication mechanism, through application of the International Phonetic Alphabet, and through the oral interpretation of literature.

**300 Argumentation and Persuasion** (3) (Prerequisite: 101) Students learn the basic principles of argumentation and persuasion with a focus on the fundamentals of Lincoln-Douglas style debate and classical rhetorical appeals. Topics include Internet database research, synthesis of collected data, analysis of evidentiary quality, refutation of counter claims, identification of logical fallacies, framing of issues and coherent storytelling. Students are prepared to work with a great range of issues and coherent storytelling. Students work with a great grant of opinion and

evidence. Class debates on contemporary issues are used as an evaluative tool. Debates outside class are offered as well.

**301 Small Group Methods and Discussion** (3) (Prerequisite: Psychology 206) Provides students with the opportunity to explore and apply research in small group communication. Students will learn the skills necessary to participate effectively in small groups. Special attention will be given to the role and function of decision-making in groups. Other topics to be covered include (but are not limited to) leadership, power, and conflict management.

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## DEPARTMENT OF MATHEMATICS

Chair and Coordinator: Dr. Thomas L. Fitzkee

Faculty: Fangjun Arroyo, K. Daniel Brauss, Minerva Brauss, Julian Buck, Renee Dowdy, Gregory Dungan, Thomas Fitzkee, Kevin LoPresto, Kathy McCoy, Will McGuffey, Sharon O'Kelley, Nicole Panza, J. Lee Phillips, George Schnibben, Thomas Schnibben, Daniel Scofield, Damon Scott, Sophia Waymyers

### MISSION STATEMENT

The principal purpose of the Department of Mathematics at Francis Marion University is to offer all University students a varied and well-balanced program of undergraduate education in mathematics. In the liberal arts tradition, the courses in the program teach students to think logically, to analyze problems and solve them appropriately, and to communicate their ideas clearly.

The department provides a broad range of entry-level courses in order to meet the needs of students with widely varying mathematical backgrounds and to provide them with skills appropriate for their selected majors. The mid-level and upper-level curriculum provided by the department leads to baccalaureate degrees in two distinct but overlapping areas: mathematical sciences and teacher licensure in mathematics. These courses prepare students for careers in education, business or industry, or for further study at the graduate level. The department also offers graduate courses in support of the post-baccalaureate program in teacher relicensure.

To maintain the vitality of the department and enhance the University's teaching mission, members of the department undertake new course development, conduct research, or pursue other avenues of faculty development. The department serves the general public by hosting an annual high-school mathematics competition and by actively participating in workshops, seminars, science fairs, and other programs that support the region's general education and development.

### MAJOR

A major in mathematics requires the following:  
(Students must select one of the following two options.)

1. Mathematical Sciences Option
  - a) Mathematics 201, 202, 203, 304, 306, and 499
  - b) Mathematics 311 (Double majors may substitute Mathematics 230 for Mathematics 311 but not if they plan to take Mathematics 407)
  - c) Mathematics 405 or 407 or 420
  - d) Three mathematics electives above the 199 level - at least one of these at the 400 level and no more than one at the 200 level
  - e) Choice of Computer Science 212 or 226
2. Teacher Licensure Option
 

The Francis Marion University School of Education prepares caring and competent teachers for the 21st century. The Department of Mathematics provides the major knowledge base for students seeking licensure to teach mathematics in the state of South Carolina. The department supports and encourages the conceptual framework of the School of Education.

### General Education

	B.S.	B.A.
Communications	9-10 hours	21-22 hours
English 101 (or English 101E/L)	3 or 4	3 or 4
English 102	3	3
Speech Communication 101	3	3
Foreign Language	0	12

Social Science	9 hours	9 hours
a. Political Science 101 or 103	3	3
b. Anthropology, Economics, Geography, or Sociology	3	6
c. Anthropology, Economics, Geography, Political Science, Sociology, or Honors 250-259	3	0
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, or Theatre 101	3	3
d. Math 315	3	3

Mathematics (a minimum of 6 hours: Mathematics 111 and higher; B.A. degree allows Philosophy and Religious Studies 203 to be substituted for one of the math courses.) - -

Natural Sciences (Laboratories are required with courses)	12 hours	8 hours
a. Biology	4	4
b. Chemistry, Physics, or Physical Science*	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science*, Psychology 206/216, or Honors 280-289	4	0

(To satisfy the Natural Sciences Requirement, students must take at least one course from a, at least one course from b, and for the B.S. degree, at least one course from c above.)

\*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry or any physics course.

Pre-Professional Education	7 hours	7 hours
Education 190, 191	4	4
Education 190 and Education 191 are corequisites		
Education 305	3	3
Professional Education	14 hours	14 hours
Education 310 or Computer Science 190 or higher	3	3
Education 311	3	3
Education 313	1	1
Education 380	2	2
Education 393 and 436 taken concurrently	5	5

Student Teaching Block**	15 hours	15 hours
Education 487	3	3
Education 490	12	12

\*\*Education 487 and 490 to be taken concurrently

Supporting Courses	6 hours	6 hours
Education 322	3	3
Education 411	3	3
Major or collateral courses (See specific courses below)	40-70	40-70

Mathematics Major Requirements		
Mathematics 201		3
Mathematics 202		3
Mathematics 203		3
Mathematics 230		3
Mathematics 304		3
Mathematics 306		3
Mathematics 311		3
Mathematics 312		3
Mathematics 315		-
Mathematics 345		3
Mathematics 405		3
Mathematics 499		3
Computer Science 190, 212, or 226		-
Electives (if needed)		-

Minor/collateral requirements for Mathematical Sciences Option (two options)

- a) two 12-hour collaterals approved by the faculty adviser
- b) an 18-hour minor approved by the faculty adviser

Collateral requirement for Teacher Licensure option

- a) one 12-hour collateral approved by the faculty adviser

It is strongly recommended that all mathematics majors take Physics 201 and 202.

The minimum number of semester hours required in major courses for a major in mathematics is 33 for the Mathematical Sciences Option and 36 for the Teacher Licensure Option. The minimum number of semester hours in all courses (major and non-major) required for the major in mathematics is 120 (121 for Teacher Licensure Option if the collateral is chosen in a biological or physical science).

## MINOR

A minor in mathematics consists of Mathematics 201, 202, and 203 plus nine additional semester hours above the 203-level. At least six of those additional hours must be at the 300-level or higher. Mathematics 270 and 370 cannot be used to satisfy the requirements for a minor in mathematics.

## COLLATERAL

A collateral in mathematics consists of Mathematics 201 and 202 plus six semester hours above the 202 level. Mathematics 270 and 370 cannot be used to satisfy the requirements for a collateral in mathematics.

## OTHER INFORMATION

During registration, beginning students at FMU are placed by members of the Department of Mathematics in their first mathematics course. Adjustments to the following placements may be made due to low scores on the Verbal Section of the SAT. Equivalent ACT scores are used for students who did not take the SAT. Students who took an AP Calculus AB course in high school and scored a five on the examination or an AP Calculus BC course and scored a three or higher on the examination are typically placed in Mathematics 203; those who scored a three or four on the AP Calculus AB examination are advised to enter Mathematics 202; those who scored a one or two are typically placed in Mathematics 201. Students with a strong high school background in both algebra and trigonometry and who make 570 or higher on the Quantitative Section of the SAT are typically placed in Mathematics 201. Beginning students with a strong background in algebra but little or no background in trigonometry and at least 540 on the Quantitative Section of the SAT are typically placed in either Mathematics 131, Mathematics 132, Mathematics 134, Mathematics 137, Mathematics 140, or Mathematics 170 based on their chosen major. Students who have had at least two years of high school algebra and who make between 460 and 530, inclusively, on the Quantitative Section of the SAT are typically placed in either Mathematics 111 or Mathematics 121 based on their chosen major. Students who have less than two years of high school algebra or who make less than 460 on the Quantitative Section of the SAT are typically placed in Mathematics 105 or Mathematics 110/110L based on their chosen major. Mathematics 105 and Mathematics 110/110L are also available to older students who are not recent high school graduates. Students who disagree with their placements in their initial mathematics course may see the department chair or his/her designee by the third day of the semester to schedule a Mathematics Placement Test.

Mathematics 105 and Mathematics 110 and 110L, while earning credit toward graduation, will not satisfy any of the six hours of Mathematics in the General Education Requirements.

Mathematics 170, 270, and 370 are designed for students seeking South Carolina Teacher Licensure in early childhood education or in elementary

education or a B.G.S. in Educational Studies. It should be noted that a grade of C or higher in Mathematics 111 or a score of 540 or more on the Quantitative Section of the SAT is the prerequisite for Mathematics 170. Many areas of concentration require completion of Mathematics 132 or 134 as preparation for certain applied courses.

Students who complete General Education Requirements for a B.A. by taking Mathematics 111 and Logic should consider the restriction such selections place on future choices of a major.

Mathematics 134 is required for majors in business, nursing, middle level education, and medical technology and is recommended for majors in sociology, history, and psychology.

No student can later take for credit any mathematics course that was a prerequisite (or was in the prerequisite sequence) for a mathematics course for which he/she has already received credit UNLESS he/she is repeating that course in order to obtain a better grade or he/she obtains written permission from the department.

A student cannot receive credit for Mathematics 105, 110/110L, 111, or 121 after receiving credit for any mathematics course numbered higher than 121. A student may repeat a course to raise a grade earned in that course.

## MATHEMATICS COURSES (MATH)

**105 College Algebra I (3)** (Prerequisite: Placement Scores. A grade of C or higher in Mathematics 105 is required to advance to Mathematics 111 or Mathematics 121). F, S, SU. The study of real numbers and their operations and properties; order of operations including exponents and roots; linear equations and inequalities in one and two variables, their systems and applications; introduction to functions and graphs; and the study of polynomials and their operations. Earns credit toward graduation but will not satisfy any of the six hours of Mathematics in the General Education Requirements. Credit cannot be given for both Mathematics 105 and Mathematics 110.

**110 College Algebra with Applications (3)** (Prerequisite: Placement scores or permission of department; Prerequisite/Corequisite: Mathematics 110L). Study of real numbers and their operations and properties; linear functions, equations, and inequalities; systems of equations; introduction to functions and graphs; and the study of polynomials and their operations. Earns credit toward graduation but will not satisfy any of the six hours of Mathematics in the General Education Requirements. Credit cannot be given for both Mathematics 110 and Mathematics 105.

**110L College Algebra with Modeling (1:3)** (Prerequisite/Corequisite: Mathematics 110) Study of algebraic operations, properties of the real number system, data analysis, and problem solving skills to complete a variety of assigned projects and activities involving word problems, linear modeling, and linear programming.

**111 College Algebra II (3)** (Prerequisite: Grade of C or higher in Mathematics 105 or Mathematics 110 and 110L or placement scores. The grade of C or higher is required in Mathematics 111 to enroll in any higher numbered mathematics course for which Mathematics 111 is a prerequisite.) F, S, SU. The study of polynomials, their operations and factoring, operations with and simplifying rational expressions, roots and radicals, quadratic equations and inequalities, graphs of non-linear functions and the conic sections; exponents and logarithmic functions. Credit cannot be given for both Mathematics 111 and 121.

**121 Introduction to Mathematical Modeling and Problem Solving (3)** (Recommended for non-math and non-science majors) (Prerequisite: Grade of C or higher in Mathematics 110 and 110L or placement scores

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or permission of the department.) The study of algebra and polynomial functions and operations to include linear and nonlinear functions, data analysis, basic statistics, and linear regression in applications setting. Credit cannot be given for both Mathematics 111 and 121.

**131 Mathematical Modeling and Problem Solving** (3) (Prerequisite: Grade of C or higher in 111 or 121 or placement scores.) Students will use discrete dynamical systems to mathematically model and solve real-world problems. Computer applications will be used extensively.

**132 College Trigonometry with Analytic Geometry** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or placement scores) F, S, SU. College trigonometry, to include trigonometric identities as well as the inverse trigonometric functions, parabolas, ellipses, and hyperbolas. Credit toward graduation cannot be earned for both Mathematics 137 and Mathematics 132.

**134 Probability and Statistics** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121 or placement scores) F, S, SU. Basics of probability, including counting, tree diagrams, conditional probability, binomial and normal distributions, mean, variance, standard deviation, and expected value.

**137 Pre-Calculus** (3) (Prerequisite: A grade of C or higher in Mathematics 111, placement scores, or permission of the department.) A complete treatment of plane trigonometry, including the trigonometric functions, trigonometric identities, and solutions to and applications of right and arbitrary triangles; properties of functions, including their composition, inversion, and piecewise definition; techniques of graphing functions, including polynomial, rational, algebraic, exponential, and logarithmic functions; and other pre-calculus topics as time permits. Credit toward graduation cannot be earned for both Mathematic 137 and Mathematics 132.

**140 Applied Calculus** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or Mathematics 121 or Mathematics 137 or placement scores) F, S, SU. Topics include limits, derivatives, applications of the derivative, exponential and logarithmic functions, definite integrals, and applications of the definite integral. This course cannot be used in place of Mathematics 201 for any reason, and it is not a sufficient prerequisite for Mathematics 202. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

**170 Survey of Mathematics for Early Childhood and Elementary Teachers I** (3) (Prerequisite: Grade of C or higher in Mathematics 111 or placement scores) F, S, SU. Origin and development of the real numbers. Emphasis on the precision of Mathematical language as well as computational procedures and algorithms involving whole numbers and integers. The study of algebraic concepts (patterns, relations, and functions) and the role of Mathematical structures in the use of equalities, equations, and inequalities are emphasized. Mathematics 170 is for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies.

**201 Calculus I** (3) (Prerequisite: Grade of C or higher in either Mathematics 132 or Mathematics 137 or placement scores or permission of department) F, S, SU. The first of a three-course sequence covering an introduction to the analysis of real-valued functions of one real variable. Topics include the limit of a function, continuity, the derivative, and applications. Credit toward graduation cannot be earned for both Mathematics 140 and 201.

**201L Calculus I Workshop** (1:3) (Corequisite: Mathematics 201) F, S, SU. Intensive calculus workshop for students enrolled in Mathematics 201. Students work collaboratively in small groups on problems that emphasize the key ideas of calculus. The workshop will also introduce students to technology that can automate and help visualize calculus concepts. Assessed as S (Satisfactory) or U (Unsatisfactory).

**202 Calculus II** (3) (Prerequisite: Grade of C or higher in Mathematics 201 or qualifying AP score) F, S, SU. Continuation of Calculus I, the course covers the integral, techniques of integration, the exponential function, the logarithm function, and applications.

**203 Calculus III** (3) (Prerequisite: Grade of C or higher in 202 or qualifying AP score) F, S, SU. Continuation of Calculus II, the course covers sequences, infinite series, improper integrals, and applications.

**212 Introduction to FORTRAN** (3) (Prerequisite/Corequisite Mathematics 201 or permission of department) (Same as Computer Science 212) F, S, SU. A study of programming to include input and output procedures, arithmetic and logical operations, DO loops, branching procedures, arrays, declaration statements, and subroutines. Application of these ideas by writing, running, and correcting programs.

**222 Problem Solving in the Sciences using Software** (3) (Prerequisite: Grade of C or higher in 201 or placement scores.) Provides students from diverse areas of science an introduction to software currently available to solve problems in the sciences with the aid of computers. Packages include, but are not limited to, Maple, Matlab, SAS, and SPSS. Skills that pertain to the practical implementation of solutions to applied problems in the use of these software packages will be presented. Problems from the sciences that require elementary concepts from calculus, algebra, and statistics will be considered. Appropriate presentation of solutions containing computational and graphical components together with documentation will be emphasized.

**230 Discrete Mathematics I** (3) (Eligibility to take 202 or permission of department) S, SU. Propositional and predicate logic, methods of proof, sequences and summations, recursion, combinatorial circuits, algorithm analysis, set theory, counting techniques, Boolean algebras, and other related topics.

**235 Mathematics for the Middle School Teacher** (3) (Prerequisite: Grade of C or higher in Mathematics 230) F. Topics include the development of the set of real numbers, problem solving, elementary number theory, rational and irrational numbers, decimals, percents, relations and functions. Mathematics 235 is for students seeking South Carolina Teacher Licensure in middle school education with a Mathematics area of concentration and is not open to other majors.

**270 Survey of Mathematics for Early Childhood and Elementary Teachers II** (3) (Prerequisite: Grade of C or higher in Mathematics 170 or 201) F, S, SU. Continuation of Mathematics 170. The study of rational numbers (fractional, decimal and percentage forms), of elementary concepts in probability, of data analysis (collecting, organizing, and displaying data), and of appropriate statistical methods are the major components of the course with additional emphasis on problem-solving. Mathematics 270 is for students seeking South Carolina Teacher Licensure in early childhood education and in elementary education or a B.G.S. in Educational Studies.

**301 Ordinary Differential Equations** (3) (Prerequisite: Grade of C or higher in 202 or permission of the department.) S. General first-order differential equations and second-order linear equations with applications. Other topics may include Mathematical models, computational methods, dynamical systems, aspects of higher-order linear equations, Laplace transforms, and an introduction to partial differential equations.

**304 Linear Algebra** (3) (Prerequisite: Grade of C or higher in Mathematics 202) F, S, SU. Introduction to the algebra of finite-dimensional vector spaces. Topics covered include finite-dimensional vector spaces, matrices, systems of linear equations, determinants, change of basis, eigenvalues, and eigenvectors.



**305 Linear Programming** (3) (Prerequisites: 304 and one course from 212 or Computer Science 226) S. Introduction to the theoretical, computational, and applied aspects of the subject. Topics covered include the Mathematical model of linear programming, convex sets and linear inequalities, the simplex method, duality, the revised simplex method, and several of the many applications. Computer solutions for several problems will be required.

**306 Multivariable Calculus** (3) (Prerequisite: Grade of C or higher in Mathematics 203 or permission of the department, Mathematics 304 recommended. A student with a grade of B or higher in Mathematics 202 may, with permission of the department, take Mathematics 203 concurrently with Mathematics 306 instead of as a prerequisite.) F, S. Vectors and vector calculus; the calculus of real-valued functions of several variables; topics include partial derivatives, gradients, extrema problems, multiple integrals, iterated integrals, line integrals, and Green's Theorem, as time permits.

**310 Mathematical Models and Applications** (3) (Prerequisite: 202) AS. Introduction to the theory and practice of building and studying mathematical models for various real world situations that may be encountered in the physical, social, life, and management sciences.

**311 Transition to Higher Mathematics** (3) (Prerequisites: Grade of C or higher in Mathematics 203 or qualifying AP score; Mathematics 230 or 304 is recommended) F,S. This course is principally devoted to understanding and writing mathematical proofs with correctness and style. Elements of mathematical logic such as Boolean logical operators, quantifiers, direct proof, proof by contrapositive, proof by contradiction, and proof by induction are presented. Other material consists of topics such as elementary set theory, elementary number theory, relations and equivalence relations, equivalence classes, the concept of a function in its full generality, and the cardinality of sets.

**312 Probability and Statistics for Science and Mathematics** (3) (Prerequisites: 230 or 134 and 202 or permission of the department) F. Descriptive statistics, elementary probability, random variables and their distributions, expected values and variances, sampling techniques, estimation procedures, hypothesis testing, decision making, and related topics from inferential statistics.

**315 History of Mathematics** (3) (Prerequisite: 202) SU. Origins of mathematics and the development of Egyptian and Babylonian, Pythagorean, Greek, Chinese and Indian, and Arabic mathematics as well as mathematics of the Middle Ages and modern mathematics. The development of the calculus, geometry, abstract algebra, analysis, mathematics notation, and basic mathematics concepts will be emphasized as well as the personalities of mathematicians and their contributions to the subject.

**317 Number Theory** (3) (Prerequisite or corequisite: 202) AF. Introduction to the elementary aspects of the subject with topics including divisibility, prime numbers, congruencies, Diophantine equations, residues of power, quadratic residues, and number theoretic functions.

**318 Combinatorics and Graph Theory** (3) (Prerequisite: 203) As Needed. In combinatorial theory the course will discuss the basic counting principles, arrangements, distributions of objects, combinations, and permutations. Considerable attention will be given to ordinary and exponential generating functions. Also to be covered will be the standard counting techniques of recurrence, inclusion-exclusion, Burnside's Theorem, and Pólya's Enumeration Formula. In graph theory the course will cover the basic theory of graphs. Also covered will be graph isomorphism, planar graphs, Euler and Hamiltonian circuits, trees, and graph colorings.

**330 Special Topics in Mathematics I** (3) (Prerequisite: Permission of the department) In-depth study of an area of interest in mathematics. Different areas of study will be offered.

**332 Discrete Mathematics II** (3) (Prerequisite: Grade of C or higher in either 230 or 311 or permission of department) As needed. Major topics covered include sums, recurrences, relations and functions including integer functions (mod, floor, ceiling), elementary number theory, binomial coefficients, discrete probability, and graphs. Additional topics may be chosen from generating functions (solving recurrences, convolutions), special numbers (e.g., Stirling, Bernoulli, Fibonacci), and asymptotics (O notation, manipulation, and summation formulas).

**345 Plane Geometry** (3) (Prerequisite: 230 or 311 or 370 or permission of the department) F. Topics include the elements of plane geometry, up to and including congruence, parallelism and similarity, area and volume, ruler and compass constructions, other geometries and transformations. This course includes topics from the history of mathematics.

**370 Intuitive Geometry** (3) (Prerequisite: Grade of C or higher in Math 202 or 270) F, S, SU. Continuation of Mathematics 270. Intuitive development of geometric shapes in two- and three-dimensional space. Concepts of congruence, parallelism, perpendicularity, symmetry, transformations, measurement (English and metric systems as well as estimation skills), right angle trigonometry, and coordinate geometry are considered. Mathematics 370 is for students seeking South Carolina Teacher Licensure in early childhood education or in elementary education or a B.G.S. in Educational Studies.

**375 Fundamental Skills of Mathematics** (3) S. An apprenticeship offered in the freshman mathematics program. Each student will work under the careful supervision of a mathematics faculty member who will assign outside reading as well as evaluate performance in both oral and written examinations.

**405 Abstract Algebra** (3) (Prerequisite: Grade of C or higher in Mathematics 311 or both Mathematics 306 and grade of C or higher in Mathematics 230 or permission of the department) F. Introduction to the terminology and basic properties of algebraic structures, such as groups, rings, and fields. The course includes topics from the history of mathematics.

**407 Real Analysis I** (3) (Prerequisite: Grade of C or higher in Mathematics 311 or permission of the department) S. At the intermediate-level covers the following topics: Cauchy sequences and the construction of real numbers, sequences and series of real numbers, the real line as a metric space, continuity and uniform continuity, derivatives of real-valued functions of one real variable, spaces of continuous functions, Lebesgue measure and the Lebesgue integral, and Fourier series.

**409 Complex Analysis I** (3) (Prerequisite: Grade of C or higher in Mathematics 311 or permission of the department) AS. Complex numbers and functions, derivatives and integrals of complex functions, the Cauchy integral theorem and its consequences, residue theory, and conformal mapping. Additional topics as time permits.

**411 Topology I** (3) (Prerequisite: Grade of C or higher in Mathematics 311 or permission of the department) As Needed. Introduction to Point Set Topology including discussion of limit points, continuity, compactness, connectedness, metric spaces, locally compact spaces, locally connected spaces, and the Baire Category Theorem.

**420 Mathematical Probability** (3) (Prerequisite: 306 and a grade of C or higher in Mathematics 230 or 311) AS. Introduction to probability theory to include the topics of probability spaces, conditional probability and independence, combinatorial theory, random variables, special discrete

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and continuous distributions, expected value, jointly distributed random variables, order statistics, moment generating functions and characteristic functions, Law of Large Numbers, and the Central Limit Theorem.

**422 Nonlinear Optimization** (3) (Prerequisite: 306) AS. Nonlinear optimization topics including derivatives, partial derivatives, one-dimensional search techniques, multi-dimensional search techniques, both unconstrained and constrained optimization techniques including LaGrange Multipliers and Kuhn-Tucker Conditions, and specialized techniques. Emphasis is on optimization theory, numerical algorithms with error analysis, and solving applied problems.

**425 Numerical Analysis** (3) (Prerequisite: 203 and one of 212 or Computer Science 226) (Same as Computer Science 425) F. Techniques and types of errors involved in computer applications to mathematical problems. Topics include techniques for solving equations, systems of equations, and problems in integral calculus. Computer solutions for several problems will be required.

**430 Special Topics in Mathematics II** (3) (Prerequisite: Permission of the department) In-depth study of an area of interest in mathematics. Different areas of study will be offered.

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

**499 Mathematics Capstone Course** (3) (Prerequisite: A grade of C or higher in Mathematics 230 or 311, at least 24 hours of mathematics required for the major; and permission of the department; should be taken the semester before graduation) F, S. This course will include review and integration of the concepts from the core courses required for the mathematics major as well as an in-depth exploration in some advanced mathematics area. Requirements will include an internal exam and completion of a capstone mathematics project sponsored by a faculty member and approved by the Department of Mathematics.

**502 Geometry for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) SU. Accelerated training in methods of proof, Euclidean, non-Euclidean, transformational, and finite geometries, plus constructions. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

**508 Linear Algebra for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) SU. Matrices, vector spaces, and linear transformations. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

**509 Abstract Algebra for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) SU. Review of real and complex numbers, sets, functions, induction, and well ordering. Introduction to semi-groups, groups, rings, homomorphism,

and isomorphism. Elementary theory of groups, elementary theory of rings. As time permits, topics will include factor groups, quotient rings, cyclic groups, finite groups, abelian groups, polynomial rings, division rings, and fields. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

**511 Discrete Mathematics for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) SU. Study of propositional and predicate logic, set theory, combinatorics and finite probability, relations, functions, Boolean Algebras, simplification of circuits, and other selected topics in discrete mathematics. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

**515 History of Mathematics for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) SU. General survey of the history of mathematics with special emphasis on topics that are encountered in high school or college (undergraduate) mathematics courses. The course will cover the mathematics of ancient times, beginning with the Egyptians, Babylonians, and Greeks, and continue to the present. Particular attention will be given to the contributions of selected mathematicians. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

**516 Calculus for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) F, S, SU. Full development of limits, derivatives, and integrals. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Concentration is on concepts and applications. Occasionally will be offered in the fall and/or spring semester.

**518 Probability and Statistics for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major or permission of the department) SU. Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distributions; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive and inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression. With written departmental approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses. Occasionally will be offered in the fall and/or spring semester.

**520 AP Calculus AB Certification for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics, or permission of department, or permission of State Department of Education.) SU. Study of the topics covered in the AP Calculus AB course and how a teacher should cover these topics. There are essentially six main

areas: function theory, definitions of limits and derivatives, differentiation techniques, applications of the derivative, the definite integral and techniques of integration, and applications of the integral.

**521 AP Calculus BC Certification for Teachers** (3) (Prerequisite: 520 or the equivalent, or permission of State Department of Education, or permission of department) SU. Study of topics covered in the AP Calculus BC course and how a teacher should cover these topics. In addition to all subject matter covered in Mathematics 520, which will be reviewed during the course, the following topics will be emphasized: the calculus of vector functions and parametrically defined functions; polar coordinates;

integration by parts, partial fractions, and trigonometric substitution; L'Hopital's rule; improper integrals; convergence of sequences of numbers and functions; series of real numbers; power series; Taylor polynomials and error approximation.

**530 Special Topics in Mathematics for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of department) SU. A topic of interest to secondary mathematics teachers will be logically and rigorously covered.

## FOUR YEAR PLAN FOR MATHEMATICS MAJORS

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics 201 <sup>1</sup>	3	Mathematics 202	3
Speech Communication 101	3	Science and lab <sup>2</sup>	4
Science and lab <sup>2</sup>	4	Art 101, Music 101, or Theatre 101	3
History 101, 102, 103, 104, or 105	3	Political Science 101 or 103	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>16</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 250, 251, or 252	3	Mathematics 306	3
Mathematics 203	3	Computer Science 212 or 226	3
Mathematics 304	3	Social Science Elective	3
Science and lab <sup>2</sup>	4	Humanities Elective	3
Social Science Elective	3	Minor Elective	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Mathematics 311	3	Mathematics 405, 407, or 420	3
Mathematics Elective <sup>3</sup>	3	Mathematics Elective <sup>3</sup>	3
Minor Elective	3	Minor Elective	3
Free Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Mathematics Elective <sup>3</sup>	3	Mathematics 499	3
Minor Elective	3	Minor Elective	3
Minor Elective	3	Free Elective	3
Free Elective	3	Free Elective	3
Free Elective	2-3 <sup>4</sup>		
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>12</b>
<b>Total Hours Required for Degree 120</b>			

<sup>1</sup> Depends on Math Placement

<sup>2</sup> At least one course in Biology and at least one course in Chemistry, Physics, or Physical Science is required. Physics 201 and 202 are recommended but not required. A student cannot receive credit for both Physical Science and either Chemistry or Physics. If a student does not take labs with all three science courses, the student will need to take a fourth science course in addition to the courses show.

<sup>3</sup> At least one of the math electives must be at the 400-level and no more than one can be at the 200-level.

<sup>4</sup> Depends on English 101 course.

## DEPARTMENT OF PHYSICS & ENGINEERING

Chair: Dr. Derek W. Jokisch

Faculty: Brittany Baker, Ginger Bryngelson, Lorna Cintron-Gonzalez, Larry Engelhardt, Philip Fulmer, Derek Jokisch, Jordan McDonnell, Jeannette Myers, Rahul Renu, Brett Shields, Hunter Sims, Sethfield Smith

### MISSION STATEMENT

The Department of Physics and Engineering offers a baccalaureate degree in Physics with a concentration in Computational Physics or Health Physics. Courses are offered in Physics, Physical Science, and Astronomy that fulfill the University's General Education requirement. These courses also serve as foundation courses for majors in biology, chemistry, mathematics, and engineering. The fundamental natural laws of the physical universe and the methods of scientific inquiry are essential parts of a liberal arts education. B.S. degrees in Engineering Technology with concentrations in Civil or Electronic are offered in conjunction with South Carolina's technical colleges. The Environmental Science option in Physics offers students a B.S. degree in Physics with a concentration in Environmental Science.

The Physics programs seek to offer courses in astronomy, physical science, and physics that are taught by full-time faculty members with appropriate advanced degrees dedicated to science education at the University level. The courses offered in the department range in level from introductory courses that expose non-science majors to scientific thought to advanced courses that cover current and complex topics in modern physics. The laboratory experience is required in appropriate courses to illustrate the importance of experimentation to the scientific endeavor. For the majors in physics, the opportunity to undertake undergraduate research is offered. Since part of research is the interpretation and communication of results, majors graduating from these programs in the department are expected to be proficient in oral and written communication, familiar with the scientific literature, and aware of the importance and usage of computers in science.

Students completing the majors offered by the department will be prepared for careers in industry and scientific research or for graduate school.

## ASTRONOMY

Coordinator: Dr. Jeannette M. Myers

### MAJOR

No major in astronomy is offered.

### MINOR

No minor in astronomy is offered.

### COLLATERAL

A collateral in astronomy requires 12 hours, including Astronomy 201, 202, and 203. Astronomy 203, while earning credit toward graduation, will not satisfy any of the four hours of Natural Sciences in the General Education Requirements.

### ASTRONOMY COURSES (ASTR)

**201 Introduction to Astronomy** (4:3-3) (Prerequisite: Eligibility to take Mathematics 111 or Mathematics 121) F, SU. A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types

of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU Observatory.

**202 Voyage through the Solar System** (4:3-3) (Prerequisite: Eligibility to take Mathematics 111 or Mathematics 121) AS, SU. A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, comets and meteors; comparisons of terrestrial to jovian planets; and planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

**203 Observational Astronomy** (4:2-6) (Prerequisite: 201) AS. Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

## PHYSICAL SCIENCE

Coordinator: Dr. Ginger Bryngelson

### MAJOR

No major in physical science is offered.

### MINOR

No minor in physical science is offered.

### COLLATERAL

No collateral in physical science is offered.

Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

### PHYSICAL SCIENCE COURSES (PSCI)

**101 Physical Science I: Basic Concepts of Physics and Astronomy** (4:3-3) (Prerequisite: Mathematics 105, 110/110L, or eligibility to take Mathematics 111 or 121) F, S, SU. Topics include: astronomy, mechanics, heat, electricity and magnetism, waves and light.

**102 Physical Science II: Basic Concepts of Physics and Chemistry** (4:3-3) (Prerequisite: Physical Science 101) S, SU. The wave and particle nature of light, optics, atomic structure and processes, including radioactivity and basic chemistry.

**103 Physical Science: Basic Concepts of Earth Science** (4:3-3) (Prerequisites: Physical Science 101 or Physics 215 or permission of the department) S. Study of the earth's structure and our environment with an emphasis on the processes that shape them. The fundamental principles of geology, meteorology, and oceanography will be covered. Topics include rocks and minerals, the earth's interior, earthquakes and tsunamis, weather and climate, the hydrosphere, natural resources, energy and environmental concerns.

**150 Physical Science for Teachers** (4:3-3) (Prerequisite: Mathematics 105, 110/110L, or eligibility to take Mathematics 111 or 121) F. A course designed for middle level, elementary, and early childhood education majors which covers mechanics, electricity, magnetism, waves, light, and optics. The course focuses first on helping students understand content knowledge but also models scientific inquiry.



**PHYSICS**

Coordinator: Dr. Derek W. Jokisch

**MAJOR**

Students pursuing a major in physics can select a concentration in Computational Physics or a concentration in Health Physics.

**A. Computational Physics Concentration**

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 220, 301, 302, 314, 320, 401, 406, 410, and 419
2. Mathematics 201, 202, 203, 301, and 306
3. Chemistry 101 and 102
4. Computer Science 190 or 212 or 226

In addition to these courses, Mathematics 304, Physics 310, Mathematics 312, Physics 316, and Mathematics/Computer Science 425 are highly recommended.

No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for the computational physics concentration is 36. The minimum number of semester hours in all courses (major and non-major) required for a computational physics concentration is 120. Students desiring to take additional hours in physics are strongly encouraged to do so.

**B. Health Physics Concentration**

A concentration in health physics requires completion of:

1. Physics 200, 201, 202, 210, 220, 310, 314, 316, 416, 417, 418, and 419
2. Biology 105, 106, 115, 415 and one course from Biology 301, 401, 402, or 406
3. Math 111, 132, 201, 202, 203, 301, and 306
4. Chemistry 101, 102, 201, and 203
5. Computer Science 212 or 226

In addition to the course requirements above, the student majoring in health physics is required to complete one summer of supervised training at a previously approved, professionally related site off campus. No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for a health physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for the health physics concentration is 124.

**MINOR**

A minor in physics requires 18 semester hours, including Physics 200, 201, and 202. Physics 215 and 216 may not be counted toward the minor.

**COLLATERAL**

A collateral in physics requires 12 semester hours, including Physics 200, 201, and 202 or 215 and 216.

**OTHER INFORMATION**

Credit toward graduation may not be earned in both Physical Science 101 and any physics course.

**ENVIRONMENTAL SCIENCE  
OPTION IN PHYSICS**

The Environmental Science Option in Physics offers students the choice of specialization in environmental science at the undergraduate level.

The Environmental Science Option will require the completion of recommended General Education courses, a required Core Curriculum of science and mathematics courses, and requirements for the student's major. Depending on the major selected, 131-134 semester hours of credit will be required for graduation. The curriculum for the Environmental Science Option is summarized in the following:

<b>General Education Requirements</b> .....	<b>48-49 hours</b>
Communications. ....	9-10 hours
English 101 (or English 101E/L).....	3 or 4
English 102 .....	3
Speech Communications 101 .....	3
Social Sciences. ....	9 hours
Political Science 101 or 103.....	3
Economics 203, 340 .....	6
Humanities. ....	12 hours
History 100 level.....	3
Appreciation (Art 101, Music 101, or Theatre 101).....	3
Philosophy and Religious Studies 400.....	3
Mathematics .....	6 hours
Mathematics 201.....	3
Mathematics 202.....	3
Natural Sciences .....	12 hours
Biology 105, 106, 115 .....	8
Chemistry 101.....	4
Core Courses for	
Environmental Science Program .....	40 or 42 hours
Biology 210 or Biology 214.....	3 or 4
Psychology 302 or Mathematics 312 .....	3
Geography 105 .....	3
Biology 308 or 402 or 408 .....	4
Chemistry 102, 201, and 202, or 203 .....	12
(Physics majors must take Chemistry 203)	
Physics 200, 201, 202 .....	12
Computer Science 190 or 212 or 226.....	3 or 4
Physics Major/ Environmental Science Emphasis .....	40-41 hours
Physics 314, 316, 416, 417 .....	16
Chemistry 203, 303 .....	8
Mathematics 203.....	3
Science Electives (select two courses) .....	7-8 hours
Biology 308, 402, 408	
Chemistry 313	
Physics 310, 406	
Mathematics 301	
Free Electives (any two courses)	
Speech Communication and Technical Writing	
Recommended 6 hours	
<b>Total Hours Required for Graduation</b> .....	<b>128-132</b>

**PHYSICS COURSES (PHYS)**

**200 Technical Physics I** (4:3-3) (Prerequisite or Corequisite: Mathematics 132 or Mathematics 137 or permission of the department) F. Introduction to waves, fluids, thermodynamics, optics, atoms, nuclei, and particles. Topics include wave motion, sound waves, buoyancy, temperature, gas laws, heat, calorimetry, states of matter, laws of thermodynamics, light, reflection, refraction, diffraction, interference, standing waves, polarization, atomic physics, nuclear physics, and particle physics.

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**201 Technical Physics II** (4:3-3) (Corequisite: Mathematics 201 or permission of department) S, SU. Calculus-based introduction to classical mechanics and dynamics. Topics include vectors and vector notation; Newton's Three Laws of Motion; force; motion in one, two, and three dimensions; linear momentum; torque; rotational motion; angular momentum; work-energy; kinetic and potential energy; conservation of energy; and force fields.

**202 Technical Physics III** (4:3-3) (Prerequisite: 201. Corequisite: Mathematics 202 or permission of department) F, SU. Calculus-based introduction to classical electricity and magnetism. Topics include Coulomb's Law, electric fields, Gauss' Law, electric potential and potential energy, electric components and circuits, magnetism and magnetic fields, magnetic forces and torques, magnetic materials, Ampere's Law, induction, and the formal connection of electric and magnetic fields through Maxwell's equations.

**210 Introduction to Radiation Protection** (1) (Prerequisite: 200 or permission of department) S. This course will introduce the fundamental principles involved in radiation protection including time, distance, and shielding; activity; radioactive decay; nuclear instrumentation; and the measurement of and units for radiation quantities. Students will also undergo radiation safety training required for future radiation work in the academic laboratory or the workplace.

**215 General Physics I** (4:3-3) (Prerequisite: Mathematics 132) F, SU. Algebra-based introduction to mechanics, thermodynamics, and waves. Topics include motion in one and two dimensions, Newton's laws of motion, equilibrium, work, energy, momentum, rotational motion, gravity, heat, waves, and sound. Examples from medicine and biology will be included whenever possible.

**216 General Physics II** (4:3-3) (Prerequisite: 215) S, SU. Algebra-based introduction to electricity, magnetism, and optics. Topics include electrical forces, electric fields, direct and alternating current circuits, magnetic forces, magnetic fields, electromagnetic induction, reflection, refraction, diffraction, interference, mirrors, and lenses. Examples from medicine and biology will be included wherever possible.

**220 Computational Methods for Physics and Engineering** (3) (Prerequisite: 201) F. An introduction to the computational tools and numerical methods used in physics and engineering. Students will use spreadsheets (e.g., Excel) and numerical packages (e.g., MATLAB) to obtain numerical solutions to a wide variety of physical problems, including nuclear decay, motion with air resistance, rocket launches, heat transfer, rotational motion, and astrophysics. The numerical methods will include introductory finite difference, least-squares, matrix, and Monte Carlo methods.

**301 Classical Mechanics** (3) (Prerequisites: 202 and Math 202 or permission of department; Prerequisite/Corequisite: 220 or permission of the department) F. Classical mechanics using vector calculus applied to non-relativistic Newtonian dynamics: dynamics of particles and rigid bodies, collisions, and vibrational and wave motion. Lagrangian and Hamiltonian formulations of mechanics to be included.

**302 Electricity and Magnetism** (3) (Prerequisites: 202, 220, and Math 202 or permission of department) S. Introduction to classical electromagnetic theory. The differential form of Maxwell's equations will be developed and applied to various problems in electrostatics, magnetostatics, electromagnetic fields, and waves. Particular emphasis will be placed on radiation fields with applications to optics. Electric and magnetic properties of materials will also be discussed briefly.

**310 Electronics** (4:3-3) (Prerequisite: 202 or permission of department) F. Introduction to analog and digital electronics. Analog topics include AC/

DC circuits, diodes, power supplies, transistors, oscillators, timers, and operational amplifiers. Digital topics include binary numbers, gate types, gate circuits, gate reduction, Boolean algebra, flip flops, comparators, registers, binary and binary-coded-decimal counters, digital-to-analog conversion, analog-to-digital conversion, and computer interfacing.

**312 Lasers and Optics** (4:3-3) (Prerequisite: 202 or 216. Corequisite: Mathematics 201 or permission of department) AS. Introduction to lasers and optics. Laser topics include laser emission, holography, fiber optics, laser spectroscopy, and laser applications. Optics topics include geometrical and physical optics with an emphasis on the wave properties of light, such as diffraction, interference, and polarization. Students will operate many types of lasers, including a diode laser, helium-neon laser, nitrogen laser, Nd:YAG laser, and dye laser.

**314 Modern Physics** (4:3-3) (Prerequisites: 202 and Math 202 or permission of department) S. Introduction to relativity and the quantum theory including their historical background, the experimental basis of these theories, and applications to atomic and molecular structure.

**315 Special Topics in Modern Physics** (3) (Prerequisite: 314) AS. Topics to be covered will be chosen from a variety of fields of physics: elementary particle physics, solid state physics, statistical physics, astrophysics and general relativity, cosmology, molecular structure, Gauge field theories, and the four vector formulation of special relativity. Topics chosen will depend upon student interest, but it is intended that several topics will be introduced in any given course.

**316 Nuclear Physics** (4:3-3) (Prerequisite: 314 or permission of department) F. Topics include: natural and artificial radioactivity, nuclear reactions, nuclear models and structure, particle accelerators and detectors, neutron physics and reactors, and an introduction to elementary particles.

**318 Environmental Radiation Physics** (3) (Prerequisite: 202 or 216) F. Introduction to the sources and characterization of radiation, the properties of radioactive materials and the effects of radiation and radioactive materials on the environment.

**320 Computational Statistical and Thermal Physics** (3) (Prerequisites: 220, 301, 314, Math 203, and a programming course [CS 190, 212, or 226] or permission of the department) S. Analysis of the properties of many-particle systems at finite temperature using both analytical and numerical methods. Topics include heat, work, temperature, pressure, entropy, the laws of thermodynamics, engines, refrigerators, phases of matter, and phase transitions. These macroscopic phenomena will be described from a microscopic perspective using basic probability concepts, Monte Carlo and Molecular Dynamics methods, statistical ensembles, classical and quantum distribution functions, the partition function, and free energy.

**397 Research in Physics** (3), (2), or (1) (Prerequisite: Permission of department) F, S, SU. In conjunction with a physics faculty advisor, each student will complete one or more research projects in physics, health physics or astronomy. The projects are developed as a result of consultation between the student and the advisor. Students will be expected to complete a written report and give an oral presentation. A maximum of four credit hours may be earned towards graduation.

**401 Quantum Mechanics** (3) (Prerequisites: 220 and 314 or permission of department) AS. Methods of quantum theory including quantum state vectors, operators, eigenvalue equations, and expectation values. The Schrodinger Equation and applications to quantum spins, bound particles, free particles, and scattering. Three-dimensional problems including the hydrogen atom. Perturbation theory and its application to atoms and molecules. Modern applications of quantum mechanics such as quantum cryptography, quantum computing, and magnetic resonance.

**406 Advanced Computational Physics** (3) (Prerequisites: 220, 301, 302, 314, Math 301, and a programming course (CS 190, 212, or 226) or permission of department) F. A survey of advanced topics in computational physics including chaotic motion, mechanical and electromagnetic waves, diffusion, and fluid dynamics. Problems are solved using numerical methods involving ordinary and partial differential equations, linear algebra, and fast Fourier transforms. High-performance computing techniques are introduced to solve problems using multi-core and many-core computer architectures.

**410 Advanced Laboratory in Physics** (1:3) (Prerequisite: 220, 314 and permission of department) AF. Students will learn experimental skills in physics by performing advanced undergraduate physics experiments that involve laser spectroscopy, interferometry, resonance, Fourier methods, digital oscilloscopes, and single photon tests of quantum mechanics. Students will learn methods for communicating scientific results in the form of formal laboratory reports, including the appropriate scientific content, style, format, clarity, and analysis. Students will also learn oral presentation skills by preparing and delivering an oral presentation on one of the advanced undergraduate physics experiments.

**415 Radiation Biology** (3) (Prerequisite: Physics 316 and Biology 106, or permission of department) AS. Topics include the fundamental physical, chemical, and biological mechanisms that lead to radiation-induced biological damage. The course will begin with interactions and responses at a molecular level and progress towards cellular and systemic responses to the damage. Methods for assessing the dose to biological systems and the corresponding risk will be addressed.

**416 Nuclear Radiation Physics** (4:3-3) (Prerequisite: 310 and 316) S. Topics to be covered include the interaction of radiation with matter, gas and scintillation counters, semiconductor detectors; counting statistics, special electronic circuits, and the literature of radiation detection.

**417 Principles of Health Physics** (4:3-3) (Prerequisite: 416) F. Topics include the biophysical basis for radiation protection, environmental and personnel monitoring, dosimetry and dose calculations, shielding, standards for radiation exposure, waste treatment and disposal, emergency procedures, government regulations, and safety procedures.

**418 Practical Applications of Health Physics** (3) (Prerequisite: 417 or permission of department) S. This course will cover applications and more in-depth analysis of health physics principles presented in PHYS 417. Advanced topics will be presented, and the implementation of these principles to real-world applications will be discussed. Emphasis on practical applications of radiological protection principles including design of a radiation safety program, special considerations for various radiation-generating facilities, current trends in waste management, response to radiological incidents, risk assessment, and homeland security.

**419 Senior Seminar in Physics** (1:3) F. In conjunction with a physics faculty adviser, each student will prepare a formal scientific review article on a physics topic. The topics assigned will be determined based on the interest of the student. The culmination of this course is a detailed written report and an oral presentation.

**420 Senior Research in Physics** (1:3) (Prerequisite: Senior status and permission of department) F, S. In conjunction with a physics faculty adviser, each student will complete one or more research projects in physics. The projects assigned will be determined based on the interest of the student. The culmination of this course is a detailed written report and an oral presentation.

**497 Special Studies** (3), (2), or (1) (Prerequisite: Permission of department) F, S. Open only to juniors or seniors with a grade point average of 3.0 or

higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

## INDUSTRIAL ENGINEERING

Coordinator: Dr. Lorna R. Cintron-Gonzalez

### MAJOR

Industrial engineers analyze and evaluate methods of production and help organizations improve systems and processes that improve quality and productivity. They work to eliminate any waste of time, money, materials, energy, and other commodities. An industrial engineering graduate will be prepared for a career in business, healthcare, consulting, government, or manufacturing. The industrial engineering program provides students with a rigorous study of the theory of the industrial engineering discipline, including areas of physics, mathematics, and business.

The Industrial Engineering program requires the completion of the following:

1. ENGR 101, 201, 220, 301, 310, 320, 330, 350, 355, 356, 373, 420, 467, 468, 470, and 480
2. Physics 200, 201, 202, and 220
3. Mathematics 201, 202, 203, 304, and 306
4. Chemistry 101
5. English 305
6. Economics 203 and 204

In addition to the course requirements above, the student is encouraged to pursue a summer of supervised training at a professionally related site off campus. No additional minor or collateral is required.

The minimum number of semester hours required in engineering courses is 51. The minimum number of semester hours in all courses (major and non-major) required for the industrial engineering degree is 122.

Students seeking a B.S. degree in Industrial Engineering must make a formal application for admission to the Industrial Engineering program. Admission to the Industrial Engineering program is a prerequisite for enrollment in Industrial Engineering 220 and Industrial Engineering 355 and those courses that require Industrial Engineering 220 and Industrial Engineering 355 as prerequisites. Application for admission would normally be submitted during the semester in which the following requirements are completed. (Students are encouraged to apply for admission at the end of three semesters of full-time study as a lower division student, provided that all requirements for admission to the program have been met.)

### REQUIREMENTS FOR ADMISSION INTO THE INDUSTRIAL ENGINEERING PROGRAM

1. Successful completion of the following courses: Physics 200, 201, and 202; Mathematics 201 and 202; and Industrial Engineering 101, 201, and 301. The grades earned in these courses must average at least a 2.0 grade point average.
2. Earned credit in a minimum of 40 undergraduate credit hours with a cumulative grade point average of at least 2.0.

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## MINOR

No minor in industrial engineering is offered.

## COLLATERAL

No collateral in industrial engineering is offered.

## INDUSTRIAL ENGINEERING COURSES (ENGR)

**101 Introduction to Industrial Engineering** (3) (Prerequisite/Corequisite: Mathematics 132 or 137 or permission of department) S. Introduction to the Industrial Engineering (IE) profession, applications of IE principles and approaches, integrated systems approach to problem solving, overall goals and components of the IE degree program, career opportunities, development of engineering work skills, oral and written communication skills, and the importance of professionalism, ethics, contemporary challenges, and lifelong learning.

**201 Engineering Graphics** (3) S. Students are introduced to the fundamental principles of engineering graphics – sketching, line drawing, projections, and solid modeling. Students will learn how to apply engineering graphics principles to generate and interpret technical drawings and solid models. Computer Aided Design software (such as AutoCAD and Solidworks) will be used.

**220 Materials Engineering** (3) (Prerequisites: Physics 201 and Chemistry 101 and admission to the Industrial Engineering Program) S. This course is designed to introduce students to the structures and properties of metals, ceramics, polymers, and composites. In addition, students will gain an understanding of the processing and design limitations of these materials, as well as being introduced to new classes of materials being developed to meet the ever-expanding range of material requirements. Use in manufacturing is emphasized.

**301 Engineering Mechanics** (3) (Prerequisite: Physics 201; Corequisite: Mathematics 202) F. An introduction to statics and dynamics. Topics include static equilibrium of particles, rigid bodies, and trusses; rotational motion; torque; moment of inertia; Newton's Laws of Motion; linear and angular momentum methods; work and energy methods; kinematics of particles and rigid bodies; applications of vector analysis; and structural analysis of joints and trusses.

**310 Electronics and Instrumentation** (4:3-3) (Prerequisites: Physics 202 and Physics 220) F. This class provides an introduction to analog and digital electronics with specific application to instrumentation used in scientific and engineering applications. Topics include analog signal processing, power supplies, sensors (theory and interpretation of sensor data), and microcontrollers with heavy emphasis on design projects to achieve practical results and to give insights on troubleshooting electronic equipment used in the workplace. Credit cannot be received for both Industrial Engineering 310 and Physics 310.

**320 Workplace Data Acquisition and Analysis** (3) (Prerequisite: 355; Prerequisite/corequisite: Physics 220) F. This course will introduce students to the theories and applications of data collection, management, analytics, and visualization. A major objective of this course is to develop students' analytical capabilities on customized datasets, including the visualization and communication of observations in addition to the application of statistical, mathematical, and probabilistic analytical methods, to contemporary workplace Industrial Engineering challenges.

**330 Engineering Economy** (3) (Prerequisite/corequisite: 355) S. Concepts and techniques of analysis for evaluating the value of products/services, projects, and systems in relation to their cost. A major objective of this course is to develop the students understanding of economic equivalence, the time value of money, financial uncertainty and financial risk, and the way that these concepts can and should be embedded within engineering decision-making.

**350 Manufacturing Processes** (4:3-3) (Prerequisites: 220, 301, and Mathematics 202) F. An overview of manufacturing processes primarily for metals and alloys, focusing on fabrication and joining processes. Emphasis will be placed on process capabilities and limitations, with calculation of process parameters for select processes. Also includes topics in additive manufacturing, heat treatment, product design and process planning, design-for-manufacture/assembly, numerical control, and inspection. The laboratory experience will provide manual and computer-aided process techniques, including assembly, machining, casting, welding, sheet metal forming, powder metallurgy, and inspection.

**355 Production and Operations Management** (3) (Prerequisite: Admission to the Industrial Engineering program or permission of department) S. Introduction to production and operations component of manufacturing and service organizations, based on the traditional and the contemporary IE standpoint. Topics include: Types of manufacturing systems, Lean Manufacturing, DMAIC, Kanban, queueing theory, and discrete event simulation.

**356 Quality Control** (3) (Prerequisite: 320 or permission of department) S. Study of statistical quality control and fundamentals of design of experiments. Applications in manufacturing and service industry. Topics include: process variability, six sigma, control charts, process capability, analysis of variance, hypothesis testing, factorial designs.

**373 Operations Research** (3) (Prerequisite: 355. Prerequisites/Corequisites: Mathematics 304 and Physics 220 or permission of department) S. This course exposes students to linear and integer programming using optimization (e.g., Simplex, Excel Solver, CPLEX) and heuristic techniques (e.g., Greedy, Genetic). A wide array of standard optimization problems such as Knapsack, Traveling Salesman and Cutting Plane will be discussed using applications from a variety of fields (health care, energy, logistics/transportation, social networking, etc.). Extensions to mixed integer programming and non-linear programming will be introduced in the later stages of the course.

**397 Undergraduate Research in Industrial Engineering** (3), (2), or (1) (Prerequisites: 320 and admission to the program) F, S. This course will be open to students in their junior or senior year. Working with a faculty member of the Industrial Engineering program, each student enrolled will be assigned to one or more research projects related to Industrial Engineering. The project(s) assigned will be determined based on the interest of the student. The number of hours will be based on the complexity of the project and the time required to complete the project(s). The culmination of this course will require a written report and a formal oral presentation.

**420 Human Factors Engineering** (3) (Prerequisite: 355) F. Study of work design, human factors, and ergonomics. Provides students with tools and techniques used to design, analyze, and improve working stations, with the goal to improve efficiency and productivity. Topics include: time measurement, workplace ergonomics, environmental design, introduction to cognitive ergonomics, and workplace health and occupational standards.

**467 Supply Chain Engineering** (3) (Prerequisite: 373, Prerequisite/Corequisite: 468 or permission of department) S. This course will introduce students to the theories and applications of supply chain engineering. Students will learn about supply chain components and metrics as well as how to develop and solve mathematical models to obtain solutions to supply chain challenges. The course will cover supply chain engineering comprehensively and will include discussions on forecasting, transportation, supplier selection, risk, and globalization. Methods in optimization and simulation will be used to implement and integrate these topics into supply chain decision-making.



## ENGINEERING TECHNOLOGY (CIVIL & ELECTRONIC)

Coordinator: Dr. Derek W. Jokisch

The Bachelor of Science degree in technology is offered with concentrations in the areas of civil engineering and electronic engineering technology through cooperative arrangements with South Carolina Technical Colleges. This is an industry-oriented program and is a completely coordinated cooperative program in which participating students may be simultaneously enrolled in courses on both campuses.

All general degree requirements (see "General Education Requirements" earlier in this catalog) are applicable for students enrolled in cooperative programs.

### A. Engineering Technology (Civil)

A major in engineering technology (civil) requires completion of the following:

1. Physics 200, 201, 202, 220, 310, and 419
2. Mathematics 201 and 202
3. Computer Science 212
4. Chemistry 101 and 102

Students must complete a minor in either Physical Sciences or Business. A minor in Physical Sciences requires 11 semester hours, including Math 203 and a minimum of eight semester hours from the following: Physics 301, 302, 306, 312, 314, or 316 (any 300-level physics course, except for 310) or Chemistry 201, 202, 203, or 301. A minor in Business requires 18 semester hours. See the requirements for the minor in Business in the "School of Business" section of this catalog.

Approximately 40 semester hours toward the Bachelor of Science in Engineering Technology are earned at Florence-Darlington Technical College or any other technical college in South Carolina.

The technical college required classes are the following:

- EGR 120 and 194
- EGT 101, 105, and 150
- CET 105, 125, 205, 216, 218, 235, 240, 246, 250, and 255

### B. Engineering Technology (Electronic)

A major in engineering technology (electronic) requires completion of the following:

1. Physics 200, 201, 202, 220, 314, and 419
2. Mathematics 201 and 202
3. Computer Science 212
4. Chemistry 101 and 102

Students must complete a minor in either Physical Sciences or Business. A minor in Physical Sciences requires 11 semester hours, including Math 203 and a minimum of eight semester hours from the following: Physics 301, 302, 306, 310, 312, or 316 (any 300-level physics course, except for 314) or Chemistry 201, 202, 203, or 301. A minor in Business requires 18 semester hours. See the requirements for the minor in Business in the "School of Business" section of this catalog.

Approximately 44 semester hours toward the Bachelor of Science in Engineering Technology are earned at Florence-Darlington Technical College or any other technical college in South Carolina.

