

**Minutes**  
**Faculty Senate Meeting**  
**February 9, 2016**

**I. Chair Flannagan called the meeting to order at 3:45 PM**

**Senators Present:** Buck, Burke, Camper, Carpenter, Cintron-Gonzalez, Cox, Doucet, Engelhardt, Flowers, Fries, Gittings, Gourley, Gunther, Hopla, Jeffcoat, Johnston, Kiely, Lasher, Lundberg, Nagata, Newman, Ramey, Reynolds, Sargent, Turner

**Also Present:** Flannagan (chair), Kennedy (parliamentarian)

**Senators Absent:** Varazo

**II. The minutes from the November 10, 2015 meeting were approved as posted.**

**III. Report from Executive Committee**

- Provost Search Report. The search committee has identified three candidates. These candidates will visit campus and meet with representative bodies, including a faculty forum at which the Faculty is invited to query these candidates. Dr. Carter invites faculty responses after all three have been on campus and have been interviewed. He will also meet with the search committee with its feedback. Travis should have a letter to the faculty with dates for these meetings by the end of the week. We hope to have the interviews completed before spring break.
- Ad-hoc committee composed of Chair Flannagan, Nathan Flowers, Karen Fries, Karen Gittings, Chris Kennedy, and Caroline Padgett (chair of Faculty Life) have been meeting to review and recommend changes to the Faculty Constitution and By-Laws. We have been making changes relative to the new school of Health Sciences, but have also invited standing committees to look at committee charges and committee-makeup. We will likely bring a draft of these revisions to the next Senate meeting for discussion. Since By-Law and Constitution changes must be proposed by either Senate or Faculty, the discussion at the Senate meeting where these changes will be presented should be thorough and deliberative. Any document recommended with a 2/3 vote of the Senate goes to the Faculty as being proposed in relation to Constitution changes. If the Senate votes as a majority on the By-laws, that document will be sent to the full faculty will be sent as a proposal of the Senate. We will likely need to have an additional Faculty meeting to present the documents to the Faculty so that they can then be ready for ratification at the last faculty meeting of the year on April 4. I will send the rough draft of the document to all Senators for feedback later this week. Please discuss with your constituency so that our discussion at the next Senate meeting will be a fruitful one.
- Summer School committee gave their report to the President. There have been several e-mails about those provisions.
- Retention Committee will make its report to the President during the spring semester.

- We have interviewed three persons for the IE position with 3 different kinds of skill sets. We hope to have this position occupied early this spring.
- SACS-COC leadership group attended the SACS-COC conference in early December. They met with our SACS-COC representative. We are about 18 months from our self-study report that will be sent to an off-site reviewer. Rusty Ward, our SACS-COC coordinator will begin work on this process (with others on campus) this spring. Expect to hear more about this process and how you can help in the coming months.
- We had our preliminary PA program assessment group on campus last fall. We should hear from them by early March.
- Budget hearings will begin this spring. We are hopeful about our Speech Pathology and Advisement monies, as well as the possibilities for Bond bill for Center for Centers and/or Business and Education building.
- Health Sciences building is coming along. There will be a preliminary walk-through by the administration in the next few weeks. Furniture and other equipment has been ordered.
- As you may have heard on the Florence Morning News, FD #1 with the City of Florence is going to use TIF (Tax increment financing) borrowing the renovate the McClennagaon Building (location of former Carolinas Hospital, now mostly Fitness Forum) for Adult Education classes. Poynor School will then be renovated to house an Arts/Health Sciences Magnate School for FSD #1 students on probably a half-day basis. Hope is that students will complete dual-enrollment classes there. We will help district build the curriculum.
- Security changes on campus:
  - siren systems have been extended
  - cameras installed in all academic building corridors. Images can be accessed by law officers from their cell phones.
  - Locks on all doors.
  - Tabletop meeting with local law enforcement in January was very successful.
  - Meeting with faculty and staff later this month or early March.
- Title IX Council will meet to discuss a climate survey which all students will take to help us determine campus issues related to Title IX understanding and operation with the students. We are also planning a meeting in the fall with other Universities to discuss strategies for successful implementation of Title IX policies.