The technical college required classes are the following:

- EGR 120
- EGT 151
- EET 113, 114, 131, 145, 218, 220, 231, 235, 243, 251, and 273

**468 Production Planning** (3) (Prerequisite: 355) F. This course provides an in-depth study of the full spectrum of activities of production managers. Topics covered include forecasting, independent demand inventory management, just-in-time inventory management, materials requirement planning, capacity planning, production activity control, and master production scheduling. Emphasis will be given to the use of personal computers to support decision making. Credit cannot be received for both Industrial Engineering 468 and Management 468.

**470 Facility Design** (3) (Prerequisites: 350, 373 and 468) S. Theory and concepts involved in model formulation for design and analysis of facility plans. Includes facility layout, facility location, and material handling system design. Application of quantitative tools and techniques for flow analysis, layout planning, and automated material handling system design.

**480 Senior Design** (4) (Prerequisites: 420 and 467; Prerequisites/corequisites: 330, 356 and 470) S. The capstone design course for industrial engineering majors. Survey of methods, tools, and techniques used to plan, communicate, manage and control projects, and work on teams. Students work in teams to develop a proposal for, and implement, an industrial engineering design project for an actual manufacturing or service industry client.

**497 Special Topics in Industrial Engineering** (3), (2), or (1) (Prerequisites: 101 and permission of department) F, S. Study of topics not found in other courses. Open to sophomores, juniors or seniors majoring in Industrial Engineering. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement

## PRE-ENGINEERING CURRICULUM

Coordinator: Dr. Derek W. Jokisch

A student who wishes to spend the first two years of his/her academic career studying a pre-engineering program at FMU is advised to take the following courses: Physics 200, 201, 202, 220, 314; Chemistry 101, 102; English 101 (or English 101E plus English 101L), English 102; and any two courses from English 250, 251, 252; Math 201, 202, 203, 301, 306; twelve hours of social science and humanities electives, including Economics 203, 204; and six to nine hours of free electives, such as Speech Communication 101 or English 318.

This curriculum represents the maximum number of non-engineering credit hours which are required of pre-engineering students at most non-engineering institutions. It is not expected or required that FMU students complete this entire program prior to transferring to an institution offering four-year baccalaureate programs in engineering. After transferring, the student could expect to complete the requirements for a Bachelor of Science degree in an engineering discipline (except chemical engineering) after completing two to two-and-one-half years of additional study.

Students interested in this curriculum should plan their program based on the catalog requirements of the institution to which they plan to transfer. The advisers for pre-engineering are assigned from the Department of Physics and Engineering.

# DUAL-DEGREE PROGRAM IN ENGINEERING WITH CLEMSON UNIVERSITY

Coordinator: Dr. Derek W. Jokisch

Students enrolled in a liberal arts or science program at FMU who wish to prepare for a career in engineering may do so through a cooperative program between FMU and Clemson University. Under this program, it is anticipated that a student will spend three years at FMU in a special pre-engineering curriculum and two years at Clemson University studying an engineering discipline. Upon successful completion of this program, the student will receive a Bachelor of Science degree in an engineering discipline from Clemson University and a Bachelor of Science (or Arts) degree in an appropriate field from FMU. A student with grades no lower than "C" in all courses in the dual-degree program, and a cumulative grade point average of at least 2.7/4.0, is assured of admission into most Clemson engineering programs. Some Clemson engineering departments may require a higher cumulative grade point for admission and students must meet the intended department's standard for acceptance.

Upon transfer to Clemson University, the following engineering majors are available to students who participate in the Dual Degree Program in Engineering With Clemson University:

Biosystems Engineering	Electrical Engineering
Computer Engineering	Industrial Engineering
Chemical Engineering	Material Science and Engineering
Civil Engineering	Mechanical Engineering

- A. A minimum of 86 hours must be completed with a grade of C or above in each course. (A course may be retaken to improve the grade to C or better, but grades in all courses will be considered by Clemson University in determining a student's grade point average.)
- B. All General Education Requirements at Francis Marion University must be met. However, in order to simultaneously satisfy a General Education Requirement at Clemson University, one of the following courses should be taken at FMU: Music 101; History 105; or Philosophy and Religious Studies 202.
- C. In addition, the following courses must be completed (some of these may be included as part of the General Education Requirements):
  1. Physics 200, 201, 202, 220, 314
  2. Mathematics 201, 202, 203, 301, 306
  3. Chemistry 101, 102
  4. Computer Science 226
  5. Economics 203, 204
- D. A minimum of seven hours of electives must be selected in consultation with advisers at Clemson University and Francis Marion University.

The selection will be influenced by the student's choice of engineering major. Recommended courses include the following:

1. Physics 301, 306, 310, 312, 406
2. Mathematics 304, 305, 312, 425
3. Computer Science 227
4. Chemistry 201, 202 (Chemical Engineers only)

During the first two years at FMU, a student participating in the dual-degree program must complete a form titled, "Intention to Pursue the Dual-Degree Program at Clemson University," and send it to the Transfer Coordinator in the College of Engineering at Clemson University. The Coordinator will act as the Clemson academic advisor for the student and will contact the student with program information. Formal application for admission to Clemson University should be made during the fall semester of the third year at FMU. In order to smooth the transition into engineering and to prepare the student to finish an engineering degree in two years at Clemson, it is recommended that the student complete two courses in engineering (selected in consultation with advisers at Clemson University and FMU) during one summer session at Clemson University before transferring.

Upon completion of an engineering curriculum at Clemson University and upon the student's submitting a satisfactory transcript of grades to FMU, the student will be awarded a Bachelor of Science degree in an engineering discipline from Clemson University and a Bachelor of Science (or Arts) degree in an appropriate field from FMU.

## DEPARTMENT OF POLITICAL SCIENCE & GEOGRAPHY

Chair: Dr. David R. White

Faculty: Richard Almeida, Scott Brown, Fred Carter, William Daniel, Richard Doughty, Natalie Johnson, Kevin Lasher, Dillon Tatum, Jennifer Titanski-Hooper, Alissa Wartens, David White

### MISSION STATEMENTS

**GEOGRAPHY** – The geography program is part of the Department of Political Science and Geography. The geography program offers a variety of courses. Many students enroll in one of the two introductory courses, Cultural Geography and World Regional Geography, to help fulfill the social science component of the General Education Requirement. Students preparing for a career in teaching also find the Cultural Geography course useful in meeting state requirements for certification. Other geography courses are topical (Physical, Economic, Political) or regional and provide students with an understanding of how the regions of the world relate to, and interact with, each other.

A geography minor and collateral are available at FMU.

Graduates with minors in geography work in many areas of government and private industry. Expanding areas of employment are in the fields of planning and geographic information systems. Many students also become teachers.

**POLITICAL SCIENCE** – The political science program provides instruction to enable all students to complete as part of their general education requirement an introductory-level course in political science that includes material dealing with the United States Constitution and Federalist Papers.

Students may earn a major, minor, or collateral in political science. The program offers its majors a broad understanding of political phenomena, including political institutions, political processes, political behavior, political thought patterns, and contemporary political issues. The course of study for the major prescribes a set of core courses in the discipline's traditional sub-fields of American government, comparative politics, international relations, political philosophy, and political methodology. Students elect the remainder of their primary work from a range of course offerings pertaining to foreign and/or domestic American government and politics. The flexibility of the curriculum permits students to pursue a program of courses tailored to their individual interests and career goals.

Graduates with a major in political science receive the broad training and develop the general competence in the discipline required to equip them for successful careers in journalism, politics, the military, public service and quasi-public agencies, commerce and industry, teaching, and other occupations for which preparation in the field is desirable, or to undertake postgraduate professional study in political science, public administration, or related areas, such as law.

## GEOGRAPHY

Coordinator: Dr. Scott S. Brown

### MAJOR

No major in geography is offered.

### MINOR

A minor in geography requires 18 semester hours, including Geography 101, 102, 105, and nine hours of course work at the 200 or 300 level.

### COLLATERAL

A collateral in geography requires 12 semester hours.

### GEOGRAPHY COURSES (GEOG)

**101 Cultural Geography** (3) Study of humans and their interrelationship with the environment as well as the development of differing cultures. The diffusion of knowledge and similarities between cultures is stressed.

**102 World Regional Geography** (3) Study of the regions of the world; their cultures, physical resources, populations, and economies.

**105 Physical Geography** (3) Study of the development and spatial distribution of land forms, climates, soils, minerals, and water resources. Interrelationships among the elements of the physical environment and regional patterns formed by these elements are analyzed against the background of human exploitation.

**201 Economic Geography** (3) Study of the elements involved in economic production of agricultural and industrial products throughout the world. Transportation systems and locational theory are also studied.

**204 Political Geography** (3) (Prerequisite: 101 or 102) (Same as Political Science 204) The physical and cultural factors of various countries and regions have greatly influenced the political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context.

**205 Geography of South Carolina** (3) An introductory-level course in the geography of South Carolina. Includes a section on the physical setting of the state (landforms, climate, soils, and vegetation) as well as a study of the contemporary situation with respect to population, urbanization, and industrialization. It should be especially helpful to those planning to teach in the public schools.

**210 Geography of North America** (3) Geographical study of the United States and Canada. Climate, landforms, soils, vegetation, population, industry, and economic resources are studied, as well as the trade and communications networks of the region.

**215 Environmental Geography and GIS** (3) Introduction to major environmental issues and sustainability through the application of Geographic Information Systems (GIS). Emphasis is on gaining hands-on knowledge about the collection, manipulation, display and analysis of spatial data via the use of desktop GIS software.

**300 Special Topics in Geography** (3) (2) (1) (Prerequisite: One previous geography course or permission of department) In-depth study of an area of interest in geography. Different areas of study offered on a rotating basis. May be taken twice for academic credit with department approval.

**302 Geography of Europe** (3) (Prerequisite: 101 or 102) A regional survey of the European continent with a later study of the individual countries. The importance of natural resources and the role of cultural diversity in their development are stressed.

**303 Geography of Latin America** (3) (Prerequisite: 101 or 102) Geographical study of Latin America with emphasis on population, settlement, climate, landforms, agriculture, and industry. The growth of communications, trade and urbanization is also examined.

**304 Geography of Asia** (3) (Prerequisite: 101 or 102) General survey of the physical and cultural elements of Asia with particular emphasis on agricultural and economic developments of Asian States.

**305 Geography of Central America** (3) (Prerequisite: 101 or 102) Study of the countries between Mexico and Panama as well as the major

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Caribbean islands. Considers the differing uses of physical and human resources during the past five centuries.

**306 Geography of Sub-Saharan Africa** (3) (Prerequisite: 101 or 102) Introductory analysis of the geography of Africa, with particular emphasis upon cultural diversity and social organization, environmental perception, agricultural systems, economic development, and political instability.

**307 Geography of the Middle East and North Africa** (3) (Prerequisite: 101 or 102) Geographical study of North Africa and the Middle East which includes physical and cultural factors. Special emphasis is on the Arab and Israeli conflicts of the area and the significance of the petroleum deposits there.

## POLITICAL SCIENCE

Coordinator: Dr. David R. White

### MAJOR

**Political Science General Track:** A major in political science requires the following:

1. Political Science 101, 103, 277, 285, 295, and 24 semester hours of additional course work which must include at least two courses from each of the following groups:

American Politics: Political Science 201, 202, 206, 215, 230, 305, 311, 317, 319, 320, 322, 336, 338, 340

Comparative Politics/International Relations: Political Science 203, 205, 240, 301, 314, 315, 324, 326, 327, 328, 329, 333, 341

2. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

**Political Science Criminal Justice Track:** A major in political science with a concentration in criminal justice requires the following:

1. Political Science 101, 103, 277, 285, and 295
2. Eighteen hours of criminal justice course work distributed as follows:

Six hours of core courses:  
Political Science 230 (Introduction to Criminal Justice)  
Sociology 341 (Criminology)

Nine hours of political science selected from:  
Political Science 322 (Civil Rights and Civil Liberties)  
Political Science 323 (Rights of the Accused)  
Political Science 330 (Perspectives on Policing)  
Political Science 331 (Administration of Justice)

Three hours of sociology selected from:  
Sociology 342 (Social Deviance)  
Sociology 343 (Juvenile Delinquency)  
Sociology 344 (Violence in Society)  
Sociology 346 (Crime and Organizations)  
Sociology 347 (Alcohol, Drugs, and Society)

3. Six hours of additional course work in political science

**NOTE:** Sociology 201 (Principles of Sociology) is a prerequisite for all sociology courses offered in this optional track.

The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

**Political Science International Affairs Track:** A major in political science with a concentration in international affairs requires the following:

1. Political Science 101, 103, 277, 285, and 295
2. Eighteen hours of international affairs course work distributed as follows:

Six hours of core courses:  
Political Science 203 (International Relations)  
Political Science 205 (Comparative Government)

Twelve hours of international politics selected from:  
Political Science 204 (Political Geography)  
Political Science 240 (Introduction to Political Economy)  
Political Science 301 (Political Movements and Revolutions)  
Political Science 314 (United States Foreign Policy)  
Political Science 315 (Politics of War and Security)  
Political Science 324 (Asian Politics)  
Political Science 326 (Latin American Politics)  
Political Science 327 (Middle Eastern Politics)  
Political Science 328 (Soviet and Russian Politics)  
Political Science 329 (Western European Politics)  
Political Science 333 (Central and East European Politics)  
Political Science 341 (International Political Focus)

3. Six hours of additional coursework in political science

**NOTE:** Three of the twelve hours in international politics may be substituted with suitable interdisciplinary coursework from upper-level international geography courses or with upper-level coursework in a different department, with the approval of the department chair.

The minimum number of semester hours required in major courses is 37. The minimum number of semester hours in all courses (major and non-major) required for a major in political science is 120.

### MINOR

A minor in political science requires 18 semester hours, including Political Science 101 and 103.

### COLLATERAL

A collateral in political science requires 12 semester hours, including Political Science 101 or 103.

### COLLATERAL in Legal Studies

A legal studies collateral requires the following:

1. POL 206 (Introduction to Law)
2. Nine additional semester hours from the following courses, with no more than 3 semester hours from one discipline:

Business 206 (Legal and Social Environment of Business)  
Management 359 (Employment Law and Labor Relations)  
Mass Communication 451 (Media Law)  
Philosophy 306 (Ethics)



Political Science 320 (Constitutional Law)  
Political Science 322 (Civil Rights and Civil Liberties)  
Political Science 323 (Rights of the Accused)  
Psychology 350 (Forensic Psychology)

**NOTE:** For students pursuing a major, a minor, or a collateral in political science, only POL 206 may count simultaneously toward the legal studies collateral and the political science major, minor, or collateral.

## OTHER INFORMATION

Students wishing to enroll in Political science 477, 487, or 497 should confer with the department chair.

## POLITICAL SCIENCE COURSES (POL)

**101 United States Government** (3) An examination of the United States political institutions with particular attention to the principles, processes, structure, and functions of the national government.

**103 Introduction to Political Science** (3) Introductory study of the normative origins of government, structure and function of different political systems, relations between nation states, and various methods and approaches to the study of politics.

**200 Contemporary Political Issues** (3) Study of current governmental and political problems of national or international scope. Students are required to report on readings from current news periodicals.

**201 Political Participation in America** (3) (Prerequisite: 101 or 103) Introduction to political participation, emphasizing voting, public opinion, political socialization, and the development of political cultures and subcultures in the U.S.

**202 State and Local Government** (3) (Prerequisite: 101 or 103) Survey of the functioning and problems of state and local government in the United States, with illustrations from South Carolina jurisdictions.

**203 International Relations** (3) (Prerequisite: 101 or 103) Examines the major factors underlying international relations, methods of conducting foreign relations, foreign policies of the major powers, and the means of avoiding or alleviating conflicts.

**204 Political Geography** (3) (Prerequisite: Geography 101 or 102) (Same as Geography 204) The physical and cultural factors of various countries and regions have greatly influenced political relations among these countries. Study of the development of the modern state and the relationships between political blocs in this context.

**205 Comparative Government** (3) (Prerequisite: 101 or 103) This course introduces students to the comparison of political systems outside of the United States. The course examines theories of state formation and development, usage of the comparative method as an analytical tool in political science, and some possible dimensions for comparison across both democratic and non-democratic forms of government.

**206 Introduction to the Law** (3) (Prerequisite: 101 or 103) An introduction to the legal process, including the origins and evolution of the American legal system, legal reasoning, the role of the courts in the judicial process, law as a profession, and civil and criminal procedure.

**215 Introduction to Public Administration** (3) (Prerequisite POL 101 or POL 103) (POL 215 is same as IPHC 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both POL 215 and IPHC 215.

**230 Introduction to Criminal Justice** (3) (Prerequisite: 101 or 103) Survey of the fundamental concepts, institutions, and structures of the American criminal justice system.

**240 Introduction to Political Economy** (3) (Prerequisite: 101 or 103) This course provides a survey of the political economy subfield within political science from both a comparative and an international relations perspective. Topics include key theoretical debates in the study of political economy, the creation of domestic monetary and fiscal policies, competing approaches to trade, the international monetary system, the creation of international financial institutions, and globalization.

**277 Sophomore Seminar: Careers in Political Science** (1) (Prerequisite/Corequisite: 101 or 103; for declared political science majors, or permission of the department; does not count toward General Education Requirements or the political science minor or collateral) This course introduces political science majors to and prepares them for the variety of careers open to them after graduation. It emphasizes skills they should master as political science majors for successful careers, including research and writing, analytical thinking, resume preparation, interviewing, and networking. It will also highlight opportunities at FMU, such as internships, international programs, and student organizations.

**285 Political Theory** (3) (Prerequisite: Political Science 101 or 103) This course examines questions about social and political life raised by major works in the history of political thought. It considers the ways in which thinkers have responded to the problems of their times and the ways in which they contribute to a broader conversation about human nature, justice, government, and the proper relationship of the individual to the state.

**295 Methods of Political Science** (3) (Prerequisite: 101 or 103) Examination of the history of the study of politics; the development and scope of political science; and the methods of conducting political research.

**301 Political Movements and Revolutions** (3) (Prerequisite: 101 or 103) Consideration and analysis of the major political ideologies of the modern world: socialism, fascism, communism, anarchism, nationalism, and democracy.

**305 Political Parties and Organizations** (3) (Prerequisite: 101 or 103) Description and analysis of the role and function of political parties, lobbying groups, and political actions committees. The impact of these organizations on American political life is of particular interest.

**311 Southern Politics** (3) (Prerequisite: 101 or 103) Examination of selected aspects of change and continuity in Southern politics from Reconstruction until the present.

**314 United States Foreign Policy** (3) (Prerequisite: 101 or 103) The principles and machinery of the conduct of American foreign relations. Primary emphasis is on United States foreign policy since World War II.

**315 Politics of War and Security** (3) (Prerequisite: 101 or 103) Study of the causes and conduct of war. Topics include grand strategies, military doctrines, nuclear and conventional deterrence, and terrorism.

**317 The United States Congress** (3) (Prerequisite: 101 or 103) Comprehensive study of the American legislative process emphasizing the development and operation of the U.S. Congress. The interaction of Congress with other political institutions will also be examined.

**319 The American Presidency** (3) (Prerequisite: 101 or 103) Examination of the office of President with attention to its historical and constitutional development, to presidential selection, and to the various roles, powers, functions, and problems attendant to the contemporary Presidency.

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**320 Constitutional Law** (3) (Prerequisite: 101 or 103) Study of the institutional aspects of American constitutional law. Topics include judicial review, separation of powers and federalism.

**322 Civil Rights and Civil Liberties** (3) (Prerequisite: 101 or 103) Study of civil rights in the American constitutional context with emphasis on freedom of religion and expression, freedom of association, privacy rights, and protection against discrimination.

**323 Rights of the Accused** (3) (Prerequisite: 101 or 103) Focuses on the rights of persons suspected or accused of crimes with particular emphasis on criminal legal procedure, the constitutional protection against unreasonable search and seizure, the rights of the accused before and during the trial, and rights of those convicted of crimes.

**324 Asian Politics** (3) (Prerequisite: 101 or 103) Introduction to the political systems of Asian countries, particularly China and Japan. It examines their political institutions and processes, their social dynamics, the impact of tradition, and the demands of modernization.

**326 Latin American Politics** (3) (Prerequisite: 101 or 103) Introduction to the political dynamics and government structures of Latin America—a highly complex and diverse region that includes a variety of sub-regions and ethnic groups. Special emphasis is given to exploring and understanding its chronic economic problems and their relation to political development in the region.

**327 Middle Eastern Politics** (3) (Prerequisite: 101 or 103) Introduction to the Middle East and North Africa from a comparative perspective. It examines the geography, political structure, social structure, economic conditions, and a brief history of each state in the region. Issues such as authoritarian rule, development, conflict, human rights, and the role of Islam are examined.

**328 Soviet and Russian Politics** (3) (Prerequisite: 101 or 103) Introduction to the study of the former Soviet Union and contemporary Russia, including the stages of communist rule, the causes of the collapse of communism, and its implications for Russia and the rest of the world. Special emphasis is given to government structures and political processes in post-Soviet Russia.

**329 Western European Politics** (3) (Prerequisite: 101 or 103) Introduction to the study of modern democracy in Western Europe since the end of the Second World War. Special attention is given to the political institutions of the region, the formation of the supranational European Union, as well as contemporary social and political debates prevalent in the region.

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

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

**333 Central and East European Politics** (3) (Prerequisite: 101 or 103) Introduction to major political and economic developments in Central and Eastern Europe since the end of the Second World War. Special attention is given to the theoretical roots and empirical legacies of communism in the region, regime change and the politics of transition, and continued problems in state capacity building and democratization in the region.

**336 Politics of Sports** (3) (Prerequisite: 101 or 103) This course explores the intersection of politics and sports, both amateur and professional, at the local, state, national and international levels. Topics covered relate to equality in sports (i.e. race, gender, class, age, ability), political activism,

management-labor relations, government support and government regulation of sports, nationalism in and international relations via sports, and sports governing bodies, such as the National Collegiate Athletic Association and International Olympic Committee.

**338 Politics and Film** (3) (Prerequisite: 101 or 103) Focuses on the relationship between films and components of the American political system. Primary emphasis is on the political messages, symbols, and values contained within particular well-known films. Additional emphasis is on theoretical approaches for studying political films.

**340 U.S. Political Focus** (3) (Prerequisite: 101 or 103) In-depth examination of selected topics dealing with institutions, processes, or phenomena in U.S. politics. Students may earn up to nine hours of academic credit in focus courses bearing the 340/341 designation.

**341 International Political Focus** (3) (Prerequisite: 101 or 103) In-depth examination of selected topics dealing with comparative politics, international relations, or foreign policy. Students may earn up to nine hours of academic credit in focus courses bearing the 340/341 designation.

**477 Applied Politics** (3), (2), or (1) (Prerequisite: Completion of 18 hours in political science and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. Students are limited to a total of 3 hours in Political Science 477 and may not enroll in Political Science 487). Students work for a legislative, governmental, or political organization, and are expected to complete reading and writing assignments.

**487 Public Administration/Criminal Justice Internship** (3) (Prerequisite: Completion of 18 hours in political science and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. Students enrolling in Political Science 487 may not enroll in Political Science 477.) Students work for a public or non-profit agency in an administrative capacity and are expected to complete reading and writing assignments.

**497 Special Studies** (6), (3), (2), or (1) (Prerequisite: Permission of department) Open to either (A) Honors students accepted into the Washington Semester program (six hours maximum), or (B) juniors or seniors with a grade point average of 3.0 or higher in their major courses (three hours maximum). A research product in Track B may be taken for credit (three hours) towards the Honors degree by special arrangement.

## DEPARTMENT OF PSYCHOLOGY

Chair: Dr. William P. Wattles

Associate Chair: Dr. Crystal R. Hill-Chapman

Faculty: Megan Haggard, Susan Astary, Christopher Bullock, Teresa Herzog, Crystal Hill-Chapman, Erica James, Ronald Murphy, Jesse Sargent, Shannon Smith, Charlene Wages, William Wattles

### MISSION STATEMENT

The Department of Psychology offers an undergraduate psychology major along with a minor and collateral. The purpose of the undergraduate major is to provide students with an understanding of psychology as the science of behavior and experience including the major theories and issues within psychology; to emphasize the role of the liberal arts in higher education and personal development; to promote an appreciation for individual and cultural diversity; to develop critical thinking skills; to develop competence with methods of scientific research and data analysis; to assure that students have the necessary research experiences and coursework to undertake graduate education; and to assist students in developing their skills in library research, scientific writing, public presentations, and computer applications. Psychology majors will become aware of the various career options related to the major. The program also provides opportunities for internships in applied settings. A major in psychology will provide students with a broad-based education that will equip them for entry-level positions in business, government, and a wide variety of human service organizations. The major also prepares students who wish to pursue further education in areas such as law, medicine, business, or seminary, as well as psychology. The department also offers a graduate program.

### MAJOR

A major in psychology requires 38 semester hours to include the following:

1. Psychology 206, 216, 220, 302, 303, 304, 336, and 499
2. At least one course from the Psychology of Individuals and Groups Core courses of Psychology 319, 325, 326
3. At least one course from the Developmental Core courses of Psychology 315, 316, 334
4. One course from the Integrative Experiences courses of Psychology 470 and 498
5. Nine hours of psychology electives, with a minimum of eight hours at the 300-level or higher
6. Biology 105/115 or 104
7. Minor/collateral requirements (two options)
  - a. Two 12-hour collaterals approved by the faculty adviser
  - b. An 18-hour minor approved by the faculty adviser

A psychology major may only count Psychology 206 and 216 towards the General Education Requirements (Sciences). When fulfilling the General Education Requirements for Mathematics, it is recommended that psychology majors take Mathematics 134. Also, psychology majors should attempt to gain a strong background in the science areas, as that coursework will benefit them in their major studies.

The minimum number of semester hours required in psychology courses for a major in psychology is 38 (plus an additional four hours in Biology).

The minimum number of semester hours in all courses (major and non-major) required for the major in psychology is 120.

### MINOR

A minor in psychology requires 18 semester hours, including Psychology 206.

### COLLATERAL

A collateral in psychology requires 12 semester hours, including Psychology 206.

### PSYCHOLOGY COURSES (PSY)

**206 Introductory Psychology** (3) F, S, SU. Survey of the biological, experimental (including sensory processes, learning, memory, and motivation), social, personality, and developmental processes. In addition to these content areas, an understanding of scientific methodology will be studied.

**216 Introductory Psychology Laboratory** (1:3) (Prerequisite/corequisite: 206) F, S. The main focus will include hands-on experiences with scientific methodology used in psychology including observation of phenomenon, data collection, data analysis, critical analysis of findings, and report writing.

**220 Careers in Psychology** (1) (Prerequisites: 206 and 216; for declared psychology majors only; does not count toward General Education Requirements or the psychology minor or collateral) F, S. Provides general knowledge concerning careers that may be pursued in Psychology. Topics include strategies in making career decisions, how to apply to graduate schools, and how to seek entry-level jobs with a bachelor's degree. Entry-level evaluation of the major will occur.

**270 Beginning Supervised Student Research** (1:3) (Prerequisite: Permission of department) F, S, SU. This introduction to the laboratory practice of research methods in psychology provides students with familiarity in the basic techniques of data entry and conducting research protocols in the context of ongoing department research. Regular weekly lab meetings will include discussions of special topics. Students may earn a maximum of three-credit hours in 270/370 combined.

**302 Quantitative and Psychometric Methods** (3) (Prerequisite: 206, 216, completion of General Education Mathematics Requirement, Prerequisite/corequisite: 220 or permission of the department) F, S, SU. The student will become familiar with fundamental descriptive and inferential statistics as used in psychology. Topics will also include reliability, validity, confidence intervals, and measures of effect size. In addition, students learn APA-style reporting of statistics and become familiar with SPSS.

**303 Research Methodology** (3:2-2) (Prerequisite: Grade of C or higher in Psychology 302) F, S, SU. Introduction to the experimental method in the study of behavior, with laboratory exercises to provide practical knowledge and skill in experimental design and technical writing. Advanced inferential statistics.

**304 Brain and Behavior** (3) (Prerequisite: 206, Biology 104 or 105 and 115) F, S. Study of the role of the nervous system in the generation of behavior, feelings, and thoughts. Attention will be given to methodologies used by neuroscientists-particularly physiological psychologists-to study the nervous system and behavior. Primary emphasis will be on the role of neuronal activity in "normal" behavior; however, problems (e.g. addiction, amnesia, mental illness) will be studied as examples of some products of a malfunctioning nervous system.

**305 Introduction to Behavioral Genetics** (3) (Prerequisites: 206 and Biology 105 and 115 or permission of department) SU. This course is an



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introduction to the interdisciplinary field combining behavioral sciences and genetics to study roles of the genes and other factors involved in a variety of complex behaviors of humans. Emphasis is placed on the use of genetic designs and methods to address psychologically relevant questions concerning the nature and etiology of individual differences in behavior. Methods to be covered include traditional methodologies like twin and adoption studies as well as linkage and association studies. In addition, special emphasis on the interaction between genotype and environment during development is discussed. Other current issues in behavioral genetics will be discussed including Mendelian Genetics, Intelligence, Personality Disorders, Psychopathology, Antisocial Behavior, and Substance Abuse. Students successfully completing the course should be able to evaluate critically the primary behavioral genetic research.

**306 Pediatric Psychology** (3) (Prerequisites: 206 and Biology 105 and 115 or permission of department) SU. This course is a general introduction to pediatric psychology. Information about etiology and developmental course of a variety of medical conditions will be reviewed with focus on the impact of medical conditions on children's school, family, and social-emotional functioning. Students successfully completing the course should be able to evaluate critically pediatric research.

**310 The Psychological Focus** (3) (Prerequisite: 206) F, S, SU. In-depth study of an area of interest within psychology, including literature review and consideration of the relevant applications to contemporary society. May be taken twice with departmental approval.

**312 Human Sexuality** (3) (Prerequisite: 206 or permission of department) S. Survey of important issues in sexuality including sexual development, reproductive sexuality, social issues in sexuality, and dimensions of sexual expression.

**314 Health Psychology/Behavioral Medicine** (3) (Prerequisite: PSY 206 or permission of Psychology department) (IPHC 314 is same as PSY 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

**315 Child Behavior: Growth and Development** (3) (Prerequisite: 206 or major in Education or permission of the department) F, S, SU. Study of theory and research focusing on the psychological development of infants and children. Topics covered include maturation, intelligence, academic achievement, classical and operant conditioning, observational and social learning, language acquisition, and methodological advances in the study of child psychology. Neuropsychological development and models of gene-environment interaction, including the biopsychosocial perspective and neuropsychological bases of behavior, also will be discussed.

**316 Adolescent Behavior: Growth and Development** (3) (Prerequisite: 206 or major in Education or permission of the department) F, S, SU. Study of the adolescent today, including cognition and reasoning; neuropsychological development; attitudes and values toward sex, family, school, and peers; delinquency and substance use; activism and work; and personality development. Models of gene-environment interaction, including the biopsychosocial perspective and neuropsychological bases of behavior, will be covered. Transitions from childhood to adolescence (middle school years) and adolescence to adulthood (high school and college years) will also be explored.

**317 Applied Behavior Analysis** (3) (Prerequisite: 206) F. Overview of current research in experimental and applied behavior analysis directed toward the understanding of simple and complex animal and human behavior. Review of applications of behavior analysis in such applied areas as parenting, education, and psychological treatment of disabilities and disorders.

**318 Educational Psychology** (3) (Prerequisite: 206 or permission of department) F, S, or SU. Theory and research in cognition, learning, motivation, personality, developmental and social psychology applied to the instructional setting.

**319 Social Psychology** (3) (Prerequisite: 206) F, S. An overview of classic and contemporary research in social psychology. A wide range of topics will be covered that relate to everyday social life drawn from the areas of attitudes and persuasion, social cognition and self-processes and interpersonal relationships.

**325 Abnormal Psychology** (3) (Prerequisite: 206 or permission of department) F, S, or SU. Historical survey of various forms of mental illness and maladjustment, including mental deficiency and anti-social behavior. Specialized methods of therapy, research, and theoretical concerns are emphasized.

**326 Theories of Personality** (3) (Prerequisite: 206) F, S, SU. Survey of biological, intrapersonal, and social theories of personality. Research methodology and assessment techniques as they relate to theories are reviewed.

**327 Psychology of Gender** (3) (Prerequisite: 206) F, S, SU. Overview of the major areas and findings regarding gender in the field of psychology. Topics addressed include gender theory, gender identity development, history of gender, gendered communication, and competition between and within the sexes.

**332 The Psychology of Relationships** (3) (Prerequisite: 206 or permission of department) F, S, or SU. This course is designed to an exploration of psychological theories and research methods used in the study of couple and family relationships. Perspectives covered may include clinical, developmental, health, learning, motivational, cognitive-behavioral, and evolutionary psychology. The psychological study of couple and family relationships will be covered, processes within these relationships will be examined, and empirically-based strategies used for couple and family intervention and relationship enhancement will be explored.

**334 Life Span Development** (3) (Prerequisite: 206 or permission of department) F, S, or SU. Survey of major theories of development across the life span. Includes physical, cognitive, emotional, social, and moral aspects of development and issues presented in a developmental context. Research methods and empirical results of significant studies are covered.

**336 Learning and Cognition** (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Theory and research in the areas of learning and cognition with a particular focus on the application of learning theory to behavioral interventions and cognitive processes such as visual and auditory perception, memory, attention, reasoning, and intelligence.

**337 Sensation and Perception** (3) (Prerequisite: 206 or permission of the department) F, S, or SU. Study of human sensory and perceptual processes, including mechanisms by which the various sensory systems (vision, hearing, taste, touch, and smell) receive information from the environment. The student will gain an understanding of how humans interpret sensory information, and how that information subsequently impacts human behavior. Theoretical foundations and current research strategies will be explored.

**338 Motivation and Emotion** (3) (Prerequisite: 206 or permission of the department) F, S, SU. Survey of current perspectives on theory and research in the areas of emotion and motivation. The basic nature of emotion and its functions are covered, and both primary and secondary motivational systems are discussed. Neurobiological, physiological, developmental, cultural, and social influences are explored, and current theoretical and empirical approaches are introduced.



**346 Cognitive Neuroscience** (3) (Prerequisite: 206 or permission of department) F, S, SU. Overview of psychological, physiological, and computational methodologies used to understand the neural basis of cognitive processes such as vision and attention, learning and memory, reading and language, meaning and semantics, and the organization and control of action. The emphasis will be on how the application of converging methodologies (brain imaging - EEG and fMRI, recordings from individual neurons, studies of brain-injured patients) leads to important insights into the nature of cognition that would be difficult to obtain through any one methodology alone.

**347 Advanced Applied Behavior Analysis** (3) (Prerequisite: 317) Continuation of Psychology 317 covering advanced methods and applications of operant, respondent, and observational learning principles and procedures used to develop and implement therapeutic behavior modification strategies in a variety of clinical, educational, family, and community settings with various populations (child and adult) to reduce maladaptive behaviors and increase adaptive behaviors. Topics include advanced methods and applications, ethical considerations, behavioral systems support, selection of appropriate intervention strategies, and the measurement, display, and interpretation of behavioral data in the evaluation of behavioral research and intervention outcomes.

**350 Forensic Psychology** (3) (Prerequisite: 206 or permission of department) This course provides an introduction to forensic psychology. Students will understand how the fields of psychology and law intersect in individual and public policy domains. Topics covered include roles of forensic psychologists, criminal responsibility and competence to stand trial, malingering, and trial consulting.

**370 Intermediate Supervised Student Research** (2:6) or (1:3) (Prerequisite: 302 and permission of department) F, S, or SU. Directed research in psychology guides students in detailed laboratory work such as behavioral coding of department research projects. Regular weekly lab meetings will include discussions of special topics and allow students to develop their own research questions. Students may earn a maximum of three credit hours in 270/370 combined.

**390 Psychological Testing** (3) (Prerequisite: 206) F. A review of psychometric principles and a survey of tests dealing with intelligence, special aptitudes, personality, and attitudes.

**470 Senior Research** (3) (Prerequisite: Senior standing and one Experimental Core course) F, S, or SU. Directed psychological research under the supervision of faculty member. Research content will vary depending upon faculty and student's research interests. All individual research is reviewed by a faculty committee.

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

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

**499 Senior Seminar** (3) (Prerequisite: Semester of graduation or permission of department) F, S. Course integrates various content areas around major psychological themes. Emphasis is placed on critical thinking, writing and oral expression. Evaluation of core knowledge and skills of the major will occur.

## FOUR YEAR PLAN FOR PSYCHOLOGY MAJORS

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 101 (or English 101E/101L)	3 or 4	English 102	3
Mathematics Course	3	Mathematics Course*	3
Psychology 206	3	Psychology 220	1
Psychology 216	1	Psychology 315, 316, or 334	3
Political Science 101 or 103	3	Art 101, Music 101, Theatre 101	3
<b>Total Credits</b>	<b>13-14</b>	<b>Total Credits</b>	<b>16</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Literature	3	Speech Communication 101	3
Social Science	3	Psychology 304	3
Biology 105/115 or 104	4	Chemistry, Physics, or Physical Science and lab	4
Psychology Elective	3	Psychology 336	3
Psychology 319	3	General Elective	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>16</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Social Science	3	Psychology 303	4
Humanities	3	Minor Course	3
Psychology 302	3	Minor Course	3
Psychology Elective	3	General Elective	3
General Elective	3	General Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>16</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Psychology 470 or 498	3	Psychology 499	3
Psychology Elective	3	Minor Course	3
Minor Course	3	Minor Course	3
Minor Course	3	General Elective	3
General Elective	3	General Elective	1
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>13</b>
Total Hours Required for Degree 120			
*Mathematics 134 is the math course preferred for psychology majors.			

## DEPARTMENT OF SOCIOLOGY

Chair and Coordinator: Dr. Lisa A. Eargle

Faculty: Jessica Burke, Jessica Doucet, Lisa Eargle, Russell Ward

### MISSION STATEMENT

The Department of Sociology offers a major, minor, and collateral in sociology. The program operates in accord with the general purpose of Francis Marion University by providing an educational program within the liberal arts tradition by presenting a balance of theoretical views and varied analytical orientations. The bachelor's degree in sociology provides students with an understanding of sociology as the scientific study of human social life. The degree focuses on applying objective and systematic methods of investigation to identify patterns of social life and to understand the processes by which these patterns are established and changed. The program prepares students to learn to think critically, to communicate effectively, to appreciate individual and cultural diversity, and to develop their skills in computer applications. The program also provides student with opportunities for internships in applied settings. A major in sociology provides students with skills that will prepare them for graduate school or careers that require investigative methods, critical observation, and attention to diversity.

### MAJOR

1. All sociology majors are required to take the following courses:

Sociology 201 and thirty-four semester hours of courses numbered 300 and above in sociology, including Sociology 302, 303, 339, 403, either 407 or 419 and 496

2. Students following the **General Track** select from the following elective courses:

Four courses in General Sociology: 306, 310, 315, 327, 331, 361, 374, 375, 381, 382, 387, 388

One course in Deviance: 341, 342, 343, 344, 346, 347, 348, 349, 351, 352

One additional course numbered 300 and above

3. **Optional Track:** Students majoring in sociology with a concentration in Criminal Justice must take the following courses:

Sociology 341 and Political Science 230

Three sociology courses selected from: Sociology 342, 343, 344, 346, 347, 348, 349, 351, 352

One political science course selected from: Political Science 322, 323, 330, 331

4. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

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.

### MINOR

The minor in sociology requires 18 hours, including Sociology 201. No more than six of these hours can be earned from courses below the 300 level.

### COLLATERAL

A collateral in sociology requires 12 semester hours, including Sociology 201.

No more than six of these hours can be earned from courses below the 300 level.

### SOCIOLOGY COURSES (SOCl)

**201 Principles of Sociology** (3) F, S, SU. Introduction to the concepts and methods of sociology. Investigation of socialization, group processes, social institutions, and social change.

**205 Marriage and Family Relations** (3) Gender roles, stages of committed relationships, power and conflict in family life, work and family roles, parenting, divorce and remarriage.

**301 Sociological Focus** (3) (Prerequisite: 201 or permission of department) In-depth study of one sociological subject emphasizing interpretations, methodologies, and relevant applications to contemporary society. May be taken twice for academic credit with departmental approval.

**302 Methods of Sociology** (3) (Prerequisite: 201 and declared sociology major or permission of the department) F, S. Introduction to the principles and techniques of organizing, conducting, and interpreting sociological research; the appropriateness of particular methodologies for different kinds of research problems; emphasis on writing a research proposal.

**303 Quantitative Methods in Social Research** (3) (Prerequisite: 201, Mathematics 134, and declared sociology major, or permission of department) F, S. Introduction to basic statistical concepts; determining appropriate levels of measurement; calculating and interpreting descriptive statistics; calculating and interpreting inferential statistics including z-scores and confidence intervals; conducting hypothesis tests; determining associations between variables; regression and correlation analysis.

**306 Social Problems** (3) (Prerequisite: 201 or permission of the department) Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, healthcare), violations of social norms (substance abuse, violence, and property crime), and social change (population growth, food, urbanization, environment).

**310 Racial and Cultural Minorities** (3) (Prerequisite: 201 or permission of department) Survey of racial and cultural conflicts in contemporary civilization, theories of race and culture; the status of racial, religious, and ethnic minorities in the United States.

**315 Sex and Gender in Social Contexts** (3) (Prerequisite: 201 or permission of department) Study of feminine and masculine roles and lifestyles, with emphasis upon socialization experiences in settings such as home and school; expression of gender roles in family, work, spiritual, artistic, and recreational activities; inequalities of opportunities and rewards, cultural influences upon preferred gender roles.

**327 Sociology of Aging and Later Life** (3) (Prerequisite: 201 or permission of department) An introduction to gerontology as a social phenomenon with an emphasis on theories of aging, the composition of the elderly population, family relationships, living arrangements, work and retirement, the welfare state, end-of-life care and dying, and aging and inequality.

**331 Environment, Power, and Opportunity** (3) (Prerequisite: 201 or permission of department) An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment.

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Local, regional, and global approaches will be used to understand environmental issues. An emphasis is placed on how the allocation of environmental resources (kind, amount, and quality) varies by race/ethnicity, gender, class, and nationality, and the different responses that these groups have to environmental problems/issues.

**339 Sociological Theory** (3) (Prerequisite: Sociology 201 or permission of department) F, S. Selective survey of major theorists and theoretical perspectives with emphasis upon their applications to contemporary research.

**341 Criminology** (3) (Prerequisite: 201 or permission of department) Examines how social structures and participation in social networks influence the likelihood and nature of criminal activities. Also examines how individuals and groups react to crime. Includes a critical review and application of theoretical explanations of crime and criminal behavior.

**342 Social Deviance** (3) (Prerequisites: 201 or permission of department) Introduces several theoretical perspectives from which deviant behavior is analyzed, following a basic distinction between “kinds of people” theories versus explanations focused upon society and culture. Current research on several forms of deviance - violence against persons, sexuality, substance use, organizational crime, economic crime.

**343 Juvenile Delinquency** (3) (Prerequisite: 201 or permission of department) Critical examination of alternative theoretical explanations of juvenile delinquency and the various programs developed to prevent and control, with consideration of their assumptions, arguments, and research support.

**344 Violence in Society** (3) (Prerequisite: 201 or permission of department) Exploration of the various forms of violence, with attention given to how the reporting of and reactions to violence are shaped by the way it is defined and measured; causes of violence are framed in terms of culture and social structure.

**346 Crime and Organizations** (3) (Prerequisite: 201 or permission of department) Exploration of the types of crime committed within, by, and against organizations, characteristics of crime perpetrators, their activities, and impacts on society, as well as explanations for why these crimes exist and approaches used to combat these crimes.

**347 Alcohol, Drugs and Society** (3) (Prerequisite: 201 or permission of department) Drug use/abuse as a social phenomenon, with attention given to illegal drugs, legal drugs and alcohol. While there will be an emphasis on theoretical application, patterns of drug use/abuse among various populations (race, class, sex, education, etc.) will be examined, as well as society’s responses to drug use/abuse in the form of drug policies and regulatory attempts.

**348 Family Violence** (3) (Prerequisite: 201 or permission of department) An exploration of family violence from a sociological and criminological lens. Specific types of violence that occur in the family setting (spousal abuse, child abuse, elder abuse, and dating violence) are examined, including patterns based on gender, social class, race, age, culture, and religion. Prevention and intervention measures are discussed, along with public policy implications.

**349 Hate Crimes and Terrorism** (3) (Prerequisite: 201 or permission of department) A critical examination of hate crimes and terrorism, including their similarities and differences, types of perpetrators and victims, perpetrator activities and tactics used, and societal impacts, as well as explanations for why these crimes occur and approaches used to impede these crimes. Major hate crime cases and terrorism incidents within the US and abroad are also reviewed.

**351 Crimes Against the Environment** (3) (Prerequisite: 201 or permission of department) An in-depth exploration of the types of environmental crime activities, including major crime cases, their perpetrators and victims, and responses given to the commission of these crimes by society. Theories explaining the presence and prevalence, as well as the methods for documenting and studying these crimes are covered.

**352 Rural Crime** (3) (Prerequisite: 201 or permission of department) Examines critical issues related to crime in the rural context, including offending and victimization. Explores the types of crimes committed in rural areas, including those that are unique to this setting. Critiques criminological theories and their ability to explain rural crime. Analyzes the issues that rural police and agents of the criminal justice system face in dealing with criminal matters.

**361 Society and the Individual** (3) (Prerequisite: 201 or permission of department) Survey of selected micro-sociological theoretical orientations and methodological procedures and illustrative substantive data examining the relationship between society and the individual. Emphasis on symbolic interaction and dramaturgy.

**374 Work in Society** (3) (Prerequisite: 201 or permission of department) Patterns and organization of work; the theories and methods associated with studying work; how work varies across social and demographic groups; and impact of family structure, technology, globalization and public policy on work.

**375 Sociology of Health and Medicine** (3) (Prerequisite: SOC 201 or permission of Sociology department) (SOC 375 is same as IPHC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both SOC 375 and IPHC 375.

**381 Sociology of Sport** (3) (Prerequisite: 201 or permission of department) Scientific study of sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, the focus will be on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

**382 Sociology of Families** (3) (Prerequisite: 201 or permission of department) Examines sociological theories used to study the family. Explores current and historic American family trends, how society and various social institutions shape the family, and the internal dynamics of the family as a social group in society.

**388 Disasters and Extreme Events** (3) (Prerequisite: 201 or permission of department) Types of disasters and extreme events; stages in the disaster process; theories and methods used to study disasters; how disaster vulnerability and resilience varies across social and demographic groups; how social institutions respond to disasters; disaster prevention and mitigation efforts.

**387 Death and Dying in Social Contexts** (3) (Prerequisite: 201 or permission of department) An overview of the perspectives on death in different cultures, social influences on those perspectives, death in relation to modern health care systems and related ethical issues, models of grief and its expression, last rites, consequences for survivors, suicide, contemporary risks of death.

**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.

**407 Urban Sociology** (3) (Prerequisite: Nine hours of sociology courses including 201; junior or senior standing; and permission of the department) F. Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, and strategies of urban planning. The United States and other nations are examined. Explores how gender, racial/ethnic, class, gender, age, nationality, and other group relations affect urban processes and life. A student research project involving secondary data analysis and an oral presentation of the project are required.

**419 Population and Society** (3) (Prerequisite: Nine hours of sociology courses, including 201; junior or senior standing; and permission of the department) S. Scientific study of population size, composition and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and the social structure as it varies by race/ethnicity, class, gender, age, and nationality. A student research project involving secondary data analysis and an oral presentation of the project are required.

**496 Sociology Capstone Experience** (1) (Prerequisite: Senior standing; declared sociology major; and permission of department) F, S. This course will be used as the final step towards preparing seniors for the job market or graduate school. An examination of potential careers, professional goals, application materials, and employment/graduate school searches will occur. Students will also participate in an assessment of learning outcomes via an exit exam.

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

**498 Sociology Internship** (3:1-6) (Prerequisite: Eighteen hours of sociology, including 201, 302, and 303; senior standing; declared sociology major; and permission of the department) Provides students with a structured experience working in a community service agency. Each student is expected to work 6 to 10 hours each week on site, as arranged with the cooperating agency. Readings and discussions will cover such topics as the organizational structure of service agencies, relationships with clients, and relationships with other agencies. See your advisor and the course instructor no less than one semester in advance of enrolling in Sociology 498.

## ANTHROPOLOGY

Coordinator: Dr. Lisa A. Eargle

### MAJOR

No major in anthropology is offered.

### MINOR

No minor in anthropology is offered.

No more than six of these hours can be earned from courses below the 300 level.

### COLLATERAL

No collateral in anthropology is offered.

No more than six of these hours can be earned from courses below the 300 level.

### ANTHROPOLOGY COURSE (ANTH)

**200 Introduction to Anthropology** (3) The science of man; a general analysis of biological and cultural systems with an emphasis on social organization and behavior.

FOUR YEAR PLAN FOR SOCIOLOGY MAJORS - GENERAL TRACK<sup>1</sup>

Freshman Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Sociology 201	3	Sociology: General	3
English 101 (or 101E/101L)	3 or 4	English 102	3
Mathematics 111 or higher	3	Mathematics 134 or higher	3
Biology with lab	4	Chemistry 101 with lab or	
University Life 100	1	Physical Science 101 with lab	4
		Speech Communication 101	3
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>16</b>
Sophomore Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Sociology 302	3	Sociology: General	3
History	3	English Literature	3
Political Science 101 or 103	3	Humanities Course	3
Psychology 206	3	Minor Course	3
Psychology 216	1	General Elective	3
Art 101, Music 101, Theatre 101	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
Junior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Sociology 339	3	Sociology 303	3
Sociology: General	3	Sociology: General	3
Minor Course	3	Sociology: Deviance	3
Minor Course	3	Minor Course	3
General Elective	3	General Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
Senior Year			
Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Sociology 403	3	Sociology 497/498 or Sociology Elective 300-level or above	3
Sociology 407 or 419**	3	Sociology 496	1
Minor Course	3	Minor Course	3
General Elective	3	General Elective	3
General Elective	3	General Elective	3
		General Elective	1
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>14</b>
Total Hours Required for Degree 120			
<sup>1</sup> This suggested plan is based upon the requirements for the Bachelor of Science degree in Sociology. *Students must take two Culture and Social Organization courses and two Inequality and Diversity courses. **Sociology 407 is offered in fall semesters; Sociology 419 is offered in spring semesters.			

**FOUR YEAR PLAN FOR SOCIOLOGY MAJORS - CRIMINAL JUSTICE TRACK<sup>1</sup>**

<b>Freshman Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Sociology 201	3	Political Science 101 or 103	3
English 101 (or 101E/101L)	3 or 4	English 102	3
Mathematics 111 or higher	3	Mathematics 134 or higher	3
Biology with lab	4	Chemistry 101 with lab or	
University Life 100	1	Physical Science 101 with lab	4
		Speech Communication 101	3
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>16</b>
<b>Sophomore Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Political Science 230	3	Sociology 302	3
History	3	Sociology: Deviance	3
English Literature	3	Political Science 322, 323, 330, or 331	3
Psychology 206	3	Humanities Course	3
Psychology 216	1	General Elective	3
Art 101, Music 101, Theatre 101	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
<b>Junior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Sociology 303	3	Sociology 339	3
Sociology 341	3	Sociology: Deviance	3
Sociology: Deviance	3	Minor Course	3
Minor Course	3	Minor Course	3
General Elective	3	General Elective	3
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
<b>Senior Year</b>			
<b>Course</b>	<b>Fall Sem. Hrs.</b>	<b>Course</b>	<b>Spring Sem. Hrs.</b>
Sociology 403	3	Sociology 497/498 or Elective	3
Sociology 407 or 419*	3	Sociology 496	1
Minor Course	3	Minor Course	3
Minor Course	3	General Elective	3
General Elective	3	General Elective	3
		General Elective	1
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>14</b>
<b>Total Hours Required for Degree 120</b>			
<sup>1</sup> This suggested plan is based upon the requirements for the Bachelor of Science degree in Sociology.			
*Sociology 407 is offered in fall semesters; Sociology 419 is offered in spring semesters.			







# SCHOOL OF BUSINESS

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Dean: Dr. Hari K. Rajagopalan

Associate Dean of the School of Business: Dr. Johnathan Munn

MBA Director: Kay Belanger

Faculty: Joe Aniello, Kenneth Araujo, Kay Belanger, Fred David, Marie DeVincenzo, Mary Dittman, David Franck, Guruprasad Gadgil, Michael Hughes, Brad Johnson, Ben Kyer, Bryan McLeod, Jonathan Munn, Carla Nietfeld, Caroliniana Padgett, Kay Poston, Hari Rajagopalan, Padmaja Rao, Neil Riley, Jan Serrano, Herbert Setzler, Elizabeth Sharer, Yong Shin, Pam Turner, Regina Yanson

## VISION STATEMENT

The School of Business at Francis Marion University strives to provide the highest quality baccalaureate and master's degree business programs offered at a small, comprehensive university in the southeastern United States.

## MISSION STATEMENT

The School of Business at FMU strives to provide learning opportunities for students from a range of backgrounds and transform them into globally competitive business men and women.

We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. Our business curriculum is strengthened by a strong liberal arts focus within the broader University.

Accredited at both the graduate and undergraduate levels, the School of Business at FMU has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area they teach. Our small classroom environment promotes interaction among students and faculty. Our internship program and placement efforts actively assist students in finding meaningful jobs. Our faculty conducts research and service activities that enhance the region's economic and industrial development. Most of our undergraduate students major in accounting, business economics, finance, general business, management, management information systems, or marketing, to achieve a Bachelor of Business Administration degree. Other School of Business students major in economics and achieve a Bachelor of Arts or Bachelor of Science degree. Our graduate students work to achieve a Master of Business Administration degree. Through the Center for Entrepreneurship, the School works with area for-profit and not-for-profit firms and integrates those experiences into our business classes. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

## OBJECTIVES

Within this mission, the School of Business recognizes four key objectives:

1. Continuous improvement in providing high-quality learning opportunities with emphasis upon the development of students who think logically, appreciate creativity, communicate effectively,

understand and appreciate the global business environment, and are guided by high ethical standards.

2. To generate research broadly, and to disseminate expertise in order to enhance our region's economic and industrial development.
3. To provide an environment conducive to multiculturalism and the appreciation of the relationship of our region to broader global environments.
4. Continuous faculty development in teaching, research, and service.

The School of Business offers programs which lead to the following degrees:

- Bachelor of Business Administration
- Bachelor of Arts in Economics
- Bachelor of Science in Economics
- Bachelor of Science in Computer Science
- Bachelor of Science in Healthcare Informatics

## BACHELOR OF BUSINESS ADMINISTRATION PROGRAM

The degree of Bachelor of Business Administration (B.B.A.) offers a major in accounting, business economics, management information systems, finance, general business, management, or marketing.

Students seeking a B.B.A. degree enter as pre-business students. Students advance from pre-business to a major in the School upon meeting the following requirements:

1. Completion of Accounting 201, Business 150, and Economics 203 with a grade point average of 2.0 or higher in these courses. For enrollment in any 300- or 400-level business course, students must have completed at least 36 hours of academic credit or have permission of the School.
2. Completion of 36 hours of undergraduate credit.
3. Completion of all undergraduate courses taken at FMU with a cumulative grade point average of 2.0 or higher.

Students will be informed by email to their University email account upon completion of these requirements and asked at that time to select a major. An adviser in the major will be assigned.

As a requirement for graduation with a Bachelor of Business Administration, a student must have:

1. Attained an overall grade point average of 2.0 or higher in all courses taken at the University, a grade point average of 2.0 or higher in the courses taken in the Department of Business Administration and Economics, and a grade point average of 2.0 or higher in major courses.

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2. Completed the program assessment examination required in all majors in the School of Business.
3. Completed at FMU at least 50 percent of the business credit hours required for the B.B.A. degree.
4. Complete 8 non-academic credits in approved Professional Activities to include
  - a. A minimum of 1 credit in Self Evaluation and Career Exploration
  - b. A minimum of 1 credit in Business Etiquette
  - c. A minimum of 2 credits in Career Preparation

Other Professional Activities must be approved by the School of Business and can count toward the 8 non-academic credits.

All students seeking the Bachelor of Business Administration degree must complete the following:

1. General Education Requirements ..... 48 hours  
Includes requirement of Mathematics 134 and Economics 203 and 204
2. Additional hours of electives ..... 15 hours
3. Common Business Core Requirements: ..... 39 hours
  - a) Business Function and Operations ..... 9 hours  
Business 150 Fundamentals of Business ..... 3  
Marketing 331 Principles of Marketing ..... 3  
Finance 341 Financial Management ..... 3
  - b) Legal and Social, Ethical and Political ..... 3 hours  
Business 206 Legal & Social Environment of Business  
Economics 203 Introduction to Microeconomics  
(In General Education)  
Economics 204 Introduction to Macroeconomics  
(In General Education)  
Political Science 101 United States Government or  
Political Science 103 Introduction to Political Science  
(In General Education)
  - c) Accounting, Management Information Systems, and  
Quantitative Methods ..... 18 hours  
Accounting 201 Financial Accounting ..... 3  
Accounting 202 Managerial Accounting ..... 3  
Business 305 Applied Statistics for Economics and  
and Business ..... 3  
Computer Science 150 Microcomputer and  
Software Applications I ..... 3  
Management Information Systems 327  
Information Systems Fundamentals ..... 3  
Management 355 Production and  
Operations Management ..... 3
  - d) Organization Theory, Behavior, and Interpersonal  
Communications ..... 6 hours  
Management 351 Management of Organizations ..... 3  
English 305 Business Writing ..... 3  
Speech Communication 101  
Basics of Oral Communication (In General Education)
  - e) Administrative Process and Policy ..... 3 hours  
Business 458 Strategic Management ..... 3
4. Major Requirements ..... 18 to 27 hours
  - a) **Accounting** ..... **27 hours**  
Accounting 320 Accounting Information Systems ..... 3  
Accounting 323 Financial Reporting I ..... 3  
Accounting 324 Financial Reporting II ..... 3  
Accounting 325 Cost Accounting ..... 3  
Accounting 328 Federal Taxation I ..... 3  
Accounting 421 Concepts of Auditing ..... 3

Accounting 428 Federal Taxation II .....	3
Accounting Electives .....	6
Accounting 422 Financial Reporting III. ....	3
or	
Accounting 423 Accounting for Governmental and Not-for-Profit Organizations .....	3
or	
Accounting 424 Special Topics in Accounting .....	3
or	
Accounting 429 Tax Research .....	3
or	
Business 475 Internship* .....	3
<b>TOTAL REQUIRED HOURS</b> .....	<b>129</b>

\*Internship in Accounting Only

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

- b) Management** ..... **18 hours**  
Eighteen semester hours in one track option:  
General Management Track, Supply Chain  
Management Track, Human Resource  
Management Track, Sports Management Track

- General Management Track** ..... **18**  
Nine hours from:  
Management 352 Organizational Behavior ..... 3  
Management 353 Human Resource Management  
Management 356 Process Improvement and  
Quality Control ..... 3  
Management 357 Management of Service Operations ..... 3  
Management 358 The Nonprofit Sector:  
Structure and Dynamics ..... 3  
Management 373 Management Science ..... 3

- Six hours from: ..... 3  
Management 452 Advanced Human Resource Management 3  
Management 453 Managing Non-Profit Organizations ..... 3  
Management 454 Entrepreneurship and Small Business  
Management ..... 3  
Management 460 International Management ..... 3  
Management 467 Supply Chain Management ..... 3  
Management 468 Production Planning and Control ..... 3  
Management 469 Strategic Human Resource Management .3  
School Elective ..... 3

- Human Resource Management Track** ..... **18**  
Management 352 Organizational Behavior ..... 3  
Management 353 Human Resource Management ..... 3  
Management 359 Employment Law and Labor Regulations .3  
Management 452 Advanced Human Resource Management 3  
Management 469 Strategic Human Resource Management .3  
School Elective ..... 3

- Supply Chain Management Track** ..... **18**  
Management 356 Process Improvement and Quality Control 3  
Management 357 Management of Service Operations ..... 3  
Management 373 Management Science ..... 3  
Management 467 Supply Chain Management ..... 3  
Management 468 Production Planning and Control ..... 3

School Elective ..... 3

**Sports Management Track**

Management 352 Organizational Behavior ..... 3

Management 353 Human Resource Management or  
Management 373 Business Analytics<sup>3</sup>

Management 359 Employment Law and Labor Regulations . 3

Business 467 The Business of Sports ..... 3

Business 496 Sports Industry Capstone ..... 3

School Elective <sup>1</sup> ..... 3

**TOTAL REQUIRED HOURS ..... 120**

<sup>1</sup> School Elective for Sports Management Track can be any of the business electives or Sociology 381, Mass Communication 225, Mass Communication 475, and Physical Education 319. Other tracks require the School Electives to be Business Electives.

**c) Marketing ..... 18 hours**

Eighteen semester hours in one track option: Marketing or Sports Marketing

**Marketing Track ..... 18**

Marketing 333 Marketing Research..... 3

Marketing 334 Consumer Behavior..... 3

Marketing 335 International Marketing ..... 3

Marketing 432 Marketing Management ..... 3

Marketing Elective ..... 3

School Elective ..... 3

**Sports Marketing Track ..... 18**

Marketing 333 Marketing Research..... 3

Marketing 338 Personal Selling and Sales Management<sup>3</sup>

Marketing 339 Marketing Communications ..... 3

Business 467 The Business of Sports ..... 3

Business 496 Sports Industry Capstone..... 3

School Elective <sup>1</sup> ..... 3

**TOTAL REQUIRED HOURS ..... 120**

<sup>1</sup> School Elective for Sports Marketing Track can be any of the business electives or Sociology 381, Mass Communication 225, Mass Communication 475, and Physical Education 319. Other tracks require the School Electives to be Business Electives.

**d) Finance ..... 18 hours**

Finance 347 Principles of Investments ..... 3

Finance 442 Advanced Corporate Finance ..... 3

In addition, twelve hours from the following list, with at least six of the twelve from Finance 344, 348, 466, or 443.

Finance 344 Principles of Real Estate . . . . . 3

Finance 348 Security Analysis and Portfolio Management . . 3

Finance 466 Investments in Real Estate ..... 3

Finance 443 Financial Markets .. . . . 3

Economics 321 Money and Banking ..... 3

Accounting 323 Financial Reporting I ..... 3

Accounting 324 Financial Reporting II ..... 3

Accounting 325 Cost Accounting ..... 3

Accounting 328 Federal Taxation I ..... 3

Management 373 Management Science ..... 3

**TOTAL REQUIRED HOURS ..... 120**

**e) Business Economics..... 18 hours**

Economics 310 Intermediate Microeconomic Theory..... 3

Economics 320 Intermediate Macroeconomic Theory ..... 3

Economics 450 Senior Seminar in Economics ..... 3

Economics Electives (any 300 or 400 level courses)..... 6

School Elective..... 3

**TOTAL REQUIRED HOURS ..... 120**

**f) Management Information Systems ..... 18 hours**

Management Information Systems 225  
Modern Programming ..... 3

Management Information Systems 337  
Business Systems Analysis and Design..... 3

Management Information Systems 347 Business  
Data Communications ..... 3

Management Information Systems 447 Data  
Base Management ..... 3

Management Information Systems 467  
E-Commerce ..... 3

School or Computer Science Elective..... 3

**TOTAL REQUIRED HOURS ..... 120**

**g) General Business ..... 18 hours**

Marketing 333 or Marketing 334 or Marketing 335 ..... 3

Any 300 or 400 Management course  
(except Management 355 or Management 351) ..... 3

Any 300 or 400 level Finance course (except  
Finance 341)..... 3

Economics 310 or 320..... 3

School Electives (Accounting, Economics, Finance,  
Management, Management Information Systems,  
Marketing ..... 6

**TOTAL REQUIRED HOURS ..... 120**

5. Total B.B.A. requirements..... 120 to 129 hours

**MINOR**

A minor in Business consists of Business 150, Accounting 201, and Economics 203 plus nine additional hours, which must be selected from:

Business 305	Applied Business Statistics
MIS 327	Information Systems Fundamentals
Economics 310	Intermediate Microeconomic Theory
Economics 325	International Economics
Finance 301	Finance Fundamentals
Finance 341	Financial Management
Management 351	Management of Organizations
Management 355	Production and Operations Management
Marketing 331	Principles of Marketing
Marketing 335	International Marketing

The prerequisites for these courses must be met. Students minoring in Business must declare their minor with the Dean of the School of Business before taking 300-level business courses. Minors must have a 2.0 grade point average in the six courses taken as their minor.

A minor in Accounting consists of 18 hours as follows:

Accounting 201	Financial Accounting
Accounting 202	Managerial Accounting
Accounting 320	Accounting Information Systems
Accounting 323	Financial Reporting I
Accounting 325	Cost Accounting
Accounting 328	Federal Taxation I

A minor in Finance consists of 18 hours as follows:

Accounting 201	Financial Accounting
Finance 301	Finance Fundamentals
Finance 341	Financial Management

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Plus 9 hours from the following courses:

Finance 344	Principles of Real Estate
Finance 347	Investments I
Finance 348	Security Analysis and Portfolio Management
Finance 466	Investments in Real Estate
Finance 442	Advanced Corporate Finance
Finance 443	Financial Markets

A minor in Human Resource Management consists of 18 hours as follows:

Management 351	Management of Organizations
Management 352	Organizational Behavior
Management 353	Human Resource Management
Management 359	Employment Law and Labor Relations
Management 452	Advanced Human Resource Management
Management 469	Strategic Human Resource Management

A minor in Supply Chain Management consists of 18 hours from the following classes:

Business 305	Applied Statistics for Economics and Business
Management 355	Production and Operations Management
Management 356	Process Improvement and Quality Control
Management 373	Management Science
Management 467	Supply Chain Management
Management 468	Production Planning and Control

## COLLATERAL

For B.S. and B.A. seeking degree students no collateral in business is offered.

For students seeking a B.B.A. degree, an Accounting collateral consists of 12 hours:

Accounting 320	Accounting Information Systems
Accounting 323	Financial Reporting I
Accounting 325	Cost Accounting
Accounting 328	Federal Taxation I

For students seeking a B.B.A. degree, a Finance collateral consists of 12 hours from:

Finance 344	Introduction to Real Estate
Finance 366	Real Estate
Finance 347	Investments I
Finance 348	Investments II*
Finance 442	Advanced Corporate Finance
Finance 443	Financial Markets**

\*Prerequisite for Finance 348 (Investments II) is Finance 347.

\*\*Prerequisites for Finance 443 (Financial Markets) are Economics 321 and Finance 347.

For students seeking a B.B.A. degree, a Management collateral consists of 12 hours from:

Management 352	Organizational Behavior
Management 353	Human Resource Management
Management 356	Process Improvement and Quality Control
Management 357	Service Operations Management
Management 373	Management Science
Management 452	Advanced Human Resource Management
Management 454	Entrepreneurship and Small Business Management

Management 460	International Management
Management 467	Supply Chain Management
Management 468	Production Planning and Control

For students seeking a B.B.A. degree, a Supply Chain and Operations Management collateral consists of 12 hours from:

Management 356	Process Improvement and Quality Control
Management 357	Service Operations Management
Management 373	Management Science
Management 467	Supply Chain Management
Management 468	Production Planning and Control

For students seeking a B.B.A. degree, a Human Resource Management collateral consists of 12 hours in:

Management 352	Organizational Behavior
Management 353	Human Resource Management
Management 359	Employment Law and Labor Regulations
Management 452	Advanced Human Resource Management
Management 469	Strategic Human Resource Management

For students seeking a B.B.A. degree, a Management Information Systems collateral consists of 12 hours from:

Management Information Systems 225	Modern Programming
Management Information Systems 337	Business Systems Analysis and Design
Management Information Systems 347	Business Data Communications
Management Information Systems 447	Data Base Management
Management Information Systems 467	E-Commerce

For students seeking a B.B.A. degree, a Marketing collateral consists of 12 hours from:

Marketing 334	Consumer Behavior
Marketing 335	International Marketing
Marketing 333	Marketing Research
Marketing 338	Personal Selling and Sales Management
Marketing 339	Marketing Communications

For B.B.A. seeking degree students a collateral is not required for graduation. The prerequisites for these courses must be met. Students taking collateral in Business must be admitted to the School of Business before taking 300-level business courses. Students must have a 2.0 grade point average in the courses taken as their collateral. Courses cannot be double counted towards a major, a minor, or a collateral.

## ACCOUNTING COURSES (ACTG)

Coordinator: Dr. Brad R. Johnson

**201 Financial Accounting** (3) F, S, SU. The conceptual approach to financial accounting. The income statement, retained earnings statement, balance sheet, and cash flow statement are studied with emphasis placed on an understanding of the underlying assumptions, theories, and concepts, as well as a thorough understanding of the basic accounting equation.

**202 Managerial Accounting** (3) (Prerequisite: 201) F, S, SU. Introduces the planning and control aspects of internal accounting. Topics include cost systems, cost behavior, direct costing, capital budgeting, decentralized operations, relevant costs, operations budgeting, differential cost, and variance analysis.

**320 Accounting Information Systems** (3) (Prerequisite: 201) F. An



introduction to the design and implementation of a systematic structure for providing information for decision making for both management and others interested in an organization's operations. It includes data gathering, processing, preparing reports, and controls over the operations of the organization. It includes both manual and computerized systems with emphasis on internal controls.

**323 Financial Reporting I** (3) (Prerequisite: 201 with grade of C or higher) F, SU. Reviews the accounting cycle, discusses the conceptual framework as a basis for accounting theory, and provides an in-depth study of GAAP in relation to preparation of financial statements. Topics include the time value of money and accounting for current (and non-current) assets.

**324 Financial Reporting II** (3) (Prerequisite: 323 with grade of C or higher) S, SU. This course provides an in-depth study of GAAP in relation to preparation of financial statements, including (1) accounting for current (and non-current) liabilities and stockholders' equity and (2) calculating EPS. Special topics including accounting for investments, income taxes, pensions, and leases.

**325 Cost Accounting** (3) (Prerequisite: 202 with grade of C or higher) S. The planning, control, and decision aspects of internal accounting. Topics include cost accumulation and assignment, decentralized operations, and performance measurements.

**328 Federal Taxation I** (3) (Prerequisite: 201 with a grade of C or higher or permission of the school) F. Emphasizes the study of individual income taxation. Major topics revolve around the determination of taxable income, including filing status, gross income and exclusions, deductions, gains and losses. Other areas of study include the federal tax system and tax research.

**421 Concepts of Auditing** (3) (Prerequisite: 320, 324 with grade of C or higher) S. The various concepts and techniques used to verify the amounts reported on the financial statement are covered, as well as the auditor's report, the concept of internal control, and the code of ethics.

**422 Financial Reporting III** (3) (Prerequisite: 324 with grade of C or higher) F. An in-depth study in specific accounting issues associated with the preparation of financial statements (e.g., business combinations, consolidated statements, and international operations) and some work in not-for-profit financial reporting (e.g., governmental fund accounting).

**423 Accounting for Governmental and Not-for-Profit Organizations** (3) (Prerequisite: 324) F. An in-depth study of the financial accounting and reporting requirements and methods for state and local governments. Also the unique accounting and reporting practices of hospitals, academic institutions, human service organizations, and other non-business organizations are surveyed.

**424 Special Topics in Accounting** (3) (Prerequisite: 324 with grade of C or higher) S. Using web-based research materials, an in-depth examination of three topical areas in law, tax, and accounting, with special relevance to graduating seniors.

**428 Federal Taxation II** (3) (Prerequisite: 328 with a grade of C or higher or permission of the school) S. Generally emphasizes the study of business income taxation. More specifically, it focuses on the application of federal law within the context of the income taxation of (a) regular "C" corporations and their shareholders, (b) "S" corporations and their shareholders and (c) partnerships and their partners. Topics include the income tax consequences of the formation, operation, consolidation, and termination of business entities.

**429 Tax Research** (3) (Prerequisites: 328 or concurrent registration in 328

or permission of the school) F. Focuses on applied research in Federal taxation. It examines (1) primary sources of the tax law (e.g., the Internal Revenue Code, Treasury Regulations and Supreme Court rulings) and (2) various tax research methodologies. It includes practical written assignments that (a) require application of specific primary sources and (b) must be completed using state-of-the-art, online, tax research databases to locate and interpret primary source materials.

## BUSINESS COURSES (BUS)

Coordinator: Dr. Johnathan Munn

**150 Fundamentals of Business** (3) F, S, SU. Introduces the fundamental functions and activities of modern business organizations. Topics include: an overview of the economic system, accounting and record keeping, marketing, management, finance, information systems, legal issues, business ethics, and international business. In addition, careers in business and entrepreneurship are considered.

**206 Legal and Social Environment of Business** (3) F, S. Study of the legal environment of business in general with emphasis on ethics, creditor's rights and bankruptcy, business organizations, government regulations, and the protection of property and other interests.

**305 Applied Statistics for Economics and Business** (3) (Prerequisite: Mathematics 134) F, S, SU. Covers basic probability distributions including binomial, normal, uniform and exponential confidence intervals, tests of hypothesis, chi-square and simple linear regression.

**306 Business Law** (3) (Prerequisite: 206) S. In-depth study of the uniform commercial code, contracts, sales, commercial paper, secured transactions, agency, employment, and ethics.

**350 Travel Study in Business** (3), (2), or (1) (Prerequisite: Permission of School) This course provides students with the opportunity to study business issues that coincide with a travel study. The student will study business topics as they apply to the destination country, state or region. Topics and the destination will vary. May be taken multiple times for up to 6 total credits.

**458 Strategic Management** (3) (Prerequisite: Management Information Systems 327, Management 351, Marketing 331, Finance 341) F, S. The study of how an organization achieves its mission and objectives in an effective and efficient manner in an effort to achieve a competitive advantage. This course will cover the process of strategic management that includes scanning the environment, formulating a strategy, implementing a strategy, and evaluating and controlling the strategy.

**467 The Business of Sports** (Prerequisite: Permission of school) This course is designed for students with a declared track in Sports Management or Sports Marketing. This course is an analysis of effective strategies and the body of knowledge associated with pursuing a career in the sports industry. The course introduces the student to the sports industry and to business principles as they apply to the sports industry.

**475 Internship in Business** (3) (Prerequisite: Full acceptance to B.B.A. Program, 2.5 grade point average overall, in Business, in major; approval by adviser, coordinator, and department chair.) This is an educational strategy integrating classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, students engage in a series of assignments documented in a learning agreement that is subsequently evaluated.

**496 Sports Industry Capstone** (Prerequisite: BUS 467 or permission of school) This course is designed for seniors with declared track in Sports Management or Sports Marketing. A project-based class in which students will work with the athletics department at Francis Marion to implement

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a project in Sports Marketing or Sports Management depending on their major. The project will allow students to implement the theories they have learned in their tracks in the area of sports industry. This course serves as the final capstone for students in Sports Management and Sports Marketing.

**505 Principles of Financial Management** (2) (Prerequisite: Admission to the M.B.A. Program or approval of the Dean of the School of Business) SU. An introduction to basic financial tools and techniques used in corporate financial management, including planning, assets management, capital budgeting, capital markets, and international finance. These courses will also be available for seniors from non-business majors. Business 501-Business 507 are to be used to satisfy foundation requirements for entrance into the M.B.A. Program. Business 508 is a topics course designed to allow instructors flexibility in offering electives for the M.B.A. Program.

**506 Principles of Information Systems** (2) (Prerequisite: Admission to the M.B.A. program or approval of the Dean of the School of Business) SU. Study of the organizational and management issues related to the application of information systems technology into the firm and the management of information systems technology in business organization. These courses will also be available for seniors from non-business majors. Business 501-Business 507 are to be used to satisfy foundation requirements for entrance into the M.B.A. Program. Business 508 is a topics course designed to allow instructors flexibility in offering electives for the M.B.A. Program.

**509 Principles of Marketing** (2) (Prerequisite: Admission to M.B.A. program or approval of the Dean of the School of Business) SU. An introduction to the core concepts of marketing and its key role in development and implementation of business strategy and tactics. These courses will also be available for seniors from non-business majors. Business 501-Business 507 are to be used to satisfy foundation requirements for entrance into the M.B.A. Program. Business 508 is a topics course designed to allow instructors flexibility in offering electives for the M.B.A. Program.

### **BUSINESS ECONOMICS COURSES (ECON)**

Coordinator: Dr. Ben L. Kyer

**203 Introduction to Microeconomics** (3) F, S, SU. Introduction to the role of individuals in economic decision-making, the determination of relative prices and output, and problems associated with resource allocation, monopoly, government regulation, and international trade. Freshmen are allowed to take Economics 203 if they have a minimum SAT score of 800 and a projected grade point average of 2.0.

**204 Introduction to Macroeconomics** (3) F, S, SU. Introduction to the operation and behavior of the economy as a whole. Primary focus is the determination of the level of gross domestic product, the inflation rate, and the unemployment rate. Additional topics include interest rates, monetary and fiscal policy, and an introduction to international economics.

**300 Economic History of the United States** (3) (Same as History 300) S. Development of business attitudes, institutions, organizations, and technology from the world of the colonial entrepreneur through stages of specialization and integration to the establishment of our modern industrial economy.

**310 Intermediate Microeconomic Theory** (3) (Prerequisite: 203) S. Application of economic analysis as it relates to decisions by individuals and firms under various market structures. Emphasis is placed on developing analytical skills and on applying consumer and producer theory to decisions of individuals, businesses and government.

**320 Intermediate Macroeconomic Theory** (3) (Prerequisite: 204) S. Examines the Classical, Keynesian, and ISLM models of the macroeconomy. The use of monetary and fiscal policy to achieve low rates of inflation and unemployment, and an acceptable rate of economic growth are also studied.

**321 Money and Banking** (3) (Prerequisite: 204) F. Study of characteristics and functions of money in the modern economy, the Federal Reserve System, and an introduction to financial intermediation, institutions and monetary policy. Emphasis is placed on credit markets, the fractional reserve banking system, and its relationship to financial markets.

**323 Urban and Regional Economics** (3) (Prerequisite: 203) F. Study of the growth and development of urban and rural areas of the United States. Topics include industrial, agricultural, and business location; labor migration; urbanization; benefit-cost analysis; and regional objectives and policies.

**325 International Economics** (3) (Prerequisite: 203) International trade and monetary theory including commercial policy, trade restrictions and trade blocs, exchange rate determination, and the balance of payments. Emphasis is on applying economic analysis to international events and issues to improve understanding of how the world economy operates.

**340 Environmental and Natural Resources Economics** (3) (Prerequisite: 203) Examines the relationship between the market system and natural resources. Topics include: economic appraisal of energy policy; resource depletion; economic role of fisheries; pollution control of air, land, and water, regional and global air pollutants; and capital theory.

**341 Healthcare Economics** (3) (Prerequisite: 203). Examines how the behavior of consumers, producers, and insurers is affected by the unique nature of healthcare markets. Emphasis is placed on government intervention, the effects of uncertainty, asymmetric information, and the impact of externalities.

**397 Special Topics in Economics** (3) (Prerequisites: Previous economics course or permission of school) In-depth study of an area of interest in economics. May be taken twice for academic credit with departmental approval.

**400 Public Finance** (3) (Prerequisite: 203) Examines government spending and taxation as they relate to the provision of public goods, the redistribution of income, and the stabilization of the economy.

**405 Development of Economic Thought** (3) (Prerequisite: 203 and 204) Examines the history of economic thought from the Ancient Greeks to John Maynard Keynes, with special emphasis on Adam Smith, Karl Marx, the marginalist revolution, and Alfred Marshall.

**410 Labor Economics** (3) (Prerequisite: 203) Examines the nature of the labor market and problems dealing with labor groups. Topics include history of the labor movement, union structures, labor law, and collective bargaining.

**450 Senior Seminar in Economics** (3) S. (Prerequisite: 310, 320) This course is designed for seniors majoring in Economics and will focus on selected economic issues. Emphasis will be placed on reading, discussion, debate, and preparation of reports and papers on the topics chosen.

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

## FINANCE COURSES (FIN)

Coordinator: Dr. Neil F. Riley

**246 Investments and Personal Finance** (3) As needed. Examines investment alternatives available to the individual. Insurance programs, real estate, and securities. Emphasis on the analysis of securities and the operation of the securities market.

**301 Finance Fundamentals** (3). Sources of personal income, saving and consumer spending patterns. Development of techniques for planning and budgeting consumption expenditures and saving, with special emphasis on the use of saving allocations to achieve personal goals; real property, insurance, financial investment, retirement, estate and tax planning, time value of money, and applied statistics. This course does not count toward a major in finance.

**341 Financial Management** (3) (Prerequisite: Mathematics 134 and Accounting 201) Study of the financial functions of economic entities including financial analysis, financial planning, current assets management, capital budgeting, obtaining funds from the capital markets, and international finance. Computer applications.

**344 Principles of Real Estate** (3) Study of basic real estate principles, including land economics and use, property evaluation and appraisal, and the legal, regulatory, and financial aspects of property sales, ownership and management.

**347 Principles of Investments** (3) (Prerequisite: 341) Topics include an introduction to various securities markets & instruments, investment media, and applications. Quantitative methods, including computerized techniques, are applied to risk-return, growth, and valuation analysis. Modern Portfolio Theory is applied.

**348 Security Analysis and Portfolio Management** (3) (Prerequisite: 341). This course will provide the student with the skills necessary to evaluate stocks, bonds, mutual funds, derivative securities and/or other securities and their impact on the investor's portfolio.

**442 Advanced Corporate Finance** (3) (Prerequisite: 341) F. Study of advanced financial problems encountered by a firm in investments, in management of assets, in obtaining of funds, and in special situations.

**443 Financial Markets** (3) (Prerequisite: 347) The application of financial principles to financial markets and key financial institutions. The course addresses the money, bond, stock, mortgage, forwards and futures, options and derivatives, and foreign exchange markets, along with the financial institutions that facilitate these markets. The course also investigates how the markets are integrated with each other and the impact of monetary policy and government decisions on market behaviors.

**450 Cash Management** (3) S. (Admission into the School of Business or permission of school) Designed to further the study of the financial management of a firm's current assets and current liabilities, this course completes the fundamental knowledge and skills required to be a cash manager in a modern business. Completion of this course is one of the requirements for a student to participate in the Certified Cash Management Associate Program.

**451 Healthcare Finance** (3) (Prerequisite: admission to HCA program.) SU. This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelor of Business Administration (B.B.A.) degree. Credit cannot

be received for both Finance 451 and Interprofessional Healthcare 451.

**466 Investments in Real Estate** (3) (Prerequisite: 341). This course covers the aspects of owning and investing in real estate. The course examines the bundle of rights associated with real estate and the transfer of those rights. It focuses on legal instruments, real estate brokerage, financing methods and sources, and investment analysis. This course is useful to individuals seeking to invest in real estate. It is also useful to those seeking to take a real estate broker exam.

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

## MANAGEMENT COURSES (MGT)

Coordinator: Dr. Hubert H. Setzler III

**351 Management of Organizations** (3) F, S, SU. Principles of management, emphasizing the managerial functions of planning and decision-making, organizing, leading, and controlling. Fundamental organizational principles and organizational theory are presented with emphasis on how they affect the management of organizations, domestic and international.

**352 Organizational Behavior** (3) (Prerequisite: 351) F, S. Study of individuals and small groups within organizations. Topics include personality, leadership, motivation, decision making, groups and teams, behavioral effects of control systems and structural design, and organizational culture.

**353 Human Resource Management** (3) (Prerequisite: 351) F, S. A survey course providing students an introduction to the key functions in the field of human resource management. The course stresses the relevance of strategic HRM to organizational operation and its use in support of strategic organizational goals. Topics include legal issues, recruitment, selection, training, performance appraisal, compensation, benefits, and organizational discipline.

**355 Production and Operations Management** (3) (Prerequisite: Business 305) F, S, SU. Study of the production and operations component of business. Topics include capacity and location planning, inventory management, scheduling of jobs and projects, and quality assurance and control. Use of quantitative methods.

**356 Process Improvement and Quality Control** (3) (Prerequisite: 355) S. A study of management philosophy, practices, and analytical processes implemented in quality planning and administration of products and services. Topics include corporate culture, quality design, human factors and motivation, quality auditing, service quality, quality assurance, quality circles, and conformance to design.

**357 Management of Service Operations** (3) (Prerequisite: 355) S. This course focuses on the challenges of managing service operations. The major topics covered are those critical to achieving operational excellence, including the design and delivery of services, service productivity, revenue management, risk management, customer contact management, service quality and customer retention, capacity management, and demand management.

**358 The Nonprofit Sector: Structure and Dynamics** (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of non-profits,



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including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American non-profits. Credit cannot be received for both Management 358 and Non-profit Management 358.

**359 Employment Law and Labor Relations (3)** (Prerequisite: Management 351 or permission of school) A study of employment laws that have a substantial impact on business and the workplace. The course will cover laws that prohibit discrimination in the workplace such as those under Title VII of the Civil Rights Act and the Age Discrimination in Employment Act; protect employees under the Americans with Disabilities Act, the Family Medical Leave Act, and Occupational Safety and Health Act; and regulate the relationship between management and organized labor.

**373 Management Science (3)** (Prerequisite: Business 305) S. Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of basic management science models, including linear programming, network modeling and simulation. Study of project management methods and techniques. Use of computer software to solve problems.

**452 Advanced Human Resource Management (3)** (Prerequisite: 353) F. Focuses on three subareas of Human Resource Management: 1) Equal Employment Opportunity, 2) Wage and Salary Administration, and 3) Recruitment and Selection. Course covers state and federal legislation impacting all topics and exposes students to mechanics of the three areas and how they operate within the firm.

**453 Managing the Nonprofit Organization (3)** (Prerequisite 358 or Non-profit Management 358) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes and keep administrative costs low. Major topics include strategic planning, strategic management, fund raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes. Credit cannot be received for both Management 453 and Non-profit Management 453.

**454 Entrepreneurship and Small Business Management (3)** (Prerequisite: Finance 341, Marketing 331, Management 351, or permission of school) F, S. Study of the special problems of initiating and managing a small business. Integrates the functions of finance, marketing, and management and stresses the special discipline and characteristics required of the small business entrepreneur.

**455 Current Issues in Management (3)** (Prerequisite: 351) By arrangement. Exposes students to the latest developments in the field of management. Current topics are pursued, including the areas of international business, social responsibility of business, entrepreneurship and small business, human resource management and labor relations, business strategy, and production and operations management.

**456 Leadership in the Healthcare Environment (3)** (Prerequisite: Admission to the School of Business or HCA program) SU. This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both MGT 456 and IPHC 456.

**460 International Management (3)** (Prerequisite: 351) This course is designed to provide students with an introduction to the managerial challenges of international business.

**467 Supply Chain Management (3)** (Prerequisite: 355) F. Focuses on the process of planning, implementing and controlling supply chain operations from initial raw materials to the finished product. Examines the analytical modeling of various aspects of a supply chain including product flows; the information flows; and the relationships among supply chain participants.

**468 Production Planning and Control (3)** (Prerequisite: 355) F. This course provides an in-depth study of the full spectrum of activities of production managers. Topics covered include forecasting, independent demand inventory management, just-in-time inventory management, materials requirement planning, capacity planning, production activity control, and master production scheduling. Emphasis will be given to the use of personal computers to support decision making.

**469 Strategic Human Resource Management (3)** (Prerequisite: 351) A study of current topics and trends in strategic human resource management. The course will cover topics such as compensation and benefits, worker safety, and the role of human resource.

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

### MANAGEMENT INFORMATION SYSTEMS COURSES (MIS)

Coordinator: Dr. Yong Shin

Credit toward graduation will be granted only once in those courses in Computer Science and in Management Information Systems that carry identical course titles.

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

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

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

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

**373 Management Science (3)** (Prerequisite: Business 305) Applications of hypothesis testing, simple linear regression, and multiple linear regression. Coverage of the mathematical structure, the solution procedures, and the application of basic management science models, including linear programming, network modeling and simulation. Study of Project Management. Use of computer software to solve problems. Credit cannot be received for both Management Information Systems 373 and Management 373.



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

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

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

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

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

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

## MARKETING COURSES (MKT)

Coordinator: Dr. Kay W. Lawrimore Belanger

**331 Principles of Marketing** (3) F, S, SU. Basic principles of marketing. Emphasis is placed on consumer's role in marketing and on marketing environment. The basic product, place, price, and promotion decisions are examined.

**333 Marketing Research** (3) (Prerequisite: 331 and Business 305) F, S. Research methods and procedures in the marketing process; emphasis on the sources of market data sampling, preparation of questionnaires, collection and interpretation of data, and the relation of market research to the policies and functions of the business enterprise are studied.

**334 Consumer Behavior** (3) (Prerequisite: 331) F, S. Study of the consumer decision process in the marketing context. Selected concepts from psychology, sociology, anthropology, and other behavioral disciplines are analyzed to develop the student's ability to understand and predict reactions of consumers to marketing decisions.

**335 International Marketing** (3) (Prerequisite: 331) F, S. Focuses on the role of marketing in today's global economy. Environmental differences among nations will be discussed and emphasis will be placed on the

modifications of marketing thought and practices that these environmental differences require. While these important differences will be discussed, world markets where products are becoming standardized will also be emphasized. Topics include corporate organization for international marketing, the nature of marketing information and research in the international arena, and the challenges facing managers who must make international marketing decisions.

**338 Personal Selling and Sales Management** (3) (Prerequisite: 331 or permission of school) S. Development of an understanding and appreciation of the personal selling process. Basic sales concepts, principles, and techniques are examined. Personal selling skills are enhanced through discussions, role playing, and sales presentations.

**339 Marketing Communications** (3) (Prerequisite: 331 or permission of school) F. In-depth examination of marketing communication tools as they relate to marketing management. Particular topics to be covered include attitude and persuasion strategies, advertising management, direct marketing, and sales promotion.

**430 Field Experience in Applied Marketing** (1) As Needed. Exposes students to the latest developments in the field of marketing. Emphasizes the role of a marketer as the organization's decision maker. Provides the students with interaction with professional business leaders and experience with the application of marketing theory.

**432 Marketing Management** (3) (Prerequisite: 331 and 333 or permission of school) F, S. This course is designed to address the challenges of marketing in a rapidly changing environment. Emphasis is placed on analyzing the internal and external marketing environments to extract useful information from raw marketing data. Students will learn to apply knowledge and concepts of marketing, such as product differentiation, market segmentation, and marketing research, in the development of a marketing plan.

**440 International Marketing Strategy** (3) (Prerequisite: 335) As needed. Through the use of case analysis and computer simulation, students experience firsthand the complexity of making detailed marketing decisions in a competitively dynamic environment. Students assume responsibility for making decisions regarding prices, distribution, sales force management, and marketing research allocations. Emphasis is placed on integrating marketing research, corporate resources, and industry characteristics to respond to today's problems and to anticipate future problems and opportunities. Focus is on the global market.

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

## NONPROFIT MANAGEMENT COURSES (NPM)

Coordinator: Dr. Joseph A. Aniello

**358 The Nonprofit Sector: Structure and Dynamics** (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of non-profits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American non-profits.

**453 Managing the Nonprofit Organization** (3) (Prerequisite: 351) S. An introduction to managing and improving the performance of nonprofit

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organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes, and keep administrative cost low. Major topics include strategic planning, strategic management, strategic marketing, fund-raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes.

See page 181 for information on the NPM collateral.

### ECONOMICS

Coordinator: Dr. Ben L. Kyer

The School of Business offers three degree programs in economics: (1) a Bachelor of Business Administration degree program with a major in business economics, (2) a Bachelor of Science degree program with a major in economics, and (3) a Bachelor of Arts degree program with a major in economics.

The requirements for the Bachelor of Business Administration degree are described earlier in this chapter. The requirements for the Bachelor of Science and Bachelor of Arts degrees appear below. A complete listing of courses in economics begins on page 142.

#### MAJOR

The Bachelor of Science degree with a major in economics requires the following:

1. Twenty seven semester hours above Economics 203 and 204, including Business 305 and Economics 310, 320, and 450
2. Completion of two semester of mathematics, including Mathematics 134
3. English 305
4. Minor/collateral requirements (two options)
  - a) two 12-hour collaterals approved by the faculty adviser
  - b) an 18-hour minor approved by the faculty adviser

To earn a Bachelor of Arts degree with a major in economics, a student must satisfy all requirements for the Bachelor of Science degree and complete a foreign language through 202.

The minimum number of semester hours required in major courses for a major in economics is 30. The minimum number of semester hours in all courses (major and non-major) required for the major in economics is 120.

#### MINOR

A minor in economics requires 18 semester hours and must include Economics 203, 204, 310, and 320.

#### COLLATERAL

A collateral in economics requires 12 semester hours and must include Economics 203, 204, and either 310, or 320.

### COMPUTER SCIENCE

Coordinator: Ms. Padmaja Rao

#### MAJOR

A major in computer science requires:

1. Major Core (36 semester hours)  
Computer Science 226, 227, 280, 310, 313, 318, 340, 350, 401, 410, 430, and 440
2. Six hours from Computer Science electives 330, 360, 420, 425, 437, 475
3. Six hours of Computer Science capstone 480, 482
4. Either Chemistry 101-102 or Physics 201-202 (Physics is recommended)
5. English 318 (Technical Communication) which should be completed by the end of the sophomore year. Students should also consider English 418(Advanced Technical Communication) upon successful completion of English 318.
6. A minor in applied mathematics consisting of Mathematics 201, 202, 230 (Math 230 should normally be taken before completing any Computer Science course at CS 280 level or higher), 312, and either 203 and 425 or 304 and 305.
7. In order to be eligible to register for Computer Science courses at the 300-level or above, students majoring in Computer Science must have obtained a grade point average of 2.25 or higher on all courses required in the Computer Science major or minor and must have an overall grade point average of 2.0 or better.

No additional minor or collateral is required.

#### ADMISSION REQUIREMENTS

Students seeking a B.S. degree in computer science will enter as pre-computer science students. They will advance to being a computer science major upon completing:

1. Math 132 or Math 137 or Math 201 or higher
2. Computer Science 190 and Computer Science 190L

with a grade of C or higher in each of these courses or by permission from the department.

The minimum number of semester hours required in major courses for a major in computer science is 48. The minimum number of semester hours in all courses (major and non-major) required for the major in computer science is 120

#### MINOR

A minor is offered in computer science and consists of:

- Computer Science 190
- Computer Science 226
- Computer Science 227

And three additional courses chosen from Computer Science 280 or higher.

A minor is offered in the Software Engineering track and consists of

- Computer Science 190
- Computer Science 226
- Computer Science 227
- Computer Science 313
- Computer Science 340
- Computer Science/MIS 225 or CS 212 or an approved CS elective

These courses cannot be counted towards more than one of a major, a minor, or collateral within the School of Business.

**COLLATERAL**

A collateral in programming requires 12 semester hours in computer science which consists of:

- Computer Science 190
- Computer Science 226
- Computer Science 227
- Computer Science/MIS 225 or CS 212 or Computer Science 318

These courses cannot be counted towards more than one of a major, a minor, or a collateral within the School of Business

**OTHER INFORMATION**

Credit toward graduation will be granted only once in those courses in Computer Science and in Management Information Systems that carry identical course titles, and in those courses in Computer Science and in Mathematics that carry identical course titles.

**COMPUTER SCIENCE COURSES (CS)**

**150 Microcomputers and Software Applications I** (3) (Prerequisite: Eligibility to take Mathematics 111 or 121 [or higher]) F, S, SU. Introduction to microcomputer hardware and software. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer application areas. Solutions for several problems using microcomputers and commercial software will be required.

**190 Programming Fundamentals** (3) (Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]) F, S, SU. Introduction to problem-solving and algorithm development techniques based on the program development process. Study of basic computer concepts and computer systems; elementary data types and data structures; input and output processing; control structures; modular program design; elementary file processing; algorithm design and evaluation. Students will apply these ideas by analyzing specifications, designing solutions, and implementing programs based on this analysis and design.

**190L Laboratory for CS 190 Programming Fundamentals** (1:3) (Prerequisite: Mathematics 111 or Mathematics 121 [or eligibility to take a Mathematics course higher than Mathematics 121]; Corequisite: 190) F, S, SU. Laboratory demonstrates the topics and principles presented in the lecture.

**212 Introduction to FORTRAN** (3) (Prerequisite/corequisite: Mathematics 201 or permission of school) (Same as Mathematics 212) F, S, SU. A study of programming to include input and output procedures, arithmetic and logical operations, DO loops, branching procedures, arrays, declaration statements, and subroutines. Application of these ideas by writing, running, and correcting programs.

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

**226 Programming and Algorithmic Design I** (3) (Prerequisite: A grade of C or better in 190 or permission of school) F, S, SU. Introduction to problem-solving with algorithm and program development. Includes problem analysis, algorithm representation and verification, scalar and structured data types, file input and output, techniques for program design, coding, testing, and documentation and basic sorting, and searching algorithms.

**227 Programming and Algorithmic Design II** (3) (Prerequisite: A grade

of C or better in 226) F, S, SU. Continuing study of algorithmic design, implementation, and analysis including object oriented design and implementation, abstract data types, stacks, queues, and linked structures.

**280 Digital Systems Design** (3) (Prerequisites: A grade of C or better in 212, or 227, and a grade of C or better in Mathematics 230) F. Starting from a description of digital circuits regarded as functional blocks, the course leads to a consideration of the logical design of combinational and sequential digital systems. Topics include binary representation of information, gate types, combinational circuit design, counters, registers, arithmetic circuits, sequential circuit design, and programmed logic. Students will gain practical experience by applying lecture material in a hands-on laboratory setting.

**310 Computer Architecture and Organization** (3) (Prerequisite: A grade of C or better in 280) S. A study of hardware organization, memory addressing and structure, CPU-memory I/O relationships, organization of computer processors, memories, and interconnections. Students will look at processor control, data units, memory structure, microprogramming, the role of assembly language, timing, I/O design, current architectures, and alternate hardware designs.

**313 Systems Design and Development** (3) (Prerequisite: A grade of C or better in Computer Science 226. Prerequisite/corequisite: Computer Science 227) F, S, SU. Development of computerized systems focusing on structured systems analysis and its application to information system software development. Emphasis will be on problem analysis, correctness, reliability, and maintainability.

**318 Data Structures and Algorithm Analysis** (3) (Prerequisite: A grade of C or better in 227) S. An overview of the structure and implementation of data structures, including lists, trees, heaps, and tables, and an examination of searching, sorting, and other algorithms, including implementation and analysis of their efficiency.

**330 Special Topics in Computer Science** (3) (Prerequisite: Permission of school) As Needed. In-depth study of an area of interest in computer science. Different areas of study will be offered. Must have a 2.25 grade point average or higher in all courses which are required in the computer science major or minor. May be taken twice for academic credit with departmental approval.

**340 Software Design and Development** (3) (Prerequisite: A grade of C or better in 313 or permission of school) S. Study of design techniques used in creating large program packages, organization and management of projects, and application of techniques in team projects.

**350 Theory of Computation** (3) (Prerequisite: A grade of C or better in 318 and Mathematics 230) F. Introduction to the abstract concepts encountered in machine computation. Topics include finite automata, regular expressions, and formal languages, with emphasis on regular and context-free grammars. Questions related to decidability and undecidability are looked at by considering various models of computation including Turing machines, recursive functions, and universal machines.

**360 Introduction to Computer Graphics** (3) (Prerequisite: A grade of C or better in 318; Mathematics 304 is strongly recommended) F. Principal topics include graphics devices, vector vs. raster graphics, lines and curves, animation, linear transformations, three-dimensional graphics and wire-frame models, and viewing objects with the synthetic camera.

**401 Programming Languages** (3) (Prerequisite or corequisite: 350) S. Study of formal language concepts, language syntax and semantics, language design and implementation, data types, data abstraction, control structures, procedure mechanisms, lexical analysis, parsing, and run-time organization as exemplified by a variety of programming languages and paradigms.

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**410 Operating Systems** (3) (Prerequisite: A grade of C or better in 310 and 318) F. Study of sequential processes and concurrent program concepts and their application to operating system design; synchronization constructs; monitors, conditional critical regions, and the use of semaphores; resource concepts, resource allocation and management; dynamic protection and the structure of operating systems.

**420 Compiler Construction** (3) (Prerequisite: A grade of C or better in 318 and 350; prerequisite or corequisite: 401) AF. Study of syntax and semantic analysis of source and target language; language translation and translators; a one-pass compiler model; phases of a compiler; lexical and syntax analysis; parsing; error recovery; intermediate code generation; code optimization; final code generation.

**425 Numerical Analysis** (3) (Prerequisite: Mathematics 203 and a grade of C or better in one of 212 or 227) (Same as Mathematics 425) F. Study of techniques and types of errors involved in computer applications to mathematical problems. Topics include techniques for solving equations, systems of equations, and problems in integral calculus. Computer solutions for several problems will be required.

**430 Data Base Management Systems Design** (3) (Prerequisite: A grade of C or better in 313 or permission of school) AS. Close study of the goals of DBMS, various data models and their implementations, normalization, file organization, security, and integrity.

**437 Artificial Intelligence** (3) (Prerequisite: A grade of C or better in 318 and Mathematics 230; 350 is recommended.) AS. An introduction to the fundamental principles of artificial intelligence: problem-solving methods, state-space representation, heuristic search, problem-reduction techniques, machine inference, game-playing, knowledge representation, and cognitive processes. Applications of these concepts to practical problems in society will be considered, looking at such areas as neural networks, expert systems, robotics, natural language processing, and computer vision.

**440 Computer Networks** (3) (Prerequisite: A grade of C or better in 310 and 318) AF. A consideration of the technology and architecture of computer networks, emphasizing principles and concepts of both logical and physical connectivity and communication. Particular attention will be placed on network topology, transmission media, medium access, standards, Internetworking, and network management and security.

**475 Internship in Computer Science** (3) (Prerequisites: A 2.5 overall grade point average in the Computer Science major; approval by the student's adviser, program coordinator, faculty member responsible for the course administration, and department chair.) F, S, SU. This course integrates a student's classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, the student will engage in a number of supervisor-directed activities documented in a learning agreement that will subsequently be used as part of the student's evaluation for the course.

**480 Capstone I** (3) (Prerequisite: Senior status or permission of school) F. Students will bring together the knowledge and skills acquired over the course of their studies and apply them in a project which demonstrates an application of computer science. Students may work individually or in a small team. Students will work on project planning, software requirements analysis, design, and specification. Written reports and oral presentations will take place in a technical setting.

**482 Capstone II** (3) (Prerequisite: 480) S. This course is the continuation of 480. Students will implement, test, verify, and validate their systems. Written reports and oral presentations will take place in a technical setting.

**497 Special Studies** (3), (2), or (1) (Prerequisite: Permission of school) As Needed. Open only to juniors or seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. Academic Committee approval required for each seminar and practicum. All individual research projects are reviewed by three faculty members from two different disciplines. May be taken for credit (three hours) towards the Honors degree by special arrangement.

## HEALTHCARE INFORMATICS (HCI)

Coordinator: Dr. Hari K Rajagopalan

(Pending approval by the South Carolina Commission on Higher Education)

### 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 requirements which include PSY 206/216 as one of the science requirements.
2. 16 hours of Introductory Healthcare and Information Science courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS/CS 225.
3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, PSY 302, IPHC 334, APRN 506, IPHC 457.
4. Majors in **Healthcare Informatics Information Management (HCIM)** track are required to take 9 hours of MGT 352, MGT 353 and ECON 341 and select an additional 9 hours from IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.
5. Majors in **Healthcare Informatics Information Technology (HCIT)** track are required to take 9 hours of CS 190, CS 226, and CS 227 and select an additional 9 hours from CS 313, CS 340, MIS



347, MIS 447, MIS 467.

**ADMISSION REQUIREMENTS**

Students seeking a degree of Healthcare Informatics enter as pre-HCI students. This type of program is often called a 2 + 2 program because applicants must complete 64 semester hours of coursework to apply to the HCI program. Admission into the final two years of study in the Healthcare Informatics program is competitive. The HCI Admission committee will review applicants for overall academic success. Students must meet the following requirements to be accepted into the HCI program:

- Completion of 64 hours of course work, including 48 hours of General

Education and 16 hours of Introductory Healthcare and Information Science courses, with a GPA of 2.5 or better.

- Cumulative GPA of 2.5 on a 4.0 scale for all courses taken at FMU
- Three positive, signed professional references (preferably instructors or employers)

**MINOR**

No minor in Healthcare Informatics is offered.

**COLLATERAL**

No collateral in Healthcare Informatics is offered.

**FOUR YEAR PLAN FOR HEALTH INFORMATICS:  
INFORMATION MANAGEMENT TRACK (HCIM)**

Course Name	Credit Hours	Course Name	Credit Hours
<b>Semester 1</b>		<b>Semester 2</b>	
English 101	3	English 102	3
Math 111	3	Math 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea 101	3	POL 101 OR 103	3
Psychology 206/216	4	BIO 105	3
University Life	1	NURS 211	1
<b>Total Semester Hours</b>	<b>17</b>	<b>Total Semester Hours</b>	<b>16</b>
<b>Semester 3</b>		<b>Semester 4</b>	
History	3	PSY/IPHC 314	3
ECON 203	3	ECON 204	3
POL/IPHC 215	3	Sociology/IPHC 375	3
MIS/CS 225	3	Literature	3
Science and Lab	4	Humanities	3
<b>Total Semester Hours</b>	<b>16</b>	<b>Total Semester Hours</b>	<b>15</b>
<b>Semester 5</b>		<b>Semester 6</b>	
MGT 351	3	MGT 355	3
BUS 305	3	MGT 373	3
PSY 302	3	IPHC 334	3
IPHC 450	3	HCIM Elective	3
MIS 327	3	MGT 352	3
<b>Total Semester Hours</b>	<b>15</b>	<b>Total Semester Hours</b>	<b>15</b>
<b>Semester 7</b>		<b>Semester 8</b>	
MGT 353	3	IPHC 457	3
MIS 337	3	MGT 356	3
Econ 341	3	MGT 357	3
HCIM Elective	3	APRN 506	3
HCIM Elective	3		
<b>Total Semester Hours</b>	<b>15</b>	<b>Total Semester Hours</b>	<b>12</b>

**FOUR YEAR PLAN FOR HEALTH INFORMATICS:  
INFORMATION TECHNOLOGY TRACK (HCIT)  
Curriculum by Year**

Course Name	Credit Hours	Course Name	Credit Hours
<b>Semester 1</b>		<b>Semester 2</b>	
English 101	3	English 102	3
Math 111	3	Math 134	3
Sociology 201	3	Speech 101	3
Art/Mu/Thea 101	3	POL 101 OR 103	3
Psychology 206/216	4	BIO 105	3
University Life	1	NURS 211	1
<b>Total Semester Hours</b>	<b>17</b>	<b>Total Semester Hours</b>	<b>16</b>
<b>Semester 3</b>		<b>Semester 4</b>	
History	3	PSY/IPHC 314	3
ECON 203	3	ECON 204	3
POL/IPHC 215	3	Sociology/IPHC 375	3
MIS/CS 225	3	Literature	3
Science and Lab	4	Humanities	3
<b>Total Semester Hours</b>	<b>16</b>	<b>Total Semester Hours</b>	<b>15</b>
<b>Semester 5</b>		<b>Semester 6</b>	
MGT 351	3	MGT 355	3
BUS 305	3	IPHC 334	3
CS 190	3	MGT 373	3
IPHC 450	3	CS 226	3
PSY 302	3	MIS 327	3
<b>Total Semester Hours</b>	<b>15</b>	<b>Total Semester Hours</b>	<b>15</b>
<b>Semester 7</b>		<b>Semester 8</b>	
CS 227	3	IPHC 457	3
MIS 337	3	MGT 356	3
HCIT Elective	3	MGT 357	3
HCIT Elective	3	APRN 506	3
HCIT Elective	3		
<b>Total Semester Hours</b>	<b>15</b>	<b>Total Semester Hours</b>	<b>12</b>



# SCHOOL OF EDUCATION

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Dean: Dr. Tracy Meetze-Holcombe

Associate Dean: Vacant

Faculty: Patricia Boatwright, Rebecca Crawford, Karen Fries, Jeanne Gunther, Polly Haselden, Callum Johnston, Daljit Kaur, Erik Lowry, Kimberly McCuiston, Tracy Meetze-Holcombe, Lisa Midcalf, Michelle Murphy, Cynthia Nixon, Tammy Pawloski, Lindsay Sturkie

## MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares competent and caring professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of professional knowledge, skills, and professional dispositions.

## SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

FMU School of Education prepares competent and caring teachers.

## REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECK POINT I)

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

## MAJOR

Students seeking an Education degree enter as Pre-Education students in one of the seven majors (Early Childhood, Elementary, Middle, PreK-12Art, Secondary Biology, Secondary Math, or Secondary English). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program.

Admission to the professional education program is a prerequisite for enrollment in any education course beyond EDUC 305: Early Childhood Education (ECE), Elementary Education (ELE), Middle Level Education (MLE), and Education (EDUC).

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

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement

for admission to any courses above Education 305 and the Professional Education Program.

4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Completion and submission of application for admission with accompanying documents to the School of Education office.
9. Approval by the appropriate program committee.

Students will be informed via their university email account upon completion of these requirements.

## MINOR

A minor in Education requires 18 hours to include the following courses: EDUC 190, 201, 305, 311, 322, and 420.

## ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester.
2. A cumulative grade point average of at least 2.75\* at the end of the semester prior to student teaching.  
\* Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average.
3. Successful completion of ALL education courses with a grade of C or better, except for the Clinical Practice Block of Education 487 (a three-hour course).
4. Positive recommendations from public school personnel, practica course instructors, and the appropriate program committee.
5. Acceptable dispositions ratings from practica course instructors and supervisors.
6. A passing score (EXAMINEE copy) on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching).
7. Attendance at a mandatory orientation meeting conducted by the Coordinator of Student Teaching; held the semester prior to Student Teaching. (Dates and times will be posted on the "News and Announcements" webpage.)

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8. All student packets (content of packet is listed on the “News and Announcements” webpage and discussed in the Mandatory Meeting) and Praxis II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina.

(To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above.)

\*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course or physics course. Psychology does NOT count as science for Early Childhood Education teacher licensure.

Students cannot take both Biology 104 and 105.

## COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECK POINT III)

1. Successful completion of the FMU Teacher Candidate Work Sample, ADEPT and other LiveText assignments required for student teaching.
2. Positive evaluations by School of Education supervisors.
3. Acceptable dispositions ratings from Education 490 instructors.
4. Completion of appropriate paperwork for South Carolina licensure and School of Education completion.
5. Positive recommendations from public school personnel.
6. Overall grade point average of 2.0 or higher.

Pre-Professional Education . . . . .	7 hours
Education 190 . . . . .	3
Education 191 . . . . .	1
(Education 190 and 191 are corequisites)	
Education 305 . . . . .	3
Professional Education	
(Requires Admission to the Program) . . . . . 40 hours	
Early Childhood Education 329 . . . . .	3
Education 310 . . . . .	3
Education 311 . . . . .	3
Education 411 . . . . .	3
(Prerequisite to Block A and B courses)	
Block A*	
Early Childhood Education 321 - Block A . . . . .	3
Early Childhood Education 335 - Block A . . . . .	3
Education 322 - Block A . . . . .	3
Education 380 - Block A (Early Childhood) . . . . .	2
Education 324- 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 326 - Block B . . . . .	3
Education 391 - Block B . . . . .	2
Student Teaching Block* . . . . .	15 hours
Education 487 . . . . .	3
Education 490 . . . . .	12
Supporting Courses . . . . .	15 hours
Art Education 217 . . . . .	3
English 313 . . . . .	3
English 341 . . . . .	3
Mathematics 370 . . . . .	3
Psychology 315 . . . . .	3

\* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.

## Minimum hours required for graduation . . . . . 125 hours

## ADDING AN ENDORSEMENT TO AN EARLY CHILDHOOD DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual <https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at [certification@ed.sc.gov](mailto:certification@ed.sc.gov).

## ART EDUCATION

(SEE PROGRAM UNDER DEPARTMENT OF FINE ARTS.)

## EARLY CHILDHOOD EDUCATION

Coordinator: Dr. Jeanne Gunther  
Grades: Pre-Kindergarten – Third

A Bachelor of Science degree in Early Childhood Education requires the following:

<b>General Education . . . . .</b>	<b>48 or 49 hours</b>
Communications . . . . .	9 or 10 hours
English 101 or English 101E/101L . . . . .	3 or 4
English 102 . . . . .	3
Speech Communication 101 . . . . .	3
Social Sciences . . . . .	9 hours
Geography elective . . . . .	3
Political Science 101 OR 103 . . . . .	3
Additional three hours chosen from economics, geography, political science, sociology, or Honors 250-259 . . . . .	3
Humanities . . . . .	12 hours
Literature (elective) . . . . .	3
History (elective) . . . . .	3
Art 101, Music 101, or Theatre 101 . . . . .	6
Mathematics . . . . .	6 hours
Mathematics 170 . . . . .	3
Mathematics 270 . . . . .	3
Natural Sciences . . . . .	12 hours
a. Biology 102 . . . . .	4
b. Physical Science 150 . . . . .	4
c. Astronomy 201 or 202 or Honors 280-289* . . . . .	4
*Must be a four credit hour course with laboratory	



## ELEMENTARY EDUCATION

Coordinator: Dr. Kimberly McCuiston  
 Grades: Two – Six

A Bachelor of Science degree in Elementary Education requires the following:

<b>General Education</b> .....	<b>48 or 49 hours</b>
Communications. ....	9 or 10 hours
English 101 or English 101E .....	3 or 4
English 102 .....	3
Speech Communication 101 .....	3
Social Sciences. ....	9 hours
Geography elective .....	3
Political Science 101 or 103. ....	3
Additional three hours to be chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259 .....	3
Humanities. ....	12 hours
Literature (elective) .....	3
History (elective)* .....	3
Art 101, Music 101, or Theatre 101 .....	6
Mathematics .....	6 hours
Mathematics 170. ....	3
Mathematics 270. ....	3
Natural Sciences .....	12 hours
a. Biology 102** .....	4
b. Physical Science 150** .....	4
c. Astronomy 201 or 202 or Honors 280-289***	4

\*Students are strongly encouraged to take either History 101 or 102 to be better prepared for the Elementary Praxis content exams.

\*\*To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Psychology does not count as science for Elementary Education teacher licensure. Students are strongly encouraged to take Biology 102, Physical Science 150, and Astronomy to be better prepared for the Elementary Praxis content exams.