#### **IV. Report from Academic Affairs Committee**

1. Department of Sociology – *All items passed without opposition.*
  - Item A. Adds a new course, SOCI 348.
  - Item B. Adds a new course, SOCI 349.
  - Item C. Adds a new course, SOCI 351.
  - Item D. Adds a new course, SOCI 352.
  - Item E. Adds the new courses to the sociology major “General Track”.

- Item F. Adds the new courses to the sociology major “Optional Track”.
2. Department of Nursing – *All items passed without opposition.*
    - Item A. Changes the course description for NURS 301.
    - Item B. Changes the application requirements for students who have attended another nursing program.
  3. Department of Mathematics – *All items passed without opposition.*
    - Item A. Changes the requirements for the Teacher Licensure Option.
    - Item B. Changes the requirements for the Teacher Licensure Option.
    - Item C. Changes the course description for MATH 105.
    - Item D. Changes the course description for MATH 110.
    - Item E. Changes the course description for MATH 110L.
  4. Department of Fine Arts – *All items passed without opposition.*
    - Item A. Changes the requirements for the Music Industry major.
    - Item B. Adds text to the description of the Music Industry major.
  5. School of Education– *All items passed without opposition with the exception of Item D. The senate voted (by a vote of 17 to 6) to remand Item D back to the Academic Affairs Committee.*
    - Item A. Adds three new courses, ECE 329, 335, and 336.
    - Item B. Adds 7 new courses, EDUC 322, 324, 326, 420, 421, 423, 425.
    - Item C. Changes the Early Childhood Education requirements.
    - Item D. Changes the Elementary Ed. requirements. **(NOT PASSED)**
    - Item E. Changes the Middle Level Education requirements.
    - Item F. Removes text describing the Secondary Education requirements.
    - Item G. Deletes 5 courses, ECE 302, 313, 314, 315, and 319.
    - Item H. Deletes a course, ELEM 314.
    - Item I. Deletes a course, MLE 314.
    - Item J. Deletes a course, EDUC 312.
    - Item K. Changes the title and course description for EDUC 411.
    - Item L. Deletes two courses, Health 312 and 315.
    - Item M. Deletes the course sequences for ECE, ELEM, and MLE.
  6. Department of English, Modern Languages, and Philosophy – *All items passed without opposition.*
    - Item A. DELETE English courses Writing catalog descriptions of English 111/112/200
    - Item B. ADD English courses Writing catalog description of English 101
    - Item C. ADD English courses Writing catalog description of English 101E and 101L

- Item D. ADD English courses Writing catalog description of English 102
- Item E. CHANGE Freshman English Overview
- Item F. CHANGE Freshman English Placement Explanation
- Item G. CHANGE description of final course required to complete English Composition requirement.
- Item H. CHANGE description of English portion of General Education Goals and Requirements
- Item I. CHANGE description of English portion of Communications requirement in General Education Requirements chart
- Item J. CHANGE listing of composition courses for which students may receive credit via College Entrance Board Advanced Placement scores
- Item K. CHANGE listing of composition courses for which students may receive credit via CLEP scores
- Item L. CHANGE listing of composition courses for which students may receive credit via International Baccalaureate Exam scores
- Item M. CHANGE description of English Composition Advanced Placement exams administered by FMU
- Item N. CHANGE description of the CO (Continuing) grade
- Item O. CHANGE general education requirements listing under Environmental Science Option
- Item P. CHANGE four-year plan for Biology majors with Chemistry minor or collateral
- Item Q. CHANGE four-year plan for Biology majors/Environmental Science option with Chemistry minor
- Item R. CHANGE four-year plan for Biology majors: Medical Technology (3+1) Option with Chemistry minor
- Item S. CHANGE curriculum for Environment Science option in Chemistry
- Item T. CHANGE general education Communications requirement for English majors
- Item U. CHANGE prerequisite statement for English 305
- Item V. CHANGE prerequisite statement for English 307
- Item W. CHANGE prerequisite statement for English 318
- Item X. CHANGE prerequisite statement for English 331
- Item Y. CHANGE prerequisite statement for English 340
- Item Z. CHANGE prerequisite statement for English 341
- Item AA. CHANGE prerequisite statement for English 366
- Item BB. CHANGE prerequisite statement for English 367
- Item CC. CHANGE prerequisite statement for English 370
- Item DD. CHANGE prerequisite statement for English 372
- Item EE. CHANGE prerequisite statement for English 421
- Item FF. CHANGE prerequisite statement for English 431
- Item GG. CHANGE prerequisite statement for English 250

- Item HH. CHANGE prerequisite statement for English 251
- Item II. CHANGE prerequisite statement for English 250G
- Item JJ. CHANGE prerequisite statement for English 252
- Item KK. CHANGE the four-year plan for English/Professional Writing Major Program
- Item LL. CHANGE prerequisite statement for English 300
- Item MM. CHANGE prerequisite statement for English 308N
- Item NN. CHANGE prerequisite statement for English 309
- Item OO. CHANGE prerequisite statement for English 313
- Item PP. CHANGE prerequisite statement for English 315
- Item QQ. CHANGE prerequisite statement for English 316
- Item RR. CHANGE prerequisite statement for English 326
- Item SS. CHANGE prerequisite statement for English 327
- Item TT. CHANGE prerequisite statement for English 328
- Item UU. CHANGE prerequisite statement for English 332
- Item VV. CHANGE prerequisite statement for English 333
- Item WW. CHANGE prerequisite statement for English 334
- Item XX. CHANGE prerequisite statement for English 335
- Item YY. CHANGE prerequisite statement for English 342
- Item ZZ. CHANGE prerequisite statement for English 343
- Item AAA. CHANGE prerequisite statement for English 344
- Item BBB. CHANGE prerequisite statement for English 346
- Item CCC. CHANGE prerequisite statement for English 347
- Item DDD. CHANGE prerequisite statement for English 348
- Item EEE. CHANGE prerequisite statement for English 349
- Item FFF. CHANGE prerequisite statement for English 350N
- Item GGG. CHANGE prerequisite statement for English 352
- Item HHH. CHANGE prerequisite statement for English 361
- Item III. CHANGE prerequisite statement for English 362
- Item JJJ. CHANGE prerequisite statement for English 363
- Item KKK. CHANGE prerequisite statement for English 364
- Item LLL. CHANGE prerequisite statement for English 365
- Item MMM. CHANGE prerequisite statement for English 306
- Item NNN. CHANGE prerequisite statement for English 310
- Item OOO. CHANGE prerequisite statement for English 382
- Item PPP. CHANGE prerequisite statement for English 383
- Item QQQ. CHANGE prerequisite statement for English 384
- Item RRR. CHANGE prerequisite statement for English 385
- Item SSS. CHANGE four-year plan for Modern Language major, French option
- Item TTT. CHANGE four-year plan for Modern Language major, German option
- Item UUU. CHANGE four-year plan for Modern Language major, Spanish Track
- Item VVV. CHANGE communications section of general education requirements for Teacher Licensure option in Art Education

- Item WWW. CHANGE prerequisite statement for MU 301  
 Item XXX. CHANGE prerequisite statement for THEA 291  
 Item YYY. CHANGE prerequisite statement for THEA 320  
 Item ZZZ. CHANGE prerequisite statement for THEA 321  
 Item AAAA. CHANGE prerequisite statement for MCOM 201  
 Item BBBB. CHANGE communications section of general education requirements for Teacher Licensure option in Mathematics  
 Item CCCC. CHANGE four-year plan for Mathematics majors  
 Item DDDD. CHANGE the English general education required courses under the BSN program description  
 Item EEEE. CHANGE Lower Division Nursing plan of study  
 Item FFFF. CHANGE RN-to-BSN plan of study  
 Item GGGG. CHANGE the general education requirements for the Environmental Science option in Physics  
 Item HHHH. CHANGE the paragraph related to first two years of study in Pre-Engineering curriculum  
 Item IIII. CHANGE four-year plan for Psychology majors  
 Item JJJJ. CHANGE four-year plan for Sociology majors-general track  
 Item KKKK. CHANGE four-year plan for Sociology majors-criminal justice track  
 Item LLLL. CHANGE Pre-Pharmacy curriculum required courses  
 Item MMMM. CHANGE arrangement in Pharmaceutical Studies with the South Carolina College of Pharmacy—the Bachelor of Science in Pharmaceutical Studies required courses  
 Item NNNN. CHANGE second degree requirements for ESCEM