\*\*\*Must be a four credit hour course with laboratory

Pre-Professional Education .....	7 hours
Education 190 .....	3
Education 191 .....	1
(Education 190 and Education 191 are corequisites)	
Education 305 .....	3
Professional Education	
(Requires Admission to the Program) .....	33 hours
Education 310 .....	3
Education 311 .....	3
Education 313 .....	1
Education 322 .....	3
Education 324 .....	3
Education 326 .....	3
Education 392 .....	2
Education 411 .....	3
Education 420 .....	3
Elementary Education 315 .....	3
Elementary Education 316 .....	3
Elementary Education 317 .....	3
Student Teaching Block* .....	15 hours
Education 487 .....	3
Education 490 .....	12
Supporting Courses .....	15 hours

Art Education 217 .....	3
English 315 .....	3
English 341 .....	3
Mathematics 370. ....	3
Psychology 315 .....	3

**Concentration (Approved by academic adviser) ..... 8-9 hours**  
 This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:

- English (three courses) – Select from above English 200 literature and/or writing courses.
- Foreign Language (three courses)
- Learning Disabilities (three courses) – EDUC 421, 423, & 425
- Mathematics (three courses) – Select from above Mathematics 131 with at least one course above the 200 level. Mathematics 170, 270, and 370 will not count as part of this concentration.
- Science (two courses) – Select from the physical sciences and/or biological science.
- Social Studies (three courses) – Select from history, political science, geography and/or economics.

\*All Student Teaching Block courses must be taken together.

**Minimum hours required for graduation. .... 126 hours**

## ADDING AN ENDORSEMENT TO AN ELEMENTARY EDUCATION DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual <https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at [certification@ed.sc.gov](mailto:certification@ed.sc.gov).

\*\*Important – Obtaining an additional licensure is the sole responsibility of the candidate. The School of Education is not responsible for changes in add-on licensure requirements. State forms and requirements may be obtained from [ed.sc.gov/agency/se/Educator-Services/](https://www.ed.sc.gov/agency/se/Educator-Services/).

## MIDDLE LEVEL EDUCATION

Coordinator: Dr. Kimberly McCuiston  
 Grades: Five – Eight

Majors in Middle Level Education will be completing a program that allows them to be licensed to teach middle level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics).

Candidates seeking licensure must complete the specific requirements listed below:

<b>General Education</b> .....	<b>48 hours</b>
Communication .....	9 or 10 hours
English 101 or 101E/101L .....	3 or 4
English 102 .....	3
Speech Communication 101 .....	3
Mathematics .....	6 hours
Mathematics 132 or higher (Math & Science) .....	3
Mathematics 131 or higher (ELA & SS) .....	3
Mathematics 134. ....	3
Social Sciences. ....	9 hours
Geography 101 .....	3
Political Science 101 or 103. ....	3

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An additional three hours chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259	3
Humanities	12 hours
History Elective	3
Literature Elective	3
Art 101, Music 101, or Theatre 101	3
Art, History, Literature, Music, Philosophy and Religious Studies, Theatre, or Honors 260-269	3
Sciences (Should include both biological and physical sciences)	12 hours
Biology 102 or 105/115*	4
Physical Science 150*	4
Astronomy 201* or Psychology 206/216**	4

\* Biology 105/115, Physical Science 150, and Astronomy 201 are required for the science specialty area.

\*\*PSY 206/216 will not count for science concentration but is required for the social studies specialty area.

Pre-Professional Education	7 hours
Education 190, 191	4
Education 190 and 191 are corequisites	
Education 305	3
Supporting Courses	3 hours
Psychology 316	3
Professional Education Courses (Require admission to the program)	35 hours
Education 310	3
Education 311	3
Education 313	1
Education 322	3
Education 380	2
Education 394 (may be taken with either methods course)	2
Education 411	3
Middle Level Education 422	3
Student Teaching Block	
Education 487	3
Education 490	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.)	36-37 hours
Middle Level English/Language Arts	18 hours
Education 326	3
English 300	3
English 310	3
English 315	3
English 340	3
English 341	3
Middle Level Mathematics	18 hours
Mathematics 201	3
Mathematics 230	3
Mathematics 235	3
Mathematics 345	3
Mathematics Elective – 200 or higher	3
Middle Level Education 316	3
Middle Level Science	18-19 hours
Relevant General Education Choices	
Astronomy 201	
Biology 105/115	
Physical Science 150	
Specialty Courses	
Biology 106	4
Chemistry 101	4
Option: Geography 105 or Astronomy 202	3/4

Option: Chemistry 102 or any Biology above 200	4
Middle Level Education 317	3
Middle Level Social Studies	18 hours
Relevant General Education choices	
Geography 101	
Political Science 101	
Political Science 103	
History 102	
Psychology 206/216	
Specialty Courses	
Economics 203	3
Economics 204	3
History 103	3
History 104	3
History 316	3
History 300/400 level elective (optional to earn a minor in history)	3
Middle Level Education 315	3
<b>Minimum hours required for graduation</b>	<b>129 hours</b>

## ADDING AN ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual <https://www.ed.sc.gov/agency/se/EducatorServices/Licensure/documents/CertManual082013.pdf>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at [certification@ed.sc.gov](mailto:certification@ed.sc.gov).

## SECONDARY EDUCATION

Grades: Nine – Twelve

Majors in Biology, English and Mathematics may complete an approved program leading to South Carolina licensure. (For degree requirements, please see the Teacher Licensure Options in the DEPARTMENT OF BIOLOGY; DEPARTMENT OF ENGLISH, MODERN LANGUAGES AND PHILOSOPHY; and the DEPARTMENT OF MATHEMATICS.)

### EARLY CHILDHOOD EDUCATION COURSES (ECE)

A student must be admitted to the Professional Education Program before enrolling in any of these courses.

**320 Curriculum for Early Childhood Education - Block B (3) F, S.** Analyzes developmentally appropriate practices on the pre-school and primary level. Includes extensive information about and application of methods for emergent readers and the value of play situations in which children begin developing logical mathematical understanding. Emphasizes effective instructional assessments, screening devices and daily classroom management techniques for early learners in diverse situations. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**321 Methods for Teaching and Assessing Primary Mathematics - Block A (3) F, S.** This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both

teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**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 35 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/](http://www.fmarion.edu/education/soenews/).

**335 Teaching Social Studies in Early Childhood Education** (3) F, S. (Prerequisite: Admission to Professional Education Program; Corequisite Block A). The study and application of instructional practices for social studies for young children as they relate to major social studies themes emphasized by South Carolina Social Studies Academic Standards and the National Council for the Social Studies, including the roles of children in citizenship, families and communities. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**336 Teaching Science in Early Childhood Education** (3) F, S. (Prerequisite: Admission to Professional Education Program; Corequisite Block B). This course focuses on the study and application of teaching methods in science for young children. Students will learn how to emphasize methods for inquiry, discovery, and problem solving, thus utilizing the science process skills. This course could require up to 15 field experience hours in a local public school setting. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**420 Methods and Materials for Early Childhood Education - Block B** (3) F, S. Students are taught how to organize the classroom environment and select materials appropriate for early childhood education. Strategies for developing a positive learning environment and methods for managing the classroom are presented.

**ELEMENTARY EDUCATION COURSES (ELEM)**

A student must be admitted to the Professional Education Program before enrolling in any of these courses.

**315 Methods of Instruction for Social Studies** (3) (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**316 Methods of Instruction for Mathematics** (3) (Prerequisite:

Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**317 Methods of Instruction in Science** (3) (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background (check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**MIDDLE LEVEL EDUCATION COURSES (MLE)**

A student must be admitted to the Professional Education Program before enrolling in any of these courses.

**315 Methods of Instruction for Social Studies** (3) (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**316 Methods of Instruction for Mathematics** (3) (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**317 Methods of Instruction in Science** (3) (Prerequisite: Admission to the Professional Education Program and Education 311; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background (check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)).

**422 Middle Level Curriculum and Organization** (3) (Prerequisite: Admission to the Professional Education Program) A study of school organization and curriculum developmentally appropriate for middle level students. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, activity and advisory programs, and community building.

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### EDUCATION COURSES (EDUC)

The following courses, EDUC 322, EDUC 324, EDUC 326 and EDUC 411, could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/).

**190 Foundations of Education (3)** (191 is a Corequisite for EDUC majors only) 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 that impacts 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.

**191 Preparation for Education Program Admission (1)** (Corequisite: 190) F, S. Teacher candidate will receive their first clinical experiences in this course. This course is required of all candidates seeking licensure, including transfer students. This course provides the experiences and knowledge base necessary for successful progress in any FMU School of Education program. Included will be orientation to LiveText and other technologies used in the School of Education, introduction to state and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with diverse students, and introduction to the Education and Economic Development Act, required state examinations, expected professional dispositions, and relevant School of Education policies and procedures. This course requires a minimum of 25 hours in clinical experience in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/). The purchase of LiveText is a course requirement. Students who have SC Teacher Cadet credit are required to take this course but are exempt from the clinical requirements.

**201 Politics in Education (3)** This course is for non-majors and examines the status of the U.S. Education system, past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Emphasis will be placed on key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and court(s) and actors (e.g. elected officials, parents, teachers, unions, and the general public) shaping the American PreK-12 education system. The course will explore how American society handles conflicting visions of what schools should and should not be doing, and what the specific changes in political and governance processes might improve public education.

**305 Foundations of Curriculum and Instruction (3)** F, S, SU. 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 gender, community, and socioeconomic status. The purchase of LiveText is a course requirement.

**310 Using Technology Effectively in the Classroom (3)**. F, S, SU. This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources for a classroom setting utilizing a variety of software, hardware, and web applications. This

course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_ announcements](http://www.fmarion.edu/academics/news_and_announcements).

**311 Foundations of Instructional Planning and Assessment (3)** F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

**313 Field Experiences in Instructional Planning and Assessment (1)** (Prerequisite: Admission to Professional Education Program; Prerequisite: Education 311) F, S. This field experience in the Professional Education Program requires students to spend extensive time during the semester in the public schools observing and gathering data related to instructional planning and assessment, teaching strategies, diversity, and classroom management. In addition, bimonthly seminars will be held on campus for reflection and discussion. This course requires a minimum of 35 hours in clinical experience in public schools. A SLED background check is required prior to field placement.

**322 Foundations in the Instruction of Reading (3)** (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.

**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.

**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.

**380 Introduction to Exceptional Students (2)** (Prerequisite: Admission to Professional Education Program) [Early Childhood prerequisite: Education 310 & Education 311; Art Education corequisite: Education 391, 392, or 393; Secondary Education corequisites: Education 393 and either Education 434 (English) or 436 (Mathematics)] F, S. This course is designed to provide pre-service teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines.

**391 Clinical Experience B: Early Childhood - Block B (2:1-3)** (Prerequisite: Admission to the Professional Education Program) F, S.



Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children's emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child's developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**393 Clinical Experience: Secondary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; corequisite Education 380 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 40 hours in clinical experience in a local public school setting. A SLED background check is required prior to field placement.

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**411 Reading and Writing in the Content Areas (3)** (Prerequisite: Admission to the Professional Education Program or permission from the School of Education) This course is designed to prepare pre-service teacher candidates to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined by pre-service classroom teachers. This course will discuss the basic components of the reading and

the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines.

**420 Introduction to the Exceptional Learner (3)** This course is designed for prospective teachers with a concentration in learning disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**421 Behavior Management (3)** (Prerequisite: Admission to Professional Education Program). This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom.

**423 Characteristics of Learning Disabilities (3)** (Prerequisite: Admission to Professional Education Program). This course is designed for prospective teachers with a concentration in learning disabilities. It considers the academic, social, emotional, and behavioral aspects of learning disabilities, and how curriculum, instruction, and other forms of support might be theorized and organized in ways that are most supportive to students with learning disabilities. This course will also examine how services for students with learning disabilities are implemented in public school settings.

**425 Methods/Procedures for Learning Disabilities (3)** (Prerequisites: Admission to Professional Education Program and EDUC 423). This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, across student needs, and across school environments.

**434 Teaching English in the Secondary School (3)** (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F. This course emphasizes the development of instructional practices, curricular materials, and technology appropriate for teaching English in secondary schools. Special attention will be placed on teaching language, reading, literature, and composition.

**435 Teaching Social Studies in the Secondary School (3)** (Prerequisite: Admission to the Professional Education Program; corequisites Education

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380 and 393 to be taken concurrently in the semester prior to student teaching) F, S. Provides the student with the specific skills, methods, and materials required for teaching social studies in the secondary schools. Models of inquiry will be a special focus of this course, designed to meet the "Standards for Preparation of Social Studies Teachers" approved by the NCSS Board of Directors. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching.

**436 Teaching Mathematics in the Secondary School (3)** (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F. This course is designed for mathematics majors who are pursuing licensure in secondary mathematics. Students will investigate mathematics curriculum, teaching strategies, and evaluation techniques. Mathematics concepts, geometry, real world applications, the use of technology, and problem solving strategies will be emphasized.

**437 Teaching Science in the Secondary School (3)** (Prerequisite: Admission to the Professional Education Program; corequisites Education 380 and 393 to be taken concurrently in the semester prior to student teaching) F, S. Introduces prospective secondary school science teachers to the issues, trends, challenges, current curriculum development projects, and research in secondary science education. Instructional strategies to promote investigative science skills and concepts will be emphasized. Education 380, Education 393, and the appropriate methods course in the major field (either Education 434, 435, 436, 437, or 438) should be taken concurrently in the semester prior to student teaching.

**487 Classroom Management (3)** (Corequisite: 490) F, S. Designed to develop the necessary knowledge and skills for teacher candidates to be effective teachers. Emphasis is on preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, and the student's responsibility for management.

**490 Directed Teaching (12)** (Corequisite: 487) F, S. The student will be placed in a classroom situation and work under the guidance of an experienced classroom teacher as well as a University supervisor.

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

**555 Teaching Children of Poverty (3)** (Prerequisites: Education 311 or permission of the school) This course and its required clinical experiences are designed to provide teacher candidates with in-depth study of issues related to teaching children of poverty. It includes collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

## PHYSICAL EDUCATION

Coordinator: Murray G. Hartzler

### MAJOR

No major in physical education is offered.

### MINOR

No minor in physical education is offered.

### COLLATERAL

No collateral in physical education is offered.

### OTHER INFORMATION

No more than two semester hours of activity courses can be credited toward a degree.

### PHYSICAL EDUCATION COURSES (PE)

**101 Badminton (1:2)** F. Instruction in the basic strokes, court position, strategy and tactics, and rules of badminton.

**104 Racquetball (1:2)** F, S. Instruction in the basics of racquetball. Included are basic strokes, offensive and defensive shots, serves, court positioning, and the fundamentals of singles and doubles play.

**106 Beginning Swimming (1:2)** S. Designed for those who are weak or non-swimmers. The objective is to equip the individual with basic water safety skills and knowledge in order to make him/her comfortable and safe while in, on, or about water.

**107 Volleyball (1:2)** F. Basic skills of volleyball: serve, set-up, and spike. Team strategy and basic rules of power volleyball.

**108 Tennis (1:2)** F, S. Fundamental strokes, court strategy (singles and doubles), and basic rules.

**110 Weight Training (1:2)** F, S. Development and utilization of a weight training program with the emphasis on optimum development of strength and endurance.

**112 Golf (1:2)** F, S. Instruction in the basic elements of golf designed to develop interest and ability to play the game.

**115 Weight Control and Fitness (1:2)** F, S. To obtain knowledge of the health implications of physical activity and weight control through various exercise programs. To gain a minimum level of physical fitness and to obtain knowledge of factors causing weight gain and weight loss.

**206 Intermediate Swimming (1:2)** S. Designed to assist the swimmer in obtaining and/or increasing proficiency in a variety of swimming skills. Includes the proper execution of the four basic strokes, turning, and basic diving.

**218 Principles and Problems of Athletic Coaching (3)** (Prerequisite: Education 299) F. Overview of the areas of history and principles of physical education and coaching. Today's pertinent problems confronting physical educators and coaches will be thoroughly covered. The foundations of physical education in today's modern schools, including the aims, objectives, and goals, will be examined.

**219 First Aid and Care and Prevention of Athletic Injuries (3:2-2)** F, S, SU. Study of American Red Cross First Aid materials and prevention, treatment, and rehabilitation of athletic injuries. The legal responsibilities of the administrator of emergency treatment and the trainer will be covered.

**220 Yoga for Beginners** (1) This course is designed to introduce the student to the fundamental philosophies, skills, and terms of Hatha yoga. Emphasis is placed on yoga for health and how to correctly practice yoga including Asanas (yoga poses), Pranayama (breathing), and meditation in everyday life. Subtopics include yoga for stress reduction, yoga for neck and back pain, yoga for weight management, and yoga for relaxation.

**301 Advanced Lifesaving and Senior Lifesaving** (1:2) S. Leads to American Red Cross certification as an advanced lifesaver. Designed to equip the student with knowledge and skills to help prevent aquatic accidents and to give assistance to victims. An additional fee of approximately \$90 is required by the American Red Cross.

**306 Water Safety Instruction** (1:2) (Prerequisite: 301 or Red Cross Advanced Lifesaving Certification) S. Designed to cover teaching procedures from the beginning swimmer through the teaching of a lifesaving course. Leads to American Red Cross Certification as a water safety instructor.

**318 Kinesiological Foundation of Coaching** (3) (Prerequisite: Biology 106 or permission of school) F. Study of human neuromuscular system and how the human body performs anatomically and mechanically.

**319 The Physiological Basis of Exercise** (3:2-2) S. Designed to help the student to understand and apply physiological principles to the fields of physical education and athletics. The emphasis of the course is to study the effects of exercise and various training programs on cardiovascular endurance, strength, flexibility, and other factors affecting health and performance.

**401 Physical Education in the Elementary School** (3) (Prerequisite: Education 191) F, S. Establishes the place of physical education in the total educational picture, its relationship to educational theory and laws of learning. Students will participate and assist as observers with limited responsibility for the planning and conducting of class in conjunction with an experienced physical education teacher.

**418 Theory and Techniques of Coaching I** (3:1-4) (Prerequisite: 318 and 319 or permission of school) F. General methodologies for teaching and coaching fall sports, coaching practicum at FMU, proficiency in officiating, knowledge of rules, and satisfactory completion of intermediate-level competency-based performance in sports assigned.

**419 Theory and Techniques of Coaching II** (3:1-4) (Prerequisite: 318 and 319 or permission of school) S. General methodologies for teaching and coaching spring sports, coaching practicum at FMU, proficiency in officiating, knowledge of rules, and satisfactory completion of intermediate-level competency-based performance in sports assigned.







# SCHOOL OF HEALTH SCIENCES

Dean of the School of Health Sciences: Dr. Ruth A. Wittmann-Price

Associate Dean of the School of Health Sciences and Chair of the Nursing Department: Dr. Karen K. Gittings

Chair of Physician Assistant Studies: Dr. April Martin

Director of the FNP and DNP Options: Dr. Deborah L. Hopla

Director of the Nurse Educator Option: Dr. Karen K. Gittings

Director of the RN-to-BSN Option: Dr. Rhonda Brogdon

Director of Healthcare Administration: Dr. Sarah Kershner

Director of Speech Language Pathology: Dr. Freda Campbell-Wilson

Faculty: Joe Bethle, Rhonda Brogdon, Freda Campbell-Wilson, Traci Coward, Paul DeMarco, Kellie Gainey, Tracy George, Karen Gittings, Susan Grubbs, Wendy Hatchell, Deborah Hopla, Julia (Marty) Hucks, David James, Nia Johnson, Sarah Kershner, Skye Lewis, April Martin, Annie Muller, Allison Munn, Tiffany Phillips, Nina Russell, Anna Katherine Townsend, Dorie Weaver, Ashley Wilson, Ruth Wittmann-Price

Administrative Staff: Bonita McFadden, Benjamin Johnson, Robyn Morgan, Suzan Orrico, Elizabeth Sadler Shefton, and Janil Seegars

## VISION STATEMENT

The School of Health Sciences at Francis Marion University strives to provide the highest quality baccalaureate, master's, and doctoral degree programs that educate healthcare professionals from the Pee Dee Region, the state of South Carolina, and beyond who will provide quality care to diverse patients and families.

## MISSION STATEMENT

The School of Health Sciences at FMU is committed to providing interprofessional learning opportunities to a diverse student body. The faculty strives to inspire students to become lifelong learners and competent and caring healthcare professional leaders who use evidence-based practice to deliver safe, ethical, and value-based care to diverse patient populations.

Faculty in the School of Health Sciences are active in teaching, scholarship/research, and service, and the majority are doctorally prepared. Many faculty hold certifications in specialties recognized by national professional healthcare organizations. The School of Health Sciences programs require a variety of targeted clinical experiences in many different healthcare environments. The School of Health Sciences promotes diversity, tolerance, and respect among faculty, students, and healthcare partners.

The key values adopted by the School of Health Sciences include:

- Caring and compassion
- Interprofessional collaboration
- Healthcare technology and innovation
- Evidence-based practice

- Ethical decision-making
- Integrative healthcare policy and leadership

The School of Health Sciences offers programs which lead to the following degrees or certificates:

Healthcare Administration (BS)  
Nursing (BSN, RN-to-BSN, MSN/FNP, MSN/Nurse Educator, Post-masters Nurse Educator Certificate, and Doctor of Nursing Practice)  
Physician Assistant (MSPAS)  
Speech-Language Pathology (MSLP)

## HEALTH COURSES (HLTH)

**301 Health Promotion in the 21st Century (3) S.** This course is designed for gender study minors and any student who is interested in the knowledge and skills essential for health promotion in the 21st century. Emphasis is placed on healthy behavior change through practice. Subtopics will include managing stress, improving sleep, promoting sexual health, and enhancing healthy eating. Technology and health, environmental health, the Affordable Health Care Act, and healthy beverage consumption will also be discussed.

## HEALTHCARE ADMINISTRATION (HCA)

Director: Dr. Sarah Kershner

## MISSION STATEMENT

The Healthcare Administration (HCA) major (Bachelor of Science) is offered in collaboration with Nursing, the Department of Political Science, Department of Psychology, Department of Sociology, and the School of Business. The Healthcare Administration major prepares graduates as leaders in healthcare organizations and endeavors to prepare graduates for career advancement, lifelong learning, and graduate education.

## PROGRAM DESCRIPTION

The Healthcare Administration major emphasizes the development of knowledge and skill in healthcare management, leadership, education, research, and practice. The required courses, along with the required general education curriculum, will prepare graduates to advance to leadership roles within healthcare organizations or within their own specific allied health discipline. This program places high value on management, leadership, teaching, research, education, and advanced practice. The clinical capstone course is designed to apply upper-level skills by requiring students to develop a leadership project for implementation specific to the student's healthcare interest or allied health discipline. The program emphasizes lifelong learning appropriate to the changing nature of the healthcare system and prepares graduates for a number of career paths, including but not limited to management, leadership, teaching, research, advanced practice, and graduate school.

The program is applicable to all undergraduate students interested in healthcare careers as well as allied health professionals who hold an associate's degree (Respiratory Care, Radiologic Technology, Medical

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Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by the School of Health Sciences).

The Healthcare Administration major has two courses that are cross-listed Nursing courses. Healthcare Administration majors, both General and Clinical, are not allowed to enroll in any other Nursing courses without admission to the Francis Marion University Nursing program. All Healthcare Administration majors are required to complete all Francis Marion University General Education Requirements.

### Major

General Track: A major in Healthcare Administration requires the following:

1. Interprofessional Healthcare (IPHC): IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the major are offered online.
2. Minor/collateral requirements (two options)
  - a) an 18-hour minor approved by the faculty adviser  
OR
  - b) two 12-hour collaterals approved by the faculty adviser
3. The minimum number of semester hours (major, all General Education Requirements, a minor or two collaterals, general electives) is 120.

Clinical Track (available only to students having completed an applicable associate's degree in Respiratory Care, Radiologic Technology, Medical Laboratory Technology, or a certified or licensed healthcare discipline deemed applicable by the School of Health Sciences):

### ADMISSION REQUIREMENTS (Clinical Track Only)

Applicant's previous overall academic success is the primary factor considered for admission to the School of Health Sciences. In addition, the School of Health Sciences seeks to assure diversity among its applicants and student body. Prior clinical experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following:

1. A copy of the student's acceptance to the University
2. Three professional references (preferably instructors and employers)
3. An official transcript verifying an associate's degree in an allied health profession
4. A copy of the applicant's current unencumbered license or certificate

Applications are available online at [www.fmarion.edu](http://www.fmarion.edu).

A major in Healthcare Administration, Clinical Track requires the following:

1. Sixty semester hours of transfer credit (towards FMU General Education Requirements and as general electives) from an associate's degree in the allied health professions of Respiratory Care, Radiologic Technology, Medical Laboratory Technology or a certified or licensed healthcare discipline deemed applicable by the School of Health Sciences.
2. IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456, and IPHC 457. All courses in the

major are offered online.

3. The minimum number of semester hours (transfer credits, major, general electives, all Francis Marion University General Education Requirements) is 120.

### MINOR

No minor in Healthcare Administration is offered.

### COLLATERAL

No collateral in Healthcare Administration is offered.

### INTERPROFESSIONAL HEALTHCARE ADMINISTRATION COURSES (IPHC)

**215 Introduction to Public Administration** (3) (Prerequisite: Political Science 101 or 103) (Interprofessional Healthcare 215 is same as Political Science 215) Study of the nature of public administration in the United States with attention to policies of organization and management and to fiscal, personnel, planning, and public relations practices. Credit cannot be received for both IPHC 215 and POL 215.

**301 Professional Role and Practice** (3) This course explores the past, present, and future of professional healthcare roles. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the healthcare professional, as well as the legal and ethical aspects of practice. This course will allow the students to develop career goals and a professional portfolio and to establish a focus for a student of a healthcare profession.

**314 Health Psychology/Behavioral Medicine** (3) (Prerequisite: PSY 206 or permission of psychology department) (IPHC 314 is same as PSY 314) Introduction to the affective, behavioral, and cognitive aspects of health and illness. Topics include such issues as lifestyle change, stress management, and chronic pain, as well as a survey of specific physical diseases which are known to involve a dominant psychological component. Credit cannot be received for both IPHC 314 and PSY 314.

**334 Research in Practice** (3) (IPHC 334 is same as NRN 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both IPHC 334 and NRN 334.

**375 Sociology of Health and Medicine** (3) (Prerequisite: Sociology 201 or permission of sociology department) (IPHC 375 is same as SOC 375) Trends and group differences in health and illness; theoretical perspectives on health; the sick role; seeking and using health services; patient-practitioner relationships; caregiving issues; social organization of healthcare systems; international and cultural differences; medicalization of chronic conditions; current issues and problems. Credit cannot be received for both IPHC 375 and SOC 375.

**445 Population-Focused Care** (3) Designed to develop the student's knowledge and skills in applying health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on healthy people. Emphasis is placed on public health as a health partner; community assessment strategies; community partnerships; the design, implementation and evaluation of interventions for health promotion and/or disease prevention; social justice; and health policy implications.

**448 Healthcare Policy Development** (3) (IPHC 448 is same as NRN 448) This course offers the student the opportunity to discuss health care policy and explore political system operations. Disparity in care and

social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current health care issues such as quality of care are analyzed. Funding of the US health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both IPHC 448 and NRN 448.

**451 Health Care Finance (3)** (Prerequisite: admission to Healthcare Administration program) (IPHC 451 is same as FIN 451). This course will introduce and prepare students to manage the finances of a healthcare organization. Students will be exposed to financial statements, and their analysis, time value of money and its use in decision making, and capital budgeting and its use in the ongoing financial process of the organization. The course will also cover topics designed to determine the viability of projects. This course does not count toward the Bachelors of Business Administration (B.B.A.) degree. Credit cannot be received for both IPHC 451 and FIN 451.

**456 Leadership in the Healthcare Environment (3)** (Prerequisite: Admission to the School of Business or HCA program) (IPHC 456 is same as MGT 456) This course is designed to prepare students to assume leadership roles in a dynamic healthcare environment. It exposes students to the roles of leadership, organizational structure, and both organizational and industry-wide culture. Through assignments, self-assessments, and interactive/collaborative experiences, students gain insight into their own leadership and negotiating skills. Credit cannot be received for both IPHC 456 and MGT 456.

**457 Professional Capstone Course (3)** (Prerequisite and/or Corequisite: IPHC 215, IPHC 301, IPHC 314, IPHC 334, IPHC 375, IPHC 445, IPHC 448, IPHC 451, IPHC 456). This course provides the student with the opportunity to choose a specific area of in-depth study in their field. The student will be responsible for identifying an area in their specific discipline or career that needs in-depth appraisal and investigation. The expectations will be for students to develop a feasible plan of change, provide sound scientific rationale, and disseminate their findings in written and oral presentation.

## HEALTHCARE ADMINISTRATION PLAN OF STUDY - MAJOR COURSES

### Semester One (Fall)

**Course**

IPHC/POL 215 Introduction to Public Administration (3)  
 IPHC 301 Professional Role and Practice  
 IPHC/PSY 314 Health Psychology/Behavioral Medicine (3)  
 IPHC 334 Research in Practice (3)  
 IPHC/SOC 375 Sociology of Health and Medicine (3)

### Semester Two (Spring):

**Course:**

IPHC 445 Population-focused care (3)  
 IPHC 448 Healthcare Policy Development (3)  
 IPHC 451 Healthcare finance (3)  
 IPHC 456 Leadership in the Healthcare Environment (3)  
 IPHC 457 Professional Capstone course

### HEALTHCARE COURSES (IPHC)

Coordinator: Dr. Sarah Kershner

The Interprofessional Healthcare (IPHC) courses listed below do not lead to a major or a minor.

**200 Spirituality in Healthcare** (1) This elective course will explore the relationship between health and spirituality and the process of spiritual development across the lifespan. Current research in these areas will be stressed. Various religions and their impact on healthcare practices will be examined. Means of conducting the spiritual assessment and the healthcare provider's role in spiritual care will be analyzed.

**213 Safe Dosage Calculations for Interprofessional Healthcare Providers** (3) This elective course is for those who plan a career in healthcare and may need a more specialized focus on safe dosage calculations. This course will focus on identifying methods of calculations used when determining a safe dose for administering medications through various routes such as injections, oral, and intravenous (IV). This course can also be taken by those who may need remediation in dosage calculation. This course does not take the place of any required math courses as established by the University or Nursing.

**302 Understanding Veteran Culture and Health** (3) (Prerequisite: Junior or senior status) This elective interprofessional course provides the learner with the knowledge needed to understand aspects of veteran culture and healthcare needs through exposure to sociopolitical elements of the veteran population.

**303 Understanding Sexual Health in Healthcare Settings** (3) (Prerequisite: Junior or Senior Status) This course will analyze and synthesize information centering on a number of current sexual and reproductive health issues across the lifespan. This course is designed to build student's knowledge of sexual health terms and topics including HIV, sexually transmitted infections (STIs), contraceptive methods and cultural perspectives of sexuality from birth through late adulthood. The course will also develop the student's knowledge and comfort in working with sexual minority populations (Lesbian, Bisexual, Gay, Transgender, Questioning) in healthcare settings. Students will come away from the course with a working knowledge of the terminology and history related to sexual health and sexual minority populations. Students will apply health promotion and disease prevention frameworks, and public health concepts, epidemiology, and environmental health issues specific to sexual minority populations in the community. Students will better understand how stigma influences patient behavior and quality of care, and ultimately the costs of negative health outcomes. Emphasis is placed on how the clinical and allied health community can support and better serve patients who identify as a sexual minority, through a better understanding of the health disparities among sexual minority populations.

**450 Healthcare Informatics** (3) This course will provide an overview of health information management including computer technology, information management and distribution, and practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

**500 Rural Healthcare** (3:1-6) (Prerequisite: Junior or senior status with approval of course coordinators or graduate student status. The enrollment in the class is limited to 12 students). and will be determined through a competitive application process.) This service-learning course provides the learner interested in rural healthcare the theoretical foundation and

skills to engage in healthcare screening clinics for at-risk populations. The course content emphasizes understanding and appreciation of rural healthcare consumers' culture. Healthcare disparities experienced by rural populations will be addressed. There is a six (6) hour practicum to complete every week in order to apply theoretical concepts directly into practice.

**545 Guided Graduate Health Sciences Elective** (3, 2, or 1) (Permission of the Program Chair/Director) This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.

### NURSING

#### MISSION STATEMENT

FMU Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.

#### PROGRAM DESCRIPTION

The Department of Nursing offers pre-nursing, an upper division pre-licensure baccalaureate degree in nursing, and an RN to BSN degree. The pre-nursing and upper division pre-licensure curricula prepare graduates to function competently as skilled practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences in the pre-licensure course of study are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the simulation and skills laboratory. The program emphasizes lifelong learning as a basis for personal and professional growth. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

### BACHELOR OF SCIENCE IN NURSING (BSN)

Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 +2 program because applicants must complete 59 semester hours of pre-nursing coursework which includes general education and prerequisites prior to enrollment in the pre-licensure (upper division) nursing curriculum. The 59 semester hours for pre-nursing include general education requirements and other required courses specific to the BSN degree. A grade of C or better must be achieved in all of the courses making up the 59 pre-nursing course hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of pre-nursing courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. If a student takes a core science course twice, the higher of the two grades will be used to calculate the core science GPA and overall GPA in nursing prerequisites; any subsequent/additional course attempts will not be considered in calculating the core science and overall GPA in nursing prerequisites.

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



the student with the earliest initial enrollment in the first nursing course will be given priority.

Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again in this section. All prerequisite work must be completed before entering the pre- licensure BSN track.

## PRE-NURSING GENERAL EDUCATION AND REQUIRED COURSES

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

English 101 (or English 101E/L) .....	3 or 4
English 102 .....	3
Speech Communication 101 .....	3
Political Science 101 or 103 .....	3
Social Science Elective .....	3
**Psychology 334 .....	3
Literature (any language) .....	3
History .....	3
Art 101, Music 101 or Theatre 101 .....	3
Humanities Elective .....	3
Mathematics 111 or higher .....	3
Mathematics 134 .....	3
*Biology 105 .....	3
Biology 205 .....	4
Biology 215 or 311 .....	4
Biology 236 .....	4
Chemistry 101 .....	4
*Chemistry 102 .....	4
<b>TOTAL .....</b>	<b>59-60 hours</b>

\*Not required for RN to BSN students

\*\*RN to BSN students may take a social science elective in place of Psychology 334.

The following is the list of required courses for students applying to the BSN program who have a bachelor's degree:

Lifespan and Human Growth and Development .....	3
Statistics .....	3
Human Anatomy .....	4
Physiology .....	4
Microbiology .....	4
Science Elective .....	4
<b>TOTAL .....</b>	<b>22 hours</b>

## ADMISSION REQUIREMENTS FOR THE UPPER DIVISION BSN DEGREE PROGRAM

Applications to Nursing for admission to the BSN program may be made during the sophomore year. To be eligible to apply for admission a student must:

1. Complete 59 hours of required courses and general education.
2. Have a overall grade point average of at least 3.0 or better with a minimum grade of C in all general education and required courses.
3. Have an overall grade point average of at least 2.6 or better in core science courses.
4. Meet the SAT or converted ACT requirements for admission to FMU.

For spring admission, application deadline is October 1. Fall applications must be received by March 1. Applications may be obtained online at [www.fmarion.edu/healthsciences/nursing/applicationsandforms/bsn/](http://www.fmarion.edu/healthsciences/nursing/applicationsandforms/bsn/).

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. In order to progress in the nursing program, students must achieve a grade of C or higher in all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).

Graduates of the Bachelor of Science in Nursing degree program are eligible to take the NCLEX-RN. The NCLEX-RN measures competencies required for safe practice as an entry-level registered nurse. The courses in the BSN program prepare graduates for the NCLEX-RN. Success on the NCLEX-RN must be achieved to receive a license. Graduation from the nursing program is not a guarantee of approval from the Board of Nursing to take the licensing examination.

Each student admitted to the upper division program will have online access to a copy of the FMU Nursing Student Handbook. Students should consult the handbook for information on academic policies and procedures specific to Nursing. These policies and procedures are subject to change without prior notice.

## DISMISSAL FROM THE PROGRAM

Failure to achieve a minimum grade of C in two nursing courses or unsafe clinical practice results in dismissal from the nursing program.

## NURSING COURSES (NURS)

Upper Division B.S.N. degree program

**210 Women's Health and Society (3)** (Prerequisite: Sophomore status or higher) This elective course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current healthcare findings including a maturational perspective with a systems approach. The course will explore empowering and emancipating ways to utilize healthcare services and develop a proactive wellness agenda.

**211 Healthcare Terminology (1)** This elective course will assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

**212 Care of Children in Abusive and Neglectful Environments (1)** (Prerequisite: Sophomore status or higher) S. This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through online discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.

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**301 Health Assessment** (4:3-3) (Prerequisite or corequisite: NURS 305 and 312. Corequisite: NURS 309). Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

**306 Nursing Research in Practice** (3) (Prerequisite: 312. Corequisite: NURS 307 or 310 is strongly recommended) The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

**307 Psychiatric and Mental Health Nursing** (5:3-6) (Prerequisites: NURS 301, 305, 309, and 312. Corequisites: 306 and 310 are strongly recommended) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

**309 Fundamentals of Nursing** (6:3-9) (Prerequisites or corequisites: NURS 301, 305, and 312) 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 life span 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.

**310 Adult Health I** (6: 3-9) (Prerequisites: NURS 301, 305, 309, and 312). Corequisites: 306, 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 skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span 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.

**311 Human Nutrition Elective** (3) (Prerequisite: Admission into the

Upper Division Nursing Program or the permission of the department) This course introduces students to the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

**314 Clinical Decision-Making for Nurses** (1) (Prerequisite: Successful completion of required 300-level courses) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.

**316 Professional Nursing Practice** (1) (Corequisites: NURS 301, 309, 317, and 319) This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on the nursing process, professional values, and theoretical concepts essential for providing holistic nursing care. Students are introduced to the healthcare environment as well as contemporary nursing and healthcare issues. Additionally, an emphasis is placed on role development of the professional nurse, legal, ethical, and spiritual aspects of the nursing process.

**317 Nursing Pharmacology I** (2) (Corequisites: NURS 301, 309, 316, and 319) 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. 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.

**318 Nursing Pharmacology II** (2) (Prerequisites: NURS 301, 309, 316, 317, and 319) 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. Drug therapy for the skin, eye, and ear will also be included. The considerations related to genetics, ethics, culture, and economics are addressed throughout the course.

**319 Nutrition and Diet Therapy** (2) (Corequisites: NURS 301, 309, 316, and 317) This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special healthcare needs.

**400 Transcultural Nursing** (3:1-6) (Prerequisites: NURS 301, 305, 309, and 312) This elective course is designed to provide an opportunity to study healthcare systems and cultural values surrounding healthcare

using transcultural nursing theory in countries outside the U.S.

**407 Adult Health II (6: 3-9)** (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in renal/genitourinary, male reproductive, gastrointestinal/metabolic, neurological, hematological, and integumentary systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**409 Population-Focused Nursing and Healthcare Policy (6: 4-6)** (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415) This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on Healthy People, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

**410 Leadership and Management in Nursing (3)** (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415) This course provides the learner an opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Organizational frameworks that impact nursing care decisions are examined related to issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within healthcare organizations. Emphasis is on delegation, organizational structure, prioritization, legal responsibilities, and implications for professional nursing practice.

**411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9)** (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with critical alterations in respiratory, cardiovascular, endocrine, immune, neurological, and integumentary systems. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration

with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**412 Senior Seminar in Nursing (3)** (Prerequisite: NURS 409 and 410) This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as professional nurses. Computerized testing will be used to gauge learners' mastery of professional nursing concepts and content. This course may be taken up to two times.

**415 Nursing Care of Women, Children, and Families (9:6-9)** (Prerequisites: Successful completion of all 300-level nursing courses) This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of childbearing women, newborns, children, and families in a variety of health care settings.

**445 Guided Nursing Elective (3), (2), or (1)** (Permission of the program chair) This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site and the method of evaluation, as well as the preceptor, are chosen by the student with the approval of the instructor. Students may not use an NCLEX Review as a Guided Nursing Elective. A maximum of four credit hours may be earned toward graduation.

## RN-TO-BSN DEGREE PROGRAM

Director of the RN-to-BSN Degree Program: Dr. Rhonda Brogdon

The RN-to-BSN option is for registered nurses seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class. The nursing courses in this track are offered in an online format.

1. NURS 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice (3)
3. NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)
4. NRN 334 Research in Practice (3)
5. NRN 445 Population-Focused Nursing Care (6:4-6)
6. NRN 448 Healthcare Policy Development (3)
7. NRN 449 Leadership and Management in Nursing (5:4-3)
8. IPHC 450 Healthcare Informatics (3)

The RN-to-BSN track assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing healthcare environment and in building on their previous



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education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking, understanding scientific bases for decision making, and developing leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The RN-to-BSN option may be completed on a part-time basis, but all course work must be completed within five calendar years.

### **ADMISSION REQUIREMENTS FOR RN TO BSN DEGREE TRACK**

Applicant's previous overall academic success is the primary factor considered for admission to Nursing. In addition, Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to healthcare are also valued. To be considered for admission, applicants must have a completed FMU application file including the following: (1) three professional references (preferably instructors and employers) and (2) a copy of the applicant's active RN license. The applicant should be working in a healthcare role to complete practicum requirements.

Applications are available online at [www.fmarion.edu/healthsciences/nursing/applicationsandforms/bsn/](http://www.fmarion.edu/healthsciences/nursing/applicationsandforms/bsn/).

### **RN-TO-BSN OPTION**

**NURS 302 Principles of Pathophysiology (3)** This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

**NRN 320 Geriatric Nursing Elective (3)** Designed to develop the student's knowledge and skills in applying concepts of aging which include physical, psychological, socio-cultural and spiritual variables. The impact of the aging population on the health care system will be applied to nursing practice with the older adult client.

**NRN 332 Professional Nursing and Nursing Practice (3)** Explores the past, present, and future of professional nursing. Emphasis is placed on critical thinking and lifelong learning, professional values and philosophies, socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice.

**NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)** This course provides the RN-to-BSN student the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection to patients across the lifespan. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing interventions. The practicum for this course is designed to strengthen the RN's clinical judgment and assessment skills.

**NRN 334 Research in Practice (3)** (Nursing RN-BSN 334 is same as Interprofessional Healthcare 334) Examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published research with consideration of the utilization of research findings to develop evidence-based practice. Ethical considerations in research are addressed. Credit cannot be received for both Nursing RN-BSN 334 and Interprofessional Healthcare 334.

**NRN 445 Population-Focused Nursing Care (6:4-6)** This course is designed to develop the RN-to-BSN student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing

and public health concepts, epidemiology, and environmental health knowledge in providing care for populations in the community. Emphasis is placed on community assessment strategies, community partnerships, and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The practicum of this course is designed to challenge the critical thinking and clinical decision-making skills of the RN, as the RN will analyze and synthesize data to develop health promotion and disease prevention strategies for that specified population within the community.

**NRN 446 Cultural Care in Nursing Practice Elective (3)** This course offers the learner an opportunity to explore the cultures of a variety of populations. The course is designed to provide the learner with tools to effectively deliver healthcare to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence based practice related to cultural care.

**NRN 448 Healthcare Policy Development (3)** (NRN 448 is same as IPHC 448) This course offers the student the opportunity to discuss healthcare policy and explore political system operations. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, physically or cognitively disabled, and terminally ill are discussed. Current healthcare issues such as quality of care are analyzed. Funding of the US healthcare system, both private and public, is evaluated. Comparisons are made to other industrialized nations' healthcare systems. Value systems are analyzed as they impact healthcare reform. Emphasis is placed on the professional's role as a change agent in the political arena and healthcare system. Credit cannot be received for both NRN 448 and IPHC 448.

**NRN 449 Leadership and Management in Nursing (5:4-3)** This course provides the RN-to-BSN student the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communication, interprofessional teamwork, quality improvement, and ethical decision-making within organizations are addressed. Group process and change theory are also emphasized. For the practicum of this course, the RN will synthesize the application of theory, evidence-based practice, nursing management, and leadership.



**NURSING PLAN OF STUDY LOWER DIVISION**

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

**NURSING PLAN OF STUDY UPPER DIVISION**

Year 3 Junior			
	Semester V Sem. Hours		Semester VI Sem. Hours
NURS 301 Health Assessment <sup>1</sup>	4	NURS 306 Nursing Research in Practice	3
NURS 309 Fundamentals of Nursing <sup>1</sup>	6	NURS 307 Psychiatric and Mental Health Nursing <sup>1</sup>	5
NURS 316 Professional Nursing Practice	1	NURS 310 Adult Health I <sup>1</sup>	6
NURS 317 Nursing Pharmacology I	2	NURS 318 Nursing Pharmacology II	2
NURS 319 Nutrition and Diet Therapy	2		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>16</b>
Year 4 Senior			
	Semester VII Sem. Hours		Semester VIII Sem. Hours
NURS 415 Nursing Care of Women, Children, and their Families <sup>1</sup>	9	NURS 409 Population-Focused Nursing and Health Care Policy <sup>1</sup>	6
NURS 407 Adult Health II <sup>1</sup>	6	NURS 410 Leadership and Management in Nursing	3
		NURS411 Adult Health III and Nursing Knowledge: Synthesis Practicum <sup>1</sup>	6
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15</b>
TOTAL - 61 Semester Hours			
<sup>1</sup> Clinical Component: All students enrolled in clinical courses are required to submit proof of American Heart Association - Basic Life Support: Health Care Provider certification which covers the life span, infant to adult. All students are also required to provide the immunization records including hepatitis B, a proof of health insurance coverage, and submit to a background check and a drug test. All of these tasks must be completed prior to a student enrolling in clinical courses.			

## RN-TO-BSN PLAN OF STUDY

<b>Semester One (Fall)</b>	
<b>Course</b>	<b>Semester Hours</b>
NRN 333 Health Assessment and Promotion in Nursing Practice	4
NRN 334 Research in Practice	3
NRN 445 Population-Focused Nursing Care	6
<b>Semester Two (Spring)</b>	
<b>Course</b>	<b>Semester Hours</b>
NRN 448 Healthcare Policy Development	3
NRN 449 Leadership and Management in Nursing	5
IPHC 450 Healthcare Informatics	3
<b>Semester Three (Summer I)</b>	
<b>Course</b>	<b>Semester Hours</b>
NURS 302 Principles of Pathophysiology	3
NRN 332 Professional Nursing and Nursing Practice	3
<b>Total Hours - 30 Semester Hours</b>	
Thirty semester hours will be awarded as transfer credit for previous nursing course work.	
The applicant must have completed 60 hours of undergraduate course work which includes general education requirements in addition to the nursing courses.	
A total of 120 semester hours of undergraduate course work is required for graduation.	



# OTHER ACADEMIC PROGRAMS

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## BACHELOR OF GENERAL STUDIES (BGS)

Coordinator: Dr. Tracy George

The Bachelor of General Studies (B.G.S.) Program is offered for the benefit of certain students who, for specific reasons, are unable to complete a traditional program in the academic disciplines. Students accepted into the B.G.S. Program at FMU choose from one of the following areas of concentration: Arts and Humanities, Social and Behavioral Sciences, Natural Science and Mathematics, Management Technology, Health Studies, or Educational Studies. Students earn a Bachelor of General Studies degree (rather than a Bachelor of Arts or Bachelor of Science degree).

### APPLICATION

Students must complete an application for admittance into the Bachelor of General Studies (B.G.S.) Program. The application form, along with the documentation specified in the application, must be submitted to the Bachelor of General Studies Coordinator. Documentation includes a written statement explaining the rationale for entering the B.G.S. Program and a proposed area of major concentration. This documentation must also include proof of meeting with the B.G.S. Coordinator for initial advisement and a letter from a faculty member stating their willingness to serve as the student's capstone course instructor (faculty must come from their proposed concentration area). Application forms are available from the Office of the Provost or the program coordinator.

Prior to applying to the B.G.S. Program, (1) students must be enrolled at FMU, (2) have earned a cumulative grade point average of at least 2.0, and (3) have completed all of their General Education Requirements. No student may enroll in the General Studies Capstone Experience (496) prior to being accepted to the program.

### ADVISING POLICY

The B.G.S. Coordinator will serve as the academic advisor of record once the student has been accepted into the program. Upon acceptance, the student is required to submit, in writing, a proposed course schedule to the B.G.S. Coordinator. The student is officially admitted as a B.G.S. student once the B.G.S. Committee has approved acceptance into the program. If the student does not enroll the following semester, he or she must reapply to the B.G.S. Program. If the student terminates enrollment with the University, the student is withdrawn from the B.G.S. Program. Students must report any proposed change in their course of study to the B.G.S. Coordinator for approval.

### CURRICULUM

A Bachelor of General Studies student is required to:

1. Meet all General Education Requirements for either a Bachelor of Science or Bachelor of Arts degree.
2. Have a minimum 30 credit hours above the 299 level with designation in one of the following areas of concentration:
  - a. Arts and Humanities:

- a. Art, English, History, Modern Languages, Music, Philosophy and Religious Studies, Theatre
- b. Social and Behavioral Sciences:
  - a. Anthropology, Geography, History, Political Science, Psychology, Sociology
- c. Natural Science and Mathematics:
  - a. Astronomy, Biology, Chemistry, Mathematics, Physical Science, Physics
- d. Management Technology:
  - a. Accounting, Business, Computer Science, Economics, Finance, Management, Management Information Systems, Marketing, Mass Communication, Psychology
- e. Health Studies:
  - a. Nursing (at least three courses), HLTH 301 Health Promotion in the 21st Century; NRN 448 or IPHC 448 Healthcare Policy Development; PE 318 Kinesiological Foundation of Coaching; PE 319 The Physiological Basis of Exercise; BIOL 309 Introduction to Neuroscience; BIOL 406 Physiology; BIOL 407 Immunology; PSY 305 Introduction to Behavioral Genetics; PSY 306 Pediatric Psychology; PSY 312 Human Sexuality; PSY 314 or IPHC 314 Health Psychology/Behavioral Medicine; PSY 317 Applied Behavioral Analysis; PSY 325 Abnormal Psychology; PSY 332 The Psychology of Relationships; PSY 334 Life Span Development; SOCI 327 Sociology of Aging and Later Life; SOCI 347 Alcohol, Drugs and Society; SOCI 375 or IPHC 375 Sociology of Health and Medicine; SOCI 387 Death and Dying in Social Contexts; IPHC 302 Understanding Veteran Culture; IPHC 445 Population-Focused Care, and Health; IPHC 500 Rural Healthcare or other appropriate courses approved by the coordinator of the B.G.S. Program.
- f. Educational Studies:
  - a. Must include the following 12 credit hours of education: EDUC 305 Foundations of Curriculum and Instruction, EDUC 310 Using Technology Effectively in the Classroom, EDUC 311 Foundations of Instructional Planning and Assessment, EDUC 313 Field Experiences in Instructional Planning and Assessment, EDUC 380 Introduction to Exceptional Students; and must include 18 credits hours from the following: ENG 300 Foundations for Literary Studies, ENG 310 Modern English Grammar, ENG 313 Literature for Young Children OR ENG 315 Literature for Children, ENG 340 Theories of Writing, ENG 341 Advanced Composition for Teachers, MATH 370 Intuitive Geometry, PSY 304 Brain and Behavior, PSY 306 Pediatric Psychology, PSY 315 Child Behavior: Growth and Development, PSY 316 Adolescent Behavior: Growth and Development, PSY 317 Applied Behavior Analysis, PSY 318 Educational Psychology, PSY 334 Life Span Development, or other appropriate courses approved by the coordinator of the B.G.S. Program.

3. Complete the General Studies Capstone Experience course (see below). This one credit hour course may only be taken during the student's senior year.
4. Select, in consultation with the B.G.S. Coordinator, a sufficient number of elective hours to satisfy graduation requirements.

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A student must earn grade point averages of at least a 2.0 for the cumulative grade point and the grade point average in the area of concentration. A Bachelor of General Studies student must meet the same general requirements for graduation, including a total of 120 credit hours, as students in any major offered by the University.

### BACHELOR OF GENERAL STUDIES COURSE (BGS)

**496 General Studies Capstone Experience** (1) As Needed. Includes assessment of student program goals and preparation for career advancement.

## MILITARY SCIENCE: ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

Coordinator: CPT Cason B. Thomas

### 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 (MS)

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

**102 Introduction to the Army** (2:1-2) History, organization, mission, and role of United States Army in national defense. Components of total Army structure. Emphasis on group dynamics and communication skills.

**201 Fundamentals of Military Leadership** (3:2-2) Oral and written military communications, planning, and organizing techniques. Current military leadership doctrine and application. Combined arms concepts, organizations, and tactics.

**202 Fundamentals of Military Decision Making** (3:2-2) Soldier skills, including map reading and land navigation. Introduces Army troop-leading procedures through practical exercises and principles of war using historical events.



**301 Advanced Military Decision Making** (4:2-2) Small group leadership through practical applications. Individual leadership skills with emphasis on problem analysis, decision formulation, and steps of decision making.

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

**401 Leadership and Management Seminar I** (4:2-2) (Prerequisite: 301 or permission of Military 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.

**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.

**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.

### PRE-PROFESSIONAL PROGRAMS

The University offers a curriculum which will prepare a student for transferring to another state-supported institution for completion of degrees in several areas. The curriculum is either General Education Requirements or a highly scientific program, depending upon the degree the student seeks. The coordinator of the particular program should be consulted for details.

### PRE-DENTAL CURRICULUM

Coordinator: Dr. Shayna WRIGHTEN

Each student should acquaint himself/herself with the specific requirements of the Dental Schools to which he/she plans to apply for admission. Each student planning a career in dental medicine should register with the Pre-Dental Coordinator (Department of Biology, Leatherman Science Facility). Pre-dental students typically major in biology or chemistry, but need not major in science.

The following courses, as part of a bachelor's degree, meet the minimal requirements of most Dental Schools:

English Composition and Literature .....	6 hours
Mathematics .....	6 hours
General Biology (BIOL 105, 115, 106) .....	8 hours
Biology Electives .....	8 hours
General Chemistry (CHEM 101, 102) .....	8 hours
Organic Chemistry (CHEM 201, 202) .....	8 hours
Physics (PHYS 215, 216) .....	8 hours

Other courses that are recommended for preparation for Dental School are: anatomy, physiology, biochemistry, cell biology, developmental biology, genetics, immunology, finance, accounting, sociology, and psychology.

In order to apply to most Dental Schools, students must take the Dental

Admissions Test (DAT) and complete the American Association of Dental Schools Application Service (AADSAS) process. The earliest this can be done is during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Dental Schools have indicated that students need a 20 or above on each section of the DAT and a 3.5 or above GPA if they want to be competitive during the application process. It is also necessary for pre-dental students to obtain significant practical experiences in a professional setting in order to gain valuable exposure to the dental profession.

### PRE-PHARMACY CURRICULUM

Coordinator: Dr. Kristofoland Varazo

The University offers a pre-pharmacy curriculum, which will prepare a student for transfer to the S.C. College of Pharmacy at either the Medical University of South Carolina or the University of South Carolina. The adviser for pre-pharmacy is assigned from the Department of Chemistry. The program leads to the Doctor of Pharmacy degree, requiring four years of study at each school.

Required courses for admission to the S.C. College of Pharmacy are the following:

Biology 105, 106, 115 .....	8 hours
Biology 205, 406 .....	8 hours
Chemistry 101-102 .....	8 hours
Chemistry 201-202 .....	8 hours
Economics 204 .....	3 hours
English 101 (or English 101E/L) and 102 .....	6 or 7 hours
Mathematics 132, 134, and 201 .....	9 hours
Physics 215-216 .....	8 hours
Psychology 206 .....	3 hours
Speech Communication 101 .....	3 hours
Electives: Social Sciences and Humanities .....	6 hours
70-71 semester hours	

### PRE-LAW CURRICULUM

Coordinator: Dr. David R. White

Law schools are seeking students with outstanding academic records, not students who have majored in one particular discipline. The University offers majors as indicated elsewhere in the FMU Catalog. Any of these majors would be acceptable to a law school, provided a student has a demonstrated proficiency in the use of the English language as well as a high grade point average. However, the Supreme Court of South Carolina advises students that the Court has found the following subjects highly beneficial in taking the bar examination and for the pursuit of a career as an attorney:

1. English Composition
2. English Public Speaking
3. United States History
4. Accounting
5. Economics
6. Logic
7. Literature
8. Political Science
9. Philosophy

Introductory levels of four of these courses (composition, history, literature, and political science) are required as general education subjects. Students interested in going to law school should try to take the other five as well and should consider taking upper-level courses from some areas, in addition to the introductory-level courses. For further information, students can contact a coordinator.

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## COLLATERAL in Legal Studies

Students interested in the law may want to pursue a collateral in Legal Studies. More information can be found on page 124 under the political science program.

## PRE-MEDICAL CURRICULUM

Coordinators: Dr. Vernon Bauer and Dr. Erin Eaton

Each student should acquaint himself/herself with the specific requirements of the Medical Schools to which he/she plans to apply for admission. Each student planning a career in medicine should register with the Pre-Medical Coordinators (Department of Biology, Leatherman Science Facility). Pre-medical students typically major in biology or chemistry, but need not major in science.

The following courses, as part of a bachelor's degree, meet the minimal recommendations of most Medical Schools:

English Composition and Literature	6 hours
General Biology (BIOL 105, 115, 106)	8 hours
General Chemistry (CHEM 101, 102)	8 hours
Organic Chemistry (CHEM 201, 202)	8 hours
Physics (PHYS 215, 216)	8 hours

Other courses that are recommended for preparation for Medical School are: anatomy, physiology, biochemistry, cell biology, developmental biology, genetics, immunology, sociology, and psychology.