**V. Report from the Graduate Council**

1. School of Education – ***The item passed without opposition.***  
 Item A. Adds three new courses, EDUC 560, 561 and 562.
2. Physician Assistant Program – ***Both items passed without opposition.***  
 Item A. Modifies the Fall Preclinical course requirements.  
 Item B. Modifies the Spring Preclinical course requirements.
3. Department of Psychology – ***All items passed without opposition.***  
 Item A. Modifies the start date for the MSAP Program.  
 Item B. Changes the title and course description for PSYCH 601.  
 Item C. Changes the course title for PSYCH 650.

**VI. Old Business – None**

**VII. New Business – None**

**VIII. Announcements – Various upcoming events were announced and discussed.**

**IX. Adjournment – The meeting adjourned at 5:18 PM.**

## Attachment to the Senate Agenda – February 9, 2016

### IV. Academic Affairs

#### 1. Proposal from the Department of Sociology:

- A. **ADD** to page 156 of the 2015-2016 catalog, in the Sociology course description section:

**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.

**RATIONALE:**

Domestic violence is a major social problem that affects over 10 million women and men per year (NCADV 2015), and statistics also reveal there were approximately 742,000 known cases of child abuse (U.S. Department of Health 2011). While an issue at the national level, domestic violence is a major concern in South Carolina as the state consistently ranks number 1 or 2 for having the highest rates of domestic violence. A course that examines violence in the family setting will provide students with a thorough understanding of the complexities, patterns, causes and consequences of family violence.

Currently, Francis Marion does not offer a course in family violence in any program or curriculum, thus this course fulfills a need that has been expressed by sociology majors, and will attract students from other majors as well. This course is appropriate for students who wish to pursue social work, law, law enforcement, advocacy/victims' rights, and family counseling. Additionally, many universities and colleges in South Carolina have a family violence and/or child abuse course in their curriculum, so the addition of this course would make FMU's curriculum current and competitive.

National Coalition Against Domestic Violence. 2015. *What is Domestic Violence?: Domestic Violence National Statistics*. [www.ncadv.org](http://www.ncadv.org).

U.S. Department of Health and Human Services. 2011. *Child Welfare Outcomes 2008-2011: Report to Congress*. Administration for Children and Families. [www.acf.hhs.gov](http://www.acf.hhs.gov).

- B. **ADD** to page 156 of the 2015-2016 catalog, in the Sociology course description section:

**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.

**RATIONALE:**

Hate crimes and terrorism continue to have major impacts on the way that people live and societies function, making them worthy of academic study. Also, career opportunities that deal with these issues continue to expand. Hence, many criminal justice curriculums have courses that focus upon these types of crimes. The addition of this course would make FMU's criminal justice curriculum current and competitive.

- C. **ADD** to page 156 of the 2015-2016 catalog, in the Sociology course description section:

**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.

**RATIONALE:**

These crimes are gaining more attention as public concerns about the environment have increased and major events, such as the 2010 BP Oil Spill in the Gulf of Mexico and the 2014 Elk River chemical leak in West Virginia, have resulted in criminal charges and lawsuits. White collar crime courses and textbooks typically give cursory attention to these types of crimes, tending to focus more on other crimes such as fraud, unsafe products, and the like. Environmental sociology courses and textbooks mention these types of crimes, but typically within the context of social movements. With the proposed course, a more detailed examination of this issue is possible, in terms of theories, methods of study, and societal responses that are uniquely suited to these crimes.

- D. **ADD** to page 156 of the 2015-2016 catalog, in the Sociology course description section:



**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.

**RATIONALE:**

This course on rural crime is an important addition to our curriculum for a number of reasons. Approximately 20% of the U.S. population lives in rural or non-metropolitan areas (including approximately 33% of South Carolina's population). Most criminology courses focus on crime and criminals in urban areas (where most crime occurs), thereby leaving out crime among a sizeable portion of the U.S. Additionally, recent research has shown that while crime in rural areas is less common, there are rural areas with crime rates higher than some urban communities. There are also crimes that are unique to rural areas, such as theft of farm equipment, theft of livestock, or crop theft. Many criminological theories were developed to explain crime in urban areas with an assumption that the same mechanisms work to create crime in rural localities. This, however, is not necessarily true due to the unique culture and issues faced by rural residents. Understanding how and why rural crime is different, therefore, is important. Given our proximity to rural counties in the Pee Dee and our relatively large rural population, this course would be very beneficial to our students.

- E. **ADD** to page 155, under Major, item 2, One course in deviance, after 347:

348, 349, 351, 352

- F. **ADD** to page 155, under Major, item 3, Three sociology courses selected from, after 347:

348, 349, 351, 352

**2. Proposal from the Department of Nursing:**

**A. MODIFY the course description on page 137 of the current catalog:**

**FROM:**

**NURS 301 Health Assessment (4:3-3)** (Prerequisite or corequisite: Nursing 305 and 312. Corequisite: Nursing 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 **children and** the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

**TO:**

**NURS 301 Health Assessment (4:3-3)** (Prerequisite or corequisite: Nursing 305 and 312. Corequisite: Nursing 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.

**RATIONALE:**

The pediatric assessment is taught in Nursing 415: Nursing Care of Women, Children, and Families. There is no need for duplicate content in both courses. By removing the pediatric assessment content from NURS 301, it will allow more time to focus on the in-depth assessment of adult and geriatric patients.

**B. MODIFY on page 133 of the current catalog:**

**FROM:**

The Department of 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 lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours 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 these 59 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 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.

The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses except Nursing 201, Nursing 211, and Nursing 212. If more students apply for admission into the nursing program than space allows, admission will be based on rank order using cumulative grade point average. If the cumulative grade point averages and positive references of the students applying for admission are equal, then the student with the earliest initial enrollment in the first nursing course will be given priority.

### **TO:**

The Department of 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 lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours 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 these 59 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 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. **The student who has attended another nursing program must include in the BSN application packet a letter of good standing from the Academic Dean or Department Chair of that program.**

The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses except Nursing 210, Nursing 211, and Nursing 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.

### **RATIONALE:**

The Admissions, Progression, and Graduation (APG) Committee respectfully requests to add a statement to the University Catalog stipulating that students who have attended other nursing programs must submit a letter of good standing from the Academic Dean or Department Chair of their previous nursing programs. We want to ensure that students who left other programs were not dismissed due

to violations of academic integrity or other matters not readily apparent on transcripts. We have found that requesting these letters of good standing is commonplace in schools of nursing. With this change, we hope to better identify those students who are most likely to be successful in the FMU nursing program.

### 3. Proposal from the Department of Mathematics:

A. **CHANGE**, the Supporting Course requirement of the Teacher Licensure Option on page 126 of the current catalog

#### **FROM:**

Supporting Course	3 hours	3 hours
Health 301	3	3

#### **TO:**

Supporting Courses	6 hours	6 hours
Education 322	3	3
Education 411	3	3

B. **CHANGE**, the Mathematics Major Requirements of the Teacher Licensure Option on page 126 of the current catalog

#### **FROM:**

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	3
Mathematics 345	3
Mathematics 405	3
Mathematics 499	3
Computer Science 190, 212, or 226	—

#### **TO:**

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
<b>Mathematics 315</b>	<u>3</u>
Mathematics 345	3
Mathematics 405	3
Mathematics 499	3
Computer Science 190, 212, or 226	—

**RATIONALE:**

South Carolina Read to Succeed Act Governor's Action: June 11, 2014, Signed Section 59-155-180. Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs must require all candidates seeking certification at the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content area reading.