In order to apply to most Medical Schools, students must take the Medical College Admissions Test (MCAT) and complete the American Medical College Application Service (AMCAS) process. The earliest this can be done during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Medical Schools have indicated that students need a score in the top quartile and a 3.5 or above GPA if they want to be competitive during the application process. It is also necessary for pre-medical students to obtain significant practical experiences in a professional clinical setting in order to gain valuable exposure to the practice of medicine.

## PRE-PHYSICAL THERAPY CURRICULUM

Coordinator: Dr. Lorianne Turner

Each student should acquaint himself/herself with the specific requirements of the Physical Therapy Schools to which he/she plans to apply for admission. Each student planning a career in physical therapy should register with the Pre-Physical Therapy Coordinator (Department of Biology, Leatherman Science Facility). Pre-Physical Therapy students typically major in biology or chemistry, but need not major in science.

The following courses, as part of a bachelor's degree, meet the minimal recommendations of most Physical Therapy Schools:

General Biology (BIOL 105, 115, 106)	8 hours
Human Anatomy (BIOL 205)	4 hours
Human Physiology (BIOL 406)	4 hours
General Chemistry (CHEM 101, 102)	8 hours
Physics (PHYS 215, 216)	8 hours
Psychology (PSY 206, 325)	6 hours
Statistics (MATH 134)	3 hours

In order to apply to most Physical Therapy Schools, students must take the Graduate Record Exam (GRE) and complete the Physical Therapy College Application Service (PTCAS) process. The earliest this can be done is during the year prior to graduation from FMU, though there is no penalty for waiting until after graduation. Physical Therapy Schools have

indicated that students generally need a combined score above 300 and a 3.5 or above GPA if they want to be competitive during the application process. Many programs also require significant practical experiences under the supervision of a physical therapist to provide clinical exposure to the profession.

## PRE-VETERINARY CURRICULUM

Coordinator: Dr. Tamatha R. Barbeau

The pre-veterinary program at FMU is administered through the Biology Department. FMU offers all the required courses and recommended advanced courses for admission to the College of Veterinary Medicine at the University of Georgia in Athens and at other out-of-state veterinary medicine programs. Other requirements for admission to the UGA program include satisfactory performance in the general GRE and biology GRE and a minimum grade point average of 3.0 in a baccalaureate degree.

There is no college of veterinary medicine in South Carolina, but each year up to 17 students are accepted to the UGA College of Veterinary Medicine at "in state" tuition rates under an agreement between South Carolina and Georgia.

Each student should acquaint himself/herself with the specific requirements of the school of veterinary medicine to which he/she plans to apply for admission. Students are strongly advised to register with the coordinator of the pre-veterinary program, Dr. Tamatha Barbeau.

The pre-veterinary program of study is normally undertaken within a Bachelor of Science degree with a biology major and a chemistry minor (including biochemistry, comparative anatomy, vertebrate physiology and microbiology).

Minimum program for pre-veterinary students includes:

English	6 hours
Humanities or Social Sciences	14 hours
Inorganic Chemistry	8 hours
Organic Chemistry	8 hours
Biochemistry	3 hours
Physics	8 hours
General Biology	8 hours
Advanced Biology	8 hours
	63 semester hours

All courses must be completed with a minimum grade of C.

## GRADUATE PROGRAM PREPARATION

Students should discuss prospective graduate school aspirations with their adviser as early as possible in their degree program. Different graduate programs at FMU or at other institutions may have specific prerequisites that need to be included in the undergraduate plan of study.

### COOPERATIVE PROGRAMS

Undergraduate cooperative majors are offered with South Carolina Technical Colleges in the areas of civil engineering technology and electronic engineering technology, with Clemson University in the areas of engineering, forest resources, and wildlife and fisheries biology, with McLeod Regional Medical Center or other accredited programs in the area of medical technology and with other institutions in various majors on an individual basis.

### ARRANGEMENT IN WILDLIFE & FISHERIES BIOLOGY WITH CLEMSON UNIVERSITY

Coordinator: Dr. Jeffrey D. Camper

A special arrangement allows students majoring in Wildlife and Fisheries Biology to complete two years at FMU with a grade of C or better in each course and to transfer to Clemson University for their final two years of work. It is imperative that the students work closely with the coordinator in this program.

### ARRANGEMENT IN FOREST RESOURCES WITH CLEMSON UNIVERSITY

Coordinator: Dr. Gerald W. Long

A special arrangement allows students majoring in forest resources to complete two years at FMU and to transfer to Clemson University for their final two years of work. It is imperative that the students work closely with the coordinator in this program.

### ARRANGEMENT IN MEDICAL TECHNOLOGY WITH MCLEOD REGIONAL MEDICAL CENTER SCHOOL OF MEDICAL TECHNOLOGY

Coordinators: Dr. Gregory S. Pryor and Dr. Lorianne S. Turner

MRMC School of Medical Technology faculty: S. Mitchell, A. Orange

Medical technologists usually serve as technical assistants to pathologists, performing clinical laboratory procedures helpful to physicians in the determination of the nature, course, and treatment of disease. A Bachelor of Science degree in biology with emphasis in medical technology at FMU is awarded after successful completion of 120 hours to include the following:

1. A minimum of 90 semester hours including the General Education Requirements and the following required courses:
  - Biology - 24 semester hours
    - General Biology (Biology 105, 106, 115) . . . . . 8 hours
    - Microbiology (Biology 311) . . . . . 4 hours
    - Immunology (Biology 407) . . . . . 4 hours
    - Genetics (Biology 401) . . . . . 4 hours
    - Biology Elective . . . . . 4 hours
  - Chemistry - 16 semester hours
    - General Chemistry (Chemistry 101-102) . . . . . 8 hours
    - Organic Chemistry I (Chemistry 201) . . . . . 4 hours
    - Organic Chemistry II (Chemistry 202) or Quantitative Analysis (Chemistry 203) . . . . . 4 hours
  - Chemistry Minor (or Second Collateral) - 3-4 (or 12) semester hours

Chemistry Minor . . . . .	3-4 hours
(or Collateral) . . . . .	(12 hours)
Mathematics - 6 semester hours	
Mathematics 132 or higher* . . . . .	3 hours
Statistics (Mathematics 134) . . . . .	3 hours
Physics - 8 (or 12) semester hours	
Physics 215, 216 (or 200, 201, 202) . . . . .	8 hours (12 hours)

\* Credit cannot be given for both Mathematics 137 and Mathematics 132.

2. Completion of a 30-hour clinical curriculum in a medical technology program approved by FMU.

McLeod affiliation - FMU is currently affiliated with the School of Medical Technology of the McLeod Regional Medical Center, Florence, SC. A limited number of Francis Marion students will be admitted to the McLeod program on a competitive basis, upon application during the junior year or later.

- a. They have completed 3 nine-month academic years (or the equivalent) of undergraduate study detailed in Item 1 including all of the General Education Requirements.
- b. They have a minimum grade point average of 2.6 in the biology, chemistry, physics, mathematics, and computer science courses.
- c. They have a 2.5 overall grade point average.

A student can complete the requirements for the degree to become a medical technologist in four years. The student is then eligible to take the National Certification Exam from the ASCP or NCA.

### ARRANGEMENT IN PHARMACEUTICAL STUDIES WITH USC AND MUSC COLLEGES OF PHARMACY- THE BACHELOR OF SCIENCE IN PHARMACEUTICAL STUDIES

Coordinator: Dr. Kristofoland Varazo

This arrangement allows students who have completed their initial pre-pharmacy program at FMU and are subsequently admitted into the Doctor of Pharmacy program at USC or MUSC Colleges of Pharmacy to complete a baccalaureate degree at Francis Marion University after completion of the first year at either College of Pharmacy. This program is governed by an agreement between FMU and the two institutions and is only open to those students accepted into the Doctor of Pharmacy program at the USC or MUSC Colleges of Pharmacy.

A Bachelor of Science in Pharmaceutical Studies from FMU is awarded after successful completion of at least 120 hours to include the following:

1. A minimum of 61 semester hours at FMU including the admission requirements for the College of Pharmacy.
  - Biology - 16 semester hours
    - General Biology (Biology 105, 106, 115) . . . . . 8 hours
    - Human Anatomy (Biology 205) . . . . . 4 hours
    - Human Physiology (Biology 406) . . . . . 4 hours
  - Chemistry - 16 hours
    - General Chemistry (Chemistry 101-102) . . . . . 8 hours
    - Organic Chemistry (Chemistry 201-202) . . . . . 8 hours
  - Mathematics - 6 hours
    - Probability and Statistics (Mathematics 134) . . . . . 3 hours
    - Differential Calculus (Mathematics 201) . . . . . 3 hours

## 176 - Other Academic Programs

Physics - 8 hours  
General Physics (Physics 215, 216) .....8 hours  
English - 6 or 7 hours  
English Composition [English 101 (or English 101E/L) and 102].....6 or 7 hours  
Economics - 3 hours  
Intro to Macroeconomics (Economics 204) .....3 hours  
Psychology - 3 hours  
Introduction to Psychology (Psychology 206).....3 hours  
Speech Communication - 3 hours  
Oral Communication (Speech 101) .....3 hours

2. A minimum of 29 semester hours at FMU including fulfillment of all remaining FMU General Education Requirements.

Social Sciences - 6 hours  
Political Science 101 or 103 .....3 hours  
Anthropology, Economics, Geography,  
Political Science or Sociology.....3 hours  
Humanities - 12 hours  
Literature (any language) .....3 hours  
History.....3 hours  
Art 101, Music 101, or Theatre 101.....3 hours  
Art, History, Literature (any language), Music,  
Philosophy and Religious Studies or Theatre.....3 hours  
Electives.....11 hours

3. Admission to, and successful completion of, 30 semester hours at USC or MUSC Colleges of Pharmacy. A student who successfully completes 30 hours of course work, and is in good standing at the College of Pharmacy, must submit a transcript of the work to Francis Marion University. The student will then be awarded a Bachelor of Science Degree in Pharmaceutical Studies from Francis Marion University. These same thirty hours will also count toward the student's Pharmacy degree at SCCP.

B. Complete 1 course from the following:  
HIST 311: History of Black Americans  
HIST 370: African History  
C. Complete the following course:  
ENG 348: African-American Literature

- II. Complete 9 semester hours from the following (no more than one course from any one discipline):

ARTH 360: Islamic and African Art  
ECON 323: Urban and Regional Economics  
ECON 410: Labor Economics  
ENG 384: African-American Film History  
ENG 448: Advanced Study in African-American Literature  
HIST 311: History of Black Americans  
HIST 316: South Carolina History  
HIST 344: The Old South, 1660 to 1865  
HIST 345: The New South, 1865 to the Present  
HIST 346: Civil War America  
HIST 370: African History  
GEOG 306: Geography of Sub-Saharan Africa  
POL 311: Southern Politics  
POL 322: Civil Rights and Civil Liberties  
SOC 306: Social Problems  
SOC 310: Racial and Cultural Minorities  
SOC 331: Environment, Power, and Opportunity  
SOC 349: Hate Crimes and Terrorism  
SOC 382: Families Public and Private  
SOC 407: Urban Sociology  
SOC 419: Population and Society

Special topics courses may also be counted for credit towards the program with the approval of the African American Studies Committee.

### COLLATERAL

Complete 12 semester hours, including the following:

- I. Complete the following 2 requirements:  
A. Complete the following course:  
AAAS 200: Introduction to African and African American Studies  
B. Complete 1 course from the following:  
HIST 311: History of Black Americans  
HIST 370: African History  
ENG 348: African-American Literature

- II. Complete 6 semester hours from the following (no more than one course from any one discipline):

ARTH 360: Islamic and African Art  
ECON 323: Urban and Regional Economics  
ECON 410: Labor Economics  
ENG 348: African-American Literature  
ENG 384: African-American Film History  
ENG 448: Advanced Study in African-American Literature  
HIST 311: History of Black Americans  
HIST 316: South Carolina History  
HIST 344: The Old South, 1660 to 1865  
HIST 345: The New South, 1865 to the Present  
HIST 346: Civil War America  
HIST 370: African History  
GEOG 306: Geography of Sub-Saharan Africa  
POL 311: Southern Politics  
POL 322: Civil Rights and Civil Liberties  
SOC 306: Social Problems  
SOC 310: Racial and Cultural Minorities  
SOC 331: Environment, Power, and Opportunity  
SOC 349: Hate Crimes and Terrorism

## INTERDISCIPLINARY PROGRAMS

### AFRICAN & AFRICAN AMERICAN STUDIES (AAAS)

Coordinator: Dean Joyce Durant

### MISSION STATEMENT

The African and African American Studies (AAAS) program at Francis Marion University is designed to offer students an interdisciplinary and multifaceted approach to the study of people of African descent and their experiences in Africa, America, and the rest of the African Diaspora. Through a minor or collateral and through extra-curricular offerings, the program allows students of all backgrounds to broaden their knowledge of the history and cultures of people of African descent, hone their skills of analysis and expression, and cultivate an ethic of human equality and social justice. The program complements all majors in that it helps prepare students for the workplace and citizenship in a diverse country and an interconnected world.

### MINOR

Complete 18 semester hours, including the following:

- I. Complete the following 3 requirements:  
A. Complete the following course:  
AAAS 200: Introduction to African and African American Studies



SOC 382:	Families Public and Private
SOC 407:	Urban Sociology
SOC 419:	Population and Society

Special topics courses may also be counted for credit towards the program with the approval of the African American Studies Committee.

**AFRICAN AND AFRICAN AMERICAN STUDIES COURSES (AAAS)**  
**200 Introduction to African American Studies** (3) Introductory survey course which provides an overview of the field of African American Studies from an interdisciplinary perspective.

**497 African and African American Studies: Special Studies** (3), (2), or (1) (Prerequisite: African American Studies 200 or permission of coordinator) Individual research project under the guidance of a faculty member. Research projects must be approved by the African and African American Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with a grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. May be taken for credit (three hours) toward the Honors degree by special arrangement.

### CRIMINAL JUSTICE

Coordinators: Dr. David R. White (Political Science) and Dr. Lisa A. Eargle (Sociology)

An 18-hour concentration in criminal justice is available to political science and sociology majors. For details, see the description of the major in political science or the major in sociology.

### ENVIRONMENTAL STUDIES

Coordinator: Dr. Jeffrey A. Steinmetz

#### MAJOR

Environmental Science options are offered for biology, chemistry, and physics majors.

#### MINOR

A minor in environmental studies is offered for non-science majors. A 20- to 22-semester-hour minor in environmental studies is offered only for non-science majors and requires the following:

1. Biology 103 Environmental Biology . . . . . 4
2. Biology 120 Natural History of South Carolina. . . . . 4
3. Sociology 331 Environment, Power, and Opportunity. . . . . 3
4. Geography 105 Physical Geography . . . . . 3
5. Choose two of the following. . . . . 6-8
  - a. Geography 205, Geography of South Carolina . . . . . 3
  - b. Geography 210 Geography of North America. . . . . 3
  - c. Geography 215 Environmental Geography and GIS . . . . . 3
  - d. Economics 340 Environmental and Natural Resources Economics (note prerequisite). . . . . 3
  - e. Biology 106 Organismal Biology (note prerequisites)
  - f. Biology 204 Introductory Marine Biology (note prerequisite). . . . . 4

#### COLLATERAL

A collateral in environmental studies is offered for non-science majors.

A 13-14 semester-hour collateral in environmental studies is offered only for non-science majors and requires the following:

1. Biology 103 Environmental Biology . . . . . 4
2. Sociology 331 Environment, Power, and Opportunity. . . . . 3
3. Choose two of the following. . . . . 6-7
  - a. Biology 120 Natural History of South Carolina . . . . . 4
  - b. Geography 105 Physical Geography . . . . . 3
  - c. Geography 215 Environmental Geography . . . . . 3
  - d. Economics 340 Environmental and Natural Resources Economics (note prerequisite). . . . . 3

### GENDER STUDIES

Coordinator: Dr. Pamela A. Rooks

#### MISSION STATEMENT

The Gender Studies Program at FMU is designed to provide students with an interdisciplinary lens through which to examine human conditions and experiences; gender role development; and legal, political, economic, social, and cultural systems. Gender awareness benefits individuals, communities, organizations, and institutions because gender operates as an organizing factor on social, political, and familial institutions and policies. Comprehension of gender dynamics, biases, and patterns can improve study in many disciplines. The Gender Studies Program infuses insights from an array of disciplines as part of the process of examining questions thematically and developing more inclusive perspectives.

Gender Studies courses may address such issues as femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality.

#### MINOR

A minor in Gender Studies consists of 18 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and 15 additional hours. At least nine of these hours must be in courses numbered 300 or above, with no more than two courses from any one discipline.

#### COLLATERAL

A collateral in Gender Studies consists of 12 hours of courses listed under the Gender Studies Program to include Gender Studies 200 and three additional courses, with no more than two courses from any one discipline.

#### GENDER STUDIES COURSES (GNDR)

**200 Gender Studies** (3) Introductory survey of the basic concepts and scope of gender including the intersections of sex, gender, race, class, and sexuality from the perspectives of the participating disciplines. It is recommended that students take Gender Studies 200 prior to enrolling in other Gender Studies courses.

**497 Gender Studies: Special Studies** (3), (2), or (1) (Prerequisite: Gender Studies 200 or permission of coordinator) Individual research project under the guidance of a faculty member. Research projects must be approved by the Gender Studies Committee and are reviewed by three faculty members from two different disciplines. Open only to juniors and seniors with grade point average of 3.0 or higher in their major courses. A maximum of three semester hours may be earned. May be taken for credit (three hours) toward the Honors degree by special arrangement.

# 178 - Other Academic Programs

Courses eligible for the Gender Studies minor and collateral include the following:

Biology 213	Biology of Sex
English 250G	Introduction to Literature: Examining Depictions of Gender
English 350N	American Women Writers
English 385	Sex, Gender, and Literature
English 421	Gender and Public Rhetoric
History 321	Family and Gender in World History
History 324	History of Traditional East Asia
History 346	Civil War America
Health 301	Health Promotion and the 21st Century
Interprofessional Healthcare 303	Understanding Sexual Health in Healthcare Settings
Nursing 210	Women's Health and Society
Psychology 312	Human Sexuality
Psychology 327	Psychology of Gender
Psychology 332	The Psychology of Relationships
Sociology 205	Courtship and Marriage
Sociology 306	Modern Social Problems
Sociology 315	Sex and Gender in Social Context
Sociology 331	Environment, Power, and Opportunity
Sociology 381	Sociology of Sport
Sociology 382	Families Public and Private
Sociology 407	Urban Sociology
Sociology 419	Population and Society

Special topics courses may also be counted for credit towards the program with the approval of the Gender Studies Committee.

## LEGAL STUDIES

Coordinator: Dr. David R. White (Political Science)

A 12-hour collateral in legal studies is available to all majors. For details, see the description of a collateral in legal studies listed under the political science major.

## INTERNATIONAL STUDIES

Director: Dr. J. Mark Blackwell

### MISSION STATEMENT

Today's citizens need to know as much as possible about this complex world in which all nations are so interdependent. Many academic disciplines contribute to that goal. The International Studies program is multi-disciplinary and focuses attention on two areas in particular: international politics and the international economy. Within that framework students may concentrate on geographic areas: Europe, Latin America, or Africa, Middle East, Asia. Also, we work closely with the International Exchange Program are strongly urged to spend a semester abroad at one of our partner institutions. Students may take a minor or collateral in International Studies simply to learn more about the interconnected world in which they live. More likely, they will minor in order to prepare for careers in business, government, international agencies, and education or to prepare for further study.

### MINOR

A minor in International Studies requires 18 hours, no more than six of which may be below the 300 level. Specific requirements are as follows:

- a) Introduction to International Studies Area A: . . . . . 3 hours\*
- b) Primary Concentration
  - Area B: International Politics or . . . . . 6 hours\*
  - Area C: International Economics and Business . . . . . 6 hours\*

- c) Secondary Concentration
  - Area D: Africa, Middle East, Asia or . . . . . 6 hours\*
  - Area E: Europe or . . . . . 6 hours\*
  - Area F: Latin America . . . . . 6 hours\*
- d) Electives
  - Areas A-G . . . . . 3 hours\*

\* A course listed in more than one area may not be counted toward requirements in more than one area.

It is strongly recommended that students seeking a minor in International Studies complete at least 12 hours of a foreign language, especially if they intend to apply for employment or graduate study in this field.

### COLLATERAL

A collateral in International Studies requires 12 hours, no more than six of which may be below the 300 level. Specific requirements are as follows:

- a) Introduction to International Studies
  - Area A: . . . . . 3 hours\*
- b) Primary Concentration
  - Area B: International Politics or . . . . . 6 hours\*
  - Area C: International Economics and Business . . . . . 6 hours\*
- c) Secondary Concentration
  - Area D: Africa, Middle East, Asia or . . . . . 3 hours\*
  - Area E: Europe or . . . . . 3 hours\*
  - Area F: Latin America . . . . . 3 hours\*

\* A course listed in more than one area may not be counted toward requirements in more than one area.

International Studies Program courses are three hour courses unless otherwise noted. For full course descriptions, see the listing under the respective departments and schools. Students should pay close attention to course prerequisites, since they must either take the prerequisites or obtain the permission of the department/school before they may enroll in the course.

#### Area A. Introduction to International Studies

Geography 102	World Regional Geography
Political Science 203	International Relations
History 105	Introduction to World History

#### Area B. International Politics (no more than six hours in one discipline)

Geography 204	Political Geography
History 307	History of the United States in World Affairs
History 330	Europe and the World Since 1945
History 332	British Empire
Political Science 203	International Relations
Political Science 205	Comparative Government
Political Science 314	United States Foreign Policy
Political Science 315	Politics of War and Security

#### Area C. International Economics and Business

Economics 325	International Economics
Economics 340	Environmental and Natural Resources Economics
Economics/History 300	Economic History of the United States
Economics 397	Special Topics in Economics
Economics 405	Development of Economic Thought
Geography 201	Economic Geography
Marketing 335	International Marketing
Management 460	International Management

## Area D. Africa, Middle East, Asia

Geography 306	Subsaharan Africa
Geography 307	Middle East and North Africa
History 341	Modern China
History 342	Modern Japan
Political Science 324	Asian Politics
Political Science 325	African Politics
Political Science 327	Middle Eastern Politics
Philosophy and Religious Studies 311	The Muslim Experience

## Area E. Europe (no more than six hours in one discipline)

Geography 302	Geography of Europe
History 308	Russia and Eastern Europe
History 320	Modern Germany
History 330	Europe and the World since 1945
History 331	Modern British Isles
Political Science 328	Soviet and Russian Politics
Political Science 329	Western European Politics

## Area F. Latin America (no more than six hours in one discipline)

Geography 303	Geography of Latin America
Geography 305	Geography of Central America
History 305	Empires and Nations in Latin America
History 306	Latin America: Tradition and Change
History 340	History of Modern Mexico
Political Science 326	Latin American Politics

## Area G. Elective Courses

Art History 390	Twentieth Century Art
Art History 400	Contemporary Art since 1980
English 363	World Literature: Beginnings to 1650
English 364	World Literature: 1650 to Present
English 466	Advanced Study in International Literature

## FOREIGN LANGUAGE: 3-6 hours above 299 level

Geography 101	Cultural Geography
History 309	Europe, 1814-1914
History 324	Traditional East Asia
History 329	Europe in the Era of the World Wars
International Studies 298-299	International Studies: Travel Seminars
International Studies 400	International Studies: Senior Project
International Studies 497	International Studies: Special Studies
Sociology 419	Population and Society

## INTERNATIONAL STUDIES (INTS)

**298-299 International Studies: Travel Seminars (3+3)** Students may earn three hours credit for each of two travel seminars conducted by FMU faculty or travel seminars conducted by faculty from other universities or colleges approved by the International Studies Committee. Students may also earn three hours credit (S/U) for INTS 299 by successful completion of a semester in an official FMU International Exchange Program. The three hours credit will count toward the minor but will not be calculated in the student's grade point average.

**400 International Studies: Senior Project (3)** It includes examination of current issues in international relations and a major research project.

**497 International Studies: Special Studies (3) (2) (1)** Individual research project under the guidance of a faculty member. Research projects must be approved by the International Studies Committee and are reviewed

by three faculty members from two different disciplines. Open only to juniors and seniors with grade point average of 3.0 or higher in their major courses. (May be used as a substitute for a required program course with the permission of the International Studies Committee.)

## FMU HONORS

Director: Dr. Jon Tuttle

The mission of FMU Honors is to provide the University's highest-performing, most accomplished and motivated students with a unique curriculum and enhanced educational opportunities that reward inquiry, stimulate learning, and promote community outreach initiatives. FMU Honors reflects the University's commitment to innovative instruction, a low student-to-faculty ratio, and out-of-classroom service and experience. FMU Honors is open to students with strong academic records who submit acceptable applications. (Other students may petition for admission to a specific Honors Course.) First-semester freshman applicants must have achieved a minimum score of 1160 on the SAT (Evidence-Based Reading & Writing and Math), a minimum composite score of 24 on the ACT, or have distinguished themselves in other ways as deserving of Honors admission. Second-semester freshmen must have earned a grade point average of 3.0 or above to become or remain eligible for Honors. Sophomores, juniors and seniors with an overall grade point average of 3.25 or above are eligible to apply for admission to Honors. Transfer students whose applications are approved may petition for up to 12 hours of transfer Honors credit from NCHC-affiliated institutions. Exchange students from FMU's international exchange partners are eligible for Honors and may register for Honors courses (as available).

The Honors curriculum consists of Honors sections of regular courses, Honors Special Topics courses, 1-hour Honors Symposia, an interdisciplinary Honors Colloquium, and an Honors Independent Study. Each carries regular academic credit and is designated as an Honors Course on the student's University records.

Students who wish to receive a Bachelor of Arts, a Bachelor of Business Administration, a Bachelor of General Studies, or a Bachelor of Science degree "With University Honors" must fulfill the following requirements:

1. All regular University and departmental or school requirements.
2. An overall grade point average of 3.25 or above, including transfer courses. All work taken at FMU and all work taken at other institutions and considered transferable will be included in computing a student's grade point average for Honors.
3. Completion of a minimum of 21 hours in Honors Courses with a minimum grade point average of 3.25 in all Honors Courses taken. These must include the Honors Colloquium (397) and the Honors Independent Study (491-499) or acceptable substitutes, as described below. Grades below B in the Honors Colloquium and the Honors Independent Study do not count toward credit for the Honors degree, although they do count toward regular degree requirements. If necessary, the Honors Committee may accept substitutes for specific three-hour requirements through the "Honors Contract" option.
4. Up to nine hours of Honors credit may be allowed to Honors students taking courses at one of FMU's international exchange partners, provided that such students are Honors students during the study-abroad semester, that those courses are approved in advance by the Honors Director and Coordinator of International Programs, and that grades earned in all such courses are the equivalent to at least a B. International Studies 299 may not be counted for Honors credit.



## 180 - Other Academic Programs

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- Honors credit may be allowed to a student transferring from another NCHC-affiliated institution for courses that are accepted by FMU for full or elective credit. To receive the degree "With University Honors," a transfer student must meet all requirements for the degree (see above), take a minimum of nine hours of Honors courses at FMU, including the Honors Colloquium and the Honors Independent Study. Honors credits transferred from other institutions will be included in computing the student's grade point average in Honors courses.

Honors students should complete Honors hours as follows in order to maintain eligibility:

- Of the first 15 hours, at least 1-3 should be Honors at 3.0 grade point average or higher
- Of the first 30 hours, at least 6 should be Honors at 3.25 grade point average or higher
- Of the first 60 hours, at least 12 should be Honors at 3.25 grade point average or higher
- Of the first 90 hours, at least 18 should be Honors at 3.25 grade point average or higher

For further information, contact the Director of FMU Honors.

### HONORS COURSES (HNRS)

**200 Honors Science Symposium** (1) Requires students to prepare for, attend, and respond in writing to the weekly Science Symposium. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semesters. May be taken twice for credit.

**201 Honors Humanities & Social Sciences Symposium** (1) Requires students to meet once a week to discuss a recent art/cultural event (plays, concerts, Humanities/Social Science lectures, etc.) or interview area artists/humanists/arts administrators. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semester. May be taken twice for credit.

**202 Honors Leadership Symposium** (1) Requires students to meet once a week with local civic/government leaders, entrepreneurs, university donors or other area leaders and/or to discuss relevant topics (downtown development, taxation, philanthropy, etc.). Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semester. May be taken twice for credit.

**203 Honors Service Symposium** (1) Requires students to meet once a week with local community service or charitable foundation leaders (for instance, Special Olympics, Habitat for Humanity or Humane Society) to discuss and create opportunities for involvement and volunteerism, and to select and perform community service. Carries elective, but not General Education, departmental, or school credit. Offered fall and spring semester. May be taken twice for credit.

**250-259 Honors Special Topics in Social Sciences** (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Social Sciences. May be taken for General Education credit as a Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

**260-269 Honors Special Topics in Humanities** (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Humanities. May be taken for General Education credit as a Humanities elective. May be applied as elective credit in applicable major with permission of chair.

**270-279 Honors Special Topics in the Behavioral Sciences** (3) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Behavioral Sciences. May be taken for General Education

credit as an Area 4: Humanities/Social Sciences elective. May be applied as elective credit in applicable major with permission of chair or dean.

**280-289 Honors Special Topics in the Natural Sciences** (3 or 4) Course topics may be interdisciplinary and cover innovative, non-traditional topics within the Natural Sciences. May be taken for General Education credit as a Natural Sciences elective. May be applied as elective credit in applicable major with permission of chair.

**350 The Model UN Experience** (3) See page 203 of the catalog for more information. May be taken for credit no more than twice.

**391 Honors Independent Study Workshop** (1) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Optional for students planning to complete HNRS 491 (the Honors Independent Study) the following semester. Students work with the Honors Director to choose and plan for their Independent Study projects, to select and begin work with their Study Directors, and to prepare and submit acceptable proposals to the Honors Committee. Faculty from various disciplines will advise on research methodology and presentation. Carries elective, but not general education, departmental, or school credit. Assessed as S (satisfactory) or U (unsatisfactory).

**397 Honors Colloquium** (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director.) Deals with special topics from an interdisciplinary point of view and provides Honors students with the opportunity to examine subjects which do not fall completely within the purview of any one department or school. Carries elective but not departmental or school credit. May be taken for credit no more than twice. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. Honors Nursing majors may take IPHC 500 Rural Healthcare as a substitute for Honors 397 Colloquium. Honors students successfully completing a study-abroad semester may apply 3 upper-division transfer hours toward the 397 Colloquium with permission of the Director of FMU Honors.

**491-499 Honors Independent Study** (3) (Prerequisite: Completion of 12 or more hours of Honors courses or permission of Honors Director). Allows the Honors student to pursue independent academic work, normally in the area of major concentration, under the guidance of a faculty member. Usually takes the form of a senior research thesis or creative project. Topics must be approved by both the appropriate chairman or dean and the Honors Committee. Projects are reviewed by three faculty members from two different disciplines. Grades below B do not count toward credit for the Honors degree, although they do count toward regular University degree requirements. May be taken a second time in a second discipline.

**497 Special Studies** (3) In various disciplines, PRS 499 Advanced Study (3), or Nursing 445 Guided Nursing Elective (3) may be taken for Honors credit, by special arrangement, in place of HNRS 491-499. Students who successfully complete the Washington Semester Program may count three credit hours of POL 497-H WS, ENG 498-H WS, or PSY 310-H WS in place of Honors 491-499. Grades below B do not count toward credit for the Honors degree, although they do count toward regular degree requirements.

\*See also the Washington Semester Program on the next page.

## THE MODEL UN EXPERIENCE

This three-hour course provides a history of, and information on the workings of, the United Nations. Additionally, it prepares students for the National Model United Nations (NMUN) conference, held each year in New York City. Students who take this course will learn



about the League of Nations and the origins of the United Nations, the policies of the country to which FMU is assigned for that particular year, the development of position papers, the importance of caucusing and diplomacy to achieve one's goals, and the process of both writing a working paper and turning it into a resolution. Students will take quizzes, participate in in-class simulations, practice writing position and working papers, and demonstrate that they have prepared themselves for the NMUN conference.

Students who wish to participate in the Model UN Experience must first submit an application packet, which will include an essay and a letter of recommendation from an FMU faculty member. Students who apply need not be Honors eligible; if accepted, non-Honors students will receive Honors credit upon completion of the course.

Students should take note that this course is offered only in the spring semester of each year. Moreover, they must be prepared to take a week off from classes to participate in the NMUN conference. In past years, the conference has fallen on Easter weekend; in such an event, students should be willing to spend Easter away from home.

For more information about the Model UN Experience and the application process, contact the Model UN advisers.

## WASHINGTON SEMESTER PROGRAM

FMU Honors students are eligible to apply for a fellowship in the Washington Semester Program, which is administered by the University of South Carolina Honors College to live in the heart of Washington, D.C., and gain valuable work experience in federal government or private sector offices while earning 15 hours of Honors academic credit.

Honors students at any South Carolina institution of higher education are eligible to apply for the Washington Semester Program. Fellows must be degree-seeking students and are usually juniors. The program operates in both the spring and fall semesters.

FMU Honors students accepted into the Washington Semester Program must register as transient students at the University of South Carolina and pay USC tuition for that semester. They will earn academic credit, with Honors, for the following courses:

- POL 497-H Special Studies: Washington Semester (6)
- ENG 498-H English Internship: Washington Semester (3)
- PSY 310-H The Psychological Focus: Leadership; Washington Semester (3)
- THEA 101-H Introduction to Theatre: Washington Semester (3)

For further information about the Washington Semester Program and the application process, contact the FMU Honors Director.

## NONPROFIT MANAGEMENT (NPM)

Coordinator: Dr. Joseph A. Aniello

### MISSION STATEMENT

The collateral in nonprofit management is designed first to introduce students to the contemporary nonprofit sector in terms of its structure and its role in American society, and second, to provide students with an understanding of the management processes and current management issues related to nonprofit organizations. In addition, students gain hands-on experience in nonprofit organizations through visits to non profits and

through a one-semester internship in a nonprofit organization.

### COLLATERAL

A collateral in non profit management consists of 12 hours of courses and requires the following:

1. NPM 358 The Nonprofit Sector: Structure and Dynamic . . . . . 3
2. NPM 453 Managing the Nonprofit Organization . . . . . 3
3. One course (3 hours) chosen from:
  - POL 215 Introduction to Public Administration. . . . . 3
  - PSY 300 (also listed as SOCI 360) Leadership and Group Dynamics . . . . . 3
  - SOCI 306 Modern Social Problems. . . . . 3
4. Internship: (Approved by Coordinator of Nonprofit Management Program):
  - BUS 475, POL 487, PSY 498, SOCI 498 or other) . . . . . 3

### NONPROFIT MANAGEMENT COURSES (NPM)

**358 The Nonprofit Sector: Structure and Dynamic** (3) (Prerequisite: Junior status or permission of the program coordinator) F. Basic dimensions of the American nonprofit sector, review of theories for its development and its role in society, and overview of the financial and legal aspects of the sector. Examination of the various types of nonprofits, including religious, social services, health care, education and research, advocacy, arts and culture, international, grant makers, and mutual benefit organizations. Identification of trends and likely future directions of American nonprofits. Credit cannot be given for both MGT 358 and NPM 358.

**453 Managing the Nonprofit Organization** (3) (Prerequisite 358 or MGT 358) S. An introduction to managing and improving the performance of nonprofit organizations in an environment of pressure from stakeholders to rationalize management practices, show measurable outcomes and keep administrative costs low. Major topics include strategic planning, strategic management, fund raising managing, public relations, political support, international opportunities, information technology, financial management, human resource management, and management of legal processes. Credit cannot be given for both MGT 453 and NPM 453.

## UNIVERSITY LIFE

Coordinator: Ms. Allison M. Steadman

The University Life Program at FMU is designed to help students learn the necessary academic, cultural, social, and technological skills and strategies needed to succeed in the university environment. Classes in the program are taught in sections by specially trained faculty from all areas of the University. Students who successfully complete University Life courses receive elective credit towards graduation. Courses cannot be taken more than once for credit.

### UNIVERSITY LIFE COURSES

**100 First-Year Seminar** (1) (Prerequisite: first-semester student or permission of coordinator) Students will be introduced to skills and strategies for studying, test-taking, note-taking, and time management to enhance their study habits and ability to succeed in their academic careers. Students will become familiar with the university's support resources to help solve academic, personal, and social problems. Some discipline-specific sections will provide first-year students with an early introduction to the specific needs and expectations of their respective degree programs.

**102 Planning for Success** (1) (Prerequisite: permission of coordinator) F, S. Students will develop a plan to manage academic work. Skills such as study methods, note taking, and time-management will be emphasized. Students will use resources on campus to improve their academic performance.



# GRADUATE ACADEMIC PROGRAMS

## ADMINISTRATION

Dr. Christopher M. Kennedy  
Associate Provost and Director of Graduate Programs

Dr. Kay L. Belanger  
Director, Master of Business Administration

Dr. Michelle R. Murphy  
Director of Graduate Studies and Special Programs, School of Education  
Coordinator, Instructional Accommodation Program  
Coordinator, Learning Disabilities Programs, (M.Ed.) & (M.A.T.)

Dr. Deborah L. Hopla  
Director, Family Nurse Practitioner Program

Dr. Karen K. Gittings  
Chair of Nursing Department and Director, Nurse Educator

Mrs. April Martin  
Chair/Director, Physician Assistant Studies

Dr. Erica James  
Coordinator, Clinical/Counseling Psychology

Dr. Crystal R. Hill-Chapman  
Coordinator, School Psychology

## HISTORY

Founded in 1970, Francis Marion University is one of South Carolina's 13 state supported universities. Classified by the Carnegie Foundation for Education as a comprehensive university, FMU takes pride in providing a strong liberal arts education in a broad range of undergraduate majors. The University also offers three professional schools in education, business, and health sciences.

The University has been offering graduate coursework since 1974, and today about 10 percent of the total student body is enrolled in graduate programs. Graduate degree programs are offered in business, education, nursing, physician assistant studies, and psychology.

The University is accredited by the Southern Association of Colleges and Schools (SACS), and a number of its departments or programs are accredited by specialized accrediting agencies.

## GRADUATE COUNCIL

The Graduate Council coordinates all graduate programs at the University. Responsibilities of the Council are to (1) review admission data on each graduate program, (2) notify the faculty of all graduate curricular proposals prior to Council action, and (3) advise the Faculty Senate on all graduate curriculum matters, including proposed courses, course changes, or new academic programs.

## GRADUATE FACULTY

All full-time and part-time faculty teaching graduate courses (other than Educational Professional Development (EDPD) 525 courses) will (a) hold the terminal degree in their disciplines or in unusual cases have demonstrated exceptional scholarly or creative activity or professional experience and do not hold the terminal degree, (b) demonstrate scholarship appropriate for graduate instruction, and (c) show evidence of professional characteristics appropriate for graduate instruction. The graduate courses which they teach must be in the field of their respective expertise. Credentials of both annual and continuing graduate faculty are evaluated annually by their respective department chairs. Deans make appropriate recommendations regarding graduate faculty status to the Provost. Faculty teaching Education 525 courses, which are workshop courses designed to meet specific needs in a school system, do not necessarily require that the faculty member hold the terminal degree, depending on the nature and purpose of the specific 525 course.

**Continuing Membership** – The Graduate Continuing Faculty is comprised of the President, the Provost, the Deans of all schools, the chairpersons of all academic departments, and all who hold at the University the rank of full professor. It also is comprised of all with academic rank who both regularly teach courses carrying graduate credit and have been recommended by their respective department chairperson or school dean and by the Graduate Council to the Provost and approved by the President. Each department or school has the right to establish additional membership criteria which, once approved by the President upon the recommendation of the Graduate Council and the Provost, must be met by the Graduate Continuing Faculty in the respective department or school.

**Annual Memberships** – Faculty members at any academic rank who have not been designated as continuing members of the Graduate Faculty are members of the Graduate Faculty during any academic year including the preceding summer session in which they teach at least one course numbered 500 or above. Such members may participate fully in Graduate Faculty meetings. The extent of their participation in department/school graduate affairs is determined by the department/school concerned.

**Functions** – Graduate faculty meetings may be called at the recommendation of the Graduate Council, a department/school, the Provost, or the President. The Provost shall serve as the regular presiding officer. The Graduate faculty reviews graduate regulations and related academic matters brought to it.

## GRADUATE DEGREES

The graduate academic programs at FMU are offered through the following department and schools:

### School of Business

General Business Administration (Master of Business Administration [M.B.A.]

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## School of Education

Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])  
Instructional Accommodation (Master of Education [M.Ed.])

## School of Health Sciences

Nursing  
Doctor of Nursing Practice (D.N.P.)  
Family Nurse Practitioner (Master of Science in Nursing [M.S.N.])  
Nurse Educator (Master of Science in Nursing [M.S.N.])  
Certificate in Nursing Education (Post-baccalaureate or Post-masters)  
Physician Assistant Studies  
Physician Assistant (Master of Science in Physician Assistant Studies [M.S.P.A.S.])  
Speech-Language Pathology  
Master of Speech-Language Pathology [M.SLP.]

## Department of Psychology

Psychology (Master of Science in Applied Psychology [M.S.] and Specialist in School Psychology [S.S.P.]

## COURSE LISTINGS & NUMBERING

For University courses, the following information is indicated:

- Course number
- Course title
- Semester hour value of course
- Number of clock hours required per week in course
- Statement of prerequisites and/or other restrictions on enrollment
- Term(s) offered
- Brief course description
- Restriction of credit

When two courses are listed under a single title, a hyphen (-) between the course numbers indicates that the first is prerequisite to the second. A comma (,) between the course numbers indicates that the first is not a prerequisite to the second.

Courses are classified by numbers, which indicate the class level at which they are most often taken. Class levels and number sequences are as follows:

Freshman Courses	100-199
Sophomore Courses	200-299
Junior Courses	300-399
Senior Courses	400-499
Senior or Graduate Courses	500-599
Graduate Courses	600-799

With written departmental/school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. With written departmental/school approval and with an overall grade point average of 3.0 or better, seniors may take courses numbered 600-799 for graduate credit. All seniors taking courses for graduate credit must submit a graduate application for admission. Some programs require formal admission before enrolling in any course numbered 600 or above. Work taken for graduate credit may not be used to meet undergraduate requirements. Any senior permitted to enroll for graduate credit will be classified as a non-degree student until the student has attained regular admission to a graduate degree program. No more than 12 hours of graduate work may be completed prior to the completion

of baccalaureate degree requirements and admission to the graduate program as a graduate degree student.

The figures enclosed in parentheses immediately following the title of a course are, in order of appearance, indications of the following:

1. Number of semester hour credits given for the course.
2. Number of lecture hours normally scheduled each week for one semester in the course.
3. Number of laboratory hours normally scheduled each week for one semester in the course.

If there is one figure only, there are as many class meeting hours per week as there are semester hours credit for the course. A two-number sequence, such as (3:4), means that the course carries three semester hours credit but meets four class hours each week. A three-number sequence, such as (3:2-3), means that the course carries three semester hours credit but meets two lecture hours and three laboratory hours each week.

Terms Offered Key:

- F = Fall
- S = Spring
- SU = Summer
- AF = Alternating Fall Terms
- AS = Alternating Spring Terms

The University reserves the right to withdraw any course for insufficient enrollment. In certain cases and with the approval of the Provost, classes may be offered with fewer than the required number of students in order to meet specific needs.

## ADMISSION TO GRADUATE STUDY

Students interested in applying for admission to graduate programs at FMU should write or call the Graduate Office for information and an application packet, which contains necessary forms and instructions for applications. Completion of an application packet does not guarantee admission to a graduate program.

The University encourages all qualified students to apply. Equal educational opportunities are offered to students regardless of race, religion, color, national origin, sex, physical disability, sexual orientation, or age.

For information on specific admission requirements, please consult the information pertaining to each "Graduate Program" in this section of the catalog.

## ADMISSIONS DECISIONS

A committee in each school or department offering a graduate program makes admission decisions. Each committee will consider candidates with completed application packets. Incomplete packets will be reviewed at the discretion of the selection committee for that graduate program.

## ADMISSION APPEALS

Students who are denied admission to a graduate program may appeal the decision to the Provost. To submit an appeal, the applicant should prepare a typed letter addressed to the attention of the Provost. The letter should explain why reconsideration of the admissions decision is warranted and should clearly describe any extenuating circumstances that will help determine the applicant's suitability for admission.

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## LEGAL RESIDENT DEFINED

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

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

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

## INTERNATIONAL STUDENTS

International graduate students must have a proficiency in the English language that will enable them to succeed at FMU. The following steps must be completed in order for international students to be considered for admission to the graduate program:

1. Graduate Application Form – Prospective students must submit a graduate application for admission, two letters of recommendation, a personal statement, and a nonrefundable application fee. All application materials must be sent directly to the Graduate Office at FMU.
2. Exam Scores – An applicant must submit scores on the entry exam required by the intended program of study. See the individual department headings in the “Graduate Section” of the catalog for details.
3. Financial Certification – An applicant must provide proof of his or her ability to pay for cost of attendance at the University. This sum includes graduate tuition, room, food, books, and miscellaneous expenses. Support can come from the applicant's family or sponsor. The University requires an official statement from a bank, employer, or sponsor or some other official affidavit of support. Financial certification must be sent to the University before an I-20 can be sent to the student. The student can expect to use one-half of the total each semester. Financial certification should come directly from the source. No facsimiles will be accepted.
4. Transcripts – An applicant should request a transcript from each college or university attended at both the undergraduate and graduate level. To be considered official documents, all transcripts must be sent directly from the institution to the Graduate Office at FMU. No facsimiles will be accepted. Students who have completed courses or degrees from institutions located outside the U.S. must have those transcripts certified by the World Education Services (WES). More information is available at [www.wes.org](http://www.wes.org).
5. Test of English as a Foreign Language (TOEFL) – The TOEFL is required of all applicants except those whose native language is English. For graduate admission, the required level of proficiency on the TOEFL is a score of at least 550 on the paper-based version, 213 on the computer-based version, or 79 on the Internet version. Note: Appropriate scores on the International English Language Testing System (IELTS) may be used in lieu of TOEFL scores.

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

Undergraduate students who have completed an undergraduate degree from an accredited postsecondary institution in the United States will be allowed to waive the TOEFL requirement.

## TRANSIENT STUDENTS

Degree-seeking students enrolled in graduate studies at institutions other than FMU and who wish to take graduate courses at FMU must complete the following requirements:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit a transient permission form from the Academic Officer or Registrar of that institution.

Professional Development Courses (EDPD or PDPD courses), whether taken at FMU or at another institution, cannot be applied toward the Master of Education, Master of Arts in Teaching, Master of Science in Applied Psychology, or Specialist in School Psychology programs (see pages 181 and 193).

## SENIOR CITIZENS

Applicants 60 years or older wanting to take graduate courses for credit or personal enrichment (audit status) need to contact the Office of Financial Assistance for the requirements for being classified as a senior citizen. Although general University fees are waived for eligible senior citizens, all other fees must be paid.

## REGISTRATION PROCEDURES

1. Students should meet with faculty adviser to select courses to be taken.
2. Students must confirm schedules and pay fees in the Cashier's Office.

Registration procedures are outlined in the class schedule for each session.

## FEES & OTHER EXPENSES

All fees and other expenses, housing and meal plan costs, payment deadlines and refunds applicable to graduate students are explained in the section on “Financial Information” of this catalog.

## FINANCIAL ASSISTANCE

Details about financial assistance are explained in the section on “Financial Information” of this catalog. For more information, contact the Office of Financial Assistance at FMU.

## STUDENT LIFE

Graduate students are eligible to participate in all student activities and organizations that are described in the section on “Student Life” of this catalog.



## ACADEMIC INFORMATION

### GRADING SYSTEM

A (Distinction) - indicates achievement of distinction and carries four quality points per semester hour.

B+ - carries three and a half quality points per semester hour.

B (Acceptable) - indicates acceptable achievement and carries three quality points per semester hour.

C+ - carries two and a half quality points per semester hour.

C (Marginal) - indicates marginal achievement and carries two quality points per semester hour.

F (No Credit) - indicates unsatisfactory achievement or withdrawal with unsatisfactory standing from the course after completion of one-third of the course. Semester hours are included as work taken in computation of grade point average. No quality points or credits are earned.

W (Withdrawal) - indicates withdrawal during the term without academic penalty. Semester hours are not included as work taken in computation of grade point average. No quality points or credits are earned.

IN (Incomplete) - indicates that a student has not completed the required work in a course before its conclusion. Upon completion of the required work and with the approval of the department chairperson or dean, the IN will be converted into an A, B+, B, C+, C, or F by the professor. Semester hours are not included in work taken in computation of grade point average until the IN is converted. All work must be completed by the next semester's Reading Day (see the "University Calendar"). If the student does not complete all required work by the next semester's Reading Day, the IN will be converted to an F.

### GRADE POINT AVERAGE

Grade points for a course are computed by multiplying the number of semester hour credits per course by the quality points associated with the grade earned. The grade point average is computed by dividing the total number of grade points by the total number of net hours taken. For effects of course repetition on calculation of grade point average, see "Course Repetition" in the business, education, nursing, physician assistant, psychology, or speech-language pathology sections. (Other institutions, however, may recalculate a student's grade point average and include all grades in that calculation.) All grades will appear on the student's FMU transcript.

### GRADE CHANGES

If a mistake was made in calculating or recording a term grade, the instructor of the course may change the grade. A change of grade may occur only within one calendar year from the receipt of the grade.

1. A faculty member seeking to change a student's term grade because of a mistake must request the change on the appropriate form, which may be obtained from the Office of the Registrar.
2. The department chairperson or dean shall approve or disapprove change-of-grade requests. If approved, the requests will be sent to the Registrar with instructions to make the necessary corrections on the official record.

### GRADE APPEALS POLICY

**MEMBERSHIP:** The Grade Appeals Committee will consist of five

faculty members to be elected by the faculty at large. The committee will elect the chair.

**FUNCTION:** The committee will hear final course grade appeals not resolved at the level of the academic unit.

**GROUND FOR APPEAL:** Unless the faculty member has acted in an arbitrary or capricious manner in the assignment of the final course grade in question, or unless the instructor's grading policy is in violation of the guidelines established by the University or his/her own policies as noted in the syllabus or other written documents, it is the right of the instructor to determine whether or not the final course grade should be changed.

**PROCEDURES:** The committee will meet as necessary and is called by the Committee Chair. Appeals for grade changes may not be made after 60 days from the date the grade was given. The following procedures will be followed:

1. The student will first attempt to resolve the issue by consulting with the instructor.
2. If the issue is unresolved after consultation with the instructor, the student will then consult with the department chair/school dean to attempt a resolution.
3. If the matter is not resolved after consultation with the instructor and the chair/dean, then the student may petition the chair/dean, who will forward the matter to the Grade Appeals Committee. The petition must include the following items: a completed petition form signed by the instructor of the course (unless the instructor is no longer a member of the FMU faculty), the student's adviser, and the chair/dean of the academic unit that offered the course; a letter explaining the basis for the grade appeal; and if applicable, supporting documents and a list of any other evidence to be presented. The student's argument will be limited to statements from the student and the evidence delineated in the petition.
4. Upon receipt of a completed grade appeal petition, the chair of the Grade Appeals Committee will promptly inform the faculty member, the appropriate department chair/school dean, and the Provost. The Committee Chair will also make available to the faculty member a copy of the petition and the supporting documentation.
5. The Grade Appeals Committee, upon receipt of a student's grade appeal petition, might seek additional information and advice, as it deems necessary. In some cases, the committee may conduct a hearing, as when the student, faculty member, and committee members might ask for one. Because this hearing is for informational purposes only, it should not replicate judicial proceedings. No legal counsel shall be permitted to appear.
6. Within 10 workdays after a decision, the Chair of the Grade Appeals Committee will notify the student, the faculty member, and the appropriate department chair/school dean of the committee's findings and recommendations. If the Grade Appeals Committee, through its inquiries and deliberations, determines that the grade should be changed, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, he or she will provide an explanation for refusing.
7. If after considering the instructor's explanation the Grade Appeals Committee concludes that it would be unjust to allow the original grade to stand, the Committee may then recommend to the appropriate department chair/school dean that the grade

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be changed. The chair/dean in consultation with the instructor will assign the appropriate grade. Only the chair/dean, upon the written recommendation of the Grade Appeals Committee, has the authority to effect a change in grade over the objection of the instructor who assigned the grade.

### REPEATING COURSES

For information, see "Course Repetition" in the business, education, nursing, physician assistant, psychology, or speech-language pathology sections. Once a student has completed, either successfully or unsuccessfully, a course at FMU, he/she may not repeat that course at another institution for transfer credit to FMU.

When a student repeats a course, all grades appear on the transcript. A grade of W is not used in the calculation of grade point average and is not counted in the repeat regulations.

### ACADEMIC STANDING

**Graduate Student Progression** – Continuation in graduate studies requires satisfactory progress toward a graduate degree (Masters, Specialist, or Doctorate). Evidence of such progress includes **maintenance of a minimum 3.0 cumulative grade point average**. The progress of each student is reviewed each semester by the Director of Graduate Programs in conjunction with the academic Coordinator/Director for each graduate program. While in a graduate program at Francis Marion University, should the student's cumulative grade point average fall below 3.0 or the student receive an F for a graduate course, that student will be notified by the Graduate Office and placed on academic probation.

#### Any graduate student on probation:

1. Must achieve a **3.0 cumulative grade point average** by the end of **12 hours** of coursework taken after being placed on probation.

**Dismissal** – Failure to achieve a 3.0 cumulative grade point average by the end of 12 hours of coursework taken after being placed on probation will result in dismissal from graduate studies at Francis Marion University. Additionally, receiving a second F will result in dismissal from the program, even if the first F has been replaced with a higher grade.

#### Stipulations:

1. All Graduate Students may only repeat up to (2) two courses.
2. All Graduate Students must repeat a grade of F at the next available course offering.
3. All Graduate Students must have a minimum 3.0 cumulative grade point average to graduate from Francis Marion University.

**\*\*Please Note\*\*** Specific graduate programs can have additional stipulations for their student to be eligible to continue. Please see the various programs for those specifics.

**Readmission After Dismissal** – A graduate student may not continue taking courses after being dismissed from a program because of poor academic performance. Application for readmission to a graduate program after dismissal is made by petition to the school or department admission selection committee. To submit a petition for readmission, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why readmission is warranted and should clearly describe any extenuating circumstances that will help the school or department admission committee determine the student's suitability for readmission. The student will receive a written response indicating the readmission decision from the school dean or department chair.

In the event the petition for readmission is denied by the school or department admission selection committee, a final petition may be submitted in writing to the Provost. The decision of the Provost is final in all cases of petitions for readmission to the University after dismissal because of poor academic performance.

### TIME LIMIT

All requirements for a master's degree must be completed within one continuous six-year period. Work over six years old is no longer applicable to the degree program and cannot be reinstated except through petition to the school or department admission selection committee. To petition for reinstatement of coursework that is over six years old, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why reinstatement of coursework that is over six years old is warranted and should clearly describe any extenuating circumstances that will help the school or department admission committee determine the suitability of reinstatement of coursework. The student will receive a written response concerning the committee's decision on this issue.

### ETHICAL STANDARDS, HONOR CODE, & CODE OF STUDENT CONDUCT

Graduate students are expected to understand and conform to the ethical standards of the profession they are preparing to enter. They are also expected to abide by the FMU Honor Code and Code of Student Conduct as described in the University Student Handbook and the applicable department or school handbook. Failure to abide by these norms can result in sanctions up to and including dismissal from the University. A graduate student may not continue taking courses after being dismissed from a program because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook.

A graduate student who has been dismissed from the University because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook may petition for readmission to the school or department admission selection committee. To submit a petition for readmission, the student should prepare a typed letter addressed to the attention of the school dean or department chair. The letter should explain why readmission is warranted and should clearly describe any extenuating circumstances that will help the school or department admission selection committee determine the student's suitability for readmission. The student will receive a written response indicating the readmission decision from the school dean or department chair.

In the event the petition for readmission is denied by the school or department admission selection committee, a final petition for readmission may be submitted in writing to the Provost. The decision of the Provost is final in all cases of petitions for readmission to the University that involve dismissal because of violations of ethical standards, the FMU Honor Code, the Code of Student Conduct, or the applicable department or school handbook.

### CHANGES IN GRADUATION REQUIREMENTS

In addressing the needs of an ever-changing society, the curriculum offered by FMU continues to evolve. Continuously enrolled students may elect to meet the graduation requirements stated either in the University Catalog of the year in which they first entered FMU or in the University Catalog of the year in which they are graduated from the University. Students returning to FMU after an absence of one year or more will

be expected to meet the graduation requirements stated either in the University Catalog of the year in which they returned to FMU or in the University Catalog of the year in which they are graduated.

### DEGREE REQUIREMENTS

To receive a master's degree from FMU, a student must fulfill the following requirements:

1. Complete the number of graduate hours and specific courses required in the student's approved program.
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and under "Course Repetition" in the business, education, nursing, physician assistant, or psychology sections.) Credits transferred from accredited institutions are not used in computing a student's grade point average.
3. Satisfactorily complete all the other requirements of the particular program in which the student is enrolled.

### APPLICATION FOR DEGREE

The Application for Degree is available for graduate students in the School of Education and in the School of Business. Graduate psychology and nursing students will be mailed the Application for Degree. December graduates must complete and submit the form by October 1. May graduates must complete and submit the form by March 1. Summer graduates must complete and submit the form by June 10. The application fee should be paid when the student is notified. Failure to meet the stated deadline will result in a delay in the time of graduation.

All students are expected to attend the ceremony. Those students desiring to graduate in absentia should complete the appropriate information on the degree application.

### TRANSFER CREDIT

Upon recommendation of the adviser and with permission of the department/school, a maximum of six semester hours may be transferred from a regionally accredited institution. Only courses completed at an NCATE/CAEP-accredited institution will be considered for transfer credit by the School of Education. All transfer credits must be verified by an official transcript from the institution at which the graduate study was undertaken.

No graduate course work may be transferred to FMU for which grades lower than B are achieved, and grades transferred from other institutions will not be included in the student's grade point average at FMU. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Grades of S, U, P, or F will NOT be accepted.

Professional Development Courses (EDPD courses), whether taken at FMU or at another institution, cannot be applied toward the M.Ed. or M.A.T. programs (see page 192).

### TRANSIENT CREDIT

An FMU student desiring to take courses at some other institution either during the summer session or the regular session and wishing to have courses transferred back to FMU to apply toward a degree must have in advance the approval of his/her adviser or department chairperson or school dean, and the Registrar before registering for the courses.

All transient credit must be from a regionally accredited institution and must be verified by an official transcript from the institution at which the graduate study was undertaken. A maximum of six semester hours may be transferred from a regionally accredited institution upon recommendation of the adviser and with permission of the department/school. No graduate coursework may be transferred to FMU for which grades lower than B are achieved. Grades of S, U, P, or F will NOT be accepted. The grades earned in courses at other institutions will not be included in the student's grade point average at FMU. Only those students who are in good academic standing (that is, those with cumulative grade point averages of 3.0 or above) can be approved to take courses at other institutions. No credit will be transferred for correspondence courses or courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Forms are available in the Office of the Registrar.

It is the student's responsibility to have an official transcript sent to the Office of the Registrar upon completion of the course(s) but no later than one month prior to the date he/she is scheduled to complete degree requirements.

### AUDITING COURSES

A graduate student admitted to FMU as either a graduate degree student or a graduate non-degree student may elect to audit one or more graduate courses. Audited courses do not carry credit, but any courses audited are noted on the student's official University record. Audited courses are considered part of the course load of graduate students in determining overload approval but may not be used to satisfy any prerequisite for a graduate course or any requirement for financial assistance (for instance, the determination of full-time status).

Students who audit a course should adhere to the class policies including attendance. Students who do not adhere to the stated policies may be dropped from the course for not attending.

No credit may be established for an audited course by an examination subsequent to the auditing of the course.

Audited courses are charged at the same rate as courses taken for credit. Changes from audit to credit are not permitted after the regular change of schedule period has ended. Change from credit to audit is permitted after change of schedule period has ended only if the student is doing passing work in the course and only upon the approval of the Provost.

### CLASS ATTENDANCE POLICIES

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor.

Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform students, at the beginning of each course, of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Attendance policies will be outlined on the class syllabus.

If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

It is the responsibility of a student to make up work missed because of absence from announced tests and laboratory sessions. However, announced tests and laboratory sessions may be made up only at the discretion of the instructor.



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## DROPPING COURSES

Graduate students may drop courses through the last day of classes for any term (students may not drop classes on Reading Day or during examinations). A student who drops a course(s) after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal.

## WITHDRAWING FROM THE UNIVERSITY

Complete withdrawals must be initiated by the student at the Registrar's Office. A Complete Withdrawal Grade Report will be completed. Failure to file the Complete Withdrawal Grade Report Form with the Registrar's Office may result in the grade(s) of F for the course(s). A student who withdraws from the University after completion of one-third of the semester receives in each course a grade of W or F based on his/her academic average at the time of withdrawal.

The effective date of a student's complete withdrawal from the University will be the date that the student initiates the withdrawal and a Complete Withdrawal Grade Report Form is filed.

## COURSE LOAD

A full-time course load for graduate students is six or more semester hours during a regular semester and six semester hours during any summer term.

A full-time course load for graduate students is three or more semester hours during the Late Spring Term.

Off-campus courses (transient or correspondence) and any resulting overload must be approved prior to enrolling in the course(s).

The maximum load for a graduate student during a regular fall or spring semester is 12 hours, except for Physician Assistant students who may take up to 18 hours in any semester with permission of the department and Speech-Language Pathology students who may take up to 15 hours in any semester as required by the curriculum.

## GRADE REPORTS

At the end of each semester and each summer term, grade reports are made available to students. Study of reports is encouraged, and inquiry concerning them is invited.

Faculty members must give students an opportunity to make an informed decision on their academic performance prior to the last date to withdraw without academic penalty. Faculty will receive a class roll prior to the last date for withdrawal to verify those enrolled in and attending the class.

## TRANSCRIPTS

Official transcripts, those bearing the University seal, will only be issued with the written consent of the student. A transcript will not be released if the student is indebted to the University. Forms for requesting transcripts may be obtained from the Office of the Registrar or through the University's website. A fee of \$6.00 must accompany each individual transcript request. The request must be returned to the Office of the Registrar after fee payment is made.

## STUDENT'S EVALUATION OF COURSE & INSTRUCTOR

Every semester students are provided the opportunity to evaluate each course and its instructor so that educational quality may be maintained and enhanced. All students are encouraged to respond to the evaluation with honesty, sincerity, and a sense of confidentiality.

The evaluation is administered during class with the instructor leaving the room while a designated student hands out forms, collects forms, and then delivers the completed forms to the appropriate administrative assistant. These evaluations are completely anonymous, and faculty members do not receive any feedback until grades have been turned in to the Registrar.

Upon noting that these procedures of evaluation have not been followed, a student may contact the Office of the Provost in order to confidentially inform the administration of such failure to follow procedures.

## GRADUATE BUSINESS PROGRAM

### MASTER OF BUSINESS ADMINISTRATION

Director: Dr. Kay Lawrimore Belanger

The Master of Business Administration (M.B.A.) degree program is designed to prepare students for careers in business, non-profit, and government institutions. Students with diverse undergraduate degrees including nursing, biology, history, sociology, engineering, and business are eligible. Francis Marion University's School of Business M.B.A. program is nationally accredited by the Association to Advance Collegiate Schools of Business (AACSB), which further proves that the program is taught by faculty committed to excellence in teaching and research. Students may start the program in the spring, fall, or summer semesters.

The Master of Business Administration degree program offers a Concentration in Healthcare Executive Management. This program has the same admissions requirements as the regular Master of Business Administration program. The 18 required M.B.A. hours cover a variety of business areas and are taught by graduate school faculty members of the FMU School of Business. The 12 hours of healthcare courses are taught by the graduate school faculty members of the FMU Master of Science in Nursing. The Master of Business Administration degree with a Concentration in Healthcare Executive Management program is designed both for individuals who are currently working in the healthcare field as well as those who would like to acquire the background necessary for them to enter the healthcare field.

### ADMISSION REQUIREMENTS

To be considered for admission, the applicant must submit the following materials to the M.B.A. School of Business:

1. The Graduate Application for Admission and non-refundable graduate application fee.
2. Official transcript(s) of all undergraduate and graduate work from accredited institutions which indicates the candidate has earned a baccalaureate degree from a regionally-accredited institution.
3. An official Graduate Management Admissions Test (GMAT) or Graduate Records Examination (GRE) score. At the discretion of the M.B.A. Admission Committee, the GMAT/GRE requirement may be waived for applicants with advanced degrees and/or professional qualifications.
4. At least one, but preferably two or more, letter(s) of recommendation.
5. A 500 to 700 word personal statement indicating one's career goals and reasons for seeking admission to the M.B.A. program.
6. Resumé.



- A Test on English as a Foreign Language (TOEFL) score for all international applicants for whom English is not their native language.

All application materials must be submitted to:

M.B.A. School of Business  
Francis Marion University  
PO Box 100547  
Florence, SC 29502-0547

It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all materials) will be reviewed by the School of Business M.B.A. Committee. The M.B.A. Admission Committee reviews all application material for evidence of preparation for graduate education in business and for promise of success as a graduate student. The M.B.A. Admission Committee will review each applicant's admission material for evidence of competency in the areas of foundational accounting, applied statistics, finance, and business software applications. Competency is typically demonstrated by academic course(s) or professional certificates. Upon review of the student's admission material, the M.B.A. Admission Committee may require the graduate foundation course, Business 605, or appropriate undergraduate course(s) to be completed. Personal interviews with the Director and/or the M.B.A. Admission Committee may also be required.

To obtain an application or for more information, please visit [www.fmarion.edu/academics/mba/](http://www.fmarion.edu/academics/mba/) or phone the School of Business at 843-661-1419. To discuss the waiver option for the GMAT/GRE score, please contact the M.B.A. Director.

## REQUIREMENTS FOR MASTER OF BUSINESS ADMINISTRATION DEGREE

To receive a Master of Business Administration Degree from FMU, a student must fulfill the following requirements:

- Complete the foundation course, Business 605, or appropriate undergraduate course(s) with a grade of C or better. This requirement may be waived at the discretion of the M.B.A. Admission Committee.
- Complete the required 30 semester hour M.B.A. program:

Course	Title	Hours
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 710	Business Analytics	3
MBA 715	Systems Design	3
MBA 720	Contemporary Issues in Business	3
MBA 725	Applied Marketing	3
MBA 730	Leadership and Management	3
MBA 735	Operations Management	3
MBA 740	Applied Corporate Finance	3
MBA 745	Strategic Planning	3
<b>Total</b>		<b>30</b>

Although there is no specified order for these courses, there is a strongly recommended course sequence that students should follow to ensure that they possess the entry-level knowledge and understanding assumed by certain M.B.A. courses. For more detail, students should consult the M.B.A. website and/or the Director of the M.B.A. program.

- The student must maintain a 3.0 cumulative grade point average on all graduate courses applicable to the particular program and a

3.0 grade point average for all graduate courses (see the exceptions under "Course Repetition" and under "Time Limit").

- The student must successfully complete all steps and meet all requirements as outlined for graduate students.
- The student should make application for graduation at the beginning of the semester in which the last course(s) will be taken.

## MASTER OF BUSINESS ADMINISTRATION DEGREE WITH CONCENTRATION IN HEALTHCARE EXECUTIVE MANAGEMENT

Course	Title	Hours
MBA 700	Accounting Analysis	3
MBA 705	Economic Analysis	3
MBA 710	Business Analytics	3
MBA 720	Contemporary Issues in Business	3
MBA 730	Leadership and Management	3
MBA 740	Applied Corporate Finance	3
APRN 503	Advanced Research and Evidence-based Practice	3
APRN 504	Health Policy and Leadership	3
APRN 506	Health Systems and Risk Management	3
APRN 713	Executive Practicum	3
<b>Total</b>		<b>30</b>

To receive a Certificate of Healthcare Executive Management from FMU, a student must have completed a MBA degree from an AACSB-accredited institution and achieve a minimum average of 3.0 in the following courses: APRN 503, APRN 504, APRN 506 and APRN 713.

## COURSE REPETITION

An M.B.A. student is allowed to repeat a maximum of one course for the purpose of improving the grade. Only a grade lower than B can be raised by repetition of a course; a reexamination is not permitted. Any course that is repeated must be retaken at FMU. A course may be repeated only once. Written approval of the Dean of the School of Business is required for course repetition. Only the higher grade of the repeated course will be counted in the calculation of the grade point average. If a student fails a course (i.e., receives a grade of F), the student must retake that course in the next semester the course is offered. If the student fails the course again, the student will be dismissed from the program. Since this retake process can be applied to only one course, the student will be dismissed from the M.B.A. program if she/he fails more than one course.

## GRADUATE COURSES FOR BUSINESS

**MBA 605 Business Tools for the MBA (3)** (Prerequisite: Admission to the MBA Program or approval of the Dean of the School of Business) This course will provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

**MBA 700 Accounting Analysis (3)** An integrated approach to the use of accounting information to support external and internal users' decision-making activities. Topics include financial statement format and content; the effects of operating, financing, and investing activities on a firm's income, financial position, and cash flows; and the use of accounting information for planning, control, and evaluation purposes. The focus is on understanding the differences between the needs of external and internal decision makers and determining what accounting information is appropriate in particular decision contexts.

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**MBA 705 Economic Analysis** (3) This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

**MBA 710 Business Analytics** (3) This course will enable decision makers to construct models and analyze decisions using data in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and simulation. The course will be spreadsheet-based.

**MBA 715 Systems Design** (3) Study of problems and issues encountered in managing information systems technology within the firm, including database management, networking and telecommunications, project management, and systems design and development.

**MBA 720 Contemporary Issues in Business** (3), (2), or (1) This course provides students with the opportunity to study issues relevant to the changing business environment. Topics will vary. This course may be repeated for credit. Three credit hours are required for graduation.

**MBA 725 Applied Marketing** (3) This course examines the marketing management decision making process. Focus is upon the critical thinking related to the role of marketing within an organization. Topics include customer research, segmentation, target marketing, positioning, the marketing mix, and marketing metrics.

**MBA 730 Leadership and Management** (3) Examines the philosophy and practice of managing organizations and their people in the context of a rapidly changing environment. Course focus will be upon management and leadership philosophies to managing oneself, others, and groups or organizations. Critical thinking skills will be engaged to determine when to employ different strategies based on common situations and personality types. Emphasis is on application of ideas through case studies, research papers, and in-class or online exercises. International management strategies are reviewed.

**MBA 735 Operations Management** (3) All organizations have operations where inputs are transformed into outputs. Topics typically include the following: forecasting; aggregate planning; inventory management; scheduling of workers, jobs, tasks, or projects; and quality assurance. Managerial problems are solved through the use of quantitative methods and models. A manufacturing setting is used for illustrative purposes.

**MBA 740 Applied Corporate Finance** (3) Corporate financial theory and application are studied and then applied in competitive team projects. The corporate investment decision is addressed, along with working capital management, financial security valuation, costs of raising capital, capital structure decisions, and dividend policy. Contemporary financial matters and the economic environment, both from domestic and international perspectives, are also addressed.

**MBA 745 Strategic Planning** (3) Applying concepts learned in accounting, economics, marketing, finance, management, management science, and statistics through case analysis. Focus on increasing analytical, synthesizing, communicative, and evaluative skills in both individual and group problem-solving contexts. Several cases on multinational firms introduce the international dimension.

## GRADUATE EDUCATION PROGRAMS

### MISSION STATEMENT

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, professional skills, and professional dispositions.

### SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

Master of Education (M.Ed.):  
Learning Disabilities (Special Education)  
Instructional Accommodation (Divergent Learning).  
Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities  
Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

## DEGREE & NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in education as either graduate degree students or as graduate non-degree students. Graduate non-degree students do not seek a master's degree at FMU but wish to take courses for professional growth, personal enrichment, or licensure.
2. Changing from non-degree to degree status: If the student later chooses to become a M.Ed./M.A.T. degree seeker, a new application must be filed with the Graduate Office, indicating the program selected and following all admission requirements as delineated in this catalog. No more than 12 hours of coursework earned while in non-degree status can be applied to the master's degree program chosen. The School of Education will determine whether any coursework taken is appropriate to apply to a degree program. Only those courses deemed appropriate will be applied to a master's degree.

## ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION

To be considered for admission as a Master of Education (M.Ed.) or a Master of Arts in Teaching (M.A.T.) degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) from a regionally accredited institutions, of all undergraduate and graduate work (the undergraduate transcript must show the completion of a bachelor's degree). The academic record should show promise of success as a graduate student.
3. Submit current (taken within the last five years) passing scores on

the appropriate test for the degree program applied:

- a. M.Ed. Instructional Accommodation: GRE, Miller's Analogy, or current teaching license
  - b. M.Ed. Learning Disabilities: current teaching license
  - c. M.Ed. Teaching and Learning: GRE, Miller's Analogy, or current teaching license
  - d. M.A.T. Learning Disabilities: GRE, Miller's Analogy, Praxis II (PLT)
4. Submit two letters of recommendation from professional associates or former professors who can attest to the academic potential of the applicant.
  5. Submit a written statement of your philosophy of education, 300 to 500 words in length. Please include one's interests and reasons for seeking admission to the Master of Education or Master of Arts in Teaching program.
  6. Items 1-5 must be submitted in one packet to:

School of Education  
Francis Marion University  
PO Box 100547  
Florence, SC 29502-0547

7. To receive an application or for any questions, please visit online [www.fmarion.edu/graduateprograms/](http://www.fmarion.edu/graduateprograms/).
8. Acceptance is on the basis of the evaluation of the applicant's total academic profile.

**NOTE:** It is the applicant's responsibility to gather all materials to complete his/her application. Only those completed (with all materials) will be reviewed by the School of Education Graduate Committee.

## ADMISSIONS REQUIREMENTS FOR GRADUATE NON-DEGREE STATUS

To be considered for admission as a graduate non-degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the non-refundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. The student may submit a copy of a valid teaching license or a copy of the college/university diploma in place of the official transcript(s).
3. All of the above materials must be submitted in one packet to:

Graduate Office  
Francis Marion University  
PO Box 100547  
Florence, SC 29502-0547

## GRADUATE CHECKPOINTS: M.ED.

### ADMISSION TO M.ED. PROGRAMS (CHECK POINT I)

1. Acceptable Graduate Record Examination (GRE) scores, Miller Analogies Test scores, a copy of a valid South Carolina Teaching License, or a passing South Carolina score on the PRAXIS II specialty area (PLT) exam.
2. Two appropriate letters of recommendation.
3. A score of three (0-4 scale) on the written statement of the

applicant's personal philosophy of education.

4. Acceptance by the School of Education Graduate Committee.

### COMPLETION OF 18 SEMESTER HOURS (CHECK POINT II)

1. Successful completion of 18 semester hours of required program coursework with a minimum grade point average of 3.0.
2. Approval by the Learning Disabilities Program Committee for LD or approval by the Instructional Accommodation Program Committee.
3. Acceptable dispositions rating in Education 746 and recommendation from course professor to continue in program.

### PROGRAM COMPLETION (CHECK POINT III)

1. Completion of all coursework with a grade point average of at least 3.0.
2. Successful completion of course requirements for EDUC 769/ EDUC 796.
3. Acceptable score on Learning Disabilities – Content Mastery Exam (M.Ed.-LD only).

## GRADUATE CHECKPOINTS: M.A.T.-LD

### ADMISSION TO M.A.T.-LD PROGRAMS (CHECK POINT I)

1. Acceptable Graduate Record Examination (GRE) scores, Miller Analogies Test (MAT) or PRAXIS II scores
2. Two appropriate letters of recommendation
3. A score of three (0-4 scale) on the written statement of the applicant's personal philosophy of education
4. Acceptance by the School of Education Graduate Committee

### ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Acceptable dispositions rating in EDUC 611 and recommendation from course professor to continue in program.
2. Positive recommendations from EDUC 746 and EDUC 746 practicum course instructors.
3. Completion of all required program coursework (except 769 and 770) with a 3.0 grade point average higher.
4. Passing scores on all required parts of PRAXIS II (a) PLT (Principle of Learning and Teaching), (b) Special Education Core Knowledge and Applications, and (c) Special Education: Teaching Students with Learning Disabilities.
5. Attendance at a mandatory meeting held the semester prior to Student Teaching to discuss student teaching requirements. (Date and Time will be posted).
6. Submission of student packet (contents of packet is listed on News & Announcements and discussed in the Mandatory Meeting) and PRAXIS II (PLT and Subject/Specialty Area) scores no later than Reading Day of the semester prior to Student Teaching.
7. Completion of the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and approval to student teach by the state of South Carolina.

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## PROGRAM COMPLETION (CHECK POINT III)

1. Successful completion of EDUC 769 course requirements
2. Successful completion of Learning Disabilities – Content Mastery Exam
3. Completion of all end-of-program paperwork required for licensure and graduation
4. Successful completion of EDUC 770 course requirements
5. Successful dispositions rating in Education 770
6. Positive recommendation from SOE supervisor (University Supervisor)
7. Positive recommendation from P-12 supervisor (Cooperating Teacher)

## GENERAL REGULATIONS ADVISING - EDUCATION

Each graduate program has a program coordinator who will provide specific information regarding that area of study to interested persons. The program coordinator will guide the enrolled students studying in that major.

## COURSE REPETITION

Only one course repetition within a graduate student's program is permitted. With the approval of the Dean of the School of Education, a course in which a grade of C or F has been attained may be repeated once. The course must be repeated at FMU, and only the higher grade for the repeated course will be calculated in the student's grade point average.

## COURSE REVALIDATION

The FMU School of Education will not revalidate courses for the purpose of state licensure renewal.

## PROGRAM FOR MASTER OF EDUCATION DEGREE IN TEACHING AND LEARNING

Coordinator: Vacant  
(Pending approval by the South Carolina Commission on Education)

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 624 Behavior Management (3)
- Education 648 Educational Research (3)

### Literacy Preparation ..... 6 Hours

- Education 637 Foundations of Reading (3)
- Education 737 Content Area Reading and Writing (3)

### Pedagogical Preparation ..... 9 Hours

- Education 626 Concepts and Methods in Education (3)
- Education 628 Planning for Teachers (3)
- Education 629 Classroom Management and Supervision (3)

## REQUIREMENTS FOR MASTER OF EDUCATION DEGREE & MASTER OF ARTS IN TEACHING DEGREE

To receive the Master of Education or Master of Arts in Teaching degree from FMU, a student must fulfill the following requirements:

1. Complete the number of graduate hours, prerequisites and corequisites where applicable, and specific courses required in the student's approved program.
2. Achieve a 3.0 cumulative grade point average on all graduate studies applicable to the student's program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Repeating Courses" and "Time Limit").
3. Satisfactorily complete all other requirements as outlined for graduate students earlier.

## SOUTH CAROLINA LICENSURE REQUIREMENTS

1. Completion of an approved program.
2. Passing scores set by the state of South Carolina on the appropriate examinations (PRAXIS II) – Specialty Area, and (PRAXIS II) – Principles of Learning and Teaching. Scores from these exams must be received by the School of Education prior to the beginning of the supervised internship (Education 770).
3. A minimum cumulative grade point average of 3.0 for graduate courses.

## PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN INSTRUCTIONAL ACCOMMODATION

Coordinator: Dr. Michelle R. Murphy

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 624 Behavior Management of Students with Disabilities (3)
- Education 648 Educational Research (3)

### Instructional Accommodation Education Specialty Core ... 12 Hours

- Education 741 Cognitive and Behavioral Aspects of the Divergent Learner (3)
- Education 742 Procedures for the Divergent Learner (3)
- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- Education 763 Methods for Teaching Divergent and Exceptional Learners (3)

### Education Practicum Seminar ..... 3 Hours

- Education 796 Capstone (3)



**PROGRAM FOR MASTER OF EDUCATION DEGREE WITH MAJOR IN LEARNING DISABILITIES**

Coordinator: Dr. Michelle R. Murphy

Students must complete 36 graduate hours.

**Education Foundation Core . . . . . 12 Hours**

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 624 Behavior Management of Students with Disabilities (3)
- Education 648 Educational Research (3)

**Literacy Preparation . . . . . 7 Hours**

- Education 637 Foundations of Reading (3)
- Education 638 Assessment of Reading (3)
- Education 639 Practicum: Assessment of Reading (1)

**Learning Disabilities Professional Preparation . . . . . 17 Hours**

- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)
- Education 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
- Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
- Education 761 Learning Disabilities: Characteristics, Identification, and Placement (3)
- Education 763 Methods for Teaching Divergent and Exceptional Learners (3)
- Education 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- Education 769 Case Study, Small Group, and Action Research (3)

**MASTER OF ARTS IN TEACHING**

**PROGRAM FOR MASTER OF ARTS IN TEACHING WITH MAJOR IN LEARNING DISABILITIES**

Coordinator: Dr. Michelle R. Murphy

Students must complete 51 graduate hours.

**Education Foundation Core . . . . . 12 Hours**

- Education 611 Solving Instructional Problems Using Technology (3)
- Education 621 Understanding Learning Differences (3)
- Education 622 Assessment of Learning and Behavior (3)
- Education 624 Behavior Management of Students with Disabilities (3)

**Literacy Preparation . . . . . 10 Hours**

- Education 637 Foundations of Reading (3)
- Education 638 Assessment of Reading (3)
- Education 639 Practicum: Assessment of Reading (1)
- Education 737 Content Area Reading and Writing (3)

**Learning Disabilities Professional Preparation . . . . . 29 Hours**

- Education 745 Teaching Reading and Written Language to Divergent and Exceptional Learners (3)

- Education 746 Practicum: Teaching Reading and Written Language To Exceptional Learners (1)
- Education 760 Exceptionalities: Characteristics and Legal Foundations (3)
- Education 761 Learning Disabilities: Characteristics, Identification and Placement (3)
- Education 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)
- Education 763 Methods for Teaching Divergent and Exceptional Learners (3)
- Education 764 Practicum – Methods for Teaching Students with Learning Disabilities (1)
- Education 769 Case Study, Small Group, and Action Research (3)
- Education 770 Learning Disabilities: Supervised Internship (9)

**EDUCATION: ART COURSES (ART)**

Both EDUC 746 and EDUC 764 require field experience hours in a SC public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines. Please note that EDUC 746 requires a K-6th grade setting and EDUC 764 requires a 7th-12th grade setting.

**501 The School Art Program** (3:2-2) (Prerequisite: 315) S. Preparation for teaching school art; partially meets art teacher licensure requirements through studio, discussion, and lecture in art.

**600 Special Topics in Art** (3:1-4) (Prerequisite: Bachelor’s degree or licensure in art) As Needed. Content will be specifically designed for the particular topic to be taught, such as ceramics, batik, collage, or other media as used in the classroom.

**BIOLOGY COURSES (BIOL)**

**501 Ornithology** (4:3-3) (Prerequisite: 106 and 116 or permission of school) AS. Anatomy, physiology, taxonomy, evolution, ecology, behavior, and identification of birds.

**515 Special Topics in Biology for Elementary Teachers** (4), (3), (2), or (1) (Prerequisite: Bachelor’s degree) As Needed. Designed to give elementary teachers an opportunity to learn information and laboratory techniques to help them teach biology.

**602 Aquatic and Terrestrial Ecology** (4:3-3) (Prerequisite: Eligibility for licensure in science and bachelor’s degree or permission of department) SU. Structure and function of marine and terrestrial ecosystems with emphasis on southeastern United States. Lecture, laboratory, and field trips.

**615 Special Topics in Biology for High School Teachers** (4), (3), (2), or (1) (Prerequisite: Teacher’s licensure to teach high school biology) SU. Designed to give high school teachers the opportunity to learn new information and laboratory techniques which will help them in their teaching.

**EDUCATION COURSES (EDUC)**

Both EDUC 746 and EDUC 764 require field experience hours in a SC public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines. Please note that EDUC 746 requires a K-6th grade setting and EDUC 764 requires a 7th-12th grade setting.

**EDUC 540 Nature and Needs of Gifted and Talented Students** (3) This course is intended to introduce candidates to the major topics regarding

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the specialized nature of gifted and talented students along with the unique educational needs of the gifted learner. The major definitions, concepts, theories and theorists will be explored as well as the history of gifted and talented education. The course will also introduce differentiation of instruction and of curriculum to meet the needs of the gifted and talented learner. The course forms a firm foundation upon which candidates will develop a working knowledge of identifying the unique needs of gifted and talented students, as well as developing methods to better meet these needs.

**EDUC 541 Curriculum for the Gifted and Talented (3)** This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rationale of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. The South Carolina Best Practice Manual for Gifted and Talented Students will provide the foundation for this course.

**555 Introduction to Educational Programs for Children of Poverty (3)** (Prerequisite: Permission of the Graduate School of Education) This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

**560 Introduction to Project-Based Learning (PBL) (3).** This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering and assessing PBL that supports student attainment of core academic content and such 21<sup>st</sup>-century skills as personal agency, critical and analytical thinking, collaboration, communication and technological proficiency. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

**561 Applications of Project-Based Learning in Curriculum and Instruction (3).** (Prerequisite: EDUC 560) This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods. Teachers will also learn how to examine the key roles of and identify methods for integrating community partners into the development and implementation of their PBL projects. Then, utilizing the content knowledge and experiences from EDUC 560, teachers will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course's key assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and

reflection upon the development experience. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

**562 Practicum in Project-Based Learning (3)** (EDUC 560 and 561) This field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format. *Credit is given to the Riley Institute and its partner institutions for the development of the endorsement coursework and related materials.*

**599 Teaching and Assessing Children of Poverty (3)** (Prerequisite: Education 555 or permission of the Graduate School of Education) This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

**611 Solving Instructional Problems Using Technology (3)** F, S, SU. This course will enable students to develop skills in using technology in instructional settings, and to determine appropriate technological tools for enhancing and extending learning. Competencies developed in this course will be utilized in other courses in the program, and in particular, the practicum and capstone seminars.

**621 Understanding Learning Differences (3)** F, S, SU. This course will present the student with contemporary approaches to topics including cognition, cognitive learning, brain functionality, language development, divergent learners, developmental milestones, social development, developmental prerequisites, and educational methodologies required of a contemporary educator. Emphasis will be placed on how, why, and when children learn and develop naturally, and will include those children with exceptionalities.

**622 Assessment of Learning and Behavior (3)** (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course addresses techniques and procedures for systematically observing and evaluating students' behavior and achievement. It examines the construction and validation of conventional measures (e.g., tests and rating scales), as well as alternative approaches to assessment, such as performance measures, rubrics, and portfolios, and how their validity and reliability can be assessed.

**624 Behavior Management of Students with Disabilities (3)** F, S, SU. This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional

defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, school psychologists and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

**626 Concepts and Methods in Education** (3) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

**628 Planning for Teachers** (3) This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

**629 Classroom Management and Supervision** (3) This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed, and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

**635 Family-School-Community Partnerships in High Poverty Schools** (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.

**636 Language, Literacy, and Poverty** (3) (Prerequisite: Education 555 or permission of the school) F, S, SU. This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and reading and writing across the curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

**637 Foundations of Reading** (3) This course is an overview of reading-related theories, skills and instructional practices. Each major component

of the reading process will be examined in light of recent research and curricular implications drawn. Oral and written language will be addressed as integral aspects of reading development. Home/school connections, diversity and the importance of professional development will be emphasized throughout the course.

**638 Assessment of Reading** (3) (Corequisite EDUC 639) This course is designed to introduce the learner to reading assessment in terms of theories, specific measures and procedures, data interpretation and intervention implications.

**639 Practicum: Assessment of Reading** (1) (Corequisite EDUC 638). This course is designed to allow learners the practical experience of assessing PK-12 students in reading. Course participants will have the opportunity to demonstrate proficiency in interpreting data and developing interventions. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. MAT-LD program participants must be placed in a classroom that provides instruction to PK-12 students with learning disabilities. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines.

**648 Educational Research** (3) F, S, SU. This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

**720 Educational Methods for Intellectual and Developmental Disabilities** (3) (Prerequisite: Psychology 601 or permission of school) S, SU. Review of the background information that will enable the teacher involved in the education of the child with intellectual and developmental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

**721 Family, Community, and Early Childhood Education** (3) S, SU. A primary goal of this course is to provide opportunities for collaboration among teachers, other professionals, and members of a larger and diverse community. One of the outcomes of the course collaboration is a plan to address a concern, such as school-age child care. Course content encompasses topics that include family and community concerns and issues, such as anti-bias practices in schools; strategies to connect families to appropriate community services; and initiatives to assist family and community, such as mentoring school volunteers.

**722 Curriculum Design for Early Childhood Programs** (3) SU. One of the goals of this course is to have students design and use curriculum that is based on the most current research concerning children's development in all domains. A product of this course is a research paper including the implications of a proposed curriculum for a school or child care center. Course topics relate to innovative, pragmatic programs that are appropriate for children from birth through age eight and who reflect diverse demographics. Instructional methods for integrating the curriculum in language, math, science, social studies, health, and the arts are studied.

**723 Early Intervention: Strategies for the Special Needs Child** (3) SU. A goal of early intervention is to prepare students to effectively provide, at the earliest juncture possible, appropriate treatments and accommodations for children presenting special needs. This course addresses theory, practice, and federal and state legislative support for programs for special needs children during the pre-school and primary years. Emphasis is directed toward support services to families as well as the affected children. Attention is given to children who exhibit risk factors for or characteristics



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of mild to moderate developmental delays, high incidence disabilities (educable mental disability, learning disability, speech disorders), and low incidence disabilities (sensory losses, orthopedic disabilities). The needs of children who exhibit cognitive and other developmental traits above the normal range are also considered. Students analyze, interpret, and identify critical configurations of scores within psychoeducational and informal evaluations; consequent interventions are formulated.

**725 Practicum in Instruction for the Exceptional Child (Intellectual and Developmental Disabilities)** (3) (Prerequisite: Psychology 601 or permission of school; Prerequisite/corequisite: 720) F, S. Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e., children with intellectual and developmental disabilities) in various educational settings.

**737 Content Area Reading and Writing** (3). This course is designed to prepare pre-service and in-service teachers in grades PK-12 to teach reading and writing skills related to content subjects (i.e., Math, Science, Social Studies, English Language Arts) in an integrated manner. Methods and materials needed to promote reading achievement in content subjects will be examined. This course will discuss the basic components of the reading and the writing processes and aid in the development of techniques to help students construct meaning from both expository and literature texts across the various disciplines. This course contains a clinical component for the implementation of a 4-6 day unit of study in a PK-12 classroom. This course requires the completion of a minimum of 15 hours in a South Carolina public school setting. MAT-LD program participants must be placed in a classroom that provides instruction to PK-12 students with learning disabilities. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/education/soenews/](http://www.fmarion.edu/education/soenews/)) for specific SLED background check deadlines.

**741 Cognitive and Behavioral Aspects of the Divergent Learner** (3) F, S, SU. The course introduces students to the developmental principles underlying divergent cognition, value systems, and behavior. Attributes of learner types are employed as a framework for comprehending the positive and negative interface among teachers, students, and persons generally. Broad principles determining environmental and instructional accommodations are central in this phase of study.

**742 Procedures for the Divergent Learner** (3) F, S, SU. The purpose of this course is to study the instructional strategies and educational procedures necessary to accommodate the needs of divergent learners. Emphasis will be placed on current research and practice.

**745 Teaching Reading and Written Language to Divergent and Exceptional Learners** (3) F, S, SU. Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the course will examine the development of the following: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

**746 Practicum: Teaching Reading and Written Language to Exceptional Learners** (1) (Prerequisite/corequisite: Education 745 or permission of the school) F, S, SU. Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application

of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

**760 Exceptionalities: Characteristics and Legal Foundations** (3) F, S. The course introduces the graduate student to the etiologies, theoretical foundations, and characteristics of the spectrum of exceptionalities ranging from giftedness to high incidence disabilities (learning disabilities, intellectual and developmental disabilities, emotional/behavioral disorders) to low-incidence disabilities (orthopedic, sensorimotor deficits). Among the topics addressed are: options for delivery of appropriate services, federal and state legislation and accompanying regulations governing service delivery, roles played by members of multidisciplinary teams, rights and procedural safeguards to insure that parents and individuals with disabilities participate in the decision-making process, financial basis and state regulations regarding distribution of funding.

**761 Learning Disabilities: Characteristics, Identification, and Placement** (3) (Prerequisites: Full acceptance to graduate program; Education 621 and 622; Prerequisites/corequisite: Education 760; or permission of the school) F, S, SU. This course focuses on classical and contemporary approaches to identifying students with learning disabilities, including issues related to definitions, disproportionate representation, and approaches to assessment and program planning. Problems with perception, memory, language, schematic/organizational learning, haptic learning, self-governance, and the impact of those problems on academic and non-academic learning will be examined. Topic coverage will relate to and extend those examined in Education 621 Understanding Learning Differences, including recent research related to neurological development and strategy use. In addition, the special educator's role as collaborative consultant in placement and treatment is emphasized.

**762 Instructional Planning and IEP Development for Students with Learning Disabilities** (3) (Prerequisite/corequisite: Education 760 and 761 or permission of school) S, SU. This course will emphasize the basic principles of instructional design for teaching students with learning disabilities which will include: conducting individualized needs assessments, development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; creating and adapting appropriate student performance assessments for lesson plans; and developing and adapting appropriate instructional strategies for teaching students with learning disabilities.

**763 Methods for Teaching Divergent and Exceptional Learners** (3) (Prerequisite/corequisite: EDUC 761 or permission of the school) F, S, SU. This course examines a range of age-appropriate techniques for quantitatively teaching diverse and exceptional learners in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

**764 Practicum: Methods for Teaching Students with Learning Disabilities** (1) (Prerequisites/corequisites: Education 761, Education 763 and Psychology 663 or permission of the school) F, S. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.



**769 Action Research in Special Education** (3) (Prerequisites: All required courses for the M.A.T.-LD / M.Ed. – LD Program with the exception of electives; Corequisite for M.A.T. – LD only: Education 770) F, S. This course will address action research, at the classroom and teacher level, as an inquiry approach to effective instruction and learning intended to improve student learning outcomes and achievement. The emphases of this course will include an investigation of instruction and learning in one classroom (case study) with an individual student or a small group of students (2-3) with learning disabilities; a review of the literature including published research supporting the efficacy of evidence-based practices and/or programs for students with learning disabilities; implementation of a selected evidence-based practice and/or program that appropriately addresses documented needs of the learner(s) included in their investigation; and the systematic process of data-based instructional decision-making. Candidates will have the opportunity to demonstrate and apply knowledge and skills acquired in the program in a way that can be sustained as daily reflective and high-quality practice in the classroom through completion of a field-based Action Research Project in which they collect, analyze, and respond to academic and/or behavioral data from a PK-12 student(s) with learning disabilities. The successful candidate will report the details and results, including assessment and instructional decisions and recommendations, as well as reflections on the investigation/action research process, in a written report and presentation. This course is a hybrid course, with a combination of online/computer-based learning and up to 5 Saturday face-to-face class meetings on campus per semester, and should be taken in the final semester of the program. To complete the requirements of the course, field placement is needed, which requires that a current SLED background check be received and approved by the FMU School of Education (MAT-LD candidates will use their internship placements for EDUC 770). Students should check the “News and Announcements” webpage for specific SLED background check deadlines: <http://www.fmarion.edu/education/soenews/>.

**770 Learning Disabilities: Supervised Internship** (9) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities, except program electives; Corequisite: Education 769) F, S. This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students’ learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

**771 Introduction to Early Childhood Special Education** (3) SU. The purpose of this course is to provide the student with a broad perspective of the best practices, issues, and concerning facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing the student with the knowledge of philosophies, roles and services of professionals involved with young children with special needs.

**775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals** (3) S, SU. This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active

parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

**780 Assessment of Young Children with Disabilities** (3) S. This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.

**784 Methods for Teaching Young Children with Disabilities** (3) S. This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge, social interaction with peers and family members, and peers and families as significant others in children’s intellectual and linguistic development.

**788 Social/Emotional Development and Guidance for Young Children with Disabilities** (3) SU. This course provides current and prospective teachers with an overview of the social and emotional development of young children with mild to moderate disabilities and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course includes an overview of basic classroom management theories; an overview of procedures for monitoring and evaluating the behavior of infants, toddlers and preschool children with exceptional learning needs; a discussion of strategies to prevent and reduce inappropriate behavior; and strategies to promote conflict resolution. Additionally, the course will include information regarding the impact of teacher attitudes on the behavior of young children with exceptional learning needs, and provide experience in creating learning environments that promote positive interactions, positive cultural experiences, and active participation.

**796 Capstone** (3) F, S. The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students.

**EDUCATION PROFESSIONAL DEVELOPMENT COURSES (EDPD)**  
**525 Professional Development** (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance Grades K-12 classroom instruction for a variety of disciplines and content areas. Courses are scheduled at the request of local school districts, educational agencies, or consortia, subject to the approval of the school. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 525 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

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## ENGLISH COURSES (ENG)

**516 English: Applied Composition Theory** (3) SU. Survey of theories of rhetoric and discourse appropriate for writing teachers. Includes workshop activities and practice making and evaluating assignments, and diagnosing writing problems. Includes modeling of appropriate pedagogy.

**517 English: Advanced Approaches to British Literature** (3) SU. Explores works of British literature with emphasis on works appropriate for high school teachers, including Empire and post-colonial perspectives. Includes discussion of various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

**518 English: Advanced Approaches to American Literature** (3) SU. Explores works of American literature with emphasis on works appropriate for high school teachers, including multicultural perspectives. Includes discussion on various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

**519 English: Advanced Approaches to World Literature** (3) SU. Explores wide variety of world and multicultural literature with emphasis on works appropriate for high school teachers. Includes discussion of various theoretical frameworks, age-appropriate secondary sources and the application of effective writing assignments. Includes modeling of appropriate pedagogy.

**799 English: Capstone Practicum** (3) (Prerequisite: 12 hours in specialty core; corequisite: Education 798) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so they can be used in an appropriate professional setting.

## MATHEMATICS COURSES (MATH)

**516 Mathematics: Calculus for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of school) F, S, SU. Full development of limits, derivatives, and integrals. Concentration is on concepts and applications.

**518 Mathematics: Probability and Statistics for Teachers** (3) (Prerequisite: Bachelor's degree plus eligibility for licensure in mathematics or science, or senior status as a mathematics major, or permission of school) SU. Survey of areas of probability theory to include selected topics from sample spaces; combinatorial theory; random variables and their distribution; conditional probability; joint and marginal distributions; expected values and variances; and the Central Limit Theorem. Survey of descriptive inferential statistics to include selected topics from the use of tables, graphs, and formulas; sampling techniques; estimation and confidence intervals; hypothesis testing; decision making; and correlation and regression.

## SCIENCE COURSES (SCI)

**515 Science: Physical Science** (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the physical principles that govern natural phenomena. Topics may include mechanics, heat, electricity and magnetism, waves, and light. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

**516 Science: Chemistry in the World** (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the role of chemistry in the world. The nature, interactions, and transformations of matter and energy will be addressed.

Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

**517 Science: Earth and Space Science** (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the processes, interactions, and changes of earth and space systems. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

**518 Science: Human Biology** (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine the processes of life: characteristics and functions of organ systems, and the impact of human activity on the environment. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

**519 Science: Environmental Science** (3) (Prerequisite: Eligibility for licensure in science and bachelor's degree or permission of school) SU. This course will examine natural resources, interactions of organisms with environment, interactions between organisms with each other and their environments; and genetic diversity and continuity. Applications of science and technology, critical thinking and problem-solving skills, and experimental design will be emphasized.

**799 Science: Seminar Practicum Capstone** (3) (Prerequisite: Twelve hours in specialty core; corequisite: Education 798) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so that they can be used in an appropriate professional setting.

## SOCIAL STUDIES COURSES (SOST)

**516 Social Studies: History and American Government** (3) SU. A study of the historical development of American society including such topics as tradition and change, the changing American family, the changing ethnic composition of the United States, the growing role of government in American society, critical developments in education, rural and urban trends, and the role of religion in shaping American society.

**517 Social Studies: American Economy and Politics** (3) SU. An examination of the principles and operation of the American economics and political systems.

**518 Social Studies: The United States in Comparison/Contrast With the Rest of the World** (3) SU. Topics to be considered include: culture, standards of living, rights and freedoms, environmental concerns, types of political systems, levels of economic development, historical experiences, religions, ethnic groups, and social classes.

**519 Social Studies: Special Study of World Regions** (3) SU. The study in terms of commonalities and differences among countries in the regions of Europe, Asia, Africa, Latin America, covering for each region society, history, economy, and politics.

**799 Social Studies: Seminar Practicum Capstone** (3) (Prerequisite: Twelve hours in specialty core) SU. This course is designed to integrate and extend the subject matter covered in the preceding four specialty area courses. A special focus will involve the identification and completion of one or more projects involving the specialty and education core, and/or exploration of a related topic. The project(s) should be designed so they can be used in an appropriate professional setting.

## GRADUATE NURSING PROGRAM

### ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Nursing

1. The graduate application for admission and nonrefundable application fee.
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions.
3. Three letters of confidential recommendation from professional associates or former professors who can attest to the academic potential of the applicant. One letter must be submitted from a current supervisor.
4. A current resume or curriculum vita (CV).
5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/FNP or MSN/Nurse Educator track.
6. Current unencumbered license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse License Compact state license.

All of the above materials must be submitted to:

Francis Marion University  
 Graduate Nursing  
 Lee Nursing Building, Room 144  
 4822 E. Palmetto Street  
 Florence, SC 29506

Completed applications are reviewed for merit by the Nursing Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance, all of the above materials should be submitted one week before classes.

### Test of English as a Foreign Language (TOEFL) and IELTS

The TOEFL is required of all international students except those whose native language is English. The Department of Nursing requires higher TOEFL scores for admittance into the nursing programs than those required by the University. The Department of Nursing adheres to the National Council of State Boards of Nursing (NCSBN) research, which has led to recommendations for a minimum English proficiency standard for nurses to practice safely and effectively at entry level in the U.S. An acceptable TOEFL score of at a minimum 577 (233 on the computerized version or 90 on the Internet version) is required. In addition, a minimum speaking score of 26 in the TOEFL iBT is required. Appropriate scores on the IELTS (International English Language Testing System) may be used in lieu of the TOEFL.

Information about the TOEFL can be found at many schools or at U.S. embassies, consulates, or offices of the United States Information Service. If information is not available in the applicant's country, it can be obtained

by writing to TOEFL, Box 6161, Princeton, NJ 08541- 6161, USA.

### COURSE REPETITION

Progression policies in the MSN/FNP program track will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the MSN program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Students will be allowed to retake one course due to academic failure; no retaking of courses will be permitted for clinical failures.

## MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER

Director of the Family Nurse Practitioner Track: Dr. Deborah L. Hopla

### PROGRAM TRACK FOR MASTER OF SCIENCE IN NURSING WITH MAJOR IN FAMILY NURSE PRACTITIONER

The FMU Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program track has been developed in response to the healthcare need for primary care practitioners. This program provides BSN -prepared registered nurses (RNs) access to a high quality graduate education in order to serve the healthcare needs locally and beyond. The MSN/FNP track prepares graduates to be community-oriented primary care practitioners who care for patients across the lifespan. FNP's provide comprehensive health promotion, evaluation of presenting problems, and continuing care of acute and chronic conditions in a primary care setting. In addition to clinical practice, the track emphasizes epidemiological approaches to clinical problems, holistic care, family and community systems approach, use of technology, cost considerations, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for licensure as Advanced Practice Registered Nurses (APRN), and for certification by the American Nurses Credentialing Centers (ANCC) or the American Academy of Nurse Practitioners (AANP).

Enrollment in the MSN/FNP program track is limited. Students must be accepted as graduate degree students. Courses in the MSN/FNP track are offered one day a week, but practicum hours will generally occur during business hours at the primary care facility where the learner's clinical experience is scheduled. Courses are delivered in hybrid format using both traditional classroom instruction and online components. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the faculty of the program.

### REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/FAMILY NURSE PRACTITIONER

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

1. Complete 55 graduate credit hours, which include 630 practicum hours.
  - a) Graduate Nursing Core Courses (All MSN programs) . . . . .12 Hours
 

APRN 501	Advanced Practice Role: Theory and Knowledge Development
APRN 502	Biostatistics
APRN 503	Advanced Research and Evidence-based Practice
APRN 504	Health Policy and Leadership
  - b) Direct Care Core . . . . . 19 hours
 

APRN 505	Population Health and Epidemiology
APRN 506	Health Systems and Risk Management



## 200 - Graduate Academic Programs

APRN 507	Patient Education and Advocacy
APRN 601	Advanced Pathophysiology
APRN 602	Advanced Pharmacology
APRN 603	Advanced Physical Assessment and Health Promotion

c) Functional Area Content . . . . . 24 hours

APRN 701	Primary Care of Adults
APRN 702	Primary Care of Infants, Children, and Adolescents
APRN 703	Primary Care of Women
APRN 704	Primary Care of Geriatric Patients
APRN 705	Internship I
APRN 706	Internship II
APRN 707	Clinical Decision-making and Ethics

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

### MASTER OF SCIENCE IN NURSING - NURSE EDUCATOR

Director of the Nurse Educator Track: Dr. Karen K. Gittings

The FMU MSN/Nurse Educator track has been developed as an innovative, collaborative track with the Graduate School of Education in response to national and regional needs for nurse educators. The MSN/Nurse Educator curriculum synthesizes cohesive educational theory and principles with the unique learning needs of professional nursing. Students will be taught strategies to facilitate learning in clinical, simulated, and didactic environments. This program provides baccalaureate-prepared Registered Nurses (RNs) access to a high-quality graduate education in order to serve regional and national nursing education programs as well as clinical partners. Nurse educators are needed in both the academic and clinical areas to promote quality health care. The graduates of this track will meet the core competencies for the Nurse Educator as outlined by the National League for Nursing (NLN).

Enrollment in the program is limited. Students must be accepted as graduate degree candidates. Courses are offered in an online format, but academic practicum hours will generally occur during the school hours of the academic unit. Clinical practicum hours may be more flexible, but may also occur during the traditional workday. Practicum hours are extensive and time for completing them should be considered by each student. Advisement for this program will be done on an ongoing basis by the director of the program.

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

- Complete 36 graduate credit hours, which include 270 practicum hours.
  - Graduate Nursing Core Courses (All MSN programs) . . . . . 12 Hours
    - APRN 501 Advanced Practice Role: Theory and Knowledge Development
    - APRN 502 Biostatistics
    - APRN 503 Advanced Research and Evidence-based Practice
    - APRN 504 Health Policy and Leadership
  - Functional Area Content . . . . . 24 hours
    - APRN 604 Teaching and Learning in Nursing
    - APRN 605 Curriculum Development and Program Evaluation
    - APRN 606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems

APRN 607 Assessment and Evaluation Strategies
EDUC 621 Understanding Learning Differences
APRN 708 Academic Practicum (135 practicum hours/semester)
APRN 709 Clinical Practicum (135 practicum hours/semester)
APRN 710 Education Capstone Seminar

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

### NURSE EDUCATOR CERTIFICATE

Director of Nurse Educator Certificate: Dr. Karen K. Gittings

Nursing offers a Nurse Educator Certificate. Students must be admitted into the FMU graduate program (see "Admission Requirements" page 223). The Nurse Educator Certificate option provides graduate nursing students and advanced practice RNs access to foundational courses in the discipline of nursing education in order to serve in a clinical or academic nurse educator role. Students who have an M.S.N. and complete this certificate program are eligible to take the Certified Nurse Educator Examination (CNE) offered by the National League for Nursing (NLN). For all students completing the series of three (3) courses listed below, a certificate in nursing education will be granted and noted as a "Certificate in Nursing Education" on the student's official FMU transcript. This certificate program will not be a stand-alone recognition during graduation ceremonies but will be noted when completed along with an M.S.N. degree at FMU.

To receive a Certificate in Nursing Education from FMU, a student must meet the following requirements:

- Complete nine (9) graduate credit hours
  - APRN 604 Teaching and Learning in Nursing
  - APRN 605 Curriculum Development and Program Evaluation
  - APRN 607 Assessment and Evaluation Strategies
- Achieve a 3.0 overall grade point average for all graduate courses

#### GRADUATE COURSES FOR NURSING (APRN)

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

**502 Biostatistics (3) S.** This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

**503 Advanced Research and Evidence-based Practice (3) (Permission of the department) SU.** This course explores quantitative and qualitative approaches to research issues in advanced healthcare practice. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

**504 Health Policy and Leadership (3) F, S.** This course explores how health policy affects the practice of healthcare practitioners and the healthcare of patients, families, and populations. It assists the learner to



assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

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

**506 Health Systems and Risk Management** (3) SU. This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

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

**601 Advanced Pathophysiology** (3) S. This course examines physiologic and pathophysiologic responses to disease and injury, the effects of disease and injury on cell and system function, host defense responses, the maintenance of vital functions, and responses to stress across the life span.

**602 Advanced Pharmacology** (3) F. This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological affects, drug-to-drug interactions, patient teaching, adherence to medication regime, and the use of complementary and alternative medicine.

**603 Advanced Physical Assessment and Health Promotion** (4:3-3) (45 laboratory hours) SU. This course focuses on comprehensive physical assessment of primary care patients throughout the life span. The learning expectations will include knowledge acquisition about screening examinations recommended by the American Medical and Pediatric Associations.

**604 Teaching and Learning in Nursing** (3) S. This course discusses teaching/learning theory in nursing education. It facilitates understanding of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

**605 Curriculum Development and Program Evaluation** (3) SU. This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

**606 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems** (3) F. This course discusses advanced physical assessment, physiology, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

**607 Assessment and Evaluation Strategies** (3) SU. This course presents methods for assessing and evaluating student learning outcomes in the

classroom and clinical setting. Principles of test construction, methods for developing multiple choice and alternative format test items, and basic test analysis are addressed. Additional methods for evaluation in the clinical setting will be examined. Social, ethical, and legal issues of evaluation are included.

**701 Primary Care of Adults** (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

**702 Primary Care of Infants, Children and Adolescents** (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 701) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

**703 Primary Care of Women** (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) S. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

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

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

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

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

## 202 - Graduate Academic Programs

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

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

**710 Education Capstone Seminar** (3) F. (Prerequisites: APRN 501, 502, 503, 504, 604, 605, 606, 607, 708, 709, and EDUC 621 or Permission of the Department.) This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a professional plan and skills in interviewing and presentation.

**713 Executive Practicum** (3:9) (Prerequisites: APRN 501, 502, 503.) S. This practicum course will expose learners to a leadership role and assist the learner to develop a healthcare capstone plan. Learners will work individually with a preceptor and faculty advisor and develop their own leadership plan that can be completed and presented.

## DOCTOR OF NURSING PRACTICE (DNP)

Director: Dr. Deborah Hopla

The Francis Marion University (FMU) Doctor of Nursing Practice (DNP) degree prepares nurses to work in leadership practice roles that apply evidence-based practice to systems and populations with an emphasis on rural populations.

### APPLICATION

The DNP Program will consist of two entry options: a direct BSN to DNP and a MSN to DNP. The direct entry BSN to DNP will not have an embedded MSN option. The following section will outline both admission criteria.

### BSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA

To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Bachelor of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current RN license or final BS(N) transcript
- three (3) letters of professional recommendation addressing the candidate's strengths and ability to succeed in the program.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (Advanced Practice).
  - Describe why you are interested in this area.
  - Discuss a topic that is relevant to the current healthcare environment.
  - Discuss how the topic can become an evidenced-based practice leadership project.

- Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

### MSN TO DNP GRADUATE PROGRAM ADMISSION CRITERIA

To be considered for admission, the applicant must submit the following materials to the School of Health Sciences:

- graduate application
- official Academic Transcripts from all colleges and universities attended
- official academic transcripts from all colleges and universities attended that indicates the applicant has completed a Master of Science (Nursing) degree with a cumulative G.P.A. of 3.0 or greater
- copy of resume or curriculum vitae
- copy of current, unencumbered RN license
- APRN (advanced practice registered nurse) certification.
- NBCRNA (National Board of Certification and Recertification for Nurse Anesthetists) certified nurses must also provide transcripts.
- three (3) letters of professional recommendation addressing the candidate's strengths, and ability to succeed in the program with one coming from a current supervisor.
- admission essay (approximately 500 words) in which the applicant must address the following:
  - Identify an area of interest (Advanced Practice).
  - Describe why you are interested in this area.
  - Identify a potential clinical issue that warrants an interventional plan.
  - Discuss how this issue is relevant to the current healthcare environment.
  - Elaborate on why the issue is an evidenced-based practice subject.
  - Synthesize how the issue is relevant to the role of the DNP-prepared nurse and the implementation of evidence-based practice.

### COURSE REPETITION

Progression policies in the DNP program will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the DNP program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Students will be allowed to retake one course due to academic failure; no retaking of courses will be permitted for clinical failures.

### REQUIREMENTS FOR DOCTOR OF NURSING (DNP) PRACTICE DEGREE

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

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

### GRADUATE COURSES FOR DOCTOR OF NURSING PRACTICE (DNP)

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

## Graduate Academic Programs - 203

**DNP 801 Doctoral Research and Epidemiological Evidence-based Practice** (3) This course prepares graduate students to appraise all levels of nursing and healthcare research and apply evidence in an advanced practice role. Statistical analysis of evidence will be discussed to ascertain the applicability to specific populations. In addition, knowledge about human rights in research will be an expected graduate student outcome.

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

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

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

**DNP 805 Project Development** (3:0-9) [135 hours (95 clinical hours & 40 project hours)] This course assists the graduate student to focus attention on a specific quality improvement project that can be fully investigated and developed into a capstone project. This course includes clinical and project hours to prepare the graduate student to fully understand the delivery of quality patient care in the advanced practice role.

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

**DNP 807 Capstone 1** (3:0-9) (135 clinical hours) This course focuses on the implementation of evidence-based practice, quality improvement projects. This course assists the graduate students to enact projects that will make significant improvement in patient care. In addition, the graduate students will begin to formalize professional portfolios.

**DNP 808 Capstone 2** (3:0-9) (135 clinical hours) (Prerequisite/Corequisite DNP 807) This course focuses on the implementation and the evaluation of evidence-based practice, quality improvement projects. The culmination of this course will contain disseminated project results. In addition, the graduate students will complete professional portfolios.

**DNP 809 Advanced Assessment and Pharmacological Effects on the Pathophysiology of Body Systems** (3). This course discusses advanced physical assessment, physiological, and the pharmacological effects on specific body systems. Competencies for advanced practice nurses will be discussed, and patient manifestations will be linked to evidence-based interventions.

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

### FULL-TIME OPTION FOR APRNS

Term 1		
Course	Semester Hours	Total Semester Hours
DNP 800 Doctoral Knowledge Development	3	
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical hours)	3	
TOTAL SEMESTER HOURS		9
Term 2		
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
DNP 804 Ethics and Quality Improvement (90 clinical hours)	3	
DNP 805 Project Development [135 hours (95 clinical hours & 40 project hours)]	3	
TOTAL SEMESTER HOURS		9
Term 3		
DNP 806 Scholarly Writing and Grant Development	3	3
DNP 807 Capstone 1 (135 clinical hours)	3	3
DNP 808 Capstone 2 (135 clinical hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		27
<ul style="list-style-type: none"> <li>• The curriculum includes 500 documented, supervised clinical hours and 40 project hours.</li> </ul>		

## 204 - Graduate Academic Programs

### FULL-TIME OPTION FOR BSN TO DNP/APRN PROGRAM

Course	Semester Hours	Total Semester Hours
<b>Term 1 Year 1</b>		
DNP 800 Doctoral Knowledge Development	3	
DNP 802 Doctoral Health Policy and Leadership (45 clinical hours)	3	
APRN 602 Advanced Pharmacology	3	
TOTAL SEMESTER HOURS		9
<b>Term 2 Year 1</b>		
APRN 502 Biostatistics	3	
APRN 601 Advanced Pathophysiology	3	
DNP 803 The Role of Technology and Interprofessional Collaboration	3	
TOTAL SEMESTER HOURS		9
<b>Term 3 Year 1</b>		
APRN 603 Advanced Physical Assessment and Health Promotion (45 laboratory hours)	4	4
DNP 801 Doctoral Research and Epidemiological Evidence-based Practice	3	3
<b>Term 1 Year 2</b>		
APRN 507 Patient Education and Advocacy	3	
APRN 701 Primary Care of Adults (135 clinical hours)	5	
TOTAL SEMESTER HOURS		8
<b>Term 2 Year 2</b>		
APRN 702 Primary Care of Infants, Children and Adolescents (90 clinical hours)	4	
APRN 703 Primary Care of Women (45 clinical hours)	2	
DNP 804 Ethics and Quality Improvement (90 clinical hours)	3	
TOTAL SEMESTER HOURS		9
<b>Term 3 Year 2</b>		
DNP 806 Scholarly Writing and Grant Development	3	3
APRN 704 Primary Care of Geriatric Patients (45 clinical hours)	2	2
APRN 707 Clinical Decision-making and Ethics	3	3
<b>Term 1 Year 3</b>		
APRN 705 Internship I (135 clinical hours)	4	
APRN 706 Internship II (135 clinical hours)	4	
TOTAL SEMESTER HOURS		8
<b>Term 2 Year 3</b>		
DNP 805 Project Development [135 hours (95 clinical hours & 40 project hours)]	3	
DNP 807 Capstone 1 (135 clinical hours)	3	
TOTAL SEMESTER HOURS		6
<b>Term 3 Year 3</b>		
DNP 808 Capstone 2 (135 clinical hours)	3	3
TOTAL PROGRAM SEMESTER HOURS		67
<ul style="list-style-type: none"> <li>• The curriculum includes over 1,000 documented, supervised clinical hours.</li> <li>• (Part-time plans of student for BS(N) to DNP students are made on an individual basis with the expectation that the program of study will be completed within six (6) years).</li> </ul>		



# GRADUATE PHYSICIAN ASSISTANT PROGRAM

## MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Chair/Director: Mrs. April Martin

### MISSION STATEMENT

The Francis Marion University Physician Assistant Program seeks to educate excellent primary care physician assistants to become compassionate, ethical, and clinically skillful graduates who are ready to provide healthcare services with personal and professional integrity.

### ACCREDITATION STATUS

The ARC-PA has granted Accreditation-Provisional status to the Francis Marion University Physician Assistant Program sponsored by Francis Marion University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

### ADMISSION REQUIREMENTS

All applications to the program must be submitted to Centralized Application Service for Physician Assistants (CASPA) at [www.caspaonline.org](http://www.caspaonline.org).

#### To complete the application a student must:

- Complete a Bachelor's degree from a regionally accredited institution with at least a 3.0 GPA based on a 4.0 scale;
- Submit official transcript(s) of all undergraduate and graduate work from accredited institutions to CASPA only;
- Submit scores, to CASPA only, from the Graduate Record Examination taken within the last five years. Only the General Test is required. Combined scores above 290 with a minimum of 140 on each of the Verbal Reasoning and Quantitative Reasoning sections are recommended GRE code for CASPA is 0553;
- Provide 3 letters of recommendation from former professors or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred;
- Applicants should have at least 250 hours of clinical work. The clinical experience can be voluntary work, shadowing experiences provided through employment, or a combination of these;
- Have at least an overall 3.0 GPA, on a 4.0 scale, in the prerequisites.

#### Prerequisite Courses to be completed before matriculation:

- Four credits of general biology with lab;
- Eight credits of anatomy and physiology with labs (this may be taken as two combined anatomy & physiology courses with labs, or one anatomy course with lab and one physiology course with lab);
- Four credits of microbiology with lab;
- Eight credits of general chemistry with lab;
- Four credits of organic chemistry with lab;
- Three credits of statistics or biostatistics;
- Six credits of psychology (at least 1 course preferably in abnormal or lifespan development at 200 or above level);
- One credit of healthcare terminology;

- The program does not grant advanced placement, accept transfer credit from a student previously enrolled in another PA program, nor does it accept experiential credit. All students accepted into the PA program must satisfy all requirements of the didactic and clinical years of study.

#### Additional Admission Criteria:

1. Provide a criminal background check before interview;
2. Fill out and return the Supplemental Application;
3. Provide a personal statement of 400-750 words explaining the student's reason for applying to the FMU PA Program and describing his/her clinical experience;
4. Pay the nonrefundable graduate application fee;
5. Provide proof of immunizations prior to matriculation;
6. Students are strongly discouraged from working while enrolled in the program.

Completed applications are reviewed for merit by the Physician Assistant Admissions Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received and the number of places available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies. Top applicants will be invited for an interview before any final decision of acceptance is made.

Applications should be submitted by January 15 of each year for a start in the fall semester of that year. Application materials received after the application deadline may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible interview.

### REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN PHYSICIAN ASSISTANT STUDIES

To receive a Master of Science Degree in Physician Assistant Studies from FMU, a student must fulfill the following requirements:

The program is designed in two stages. In the first stage, students will develop the required knowledge base during four semesters. The second stage involves three semesters of clinical rotations in different medical practices, so students will gain the practical application of knowledge and skills under supervision of qualified practitioners.

#### Preclinical courses

##### Semester I . . . . . 16 hours

- PA 500 Anatomy
- PA 507 Physiology
- PA 509 Introduction to Pharmacology
- PA 511 Role of the Physician Assistant and Introduction to the PA Profession
- PA 512 Fundamentals of Medical Science
- PA 513 Interpersonal Communication and History Taking
- PA 506/ APRN 506 Health Systems and Risk Management

##### Semester II . . . . . 15 hours

- PA 521 Integrative Pathophysiology and Pharmacotherapeutics I
- PA 523 Clinical Assessment, Diagnosis, and Application I

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PA 525 Clinical Interventions and Diagnostics I  
PA 505/ Population Health and Epidemiology  
APRN 505

### Semester III ..... 15 hours

PA 631 Integrative Pathophysiology and Pharmacotherapeutics II  
PA 633 Clinical Assessment, Diagnosis, and Application II  
PA 635 Clinical Interventions and Diagnostics II  
PA 603/ Advanced Research and Evidence-based Practice  
APRN 503

### Semester IV ..... 15 hours

PA 641 Integrative Pathophysiology and Pharmacotherapeutics III  
PA 643 Clinical Assessment, Diagnosis, and Application III  
PA 645 Clinical Interventions and Diagnostics III  
PA 607/ Clinical Decision-Making and Ethics Clinical Year  
APRN 707

### Semester V ..... 12 hours

PA \*Clinical Rotations (3) (4 credits each)

### Semester VI ..... 12 hours

PA \*Clinical Rotations (3) (4 credits each)

### Semester VII ..... 13 hours

PA \*Clinical Rotations (3) (4 credit hours)

PA 720 ..... Physician Assistant Capstone

\*Rotations will cover PA 710 Family Medicine, PA 711 Obstetrics and Gynecology, PA 712 Pediatrics, PA 713 Psychiatry, PA 714 Emergency Medicine, PA 715 Internal Medicine - Inpatient, PA 716 Internal Medicine - Outpatient, PA 717 General Surgery, and PA 718 Clinical Elective.

Policies for progression through the program are those of the graduate academic programs in the FMU catalog. In order for a student to successfully progress through the Physician Assistant program, the student must complete his or her degree within a six-year period, achieve course grades of C or better, and maintain a 3.0 cumulative grade point average.

There are a limited number of spaces in the Physician Assistant program and minimally qualified applicants may not be accepted.

### COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at FMU. A course may be repeated only once. Physician Assistant students may repeat only one course. That one course may be repeated only with written approval from the program director. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

An application for provisional accreditation has been submitted by FMU to the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and provisional accreditation will be received before the program starts. Graduates will be eligible to take the Physician Assistant National Certifying Exam (PANCE) for certification by the National Commission on Certification of Physician Assistants (NCCPA).

### GRADUATE COURSES IN PHYSICIAN ASSISTANT STUDIES (PA)

**500 Anatomy** (4:3-3) F. (Prerequisites: Admission to the program) This is a systems-based course that will emphasize the application of anatomical knowledge to clinical practice. This course integrates the basic discipline of human anatomy, histology, and organ systems while demonstrating how anatomical alterations can affect normal function. The course emphasizes human structure-function relationships at multiple levels of organization, specifically, cell, tissue, organ, and systems.

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

**506 Health Systems and Risk Management** (3) F. (Prerequisites: Admission to the program) This course addresses quality assurance methodology and legal responsibilities of healthcare practice. Reporting systems, issues that affect the practice, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

**507 Physiology** (3:2-3) F. (Prerequisites: Admission to the program) This course provides students with an understanding of the physical and chemical processes that occur in the human body that are responsible for the growth, development, and the propagation of life. This course will convey the principles of physiology across all organ systems.

**509 Introduction to Pharmacology** (1) F. (Prerequisites: Admission to the program) This course introduces the pharmacologic principles and concepts, which are paramount to making sound pharmacotherapeutic decisions. This course covers pharmacokinetics and pharmacodynamics of drugs and the concepts surrounding pharmacotherapy as well as an introduction of the general classification of medications.

**511 Introduction to the Physician Assistant Profession** (1) F. (Prerequisites: Admission to the program) This course will provide the student with an introduction to the history and development of the PA profession. The role of the physician assistant across all facets of medicine with an emphasis on primary care will be discussed. The role of the physician assistant in patient safety, prevention of medical errors, professionalism, differences between varying healthcare delivery systems and various topics and issues that relate to the professional practice of the physician assistant such as legal and legislative matters will be explored.

**512 Fundamentals of Medical Science** (2) F. (Prerequisites: Admission to the program) This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. Legal and ethical considerations related to the delivery of care to diverse populations across the life span will be discussed.

**513 Interpersonal Communication and History Taking** (2) F. (Prerequisites: Admission to the program) This course provides an introduction to medical history taking and offers practical strategies for effective, patient-centered interpersonal communication. Special topics emphasize technical skills and attitudes of the learner which optimize interpersonal communication and rapport building with patients. Learners will be instructed in the appropriate formats for documentation of patient history as well as techniques to enhance the effectiveness of both history taking and patient education.

**521 Integrative Pathophysiology and Pharmacotherapeutics I** (5) S. (Prerequisite: 507 and 509; Corequisites: 523 and 525) This course builds upon foundational material delivered in Physiology and Introduction to Pharmacology and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 523 and 525, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention on mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology.

**523 Clinical Assessment, Diagnosis and Application I** (4:2-6) S. (Prerequisites: 500, 507, 509, 511 and 512; Corequisites: 521 and 525) This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students are instructed in physical examination and learn to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. An emphasis of the course is the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for interpretation of data and selection of interventions. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. Organ systems covered are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology.

**525 Clinical Interventions and Diagnostics I** (3:2-3) (Prerequisite: 511; Corequisites: 521 and 523) S. This course builds upon foundational concepts underlying health and disease at both the individual and population levels. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Organ systems covered are gastrointestinal; eyes, ears, nose, and throat (EENT); endocrinology; dermatology; and hematology.

**603 Advanced Research and Evidence-based Practice** (3) SU. This course explores quantitative and qualitative approaches to research problems in advanced patient care. Theories, methods, designs, measurements, ethical conduct, and skills in critical research appraisal are emphasized along with the use of research to improve practice and client outcomes.

**607 Clinical Decision-Making and Ethics** (3) (Prerequisite: 633 and 635 or permission of the department) F. This course focuses on care management related to algorithms, protocols, and best-practice. The learner will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective across the lifespan.

**631 Integrative Pathophysiology and Pharmacotherapeutics II** (5) SU. (Prerequisites: 507, 509, 521; Corequisites: 633 and 635) This course builds upon foundational material delivered in PA 507, 509, and 521, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses PA 633 and 635, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered are pulmonary, musculoskeletal, and genitourinary. Aspects of psychiatry will also be covered.

**633 Clinical Assessment, Diagnosis and Application II** (4: 2-6) SU. (Prerequisite: 523) This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient which the student first encountered in PA 523. Students are instructed in physical examination as well as the application of evidence-based history taking

and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic and palliative procedures consistent with the practice of medicine by a physician assistant. PA 633 is the second course in the 523, 633, 643 sequence, all of which cover advancing concepts with different organ systems. PA 633, along with PA 631 and 635, covers pulmonology, musculoskeletal, and genitourinary organ systems. Aspects of psychiatry will also be covered.

**635 Clinical Interventions and Diagnostics II** (3:2-3) SU. (Prerequisite: 525) This course builds upon foundational concepts underlying health and disease at both the individual and population levels begun in PA 525. Students advance their abilities to recognize, prevent and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Systems covered will coincide with 631 and 633 including the following: pulmonology, musculoskeletal, and genitourinary. Aspects of psychiatry will also be covered.

**641 Integrative Pathophysiology and Pharmacotherapeutics III** (5) F. (Prerequisite: 631) This course builds upon foundational material delivered in PA 521 and PA 631, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 643 and 645, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in 641 are cardiovascular, obstetrics and gynecology (OB/GYN), and neurology. Aspects of infectious disease will also be covered.

**643 Clinical Assessment, Diagnosis and Application III** (4: 2-6) F. (Prerequisite: 633) This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students will apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students will synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. PA 643 is the third course in the 523, 633, 643 sequence, all of which cover similar concepts with different organ systems. PA 643, along with PA 641 and 645, covers cardiovascular, obstetrics and gynecology (OB/GYN), and neurology organ systems. Aspects of infectious disease will also be covered.

**645 Clinical Interventions and Diagnostics III** (3:2-3) F. (Prerequisite: 635) This course builds upon foundational concepts underlying health and disease at both the individual and population levels as presented in PA 525 and PA 635. Students will advance their abilities to recognize, prevent,



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and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Subjects covered will coincide with 641 and 643 i.e. cardiovascular, obstetrics and gynecology (OB/GYN), and neurology. Aspects of infectious disease will also be covered.

**710 Family Medicine Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. Under the supervision of experienced family medicine preceptors, this clerkship provides students with experience, primarily in the outpatient evaluation of pediatric and adult patients in a community setting, which emphasizes prevention, health maintenance, and the management of acute and chronic illnesses.

**711 Obstetrics and Gynecology Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with experience in managing common gynecologic issues and disorders. Obstetric experience will include labor and delivery plus routine prenatal and postpartum care under the supervision of experienced OB/GYN preceptors.

**712 Pediatrics Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with extensive clinical exposure to aspects of pediatrics under the supervision of experienced pediatric preceptors.

**713 Psychiatry Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with extensive clinical exposure to the major aspects of psychiatric care under the supervision of experienced preceptors.

**714 Emergency Medicine Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with experience in triage, evaluation, and management of patients in the emergency department under the supervision of experienced preceptors.

**715 Internal Medicine – Inpatient Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with extensive clinical exposure to the major aspects of inpatient internal medicine care under the supervision of experienced physician and PA preceptors.

**716 Internal Medicine – Outpatient Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. Under the supervision of experienced physician and PA preceptors, this clerkship provides students with extensive clinical exposure to the major aspects of internal medicine in an outpatient setting.

**717 General Surgery Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. This clerkship provides students with hands-on experience in general surgery through exposure to the operating room, to pre- and post-operative management, and to outpatient surgical management and follow-up.

**718 Elective Clerkship** (4:1-3) (135 clinical hours) (Prerequisite: Permission of the department) F, S, SU. Under the supervision of experienced preceptors, this clerkship provides students with extensive clinical exposure to the major aspects of an area of medicine selected in consultation with the clinical coordinator.

**720 Physician Assistant Capstone** (1) (Prerequisite: Completion of six clerkships) F. This course will emphasize test-taking skills, testing practice, and critical thinking. Emphasis will be placed on prioritization and delegation. Learners will review critical medical concepts and content needed for their success as professional Physician Assistants.

## GRADUATE PSYCHOLOGY PROGRAM

### MASTER OF SCIENCE IN APPLIED PSYCHOLOGY

### SPECIALIST IN SCHOOL PSYCHOLOGY

Coordinator of Clinical/Counseling Psychology: Dr. Erica James  
Coordinator of School Psychology: Dr. Crystal R. Hill-Chapman

FMU is responsive to the needs of the region by offering the Master of Science Degree in Applied Psychology (MSAP) and the Specialist Degree in School Psychology (SSP), and by proposing program modifications to these professional degrees as indicated. Graduates of the MSAP and SSP programs will develop the knowledge and skills necessary to work as professionals in clinical, school, health, and other community settings as scientist practitioners. The MSAP program adheres to the standards of training of the Council of Applied Master's Programs in Psychology (CAMPP) and is accredited by the Masters in Psychology Accreditation Council (MPAC). The combined MSAP (School Psychology Option) and Specialist in School Psychology is approved as a specialist-level training program by the National Association of School Psychologists (NASP) and is recognized by the National Council for Accreditation of Teacher Education (NCATE). Students and graduates of the MSAP and SSP programs bring scholarship and reflection to their work and an understanding of diversity in clientele, methodology, and application. Students and graduates of the MSAP and SSP programs report that their training occurred in a positive learning environment that recognized and nurtured diversity while emphasizing academic excellence. MSAP and SSP faculty produce scholarship that enhances teaching, involves students, and contributes to the profession of psychology. MSAP and SSP faculty consult with and render academic and practical assistance to local human service agencies, hospitals, and regional schools.

Enrollment in the program is limited. Students must be accepted as a graduate degree student or graduate non-degree student in order to register for courses. Students develop an organized plan of study in consultation with an adviser. Practicum and other clinical experiences generally occur during normal business/school hours, but may require evening or weekend commitments. Courses offer a blend of classroom activities and experiential training designed to acquaint the student with both the theory and the practical applications of psychological knowledge.

School psychology students should be mindful that practicum experiences must occur during the morning and early afternoon. Additionally, the internship must be a full-time experience as a school psychologist in a public school setting during the fall and spring semesters. Clinical/counseling students should be aware that their internship also requires an intensive, capstone internship experience that may require them to take a leave of absence from other employment.

After being admitted to the program and prior to enrolling in classes, students must contact the Graduate Coordinator of the Clinical/Counseling Psychology, or the Graduate Coordinator of School Psychology (as appropriate) in the Department of Psychology for advising.



## ADMISSION REQUIREMENTS

Students at the graduate level are accepted to graduate study in psychology as either graduate degree students or as graduate non-degree students. Graduate degree students in psychology are accepted into either the Clinical/Counseling Psychology Option or the School Psychology Option. Students accepted into the Clinical/Counseling Psychology Option are accepted into the Master of Science in Applied Psychology (MSAP), Clinical Counseling Psychology Option. Students accepted into the School Psychology Option are accepted into the Master of Science in Applied Psychology, School Psychology Option, with the expectation that they will complete the Specialist in School Psychology (SSP) degree program. However, MSAP, School Psychology Option students will only be admitted to the Specialist degree program upon approval by school psychology faculty. Approval will be based upon performance in the MSAP program. Applicants who previously have obtained a master's degree in school psychology or a closely related field from another university and wish to improve their training to the specialist level may be accepted into the SSP degree program.

**NOTE:** Applicants with a master's degree from another institution's program must submit all materials required of students applying for graduate degree status, outlined below. Additionally, applicants with a master's degree from another institution who are accepted into the SSP program may have additional coursework or practica to be completed. Students who completed the school psychology option of the MSAP at FMU and received South Carolina certification at the level of School Psychologist II or who have obtained NASP NCSP status may not apply for the SSP.

Graduate non-degree students in psychology who do not seek a graduate degree at FMU and typically already possess a graduate degree may wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal.

## GRADUATE DEGREE STATUS

To be considered for admission as a graduate degree student, an applicant must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work. Applicants must have earned an undergraduate degree from a regionally accredited institution as evidenced by the official transcript(s). The record should show promise of success as a graduate student, which requires maintenance of a minimum 3.0 grade point average throughout tenure within the program. Therefore, it is recommended that applicants have a 3.0 or higher grade point average in all undergraduate and graduate coursework completed at the time of application. Transcripts also are examined for relevance of undergraduate preparation for graduate education in psychology. All MSAP applicants must have completed an introductory or general psychology course, as well as a course in behavioral statistics. All SSP applicants with a master's degree from another institution must document relevant master's level training in school psychology or closely related field.
3. Submit scores on the Graduate Record Examination taken within the last five years. Only the General Test is required; the Psychology Subject Test is not required. On the original GRE, combined scores above 850 with a minimum of 400 on each of the Verbal Reasoning and Quantitative Reasoning sections is recommended. On the revised GRE, combined scores above 290 with a minimum of 140 on each of the Verbal Reasoning and Quantitative Reasoning sections are recommended.
4. Submit two letters of recommendation from former professors or

professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred.

5. Submit a personal statement, 500 to 750 words in length, indicating one's interests in clinical/counseling or school psychology, career goals, and reasons for seeking admission to the Master of Science in Applied Psychology and/or Specialist in School Psychology programs.
6. To be considered for departmental financial assistance and on-campus assistantships, applicants should submit a completed departmental application for scholarships and assistantships. This application can be downloaded from the website, or obtained from the Psychology Department or from the Graduate Office.

All of the above materials must be submitted in one packet to:

Psychology Department  
Francis Marion University  
PO Box 100547  
Florence, SC 29502-0547

Completed applications are reviewed for merit by the Department of Psychology Graduate Committee. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

To be guaranteed timely consideration for acceptance into the Master of Science in Applied Psychology program, all of the above materials must be submitted no later than:

Fall Admission: February 15\*  
Spring Admission: October 15

**\*NOTE:** Applicants wishing to enter the School Psychology option at the MSAP level are only accepted for the Fall Admission Application Cycle. Applicants with a previously obtained master's degree who are applying for only the SSP portion of the School Psychology Option may apply during either the Fall or Spring Application Cycle.

Complete applications are reviewed as received in a rolling admissions process until the above noted deadlines. Applicants should submit their application materials as early in the application cycle as they are able to assemble a complete application packet.

Application materials received after the application deadlines may still be considered for admission contingent upon the availability of positions within the program. It is the applicant's responsibility to gather all materials to complete his/her application. Only completed applications (with all required materials) will be reviewed for possible admission.

To receive an application or for any questions, please call the FMU Graduate Office at 843-661-1284. For more information about the program and to view admissions data for recent incoming MSAP classes, please visit the Psychology Department webpage at [www.fmupsychology.com](http://www.fmupsychology.com).

## GRADUATE NON-DEGREE STATUS

As stated above, graduate non-degree students typically already possess a graduate degree and wish to take a specific course or courses only for professional growth, certification upgrade, or recertification/license renewal. To be considered for admission as a graduate non-degree student, one must complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.

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2. Submit official transcript(s) of all undergraduate and graduate work.
3. Provide the department with a written statement specifying the course(s) for which admissions is being sought and why. The granting of this request is entirely at the discretion of the department. Unless part of a program of study previously approved, step three must be repeated for each course.
4. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.
5. A graduate non-degree student who wishes to become a graduate degree student may apply toward the degree program only 12 hours of graduate work taken as a graduate non-degree student.

## GRADUATE NON-DEGREE STATUS FOR APPLIED BEHAVIORAL ANALYSIS

Students who already possess a Master's degree in any field from a university accredited by a body approved by the US Department of Education and wish to pursue the 18 hours of required coursework (PSY 501, PSY 502, PSY 503, PSY 504, PSY 574 or PSY 674, and PSY 604) for the program in Applied Behavioral Analysis should complete the following steps:

1. Submit a graduate application for admission and pay the nonrefundable graduate application fee.
2. Submit official transcript(s) of all undergraduate and graduate work.
3. Non-degree students must maintain a grade of B or better in each graduate course taken at FMU in order to take additional courses.

## COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be retaken at FMU. A course may be repeated only once. Psychology graduate students may repeat only one course. That one course may be repeated only with written approval from the department chairperson. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

## REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN APPLIED BEHAVIORAL ANALYSIS (ABA) DEGREE

1. Complete a minimum of 39 graduate hours.
  - a) Basic Core Courses . . . . . 18 hours  
PSY 602 Biological Basis of Behavior  
PSY 605 Personality and Social Psychology  
PSY 632 Quantitative Psychology  
PSY 634 Developmental Psychology  
PSY 635 Learning and Cognition  
PSY 703 Counseling for Social Justice and Diversity
  - b) Applied Specialty Courses . . . . . 18 hours  
PSY 501 Principles of Applied Behavior Analysis  
PSY 502 Research Methods in Applied Behavior Analysis  
PSY 503 Ethics and Professional Practice in Applied Behavior Analysis  
PSY 504 Contemporary Topics and Applications of Applied Behavior Analysis  
PSY 604 Behavioral Assessment and Intervention  
PSY 574 Advanced Applications of Applied Behavior Analysis  
OR

- c) Internship . . . . . 3 hours  
PSY 699-B Internship: Applied Behavior Analysis

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

## REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN CLINICAL PSYCHOLOGY DEGREE

To receive a Master's Degree in Applied Psychology in Clinical/Counseling Psychology from FMU, a student must fulfill the following requirements:

1. Complete a minimum of 60 graduate hours, which include nine (9) credit hours of practicum hours.
  - a) Basic Core Courses . . . . . 15 hours  
PSY 602 Biological Basis of Behavior  
PSY 605 Personality and Social Psychology  
PSY 632 Quantitative Psychology  
PSY 634 Developmental Psychology  
PSY 635 Learning and Cognition
  - b) Applied Core Courses . . . . . 6 hours  
PSY 620 Psychopathology  
PSY 651 Professional/Ethical Issues in Counseling Psychology
  - c) Applied Specialty Courses . . . . . 39 hours  
CLINICAL/COUNSELING  
PSY 600/700 Practicum (minimum of nine (9) hours) Specific practica (e.g., A, B, or C) are required concurrently with certain courses as indicated in the course descriptions.  
PSY 610 Interviewing, Observation, and Case Formulation  
PSY 630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/ Counseling Psychology  
PSY 631 Psychological Assessment: Personality and Psychopathology  
PSY 633 Group Counseling and Psychotherapy  
PSY 636 Individual Counseling and Psychotherapy  
PSY 639 Career and Lifestyle Counseling: Theory and Practice  
PSY 643 Couple and Family Therapy  
PSY 644 Substance Abuse Counseling  
PSY 703 Counseling for Social Justice and Diversity  
PSY 699-A Internship: Clinical/Counseling Psychology

2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

## REQUIREMENTS FOR MASTER OF SCIENCE IN APPLIED PSYCHOLOGY IN SCHOOL PSYCHOLOGY DEGREE

To receive a Master's Degree in Applied Psychology in School Psychology

from FMU, a student must fulfill the following requirements:

1. Complete a minimum of 45 graduate hours, which include six (6) credit hours of practicum hours.
  - a) Basic Core Courses . . . . . 12 hours  
 PSY 602 Biological Basis of Behavior  
 PSY 605 Personality and Social Psychology  
 PSY 634 Developmental Psychology  
 PSY 635 Learning and Cognition
  - b) Applied Core Courses . . . . . 9 hours  
 PSY 601 Psychology of Autism, Intellectual, and  
 Neurodevelopmental Disabilities  
 PSY 615 Child/Adolescent Psychopathology  
 PSY 650 Foundations of School Psychology: History, Ethics,  
 and Legal issues
  - c) Applied Specialty Courses . . . . . 24 hours  
 PSY 600 Practicum (minimum of six (6) hours) Specific  
 practica (e.g., A, B, or C) are required concurrently with  
 certain courses as indicated in the course descriptions.  
  
 PSY 600A is a stand alone practicum for first year, first semester  
 students in the school psychology option.  
 PSY 604 Behavioral Assessment and Intervention  
  
 PSY 606 Psychoeducational Assessment: Intelligence, Ability,  
 and Achievement Testing in School Psychology  
 PSY 616 Psychoeducational Assessment: Diagnosis of Learning  
 and Behavior Disorders  
  
 PSY 646 Advanced Topics in Child and Adolescent Assessment  
 and Diagnosis  
 PSY 649 Psychological Consultation in Schools and Agencies  
 PSY 674 Academic Assessment and Intervention: Literacy
2. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
3. Satisfactorily complete all other requirements for graduate students, as previously outlined.
4. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

## REQUIREMENTS FOR SPECIALIST IN SCHOOL PSYCHOLOGY DEGREE

To receive a Specialist Degree in School Psychology from FMU, a student must fulfill the following requirements:

1. Complete the MSAP (School Psychology Option) from FMU, or possess a documented master's degree in school psychology or closely related field from another university, and be accepted as a SSP degree seeking student in school psychology.
2. Complete the following group of courses, practica, and internship.

**NOTE:** Students with master's degrees from programs other than Francis Marion University's Master of Science in Applied Psychology in School Psychology who are accepted into the SSP program will have additional coursework or practica to be completed.

Specialist Degree courses, practica, and internship (minimum 30 Hours)

- a) Basic Core Courses . . . . . 6 hours  
 PSY 632 Quantitative Psychology  
 PSY 709 Consultation with Diverse Families and Communities
- b) Applied Core Courses . . . . . 6 hours  
 EDUC 637 Foundations of Reading  
 PSY 759 School-Wide Prevention, Intervention, and Crisis Programs
- c) Applied Specialty Courses . . . . . 18 hours  
 PSY 700 C Advanced Psychological Consultation/Intervention Practicum (minimum of two hours)  
 PSY 700 E Advanced Pre-Internship Practicum  
 PSY 703 Counseling for Social Justice and Diversity  
 PSY 714 Child/Adolescent Counseling and Therapy  
 PSY 774 Academic Assessment and Intervention: Numeracy  
 PSY 799-F Internship: School Psychology (fall semester)  
 PSY 799-S Internship: School Psychology (spring semester)
3. Achieve a 3.0 cumulative grade point average in all graduate studies applicable to the student's particular program and a 3.0 overall grade point average for all graduate courses. (See exceptions under "Time Limit" and "Repeating Courses").
4. Satisfactorily complete all other requirements for graduate students, as previously outlined.
5. Make application for graduation at the beginning of the semester in which the last course(s) will be taken.

Students in the School Psychology Option will receive the MSAP upon satisfactory completion of all requirements outlined above. Only students who continue in the program to complete the SSP will be endorsed by the University or qualify for state or national certification in school psychology. South Carolina Certification as a School Psychologist and Licensure as a Psychoeducational Specialist require completion of the SSP degree. Any student who leaves the program after completion of the MSAP but prior to completion of the SSP degree will not be eligible for certification or licensure.

## PSYCHOLOGY DEPARTMENT PROFESSIONAL DEVELOPMENT COURSES (PDPD)

**525 Professional Development** (3, 2, or 1) F, S, SU. Professional development in various strategies and techniques to enhance delivery of mental health services for a variety of disciplines, including but not limited to psychologists, school psychologists, mental health counselors, social workers, guidance counselors, etc. Course topics are scheduled at the request of local school districts, educational agencies, consortia, mental health counseling centers, community agencies, and the like, but are subject to the approval of the university. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but PDPD 525 cannot be applied toward any of the graduate programs at FMU. PDPD 525 can be taken multiple times for course credit.

## GRADUATE COURSES FOR PSYCHOLOGY

**501 Principles of Applied Behavior Analysis** (3). This course provides an introduction to the fundamental principles of behavior including the history, theory, definitions, processes, concepts, and characteristics of Applied Behavior Analysis (ABA). Particular emphasis is given to the scientific assessment and analysis of the environmental variables controlling a behavior and to the manipulation of these variables as a

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method of increasing or decreasing a target behavior. Attention will also be given to the development of the field of ABA.

**502 Research Methods in Applied Behavior Analysis (3)** (Prerequisite: 501). This course will introduce students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior by the use of behavior analysis, graphic display of data, and single- case research methodology. In addition, the course will provide an introduction to ABAB, multiple baseline, changing criterion, and alternating treatment designs.

**503 Ethics and Professional Practice in Applied Behavior Analysis (3)** (Prerequisite: 501). This course will cover the ethical standards and legal responsibilities including regulatory requirements for Applied Behavior Analysis professionals who provide services to individuals with special needs and their families. The Behavior Analyst Certification Board (BACB®) Professional and Ethical Compliance Code for Behavior Analysts will be a guiding framework for this course.

**504 Contemporary Topics and Applications of Applied Behavior Analysis (3)** (Prerequisite: 501). Survey of modern advances in the theories and applications of Applied Behavior Analysis (ABA), including the behavioral treatment of Autism Spectrum Disorder, behavioral economics and delay discounting, stimulus control, verbal behavior, and functional analysis. Students will gain skills in designing, implementing, and monitoring the effectiveness of a behavior change project. Attention will also be given to learning communication skills and developing an understanding of the importance of dissemination of new information in the field of ABA.

**574 Advanced Applications of Applied Behavior Analysis (3)** (Prerequisite: 503). This course will provide a survey of the applications of Applied Behavior Analysis (ABA) to clinical, educational, and organizational settings with an emphasis on empirically- supported interventions and treatments targeting the behavior of individuals or groups. This course will provide students with opportunities to develop skills in the techniques covered as well as to evaluate current research on behavioral techniques and determine whether treatments can be considered evidence-based. Attention will also be given to the barriers that affect the implementation and success of interventions for individuals in a variety of settings.

**600A Professional Psychology Practicum (1)** F, S, SU. This practicum serves two purposes: 1) All school psychology students must complete an Introduction to the Schools Practicum during the fall semester of their first year of study. This practicum involves shadowing a practicing school psychologist and participating in various activities related to school psychology, school organization and operation. 2) Any master's degree student in psychology may work with a psychology faculty member to develop a field experience involving research or practice which is relevant to their program of study.

**600B Psychological Assessment Practicum (1)** F, S, SU. Students enrolled in PSY 606, PSY 616, PSY 630, PSY 631, and PSY 639 must be enrolled concurrently in this practicum. This practicum involves administration, scoring, interpretation, and reporting of results of psychological testing instruments and other assessment procedures relevant to the specific course to which the practicum is attached. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**600C Psychological Consultation/Intervention Practicum (1)** F, S, SU. Students enrolled in PSY 604, PSY 610, PSY 633, PSY 636, PSY 643,

PSY 644, or PSY 674 must be enrolled concurrently in this practicum. This practicum involves interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Students may be assigned to psychoeducational counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities (3)** SU. Critical analysis of the current literature in assessment, diagnosis, learning characteristics, and social and emotional adjustment of individuals with autism, intellectual, and neurodevelopmental disabilities. Review of education and training, school and community programs, and current legislation and regulations.

**602 Biological Basis of Behavior (3)** F. Survey of basic neuroanatomy and physiology of the nervous system. Emphasis on ways in which the environment affects behavior via the nervous system. Current research relevant to biological basis of behavior is reviewed.

**604 Behavioral Assessment and Intervention (3)** S. Review of functional behavioral assessment procedures and behavioral intervention strategies, especially manipulation of antecedent conditions and contingency management; program evaluation using single case research designs; computerized expert systems and data analysis; statute, case law and ethical issues involved with behavioral intervention. Special emphasis on behavioral intervention with children and adolescents in the school setting. Coverage of direct intervention and indirect intervention through consultation with parents, teachers, and paraprofessionals. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**605 Personality and Social Psychology (3)** SU. Survey of the basic areas of personality and social psychology with coverage of contemporary research issues in social psychology as well as the classic theories of personality.

**606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology (3)** F. Review of measurement statistics, psychometric theory and examination of intelligence, ability, and achievement tests frequently used in School Psychology practice. Skill development in test administration, scoring and interpretation of test results, use of computer-based scoring and analysis systems, psychological report writing, diagnostic and data-based decision-making. Examination of cultural diversity, ethical issues, and emerging technology in psychological assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**610 Interviewing, Observation, and Case Formulation (3)** F. Introduction to fundamental skills used in clinical/counseling interviews, including interview and observation techniques used for clinical data gathering. Particular emphasis is on case conceptualization to inform treatment planning, case report writing, and basic counseling techniques. Particular attention is also given to ethical and professional issues in counseling. Students must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**615 Child/Adolescent Psychopathology (3)** F. Concentration on child/adolescent disorders as they relate to the school setting. Examination of



current DSM and educational diagnostic criteria. Emphasis will be placed on linking assessment data to psychoeducational diagnosis and treatment.

**616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders** (3) (Prerequisites: A grade of B or higher in 606; and 615) S. Examination of traditional, behavioral and curriculum-based assessment techniques for classification and treatment planning in the areas of school-related learning and behavioral or social-emotional disabilities, developmental, attention deficits, and health-related problems. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**620 Psychopathology** (3) S. Survey of the history and classification of mental disorders with emphasis on models of psychopathology. Includes a review of contemporary diagnostic practices, and development of diagnostic skills using the DSM Classification System.

**624 Prevention of Substance Abuse** (3) F. An overview of the prevention field emphasizing current models and community strategies. Included would be environmental, regulatory approaches as well as discussion of public policy issues.

**630 Psychological Assessment: Intelligence and Achievement Testing in Clinical/Counseling Psychology** (3) (Prerequisite: PSY 610) S. Review of measurement statistics and psychometric theory, and examination of the most frequently used intelligence, adaptive behavior, and achievement tests in clinical/counseling psychology. Skill development in test administration, scoring, and interpretation of test results, as well as psychological report writing and diagnostic skills. Skill development in giving assessment results and feedback to clients. Examination of cultural diversity, ethical issues, and technology as they pertain to assessment. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**631 Psychological Assessment: Personality and Psychopathology** (3) (Prerequisite 610, 630) S. Examination of psychometric techniques applied to the assessment of personality and psychopathology. Includes skill development in the diagnostics of psychopathology. Students must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**632 Quantitative Psychology** (3) (Prerequisite: 302 or equivalent) S. Basic course in data presentation and analysis. Includes descriptive statistics, correlation, and regression, as well as inferential statistics. Emphasis on matching appropriate statistics to experimental design and psychometric theory.

**633 Group Counseling and Psychotherapy** (3) (Prerequisite: 610) F. Explores the theory, process, and practice of group therapy/counseling. Includes the stages of group therapy, various group techniques, and how to deal with problem situations that can arise in group therapy. May also include how to conduct special groups such as pain management, stress management, and assertiveness groups. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**634 Developmental Psychology** (3) SU. Survey of current topics and research methods in life span developmental psychology. Implications of research results to community-based interventions with children, adolescents, and the aged.

**635 Learning and Cognition** (3) SU. Review of traditional topics in learning as well as topics of current interest in cognition. Selection of topics from perception, attention, memory, thinking, and language. Functional disorders of memory and language.

**636 Individual Counseling and Psychotherapy** (3) (Prerequisite: 610; corequisite: 630) S. Survey of theoretical foundations and techniques of

individual counseling and psychotherapy with an emphasis on empirically supported models of psychotherapy, including cognitive-behavioral therapy. The course will provide the student with the opportunity to develop skills in the techniques covered. Attention also will be given to ethical and professional issues in the practice of therapy, as well as issues pertaining to social and cultural diversity. Must be concurrently enrolled in Psychology 600C, Psychological Intervention Practicum.

**639 Career and Lifestyle Counseling: Theory and Practice** (3) (Prerequisite: 610, 630) F. An introduction to career development theory, psychological assessment for career planning and sources and uses of career and lifestyle information in counseling. Must be concurrently enrolled in Psychology 600B, Psychology Assessment Practicum.

**640 Special Topics** (3) F, SU. Selected areas in psychology, and related fields. Recent topics have included anxiety disorders and neuropsychology.  
**643 Couple and Family Therapy** (3) (Prerequisite: 610) S. Overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of couple and family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Examination of cultural diversity and ethical/professional issues in clinical work with couples and families. Must be concurrently enrolled in Psychology 600-C, Psychological Intervention Practicum.

**644 Substance Abuse Counseling** (3) S. A seminar course that covers major content areas relevant to substance abuse counseling. These include the diagnostics and psychopathology of substance abuse and the clinical assessment of drug and alcohol dependency. The course also covers major models of substance abuse treatment, as well as specific counseling skills for this clinical population. Additional coverage includes the needs of special populations (e.g., women, adolescents, dual-diagnosed). Students must be concurrently enrolled in Psychology 600A, Professional Psychology Practicum.

**646 Advanced Topics in Child and Adolescent Assessment and Diagnosis** (3) (Prerequisite: A grade of B or higher in 616) F. Developmental neuropsychology; issues and best practices in infant, preschool, and family assessment; cultural influences in preschool and family assessment; assessment of low incidence handicapping conditions and syndromes; and traumatic brain injury. Must be concurrently enrolled in Psychology 600B, Psychological Assessment Practicum.

**649 Psychological Consultation in Schools and Agencies** (3) S. Major theoretical approaches to consultation, goals of consultation, the consultant-consultee relationship, stages of consultation, and best practices and ethical consideration in the use of consultation. Consideration is given to how consultation can be implemented in different service delivery models employed in schools and agencies. Role changes in school or agency psychological services required for the implementation of a consultation model.

**650 Foundations of School Psychology: History, Ethics, and Legal issues** (3) F. Survey of the history of school psychology with emphasis on the development of the profession, the changing roles, and alternative service delivery models of the field. In-depth review and analysis of current professional roles; the impact of state and federal legislation/regulation and professional standards; school organization and inter-professional relationships; best practices and ethical issues; educational reform issues; and professional issues such as level of training, licensure, and the influence of technologies on practice.

**651 Professional/Ethical Issues in Counseling Psychology** (3) SU. This course might begin with a review of models or influences affecting the practice of counseling psychology along with professional organizations. Issues and ethical conflicts addressed would include client rights and

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confidentiality, dual relationships, proper use of assessment, ethical concerns that arise in various forms of counseling or with special populations, and professional competence and continuing education. Other professional topics to be addressed include supervision and professional relationships in the community, malpractice and legal issues, multicultural concerns, and personal values and awareness including the issue of distress and impairment. In addition to reading and discussion, students will analyze case dilemmas and research areas of professional interest.

**660 Continuing Professional Development in School Psychology** (1) F, S, SU. This course is designed for practicing school psychologists. It may not be taken by degree seeking graduate students for credit toward the degree. The course is topical in nature and provides instruction on a specific, limited topic of clinical or professional importance to practicing school psychologists. This course may be offered during any term.

**663 Learning Disabilities: Formal and Informal Assessment** (3) (Prerequisites: Full acceptance to graduate program; EDUC 611 or permission of the instructor; EDUC 621 and 622; Prerequisites/corequisites: EDUC 760 and 761). This course examines both formal (published, norm-referenced) and informal (criterion referenced, curriculum-based, observational) measures used to: 1) screen, identify, and classify students by disability category, 2) identify students' strengths and impediments to learning, 3) design and plan appropriate interventions, 4) continuously monitor students' progress, and 5) adapt instructional programs appropriately. The benefits and limitations of each type of measure for these purposes will be examined, along with techniques and procedures for developing, validating, and interpreting informal measures in conjunction with information provided from formal tests.

**664 Practicum: Formal and Informal Assessment** (1) (Prerequisite: EDUC 611 or permission of the instructor; prerequisites/corequisites: EDUC 761 and PSY 663). This practicum provides practical experience in the process of identifying and serving children with learning problems. Students will observe and participate in intervention team meetings and discussions regarding decision-making and service delivery for such children. Students will administer, interpret, and report the results of formal screening instruments normally administered by teachers. Students will develop, administer, and interpret results from classroom observations, criterion-referenced measures, and curriculum-based assessments. Assessment results will be used to develop intervention plans, monitor student progress, alter intervention plans through data-based decision-making, and evaluate plan success.

**670 Graduate Research** (1) F, S, SU. Directed psychological research under the supervision of a faculty member. Research content will vary depending upon faculty and student's research interests. NOTE: This course cannot be used towards fulfilling degree requirements nor can it be used as a substitute for any required course.

**674 Academic Assessment and Intervention: Literacy** (3) F. (Prerequisite: A grade of B or higher in 604) F. Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in Psychology 600C, Psychological Consultation/Intervention Practicum.

**699-A Internship: Clinical/Counseling Psychology** (3) (Prerequisite:

Permission of department) F, S, SU. A practical experience utilizing applied skills with a diversity of problems in a clinical/counseling setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

**699-B Internship: Applied Behavior Analysis** (3) (Prerequisite: Permission of department). A practical experience utilizing applied behavior analysis for a diverse array of problems. The roles of the Behavior Analyst are performed in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst (BCBA) currently working in the field.

**700B Advanced Psychological Assessment Practicum** (1) F. Students enrolled in PSY 706 must be concurrently in this practicum. This practicum involves conducting developmental, neuropsychological and psychoeducational evaluations. This includes gathering developmental, medical, educational and other relevant background information, assessing a child's environment, interviewing the parent(s), care givers, educators and other relevant individuals, and using this information to select an appropriate assessment battery. The student will demonstrate the ability to properly administer, score and interpret the information from the instruments administered within the context of the other information gathered. The student will be able to provide a written and oral report of his/her findings in a concise and respectful manner. To gain these experiences the student may be assigned to a psychoeducational, mental health or developmental clinic or a school system. A minimum of 50 clock hours is required per practicum.

**700C Advanced Psychological Consultation/Intervention Practicum** (1) S, SU. Students enrolled in PSY 703 and 714 must be enrolled concurrently in this practicum. This practicum involves advanced knowledge and skills in interviewing, observation, clinical problem-solving, treatment planning and intervention development, individual therapy, group therapy, direct intervention, and indirect intervention/consultation experiences relevant to the specific course to which the practicum is attached. In addition, this practicum may involve advanced experience in assessment, intervention development, intervention implementation, and intervention evaluation when the intervention is implemented through others such as parents, teachers, paraprofessionals, administrators, agencies, and systems; implementation of the stages of consultation within the context of various consultation models. Organization development and evaluation activities also are emphasized. Students may be assigned to psychoeducational, counseling and/or mental health centers for this experience. A minimum of 50 clock hours is required per practicum.

**700E Advanced Pre-internship Practicum** (1) (Prerequisite: This course must be taken during the spring prior to beginning internship in the fall.) S. This practicum will allow the student to integrate the consultation, assessment, intervention and counseling skills they have learned while working with a practicing school psychologist. The student will also be able to interact with other professionals in the various settings and roles in which a school psychologist practices. Among other activities, the student will follow a case from the initial concerns of the teacher through the intervention team, the referral to special education, the psychoeducational evaluation (including the parts completed by other professionals), the eligibility meeting and the IEP meeting where the educational plan and placement is determined. A minimum of 50 clock hours is required per practicum.

**703 Counseling for Social Justice and Diversity** (3) SU. This course is designed to expand the student's awareness of both the cognitive knowledge and skill necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships. Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural

diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine racial and ethnic identity as well as acculturation status. It will also examine how issues of individual and institutional racism and oppression continue to play out in the mental health of those we serve. Must be concurrently enrolled in Psychology 700C, Advanced Psychological Consultation/Intervention Practicum.

**709 Consultation With Diverse Families and Communities (3) SU.** The purpose of this course is to provide professional skills that will help students to support diverse learners by strengthening the partnerships among families, schools, and communities. Students will also increase their knowledge, skills, and expertise in the most up-to-date information on effective family, school, and community interventions with diverse populations. There also will be an overview of theoretical assumptions and concomitant assessment and treatment strategies associated with the major models of family therapy, including cognitive-behavioral, Bowenian/family systems, object relations/psychodynamic, structural, and strategic. Specific emphasis will be placed on working with families using group and individualized behavioral parent training models (e.g., Triple P, PCIT, Incredible Years, etc.). Finally, students will learn to select, implement, and evaluate the effectiveness of evidence-based family, school, and community interventions.

**714 Child/Adolescent Counseling and Therapy (3) S.** Child, parent and teacher interview techniques; cognitive-behavioral case formulation and individual and group therapy strategies for common child and adolescent problems and disorders; crisis and suicide intervention and prevention strategies at the individual and systems level. Ethical and legal issues involved in counseling and therapy with children and adolescents. Must be concurrently enrolled in Psychology 700C, Psychological Intervention Practicum.

**759 School-Wide Prevention, Intervention, and Crisis Programs (3) (Prerequisites: PSY 632, PSY 646, PSY 649, and PSY 714).** SU This course culminates both the assessment and intervention/consultation course sequences. It is designed to integrate assessment, intervention, and consultation skills with knowledge of the educational system, community characteristics, and societal issues to facilitate development of systems-level prevention, intervention, and crisis intervention skills.

**774 Academic Assessment and Intervention: Numeracy (3) (Prerequisite: A grade of B or higher in 674) S.** Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in numeracy with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed.

**799-F Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 700-E) F.** A practical experience utilizing applied skills with a diversity of problems in a school setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession. Internship: School Psychology may only be begun in the fall semester.

**799-S Internship: School Psychology (3) (Prerequisites: Permission of department and PSY 799-F) S.** A practical experience utilizing applied skills with a diversity of problems in a local school district or clinical setting. The many roles of a psychologist are performed in accordance with accepted legal and ethical standards of the profession.

## GRADUATE SPEECH-LANGUAGE PATHOLOGY PROGRAM

### Master of Speech-Language Pathology: Medically Focused

Speech-Language Pathology Program Director:  
Dr. W. Freda Campbell-Wilson

The program is pending approval by SACSCOC and is also in the pending phase of Candidacy and Accreditation from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). \*See CAA Website: <http://caa.asha.org> E-mail: [accreditation@asha.org](mailto:accreditation@asha.org) for more detailed information and/or contact the FMU MSLP Program Director to discuss what this means.\*

Graduates will be eligible for certification by the Board of Examiners in Speech-Language Pathology and Audiology and by ASHA in the form of the Certificate of Clinical Competence, Speech-Language Pathology (CCC-SLP). Graduates who wish to work in school Speech-Language Pathology will be eligible for licensure by the South Carolina Department of Education as well as other states. \*See South Carolina and ASHA School SLP websites for additional information.

#### MISSION STATEMENT

The Francis Marion University Speech-Language Pathology (SLP) Program seeks to provide a comprehensive academic course of study combined with diverse clinical experiences in a variety of settings, in order to prepare graduates capable of providing high quality assessment and treatment for persons with communication disorders. The FMU MSLP is a Medically Focused Program designed to provide a diverse set of skills crucial for the professional success of Twenty-First Century Speech-Language Pathologists.

#### ADMISSION REQUIREMENTS

All applications to the program must be submitted online. To complete the application a student must:

1. Have earned a Pre-Professional Bachelor's Degree in Speech-Language Pathology, or a Bachelor's degree in a related area, from a regionally, nationally or internationally, accredited institution with at least a 3.0 grade point average based on a 4.0 scale.
2. Submit official transcript (s) of all undergraduate and graduate work from accredited institutions.
3. Pay the non-refundable graduate application fee.
4. Submit scores from the Graduate Record Examination (GRE) taken within the last five years. Current GRE scores preferred.
5. Provide a criminal background check before their face-to-face interview.
6. Provide three letters of recommendation from former professors and/or professional associates/supervisors who can attest to the academic potential of the applicant. Letters from faculty members in academic settings are preferred. However, letters from non-academic settings may be accepted, i.e., from supervisors and/or individuals capable of providing a professional assessment of the prospective student's potential. Contact the Program



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Director regarding questions you may have regarding letters of recommendation.

7. Provide proof of immunizations prior to matriculation.
8. Provide all Supplemental Application Materials i.e. Clinical Clock Hours, Writing Samples, and/or other materials as requested.
9. Provide a personal statement between 1,000 to 1,500 words explaining the student's reason for applying to the program and describing his/her professional background experience(s).
10. Have at least a 3.0 grade point average on a 4.0 scale in all program prerequisites.
11. Complete all required prerequisites in the FMU Pre-SLP Preparation Course Sequence (PSPCS) at FMU or from a regionally, nationally or internationally, accredited university.

Completed applications are reviewed for merit by the **FMU SLP Admissions Committee**. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, the committee considers both the merit of each application received, and the number of places available in the program at the time of the application. **Offers for admission are given to those who show the most promise for success in MSLP graduate studies.**

Applications for early admission into the MSLP Program will open on **March 1**. The final admission deadline is **May 1**. Application materials received after March 1 will be automatically rolled over to the May 1 deadline. These applicants will be wait-listed and evaluated by the FMU MSLP Admissions Committee for any available slots per each cohort. It is the applicant's responsibility to compile all materials to complete his/her application. Only completed applications, with all required materials, will be wait-listed and considered for admission if slots become available.

### NON-SLP UNDERGRADUATE MAJORS:

*Candidates who have an undergraduate degree in a field other than Communication Sciences and Disorders must successfully complete a post-baccalaureate sequence of courses before receiving full admission into the FMU MSLP program. Prior to enrolling in the FMU MSLP Pre-SLP Preparation Courses, students must have completed the following natural sciences, sociological, psychological and quantitative courses:*

**12 hours of general education in natural, sociological, psychological and quantitative sciences required.**

1. At least 3 credit hours in Biological Sciences
2. At least 3 credit hours in Social/Behavior Sciences
3. At least 3 credit hours in a Physical Science (preferably Physics or Chemistry)
4. Three credit hours in a mathematically based Statistics course.

**25 hours of Speech-Language Pathology, Audiology and Speech and Hearing Sciences Coursework required.**

### PRE-SLP PREPARATION COURSES

- SLP 501 Anatomy and Physiology of the Speech and Hearing Mechanisms (3 hours)
- SLP 504 Speech and Language Disorders Across the Lifespan (3 hours)
- SLP 505 Principles of Assessment and Treatment in Communication Disorders (3 hours)

- SLP 506 Multicultural Aspects of Communication Differences and Disorders (3 hours)
- SLP 507 Language and Speech Development (3 hours)
- SLP 508 Hearing Sciences and Audiological Disorders (3 hours)
- SLP 510 Introduction to Speech and Language Disorders (3 hours)
- SLP 515 Phonetics and Phonology (3 hours)
- SLP 520 Structured Observations and Pre-Clinical Simulation Experiences: 25 to 50 clinical hours under the direct supervision of an ASHA Certified SLP and/or Audiologist (1 hour)

**\*All students who have an undergraduate degree in a field other than Communication Disorders, must complete all required FMU Pre-SLP Preparation courses (specific leveler courses) prior to formally beginning the graduate degree sequence. Admission to our FMU MSLP Program is conditional until all courses in the Pre-SLP Preparation course work are completed with a B or better. Close and constant collaboration with the FMU MSLP Graduate Advisor is recommended to ensure all "leveler coursework" is acquired, submitted and accepted in order to finalize admission to the FMU MSLP Program.**

### COURSE REPETITION

Only a grade lower than B can be raised by repetition of the course; a re-examination is not permitted. Any course that is repeated must be taken at FMU. A course may be repeated only once. Speech-Language Pathology students may repeat only one course. That one course may be repeated only with written approval from the MSLP Program Director. Only the higher grade of the repeated course will be counted in the calculation of the grade point average.

### DEGREE AND NON-GRADUATE DEGREE STATUS

1. Students are accepted to graduate study in Speech-Language Pathology (SLP) **as either graduate students or as graduate non-degree students.**
2. Graduate non-degree students do not seek a Master's degree at FMU, but choose to take courses necessary to complete prerequisite requirements for admission to the Masters of Speech-Language Pathology at FMU or other institutions. In addition, Graduate Non-Degree students may wish to take courses for professional growth, personal enrichment and/or licensure.
3. Changing from Non-Degree to Degree status will require **a new application**, which must be completed and submitted to the Masters of Speech-Language Pathology Program (MSLP), following all MSLP requirements as delineated in the FMU catalog.
4. Completion of the FMU Pre-SLP Preparation Course Sequence is an independent process necessary for persons interested in obtaining a Master's Degree in SLP (MSLP), because they do not hold the Bachelor's degree in Speech-Language Pathology.
5. The FMU Pre-SLP preparation Course Sequence consists of 25 credit hours in Speech-Language Pathology (critical leveler courses) and 12 General Education/ Basic Sciences courses.
6. The Masters of Speech-Language Pathology Program (MSLP) will provide students interested in obtaining a Masters of Speech-Language Pathology (MSLP) from Francis Marion University with a list of all FMU Pre-SLP Preparation required courses.
7. **Students desirous of obtaining the Master's Degree in Speech-Language Pathology (MSLP) at FMU must complete all FMU Pre-SLP Preparation Courses before they obtain full admission to the FMU Masters of Speech-Language Pathology.**



8. Non-SLP majors seeking to matriculate in the SLP (MSLP) at FMU may apply for admission; however, they will be admitted conditionally. Full admission to the Francis Marion University Masters of Speech-Language Pathology will only be granted to persons holding an undergraduate (Pre-Professional) degree in Speech-Language Pathology or having completed the FMU required SLP pre-requisites.

## PRE-SLP PREPARATION COURSE DESCRIPTIONS

**SLP 501: Anatomy and Physiology of the Speech and Hearing Mechanism** (3) This course provides an overview of the anatomical and physiological bases of human communication: respiration, phonation, resonance, articulation, and basic neurological concepts. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

**SLP 504 Speech and Language Disorders Across the Lifespan** (3) This course is a comprehensive survey of Speech and Language Disorders across the life span. Students will be introduced to the fundamental nature of various Speech and Language Disorders. In addition, an overview of the basic principles of the assessment and treatment of Speech and Language Disorders will be reviewed.

**SLP 505 Principles of Assessment and Treatment in Communication Disorders** (3) This course provides a framework for understanding the assessment process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information, report writing and presentation of findings. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Standardized testing, as well as alternatives to standardized testing, is explored.

**SLP 506 Multicultural Aspects of Communication Differences and Disorders** (3) This course will allow students to explore the variety of issues related to culture and communication differences, and/or disorders, and the need to become a culturally competent clinician. The information examined in this course will serve as a catalyst to encourage students to examine their own values and beliefs, acknowledge the similarities and differences that exist among clients, and the cultural, verbal and nonverbal factors that influence the clinical situation.

**SLP 507: Language and Speech Development** (3) This course addresses the theory and evidence associated with the development of phonology, syntax, semantics, and pragmatics, as well as cultural and linguistic variations in child speech and language development. This course will help students gain a better understanding of the difference between normal communication development and disordered communication development.

**SLP 508 Hearing Sciences and Audiological Disorders** (3) This course is designed to provide a comprehensive survey of Hearing Sciences and Audiological Disorders. Basic concepts, principles and relevant topics that pertain to mankind's ability to hear will be covered. Additionally, topics will be reviewed that explain what happens when a human's hearing is damaged or negatively affected.

**SLP 510: Introduction to Speech and Language Disorders** (3) This course is an introduction to the nature, assessment, and treatment of speech and language disorders. The course will help prepare students for working with pediatric and adult populations with speech and language disorders.

**SLP 515: Phonetics and Phonology** (3) This course is an introduction to the speech sounds used in the production of American English. Emphasis is placed on sound to symbol transcription using the International Phonetic Alphabet. An introductory review of phonology will also be

covered. Transcription competency required.

**SLP 520: Structured Clinical Observation and Pre-Clinical Simulation Experiences** (1) This course provides guided clinical observations and simulation experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with pediatric and adult populations with communication and swallowing disorders.

## SLP GRADUATE COURSE DESCRIPTIONS

**SLP 531: School-Age Language Disorders** (3) This course provides students with a foundation of knowledge about etiology and characteristics of language disorders in school-age children. Students will discuss the evolving language demands that children encounter as they progress through school and will explore the impact of language disorders on academic performance and social interaction in the classroom. The relationship between oral and written language is emphasized.

**SLP 537: Speech and Hearing Science** (3) This course will provide a foundational understanding of the basic principles of acoustics, psychoacoustics, and the acoustics of voice and speech production. This course is an essential fundamental course containing crucial information that transfers to all communication disorders and sciences.

**SLP 540: Communication Disorders in the Birth to Five Population** (3) This course explores communication disorders from infancy through the preschool period. Topics addressed include theoretical frameworks for the assessment and treatment of childhood language disorders, etiology and characteristics of language/communication disorders in infants and preschool children, as well as, principles and methods of assessment and intervention.

**SLP 545: Introduction to Multicultural Issues** (1) This course focuses on the identification and treatment of speech and language differences in diverse populations. The course will explain terminology and concepts related to cultural and linguistic diversity, and students will learn to evaluate how cultural variables impact service delivery and treatment options.

**SLP 547: Neurology of Speech-Language and Hearing** (3) This course provides an overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing. This course will increase the SLP students' knowledge of basic human communication and swallowing processes, including basic biological and neurological structure and function.

**SLP 550: Beginning Clinical Practicum** (1) This course provides clinical practice in the diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical staff. Clinical hours are accumulated under direct supervision. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 530: Survey of Articulation and Phonological Disorders in Children and Across the Lifespan** (2) A survey of the assessment and treatment procedures used in the case management of articulation and phonological disorders in children as well as others struggling with articulation and phonology disabilities across the life span.

**SLP 561: Dysphagia** (3) This course examines the anatomical basis of normal and disordered swallowing in children and adults. The course will prepare students to assess and diagnose swallowing disorders across the lifespan.

**SLP 567: Research Methods I** (3) This course is an introduction to research procedures in the study of communication sciences and disorders with an emphasis on Evidence-Based Practice. The course is designed to increase

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knowledge of principles of basic and applied research and research design, improve ability to access sources of research information, and increase ability to relate research to clinical practice. By the end of this course the student must have developed his/her MSLP Capstone Research Proposal.

**SLP 570: Audiology and Aural Rehabilitation** (3) This course is an introduction to the theory and techniques of pediatric and adult audiology and the habilitation and rehabilitation of hearing differences across the lifespan.

**SLP 575: Adult Language Disorders** (3) This course introduces students to the prevention, assessment, and treatment of cognitive-linguistic disorders of communication resulting from stroke, dementia, traumatic brain injury, concussion and other neurogenic pathology.

**SLP 580: Clinical Practicum** (2) This course continues the practice of diagnosis and treatment of communication disorders. Clinical work is accompanied by regular group and individual meetings with clinical educators. Clinical hours are accumulated under direct supervision of ASHA Certified Clinical Educators. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 581: Hearing Clinical Practicum** (1) This course provides students with the opportunity to conduct hearing screenings and basic auditory processing measures for children and adults under the supervision of an audiologist or speech-language pathologist, following protocols established by ASHA.

**SLP 591: Motor Speech Disorders** (3) This course provides an examination of the neurological basis, assessment, and treatment of dysarthria and apraxia. Students will be introduced to the appropriate procedures for evaluation and intervention of children and adults with motor speech disorders.

**SLP 595: Medical Aspects of Speech-Language Pathology** (3) This course will provide students in medical field placements with knowledge regarding service delivery models, reimbursement issues, documentation requirements, assessment approaches, goal setting, interdisciplinary team approaches, prioritizing treatment concerns, and discharge planning. Case study presentations and discussions will be generated from students' field placement experiences.

**SLP 601: Advanced Clinical Practicum I** (Varies) (Prerequisite: SLP 580) This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 607: Augmentative/Alternative Communication** (1) This course provides fundamental knowledge of the principles and functions of augmentative and alternative communication. The course will provide students with the skills required to assess the needs of a variety of communicatively impaired populations and determine the best treatment strategies for patients/students and/or clients who would benefit from augmentative/alternative communication devices/methods.

**SLP 610: Professional Issues and Ethics** (1) This course will introduce students to issues related to employment settings, job exploration/preparation, credentialing, trends in service delivery, ethics, legal considerations, and professional advocacy in the profession of Speech-Language Pathology and Audiology.

**SLP 615: Voice Disorders** (3) This course provides a foundational understanding of the anatomical and physiological bases of voice production. Emphasis is placed on diagnosis and therapy for phonatory disorders in children and adults across the lifespan.

**SLP 617: Fluency Disorders** (1) This course explores the theoretical and diagnostic approaches to the modification of stuttering behavior. Students will learn to identify normal and abnormal dysfluency as it relates to speech production, and will learn to assess and diagnose fluency of speech across the lifespan.

**SLP 620: Advanced Clinical Practicum II** (3) (Prerequisite: SLP 601) This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 621: Advanced Clinical Practicum III** (6) (Prerequisite: SLP 620) This course provides guided clinical observations and clinical experiences under the supervision of an ASHA Certified Speech-Language Pathologist. This course will help prepare students for working with clients, patients, and students with communication and/or swallowing disorders. Acceptable clinical hours may be applied toward ASHA certification.

**SLP 630: Research Methods II: Capstone Project** (3) (Prerequisite: SLP 567) This course will increase knowledge of applied research and research design, data collection and analysis, and presentation of results. By the end of this course the MSLP student must have completed his/her Capstone Research Project.

**SLP 635: Instrumentation in Speech-Language and Hearing Sciences** (3) This course is designed to provide information to and to develop skills in students of Speech Pathology/Audiology and related disciplines which will assist them in the understanding, application, and selection of speech analysis instrumentation which may be used by speech and hearing professionals in the research, diagnosis and/or management of various speech disorders. Major emphasis will be focused on an acoustic phonetic approach to describing and quantifying human speech communication. Basic electronics and physics concepts will be employed throughout the course and will be discussed where necessary.

**MASTER OF SPEECH-LANGUAGE PATHOLOGY PROGRAM CURRICULUM**

<b>YEAR ONE</b>	
<b>Fall Semester</b>	<b>15 hours</b>
SLP 531 School Age Language Disorders (3) SLP 537 Speech and Hearing Science (3) SLP 540 Communication Disorders in the Birth to Five Population (3) SLP 547 Neurology of Speech-Language and Hearing (3) SLP 550 Beginning Clinical Practicum (1) SLP 530 Survey of Articulation and Phonological Disorders in Children and Across the Lifespan (2)	
<b>Spring Semester</b>	<b>15 hours</b>
SLP 561 Dysphagia (3) SLP 567 Research Methods I (3) SLP 570 Audiology and Aural Rehabilitation (3) SLP 575 Adult Language Disorders (3) SLP 580 Clinical Practicum (2) SLP 581 Hearing Clinical Practicum (1)	
<b>Summer I</b>	<b>8 hours</b>
SLP 591 Motor Speech Disorders (3) SLP 595 Medical Aspects of Speech-Language Pathology (3) SLP 545 Survey of Multicultural Issues Impacting Communication Sciences and Disorders (1) SLP 601 Advanced Clinical Practicum I (1)	
<b>Summer II</b>	<b>4 hours</b>
SLP 601 Advanced Clinical Practicum I (4)	
<b>YEAR TWO</b>	
<b>Fall Semester</b>	<b>12 hours</b>
SLP 607 Augmentative/Alternative Communication (1) SLP 610 Professional Issues and Ethics (1) SLP 615 Voice Disorders (3) SLP 617 Fluency Disorders (1) SLP 620 Advanced Clinical Practicum II (3) SLP 635 Instrumentation in Speech-Language in Hearing Sciences (3)	
<b>Spring Semester</b>	<b>9 hours</b>
SLP 621 Advanced Clinical Practicum III (6) SLP 630 Research Methods II: Capstone Project (3)	
<b>Total Credit Hours Required for Graduation</b>	
	<b>63 hours</b>

**\*\* During the Summer Semester Year Two of the MSLP Program, 9 hours of Clinical Practicum will be offered at variable credit hour amounts in order to allow students to complete clinical practicum requirements needed for graduation and application for CCC-SLP. Students may enroll in these Clinical Practicum courses for variable credits in order to complete their clinical practicum hour requirements for national board certification.**

*Depending on their individual backgrounds, undergraduate course of study and future career plans, MSLP students may be advised to take electives in Psychology, Education, Business, Foreign Languages, Nursing, Physician Assistant studies, and/or other disciplines to enhance their professional development.*



# TRANSFER: STATE POLICIES AND PROCEDURES

## COMMISSION ON HIGHER EDUCATION TRANSFER POLICY FOR TWO-YEAR & FOUR-YEAR INSTITUTIONS IN SOUTH CAROLINA

The South Carolina Course Articulation and Transfer System serves as the primary tool and source of information for transfer of academic credit between and among institutions of higher education in the state. The system provides institutions with the software tools needed to update and maintain course articulation and transfer information easily. The student interface of this system is the South Carolina Transfer and Articulation Center (SCTRAC) web portal: [www.SCTRAC.org](http://www.SCTRAC.org). This web portal is an integrated solution to meet the needs of South Carolina's public colleges and universities and their students and is designed to help students make better choices and avoid taking courses which will not count toward their degree. Each institution's student information system interfaces with [www.SCTRAC.org](http://www.SCTRAC.org) to help students and institutions by saving time and effort while ensuring accuracy and timeliness of information.

### Admissions Criteria, Course Grades, GPA's, Validations

All four-year public institutions will issue a transfer guide annually in August or maintain such a guide online. Information published in transfer guides will cover at least the following items:

- A. The institution's definition of a transfer student.
- B. Requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
- C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
- D. Information about course equivalencies and transfer agreements.
- E. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic coursework taken elsewhere, for coursework repeated due to failure, for coursework taken at another institution while the student is academically suspended at his/her home institution, and so forth.
- F. Information about institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures will describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they will also describe whether all coursework taken prior to transfer or only coursework deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and/or programmatic major.
- G. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or

underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.

- H. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

### South Carolina Transfer and Articulation Center (SCTRAC)

All two-and four-year public institutions will publish information related to course articulation and transfer, including but not limited to items A through D mentioned above, on the South Carolina Transfer and Articulation Center website ([www.SCTRAC.org](http://www.SCTRAC.org)). Course equivalency information listing all courses accepted from each institution in the state (including the 86 courses in the Statewide Articulation Agreement) and their respective course equivalencies (including courses in the "free elective" category) will be made available on [www.SCTRAC.org](http://www.SCTRAC.org). This course equivalency information will be updated as equivalencies are added or changed and will be reviewed annually for accuracy. Additionally, articulation agreements between public South Carolina institutions of higher education will be made available on [www.SCTRAC.org](http://www.SCTRAC.org), will be updated as articulation agreements are added or changed, and will be reviewed annually for accuracy. All other transfer information published on [www.SCTRAC.org](http://www.SCTRAC.org) will be reviewed at least annually and updated as needed.

### Statewide Articulation of 86 Courses

The Statewide Articulation Agreement of 86 courses approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions is applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have courses synonymous to ones on this list, it will identify comparable courses or course categories for acceptance of general education courses on the statewide list. This list of courses is available online at [www.che.sc.gov](http://www.che.sc.gov) as well as on [www.SCTRAC.org](http://www.SCTRAC.org).

### Statewide Transfer Blocks

The Statewide Transfer Blocks established in 1996 will be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs. Several Transfer Blocks were updated in March 2009: Arts, Humanities, and Social Sciences; Business; Engineering; and Science and Mathematics; the remaining Transfer Blocks, Teacher Education and Nursing, are currently being revised. The courses listed in each Transfer Block will be reviewed periodically by the Commission's Academic Affairs staff in consultation with the Advisory Committee on Academic Programs to ensure their accuracy, and the Transfer Blocks will be updated as needed.

For the Nursing Transfer Block, by statewide agreement, at least 60 semester hours will be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education and that the graduate has successfully passed the



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National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains the total coursework found in the Arts, Humanities, and Social Sciences or the Science and Mathematics Transfer Block will automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. However, as agreed by the Advisory Committee on Academic Programs, junior status applies only to campus activities such as priority order for registration for courses, residence hall assignments, parking, athletic event tickets, etc. and not in calculating academic degree credits.

For a complete listing of all courses in each Transfer Block, see [www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm).

### Assurance of Transferability of Coursework Covered by the Transfer Policy

Coursework (i.e., individual courses, transfer blocks, and statewide agreements) covered within this transfer policy will be transferable if the student has completed the coursework with a “C” grade (2.0 on a 4.0 scale) or above. However, the transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made. In addition, any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale will apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

Any coursework covered within this transfer policy will be transferable to any public institution without any additional fee and without any further encumbrance such as a “validation examination,” “placement examination/instrument,” “verification instrument,” or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

### Assurance of Quality

All claims from any public two or four-year institution challenging the effective preparation of any other public institution’s coursework for transfer purposes will be evaluated by the staff of the Commission on Higher Education in consultation with the Advisory Committee on Academic Programs. After these claims are evaluated, appropriate measures will be taken to ensure that the quality of the coursework has been reviewed and approved on a timely basis by sending and receiving institutions alike.

### Transfer Officers

Each institution will provide the contact information for the institution’s Transfer Office personnel, including telephone numbers, office address, and e-mail address, on its website and on [www.SCTRAC.org](http://www.SCTRAC.org). Transfer office personnel will:

- Provide information and other appropriate support for students considering transfer and recent transfers.
- Serve as a clearinghouse for information on issues of transfer in the state of South Carolina.
- Provide definitive institutional rulings on transfer questions for the institution’s students under these procedures.
- Work closely with feeder institutions to assure ease in transfer for their students.

### Statewide Publication and Distribution of Information on Transfer

The staff of the Commission on Higher Education will place this

document on the Commission’s website under the title “Transfer Policies.” In addition, information about transfer, including institutional policies, course equivalencies, and articulation agreements, will be published and distributed by all public institutions through transfer guides and be made available on [www.SCTRAC.org](http://www.SCTRAC.org). Furthermore, course catalogs for each public two-and four-year institution will contain a section entitled “Transfer: State Policies and Procedures.” This section will:

- A. Include the Transfer Policy for Public Two-Year and Four-Year Institutions in South Carolina.
- B. Refer interested parties to [www.SCTRAC.org](http://www.SCTRAC.org) as well as to the institutional Transfer Guide and institutional and Commission on Higher Education’s websites for further information regarding transfer.



# FACULTY AND STAFF

## BOARD OF TRUSTEES

	CONG DIST/		Seat Number
	At Large/ Other		
<b>Gov. Henry D. McMaster</b> (Represented by J. Kevin O'Kelly) (Term coterminous) <i>Florence</i>	17		
<b>Jody Bryson</b> (Term expires 2020) <i>Greenville</i>	4	4	
<b>William W. Coleman, Jr.</b> (Term expires 2020) <i>Florence</i>	At large	15	
<b>H. Paul Dove, Jr.</b> (Term expires 2022) <i>Windsboro</i>	5	5	
<b>H. Randall Dozier</b> (Term expires 2020) <i>Murrells Inlet</i>	At large	11	
<b>Benjamin I. Duncan, II</b> (Term expires 2020) <i>Columbia</i>	2	2	
<b>L. Franklin Elmore</b> (Term expires 2022) <i>Greenville</i>	At large	14	
<b>R. Tracy Freeman</b> (Term expires 2022) <i>North Augusta</i>	At large	13	
<b>William Edward Gunn</b> (Term expires 2022) <i>Columbia</i>	At large	12	
<b>Patricia C. Hartung</b> (Term expires 2020) <i>Greenwood</i>	3	3	
<b>Kenneth W. Jackson</b> (Term expires 2022) <i>Florence</i>	At large	10	
<b>Stephen N. Jones</b> (Term coterminous)	Appointed by Governor	16	
<b>Floyd L. Keels</b> (Term expires 2022) <i>Lake City</i>	6	6	
<b>Karen A. Leatherman</b> (Term expires 2020) <i>Florence</i>	At large	9	
<b>Robert E. Lee</b> (Term expires 2022) <i>Marion</i>	At large	8	
<b>George C. McIntyre</b> (Term expires 2020) <i>Bennettsville</i>	7	7	
<b>Mark S. Moore</b> (Term expires 2022) <i>Mount Pleasant</i>	1	1	

## MEMBERS EMERITI

Edward S. Ervin III	Sumter
Hugh K. Leatherman	Florence
Gail Ness Richardson	Barnwell

## PAST PRESIDENTS

- Walter D. Smith** (1970-1983)  
Ph.D., University of Michigan
- Thomas C. Stanton** (1983-1994)  
D.B.A., George Washington University
- Lee A. Vickers** (1994-1999)  
Ph.D., University of Wyoming

## DISTINGUISHED PROFESSORS

Louis A. Hoff	1975-76
James R. Rinehart	1976-77
W. Lloyd Birch	1977-78
Joseph T. Stukes	1978-79
Tom Roop	1979-80
Roger W. Allen, Jr.	1980-81
Duane P. Myers	1981-82
Marian Cusac Green	1982-83
Harlan G. Hawkins	1983-84
William H. Breazeale, Jr.	1984-85
Julia E. Krebs	1985-86
Ronald L. Hall	1986-87
E. Lorraine de Montluzin	1987-88
Lynn D. Hendrick	1988-89
James H. Von Frank	1989-90
Robert R. Parham	1990-91
Jackson F. Lee, Jr.	1991-92
Ben L. Kyer	1992-93
Eileen L. Kirley-Tallon	1993-94
David M. Peterson	1994-95
Donna H. Goodman	1995-96
Marjorie B. Pace	1996-97
Gary W. Hanson	1997-98
George E. Harding III	1998-99
R. Sethfield Smith	1999-00
M. Barry O'Brien	2000-01
Mary H. McNulty	2001-02
Kenneth D. Kitts	2002-03
Jesse J. "Mike" Jordan	2003-04
James T. Ramey, Jr.	2004-05
Benjamin Woods	2005-06
Pamela A. Rooks	2006-07
A. Glen Gourley	2007-08
Larry E. Nelson	2008-09
Kenneth M. Autrey	2009-10
Derek W. Jokisch	2010-11
Christopher D. Johnson	2011-12
Kay Lawrimore Belanger	2012-13
Jon W. Tuttle	2013-14
Travis W. Knowles	2014-15
Jeannette M. Myers	2015-16
D. Keith Best	2016-17
Ruth A. Wittmann-Price	2017-18

## FACULTY EMERITI

- Roger W. Allen, Jr.** (1971-2006)  
Ph.D., University of Virginia
- Kenneth M. Autrey** (1989-2011)  
Ph.D., University of South Carolina
- Jonathan E. Baltzell** (1982-2007)  
M.A., University of Cincinnati
- Shirley Carr Bausmith** (2003-2017)  
Ph.D., University of South Carolina

- Linda D. Becote** (1978-2013)  
M.Ln., University of South Carolina
- Stanford E. Bergstrom** (1975-2008)  
Ph.D., University of California-Riverside
- Albert C. Bickley** (1972-1991)  
Ed.D., University of Georgia
- Jane E. Brandis** (2005-2018)  
M.A., University of South Carolina
- William H. Breazeale, Jr.** (1970-1997)  
Ph.D., University of South Carolina
- Robert Bridger** (1999-2015)  
Ph.D., University of Georgia
- John A. Britton** (1972-2013)  
Ph.D., Tulane University
- Samuel F. Broughton, Jr.** (1986-2015)  
Ph.D., University of Georgia
- David J. Burt** (1971-2006)  
Ph.D., University of Kentucky
- Charles G. Carpenter** (2005-2018)  
Ph.D., University of Illinois at Urbana - Champaign
- Richard Chapman** (1989-2016)  
Ph.D., Yale University
- Fred R. Clayton** (1971-2008)  
Ph.D., University of Tennessee
- Margie M. Covington** (1985-2008)  
Ph.D., University of South Carolina
- Kevan H. Croteau** (1987-2012)  
M.S., State University of New York - Stony Brook
- E. Lorraine de Montluzin** (1974-2005)  
Ph.D., Duke University
- Thomas N. Dorsel** (1986-2008)  
Ph.D., University of New Mexico
- Charles J. Doryland** (1984-1996)  
D.B.A., Harvard University
- H. Paul Dove, Jr.** (1975-2008)  
M.S. in L.S., University of North Carolina at Chapel Hill
- Kenneth R. Dye, Jr.** (1972-1997; 2002-2012)  
Ph.D., University of Georgia
- P. Edwin Eleazer** (1987-2018)  
Ph.D., Florida State University
- James R. Faulkenberry** (1973-2013)  
Ed.D., University of South Carolina
- Leslie E. Figa** (1974-2007)  
Ph.D., University of Georgia
- Phillip J. Gardner** (1980-2016)  
M.A., University of North Carolina at Charlotte
- Donna H. Goodman** (1987-2006)  
Ph.D., University of Alabama
- Donald W. Grace** (1987-1997)  
Ph.D., Stanford University
- David C. Granath** (1987-2017)  
M.F.A., University of Miami
- Marian Cusac Green** (1973-1995)  
Ph.D., University of North Carolina at Chapel Hill
- Rufus R. Hackney** (1971-1999)  
Ph.D., University of North Carolina at Chapel Hill
- Ronald L. Hall** (1973-2001)  
Ph.D., University of North Carolina at Chapel Hill
- George E. Harding III** (1987-2018)  
Ph.D., University of Tennessee
- Dorothy M. Harris** (1985-2011)  
Ed.D., University of Georgia
- John R. Hester** (1980-2015)  
Ph.D., University of South Carolina
- Joseph E. Heyward** (1973-2006)  
Ed.D., University of South Carolina
- Belva H. High** (1974-2000)  
Ph.D., University of South Carolina
- Louis A. Hoff** (1970-1985)  
Ph.D., University of Georgia
- Roger K. Hux** (1975-2006)  
M.Ln., Emory University  
M.A., University of Georgia
- Linda L. Jacobs** (1988-2018)  
Ph.D., University of Kentucky
- Joseph A. James III** (1971-1998)  
Ph.D., University of Georgia
- Jesse J. Jordan** (1972-2011)  
Ph.D., Georgia State University
- Lynn Kennedy** (2005-2016)  
M.S., University of South Carolina
- James A. Kimbell, Jr.** (1985-1995)  
D.B.A., Louisiana Tech University
- Eileen L. Kirley-Tallon** (1974-2013)  
Ph.D., University of Pittsburgh
- Lynn B. Kostoff** (1985-2017)  
M.F.A., Bowling Green State University
- Julia E. Krebs** (1977-2010)  
Ph.D., University of Georgia
- Jackson F. Lee, Jr.** (1972-2015)  
Ed.D., Duke University
- Johannes R. Lischka** (1970-1998)  
Ph.D., Duke University
- C. Allan Lockyer** (1986-2017)  
D.A., University of Northern Colorado
- Susannah M. McCuaig** (1975-2009)  
Ed.D., Boston University
- Larry J. McCumber** (1982-2015)  
Ph.D., University of Florida
- Duane P. Myers** (1972-2009)  
Ph.D., Yale University
- Larry E. Nelson** (1974-2009)  
Ph.D., Duke University
- M. Barry O'Brien** (1988-2016)  
Ph.D., University of South Carolina
- Sue Orr** (1971-2016)  
M.M., Florida State University
- Marjorie B. Pace** (1985-2004)  
Ph.D., University of South Carolina
- Robert R. Parham** (1970-1998)  
Ph.D., Florida State University
- Yvette H. Pierce** (1973-2006)  
A.M.L.S., University of Michigan
- Jeffrey Pompe** (1988-2012)  
Ph.D., Florida State University
- Kathleen S. Pompe** (1987-2011)  
M.F.A., Pennsylvania State University
- K. Wayne Pruitt** (1971-2015)  
Ed.D., Duke University
- Robert E. Pugh** (1990-2011)  
Ph.D., American University
- Jane P. Quick** (1978-2015)  
M.A.T., University of South Carolina
- Pamela Radcliff** (1985-2013)  
M.L.S., Florida State University
- John G. Rae III** (1988-2013)  
Ph.D., Ohio University
- Betty C. Ramey** (1977-2013)  
Ph.D., Converse College
- James T. Ramey** (1974-2017)  
Ph.D., Clemson University
- William M. Ramsey** (1988-2014)  
Ph.D., University of North Carolina at Chapel Hill

## 224 - Faculty and Staff

<b>James L. Renneker</b> (1978-2008) Ph.D., University of Texas at Austin	<b>James A. Morris</b> (Speaker) . . . . .	May 8, 1982
<b>James R. Rinehart</b> (1972-2001) Ph.D., University of Virginia	<b>Dan T. Carter</b> (Speaker) . . . . .	May 14, 1983
<b>David Sacash</b> (2002-2013) M.A., Kent State University	<b>Julian Lorin Mason, Jr.</b> . . . . .	May 14, 1983
<b>Thomas D. Sawyer</b> (1991-2009) Ed.D., Virginia Polytechnic Institute and State University	<b>John Charles Lindsay</b> . . . . .	Dec. 22, 1983
<b>Walter D. Smith</b> (1970-1983) Ph.D., University of Michigan	<b>William Thomas Putnam</b> . . . . .	Dec. 22, 1983
<b>Beverly Spears</b> (1970-1998) Ph.D., University of Georgia	<b>Ronald E. Carrier</b> . . . . .	April 7, 1984
<b>Carolyn R. Stokes</b> (1984-2006) D.B.A., University of Kentucky	<b>James Alton Rogers</b> . . . . .	April 7, 1984
<b>David J. Stroup</b> (1987-2015) Ph.D., West Virginia University	<b>Strom Thurmond</b> . . . . .	April 7, 1984
<b>John Summer</b> (1988-2011) M.Ln., University of South Carolina	<b>Earle E. Morris, Jr.</b> (Speaker) . . . . .	May 12, 1984
<b>John C. Sutton</b> (1987-2012) Ph.D., University of Tennessee	<b>John Bruce Pitner</b> (Speaker) . . . . .	Dec. 18, 1984
<b>Stephen C. Taylor</b> (1991-2018) Ph.D., University of South Carolina	<b>Charles Brown MacDonald</b> (Speaker) . . . . .	May 7, 1985
<b>Barbara M. Thayer</b> (1988-2011) M.S., Florida State University	<b>Bernard Shaw</b> (Speaker) . . . . .	Dec. 16, 1985
<b>Joel H. Thayer</b> (1979-2013) Ph.D., Florida State University	<b>Charles Alex Harvin III</b> . . . . .	Dec. 16, 1985
<b>Neal D. Thigpen</b> (1971-2006) Ph.D., University of Maryland	<b>David Bomar Smith</b> . . . . .	May 7, 1986
<b>Lucy C. Thrower</b> (1971-1999) M.S., University of Mississippi	<b>William Reed Howard</b> . . . . .	Dec. 18, 1986
<b>James H. Von Frank</b> (1972-2006) Ph.D., University of North Carolina at Chapel Hill	<b>Walter Douglas Smith</b> (Speaker) . . . . .	Dec. 18, 1986
<b>Richard D. West</b> (1999-2011) Ph.D., New York University	<b>Fred Cleon Fore</b> . . . . .	May 6, 1987
<b>Peter T. Whelan</b> (1992-2015) Ph.D., University of Exeter	<b>James Alexander Grimsley, Jr.</b> . . . . .	May 6, 1987
<b>Thomas W. Whiteley</b> (1977-2001) Ed.D., University of North Carolina at Greensboro	<b>Larry Artope Jackson</b> . . . . .	May 6, 1987
<b>Bill D. Whitmire</b> (1997-2017) Ph.D., University of Georgia	<b>David Walker Harwell</b> . . . . .	Dec. 15, 1987
<b>Benjamin Woods</b> (1972-2009) D.M.A., University of South Carolina	<b>Hugh K. Leatherman</b> (Speaker) . . . . .	Dec. 15, 1987
	<b>Thomas Travis Medlock</b> . . . . .	Dec. 15, 1987
	<b>T. Boone Pickens, Jr.</b> (Speaker) . . . . .	May 5, 1988
	<b>Charles Moss Duke, Jr.</b> (Speaker) . . . . .	May 5, 1990
	<b>Fred C. Perry, Jr.</b> . . . . .	July 1, 1990
	<b>David N. Thomas</b> . . . . .	July 1, 1990
	<b>Sherwood H. Smith, Jr.</b> . . . . .	Sept. 7, 1990
	<b>Marcia Curtis</b> (Speaker) . . . . .	Dec. 15, 1990
	<b>Fitz-John Creighton McMaster</b> (Speaker) . . . . .	May 4, 1991
	<b>Charles A. Horner</b> (Speaker) . . . . .	Dec. 21, 1991
	<b>Catherine White Ingold</b> (Speaker) . . . . .	May 9, 1992
	<b>Phillip N. Truluck</b> (Speaker) . . . . .	Dec. 19, 1992
	<b>L. Glenn Orr, Jr.</b> (Speaker) . . . . .	Dec. 18, 1993
	<b>James C. Hooks, Jr.</b> . . . . .	May 7, 1994
	<b>Nathaniel W. Rosenfeld</b> . . . . .	May 7, 1994
	<b>Adele B. Kassab</b> . . . . .	Dec. 18, 1999
	<b>John Kassab</b> . . . . .	Dec. 18, 1999
	<b>Jean Hoefler Toal</b> (Speaker) . . . . .	Dec. 18, 1999
	<b>L. Morgan Martin</b> (Speaker) . . . . .	May 6, 2000
	<b>Christopher James Yahnis</b> . . . . .	May 6, 2000
	<b>Edward Eli Saleeby, Sr.</b> . . . . .	Dec. 16, 2000
	<b>John Drummond</b> (Speaker) . . . . .	Dec. 16, 2000
	<b>Ashpy Parnell Lowmire</b> . . . . .	Dec. 16, 2000
	<b>Ernest A. Finney, Jr.</b> . . . . .	May 5, 2001
	<b>John Yancey McGill</b> . . . . .	May 5, 2001
	<b>David H. Wilkins</b> (Speaker) . . . . .	May 5, 2001
	<b>Glenn F. McConnell</b> (Speaker) . . . . .	Dec. 15, 2001
	<b>C. Edward Floyd</b> . . . . .	Dec. 15, 2001
	<b>Thomas G. Keegan</b> . . . . .	Dec. 15, 2001
	<b>Leroy Davis, Sr.</b> . . . . .	May 4, 2002
	<b>Robert W. Harrell, Jr.</b> (Speaker) . . . . .	May 4, 2002
	<b>Douglas Jennings, Jr.</b> . . . . .	May 4, 2002
	<b>Archie Lee Chandler</b> . . . . .	Dec. 14, 2002
	<b>Matthew James Perry, Jr.</b> (Speaker) . . . . .	Dec. 14, 2002
	<b>W.C. Stanton</b> . . . . .	Dec. 14, 2002
	<b>Inez M. Tenenbaum</b> (Speaker) . . . . .	May 10, 2003
	<b>John H. Waller, Jr.</b> . . . . .	May 10, 2003
	<b>Marshall Clement Sanford, Jr.</b> (Speaker) . . . . .	Dec. 13, 2003
	<b>Kurt G. Beck</b> . . . . .	Dec. 13, 2003
	<b>Marva A. Smalls</b> (Speaker) . . . . .	May 8, 2004
	<b>Sompong Kraikit</b> . . . . .	May 8, 2004
	<b>Charlene Wages</b> . . . . .	May 8, 2004
	<b>James Enos Clyburn</b> (Speaker) . . . . .	Dec. 18, 2004
	<b>Thomas Graham Edwards</b> . . . . .	Dec. 18, 2004
	<b>Edward Conyers O'Bryan, Jr.</b> . . . . .	Dec. 18, 2004
	<b>Robert E. McNair</b> (Speaker) . . . . .	May 7, 2005

## HONORARY DEGREE RECIPIENTS

<b>J. Howard Stokes</b> . . . . .	May 13, 1972
<b>William Herman Patterson</b> . . . . .	May 13, 1973
<b>John Carl West</b> (Speaker) . . . . .	May 13, 1973
<b>Robert Duncan Bass</b> . . . . .	May 11, 1974
<b>Hugh F. Rankin</b> (Speaker) . . . . .	May 11, 1974
<b>M. Maceo Nance, Jr.</b> . . . . .	May 10, 1975
<b>Patrick Chesley Smith</b> . . . . .	May 10, 1975
<b>Gordon Williams Blackwell</b> (Speaker) . . . . .	May 15, 1976
<b>Edith Mitchell Dabbs</b> . . . . .	May 14, 1977
<b>Matthew James Perry, Jr.</b> (Speaker) . . . . .	May 14, 1977
<b>Alexander McQueen Quattlebaum</b> . . . . .	May 14, 1977
<b>James B. Edwards</b> . . . . .	May 13, 1978
<b>Theodore Sanders Stern</b> . . . . .	May 13, 1978
<b>Margaret M. Bryant</b> . . . . .	May 12, 1979
<b>James Woodrow Lewis</b> (Speaker) . . . . .	May 12, 1979
<b>Helen Joanne Harrar</b> (Speaker) . . . . .	May 10, 1980
<b>William S. Hoole</b> . . . . .	May 10, 1980
<b>John G. Wellman</b> . . . . .	May 9, 1981
<b>Hubert Vernon Manning</b> . . . . .	May 9, 1981



Philip G. Grose, Jr.	May 7, 2005
James S. Konduros	May 7, 2005
John M. Spratt, Jr. (Speaker)	Dec. 18, 2005
Liston D. Barfield	Dec. 18, 2005
Allie E. Brooks, Jr.	Dec. 18, 2005
Lindsey O. Graham (Speaker)	May 6, 2006
Iris R. Campbell	May 6, 2006
W.O. "Billy" Powers	May 6, 2006
Joseph E. Heyward	Dec. 16, 2006
Marvin W. Lynch	Dec. 16, 2006
Eugene N. Zeigler, Jr. (Speaker)	Dec. 16, 2006
William C. Moran (Speaker)	May 5, 2007
Frank R. Avent	May 5, 2007
Emerson F. Gower, Jr.	Dec. 15, 2007
James H. Hodges (Speaker)	Dec. 15, 2007
Harriet H. Keyserling (Speaker)	May 3, 2008
Kenneth M. Autrey, Jr.	May 3, 2008
Kent M. Williams	May 3, 2008
William Hayne Hipp (Speaker)	Dec. 13, 2008
Gerald Malloy	Dec. 13, 2008
Frank Eugene Willis	Dec. 13, 2008
Elizabeth Ivey Cooper	May 9, 2009
Sylvia Rhyne Hatchell (Speaker)	May 9, 2009
Denny Woodall Neilson	May 9, 2009
James A. Battle, Jr.	Dec. 19, 2009
Mary A. Burgan (Speaker)	Dec. 19, 2009
Robert Weston Patterson	Dec. 19, 2009
John Calhoun Land, III (Speaker)	May 8, 2010
Reamer B. King	May 8, 2010
Mark Wilson Buyck, Jr.	Dec. 18, 2010
Joseph Patrick Riley, Jr. (Speaker)	Dec. 18, 2010
Michael Anthony Blue	Dec. 18, 2010
Kaye Gorenflo Hearn (Speaker)	May 7, 2011
Pearl Frances Moore	May 7, 2011
William Haigh Porter	May 7, 2011
Carl Lovetta Anderson	Dec. 17, 2011
Stephen K. Benjamin (Speaker)	Dec. 17, 2011
Sylvia Rabb Lufkin	Dec. 17, 2011
David Keith Best (Speaker)	May 5, 2012
John L. Bruce, Jr.	May 5, 2012
Joseph H. Melrose, Jr.	May 5, 2012
Floyd L. Keels	Dec. 15, 2012
E. LeRoy (Toy) Nettles, Jr.	Dec. 15, 2012
Margaret B. Seymour (Speaker)	Dec. 15, 2012
Marian Cusac Green	May 4, 2013
Charles W. Gould	May 4, 2013
Robert M. Hitt III (Speaker)	May 4, 2013
William Phillip Diggs	Dec. 14, 2013
Minor Mickel Shaw (Speaker)	Dec. 14, 2013
Lucy Crosland Thrower	Dec. 14, 2013
Morgan Baxter Coker	May 3, 2014
Ellen C. Hamilton	May 3, 2014
Stephen J. Wukela (Speaker)	May 3, 2014
Dorothy M. Harris	Dec. 13, 2014
James H. Lucas (Speaker)	Dec. 13, 2014
Henry McCall Swink	Dec. 13, 2014
Phillip D. Lowe	May 9, 2015
Molly M. Spearman (Speaker)	May 9, 2015
Rannie D. Gamble	Dec. 19, 2015
Hugh Thompson Rice, Jr. (Speaker)	Dec. 19, 2015
Richard N. Chapman (Speaker)	May 7, 2016
Jackie Hayes	May 7, 2016
Teresa Myers Ervin	Dec. 17, 2016
Vincent A. Sheheen (Speaker)	Dec. 17, 2016
Frank J. Brand, II	May 6, 2017
Rebecca Hendrick Flannagan (Speaker)	May 6, 2017

Melissa J. Buckhannon	Dec. 17, 2017
Kodwo Pere Ghartey-Taqoe (Speaker)	Dec. 17, 2017
Teresa C. Anderson	May 5, 2018
William H. Hester	May 5, 2018
Harvey S. Peeler, Jr. (Speaker)	May 5, 2018

## DISTINGUISHED SERVICE AWARD RECIPIENTS

1970	Peter D. Hyman	Fall Convocation Aug. 25, 1974
1971	Richard P. Moses	Founders Hall Dedication June 29, 1975
1972	John W. Baker	Founders Hall Dedication June 29, 1975
1973	James A. Morris	Fall Commencement Dec. 20, 1976
1974	Amelia Mellichamp Wallace	Fall Convocation Aug. 28, 1977
1978	William Hayden Blackwell	Fall Commencement Dec. 21, 1978
1979	Bertha Zeman Baumrind	Fall Commencement Dec. 21, 1979
1980	Hugh Coleman Bailey	Fall Commencement Dec. 19, 1980
1982	J. Mitchell Reames	Summer Commencement Aug. 13, 1982
1988	John William (Billy) McLeod	Fall Commencement Dec. 17, 1988
1989	William A. McInnis	Fall Commencement Dec. 16, 1989
1990	John W. Wilkinson, Jr.	Fall Commencement Dec. 15, 1990
1992	Hugh K. Leatherman Sr.	Spring Commencement May 9, 1992

## BOARD OF TRUSTEES RESEARCH SCHOLARS

Fred R. David	2002-2003
E. Lorraine de Montluzin	2002-2003
John A. Britton	2003-2004
Larry Joe McCumber	2003-2004
Benjamin Woods	2003-2004
Jackson F. (Jeff) Lee, Jr.	2004-2005
Jeffrey Pompe	2004-2005
Jon W. Tuttle	2004-2005
William M. Ramsey	2005-2006
William P. Fox	2005-2006
Jeffrey D. Camper	2006-2007
V. Scott Kaufman	2006-2007
Lynn B. Kostoff	2011-2012
LeRoy "Pete" Peterson, Jr.	2011-2012
Lisa A. Eargle	2014-2015
Christopher D. Johnson	2014-2015
Derek W. Jokisch	2014-2015
Terry A. Roberts	2014-2015
Ben L. Kyer	2015-2016
Ruth A. Wittmann-Price	2015-2016

## FACULTY AWARD RECIPIENTS

1999-2000	<b>Xiaoqun (David) Xu</b>	Scholarship/Research	2012-2013	<b>Ruth A. Wittman-Price</b>	Scholarship/Research
1999-2000	<b>Tom Roop</b>	Service	2012-2013	<b>D. Keith Best</b>	Service
1999-2000	<b>Travis W. Knowles</b>	Teaching	2012-2013	<b>T. Alissa Warters</b>	Teaching
1999-2000	<b>E. Lorraine de Montluzin</b>	AAUP Shared Governance	2012-2013	<b>T. Alissa Warters</b>	AAUP Shared Governance
2000-2001	<b>Emmanuel I. Udogu</b>	Scholarship/Research	2013-2014	<b>Larry P. Engelhardt</b>	Scholarship/Research
2000-2001	<b>Charlene Wages</b>	Service	2013-2014	<b>Jennifer G. Kelley</b>	Service
2000-2001	<b>James T. Ramey, Jr.</b>	Teaching	2013-2014	<b>Karen K. Gittings</b>	Teaching
2000-2001	<b>Charlene Wages</b>	AAUP Shared Governance	2013-2014	<b>Meredith Love-Steinmetz</b>	AAUP Shared Governance
2001-2002	<b>Fred R. David</b>	Scholarship/Research	2014-2015	<b>Nwamaka Anaza</b>	Scholarship/Research
2001-2002	<b>LeRoy Peterson, Jr.</b>	Service	2014-2015	<b>Meredith Love-Steinmetz</b>	Service
2001-2002	<b>P. Edwin Eleazer</b>	Teaching	2014-2015	<b>Kathryn G. Haselden</b>	Teaching
2001-2002	<b>John G. Rae</b>	AAUP Shared Governance	2014-2015	<b>Jo Angela Edwins</b>	AAUP Shared Governance
2002-2003	<b>John A. Britton</b>	Scholarship/Research	2015-2016	<b>Phillip J. Gardner</b>	Scholarship/Research
2002-2003	<b>Peter D. King</b>	Service	2015-2016	<b>Jeremiah Bartz</b>	Service
2002-2003	<b>Kenneth B. Williams</b>	Teaching	2015-2016	<b>Christopher M. Kennedy</b>	Teaching
2002-2003	<b>Pamela A. Rooks</b>	AAUP Shared Governance	2015-2016	<b>Travis W. Knowles</b>	AAUP Shared Governance
2003-2004	<b>William P. Fox</b>	Scholarship/Research	2016-2017	<b>Williams T. Daniel</b>	Scholarship/Research
2003-2004	<b>A. Glen Gourley, Jr.</b>	Service	2016-2017	<b>Lisa A. Pike</b>	Service
2003-2004	<b>Rebecca H. Flannagan</b>	Teaching	2016-2017	<b>Jeffrey A. Steinmetz</b>	Teaching
2003-2004	<b>Duane P. Myers</b>	AAUP Shared Governance	2016-2017	<b>James T. Ramey, Jr.</b>	AAUP Shared Governance
2004-2005	<b>Jeffrey D. Camper</b>	Scholarship/Research	2017-2018	<b>David M. Malakauskas</b>	Scholarship/Research
2004-2005	<b>Elizabeth A. Zahnd</b>	Service	2017-2018	<b>Matthew Turner</b>	Service
2004-2005	<b>Lisa A. Pike</b>	Teaching	2017-2018	<b>Sharon K. O'Kelley</b>	Teaching
2004-2005	<b>D. Keith Best</b>	AAUP Shared Governance	2017-2018	<b>Russell E. Ward</b>	AAUP Shared Governance
2005-2006	<b>Derek W. Jokisch</b>	Scholarship/Research	<b>FACULTY</b>		
2005-2006	<b>Jennifer L. Kunka</b>	Service	*Denotes Graduate Faculty		
2005-2006	<b>Vernon W. Bauer</b>	Teaching	<b>Enoch A. Adogla (2016)</b>		
2005-2006	<b>Lucy C. Thrower</b>	AAUP Shared Governance	Assistant Professor of Chemistry		
2006-2007	<b>LeRoy Peterson, Jr.</b>	Scholarship/Research	Ph.D., Chemistry, University of South Carolina		
2006-2007	<b>Douglas E. Gray</b>	Service	M.S., Chemistry, New Mexico Institute of Mining		
2006-2007	<b>Mary R. Dittman</b>	Teaching	B.S., Chemistry/Biochemistry, University of Ghana		
2006-2007	<b>Kenneth M. Autrey</b>	AAUP Shared Governance	<b>Richard A. Almeida (2007)</b>		
2007-2008	<b>V. Scott Kaufman</b>	Scholarship/Research	Associate Professor of Political Science		
2007-2008	<b>T. Alissa Warters</b>	Service	Ph.D., Political Science, University of Missouri		
2007-2008	<b>Bill D. Whitmire</b>	Teaching	M.A., Political Science, University of Memphis		
2007-2008	<b>Rebecca H. Flannagan</b>	AAUP Shared Governance	B.A., Political Science, University of Massachusetts		
2008-2009	<b>Kirk E. Dineley</b>	Scholarship/Research	<b>Lawrence P. Anderson (2000) *</b>		
2008-2009	<b>Jeannette M. Myers</b>	Service	Professor of Visual Arts		
2008-2009	<b>Tamatha R. Barbeau</b>	Teaching	M.F.A., Printmaking/Drawing, University of Kentucky		
2008-2009	<b>Lynn Hanson</b>	AAUP Shared Governance	B.F.A., Printmaking, University of South Dakota		
2009-2010	<b>Jon W. Tuttle</b>	Scholarship/Research	<b>Joe Aniello (2003) *</b>		
2009-2010	<b>Tammy H. Pawloski</b>	Service	Associate Professor of Management and Coordinator of Non-profit		
2009-2010	<b>J. Mark Blackwell</b>	Teaching	Management Program		
2009-2010	<b>A. Glen Gourley, Jr.</b>	AAUP Shared Governance	Ed.D., Human Resource Development, Vanderbilt University		
2010-2011	<b>Hari K. Rajagopalan</b>	Scholarship/Research	M.B.A., Marketing, Fordham University		
2010-2011	<b>Latha M. Maliayandi</b>	Service	B.S., Marketing, Fairfield University		
2010-2011	<b>Bryan L. Fisher</b>	Teaching	<b>Kenneth M. Araujo (2008)</b>		
2010-2011	<b>Christopher D. Johnson</b>	AAUP Shared Governance	Associate Professor of Computer Science and Coordinator of		
2011-2012	<b>Christopher D. Johnson</b>	Scholarship/Research	Computer Science Program		
2011-2012	<b>Matthew C. Nelson</b>	Service	Ph.D., Computer Sci/Engineering, University of South Carolina		
2011-2012	<b>Farrah M. Hughes</b>	Teaching	M.S., Mathematics, University of South Carolina		
2011-2012	<b>John R. Hester</b>	AAUP Shared Governance	B.S., Mathematics, Francis Marion College		
			<b>Fangjun H. Arroyo (2002)</b>		
			Professor of Mathematics		
			Ph.D., Mathematics, City University of New York		
			M.Phil, Mathematics, City University of New York		
			B.S., Mathematics, Jilin University		

**Susan A. Astary (2017)**

Assistant Professor of Psychology  
 Ph.D., School Psychology, University of Florida  
 M.Ed., School Psychology, University of Florida  
 B.A., Psychology & Comparative Religion, Miami University

**Brittany B. Baker (2016)**

Assistant Professor of Physics  
 Ph.D., Physics, Texas Tech University  
 B.S., Physics, Northern Michigan University

**Lindsey E. Banister (2017)**

Assistant Professor of English, Assistant Writing Center Director  
 Ph.D., Composition & Cultural Rhetoric, Syracuse University  
 M.A., Rhetoric & Writing Studies, San Diego State University  
 B.A., English, Writing, & Rhetoric, Pepperdine University

**Tamatha R. Barbeau (2004) \***

Associate Professor of Biology and Coordinator of Pre-Veterinary Program  
 Ph.D., Zoology, University of Florida  
 M.S., Zoology, University of Florida  
 B.A., Biology, State University of NY - Oswego

**Suzanne L. Barnett (2016)**

Assistant Professor of English  
 Ph.D., English, University of Pennsylvania  
 B.A., English Literature, Hunter College of the CUONY

**Christopher P. Barton (2017)**

Professor of Archaeology  
 Ph.D., Historical Archaeology, Temple University  
 M.A., Historical Archaeology, University of Pennsylvania  
 B.A., History, Rowan University

**Vernon W. Bauer (2000) \***

Chair, Department of Biology, Professor of Biology and Coordinator of Pre-Medical and Pre-Dental Programs  
 Ph.D., Genetics, North Carolina State University  
 B.S., Biological Sciences, Clemson University

**David T. Baxley (2016)**

Assistant Professor of Mass Communication  
 M.A., Journalism, University of Mississippi  
 B.A., Geography, Mississippi State

**Kay Lawrimore Belanger (1979) \***

N. B. Baroody Professor of Marketing, Director of the MBA Program and Coordinator of the Marketing Program  
 Ph.D., Business Administration, University of South Carolina  
 M.B.A., Business Administration, University of South Carolina  
 B.S., Business Administration, Francis Marion College

**D. Keith Best (1993) \***

Chair of Fine Arts, Professor of Theatre Acting  
 M.F.A., Theatre Arts, University of Louisville  
 B.F.A., Theatre Arts, Valdosta State College

**Joseph K. Bethle (2016) \***

Assistant Professor of Physician Assistant Studies and Clinical Coordinator  
 P.A., Medicine, Seton Hill University  
 M.S., Sport & Exercise Studies, Indiana University of Pennsylvania  
 B.S., Health Education Administration, Slippery Rock University

**J. Mark Blackwell (2001)**

Associate Professor of Philosophy & Religious Studies and Coordinator of International Programs  
 Ph.D., Biblical Studies, The University of Sheffield  
 M.Div., Divinity, Southern Baptist Theological Seminary  
 B.A., English, George Mason University

**Patricia Boatwright (2015)**

Assistant Professor of Education  
 Ed.D., Curriculum & Instruction, University of South Carolina  
 M.Ed., Learning Disabilities, Francis Marion University  
 B.S., Elementary Education, Winthrop University

**William K. Bolt (2013)**

Associate Professor of History  
 Ph.D., History, University of Tennessee  
 M.A., History, University at Buffalo - SUNY  
 B.A., History, University at Buffalo - SUNY

**Keith D. Brauss (2017)**

Assistant Professor of Mathematics  
 Ph.D., Mathematics, Auburn University  
 M.S., Mathematical Sciences, Clemson University  
 M.S., Chemical Engineering, Clemson University  
 B.S., Chemical Engineering, Clemson University

**Minerva R. Brauss (2017)**

Instructor of Mathematics  
 Ph.D., Administration in Higher Education, Auburn University  
 M.S., Probability & Statistics, Auburn University  
 B.S., Mathematics, Auburn University

**Rhonda M. Brogdon (2005) \***

Associate Professor of Nursing and Director of Nursing Program (RN-to-BSN)  
 D.N.P., Nursing Practice, Duquesne University  
 M.S.N., Nursing, University of Phoenix  
 M.B.A., Business Administration, Webster University  
 B.S.N., Nursing, Clemson University

**Scott S. Brown (1999) \***

Coordinator of Geography and Professor of Geography  
 Ph.D., Geography, Louisiana State University  
 M.S., Geography, Universidad de Costa Rica  
 B.A., Geography, University of Texas at Austin

**Ginger L. Bryngelson (2012)**

Assistant Professor of Physics  
 Ph.D., Physics, Clemson University  
 M.S., Physics, Clemson University  
 B.S., Professional Physics, Northern Illinois University

**Julian M. Buck (2010)**

Associate Professor of Mathematics and Coordinator of the Tutoring Center  
 Ph.D., Mathematics, University of Oregon  
 M.S., Mathematics, University of Oregon  
 B.S., Mathematics, University of North British Columbia

**Jessica L. Burke (2013)**

Assistant Professor of Sociology  
 Ph.D., Sociology, Kent State University  
 M.A., Sociology, Kent State University  
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Associate Professor of History  
 Ph.D., History, Duke University  
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Director of Speech Pathology and Professor of Speech Pathology  
 Ph.D., Speech, University of Illinois at Urbana  
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Professor of Biology and Coordinator of Wildlife and Fisheries Cooperative Programs  
 Ph.D., Wildlife & Fisheries Scie, Texas A&M University  
 M.A., Biology, Drake University  
 B.S., Zoology, Southern Illinois University at Carbondale

**Luther F. Carter (1999) \***

President and Professor of Political Science  
 Ph.D., Political Science, University of South Carolina  
 M.P.A., Public Administration, University of South Carolina  
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## 228 - Faculty and Staff

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M.S.Ed., Art Education, Indiana University  
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Ph.D., Industrial Engineering, Pennsylvania State University  
M.S., Health Systems, Georgia Institute of Technology  
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B.A., Music/Theatre, Greenville College

### **Rachel N. Cole (2014)**

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Composition  
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M.A., Education, Louisiana State University  
B.A., French, Millsaps College

### **Mary Frances Coleman (2017)**

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B.M., Visual Perform. Arts, Longwood University  
B.M., Music Performance, Virginia Commonwealth University

### **Teresa B. Coward (2017)**

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### **David L. Cowles (2000) \***

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M.A., English, Brigham Young University  
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### **Fred R. David (1988) \***

TranSouth Professor of Strategic Planning and Professor of Business  
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Ph.D., Business Administration, University of South Carolina  
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### **Paul V. DeMarco (2007)**

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 Education Program  
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 D.M.A., Music, University of Georgia  
 MMU, Performance - Piano, Carnegie Mellon University  
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## 230 - Faculty and Staff

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### **Timothy L. Hanson (1996)**

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### **Deborah L. Hopla (2012) \***

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M.B.A., Business Administration, University of Central Florida  
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### **Erica L. James (2015)**

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M.S., Applied Psychology, Francis Marion University  
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### **Charles E. Jeffcoat (2006)**

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M.B.T., Taxation, University of Southern California  
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B.A., History, University of Central Oklahoma

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B.A., Speech Language Pathology and Audiology, South Carolina State University

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B.S., Nuclear Engineering, University of Illinois at Urbana - Champaign

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**Peter D. King (1996) \***

Provost, Dean of the Francis Marion College of Liberal Arts, James K. Konduros Professor of Leadership and Professor of Biology  
Ph.D., Zoology, North Carolina State University  
B.A., Animal Biology, University of New England, Australia  
B.Bus., Marketing, The New South Wales Institute of Technology, Sydney

**Travis W. Knowles (1991) \***

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**Jennifer L. Kunka (2001) \***

Associate Provost for Advising and Professor of English  
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M.A., English, Marquette University  
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Benjamin Wall Ingram, III, Professor of Economics and Coordinator of Business Economics Programs  
Ph.D., Economics, West Virginia University  
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