The six-credit-hour sequence in literacy is accomplished by the addition of Education 411 (3 hrs) and Education 322 (3 hrs). In order for this addition not to increase the required hours for the major, Health 301 (3 hrs) was removed from the major, and Math 315 (3 hrs), a course required for the Mathematics Secondary Education option, was approved to satisfy the Humanities elective (3d) of the General Education requirements. These changes involving Health 301 and Math 315 were approved last semester by the Faculty.

- C. **CHANGE**, the course description for Math 105 on page 129 of the current catalog

**FROM:**

**105 College Algebra I** (3) (Prerequisite: Placement Scores. A grade of C or higher in Mathematics 105 is required to advance to Mathematics 111.) F, S, SU The study of real numbers and their operations and properties, order of operations and exponents and roots, linear equations and inequalities in one and two variables, their systems and applications, and introduction to functions and graphs. 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.

**TO:**

**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.

D. **CHANGE**, the course description for Math 110 on page 129 of the current catalog

**FROM:**

**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: algebraic operations, linear functions, linear equations, and linear inequalities; systems of equations; and introduction to functions and graphs. Credit cannot be given for both Mathematics 110 and Mathematics 105.

**TO:**

**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.

E. **CHANGE**, the course description for Math 110L on page 129 of the current catalog

**FROM:**

**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 involving linear modeling, linear programming, and regression.

**TO:**

**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.

**RATIONALE for A through E:**

A more extensive study of polynomials is covered in Math 111 (College Algebra II) which follows Math 105 and 110/110L. To allow more focus on those and other topics already in Math 111 (College Algebra II), introduction of polynomials has been moved to Math 105 and 110/110L.

**4. Proposal from the Department of Fine Arts:**

A. **CHANGE**, on page 112 of the current catalog, under Music Industry, under Major:

**FROM:**

5. Music business and technology: Music 172, 173, 210, 211, 371 and 489 or 499

**TO:**

5. Music business and technology: Music 172, 210, 211, 371 and 498 or 499

B. **ADD**, on page 112 of the current catalog under “MAJOR” after no. 8,

The minimum number of semester hours required in major courses for a major in Music Industry is 56.

**Rationale:**

MUS 173: Music Commerce II is no longer taught. The material from the two Music Commerce courses have been condensed into the first course, MUS 172: Music Commerce I. The major course load will be reduced from 59 to 56 credit hours, but the program will likely add a capstone and/or senior recital course in the next year.

**5. Proposal from the School of Education:**

A. **ADD** on page 179, under **EARLY CHILDHOOD EDUCATION COURSES (ECE)**

**329 Clinical Experiences in Early Childhood Education (3) F, S.**

(Prerequisites: Admission to Professional Program in Early Childhood Education). This course involves the study of content specific to Early Childhood settings and participation in those settings. Teacher candidates will observe, record, and assess the development and behaviors of children. This course will require a minimum of 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**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:

[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**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:

[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**RATIONALE for A:** Early Childhood Education students are required to have 36 hours of field experiences in ECE 319 and an additional 35 hours in EDUC 313. To make the new ECE 329 a three hour practicum course, we are combining the one hour EDUC 313 and the 2 hour ECE 319 from the ECE program. For add-on licensure in Early Childhood, the state requires 9 hours in math, science, and social studies. Currently, we only have 6, because science and social studies are combined.



B. **ADD** on pages 180-181, under **EDUCATION COURSES (EDUC)**

**322 Foundations in the Instruction of Reading (3)** (Prerequisite: Admission to Professional Education Program; 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.

**420 Introduction to the Exceptional Learner (3)** (Prerequisite: Admission to Professional Education Program). 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:  
[http://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.

**RATIONALE for B:** The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. This legislation led to the creation of three new R2S courses (322, 324, & 326).

In response to requests from school district superintendents and local teachers for teachers who have training in the area of learning disabilities, we have changed the area of concentration for elementary majors to learning disabilities. This new area of concentration required the creation of four new undergraduate learning disabilities courses (420, 421, 423, & 425). The majority of students with learning disabilities are identified in the elementary grades, therefore having our elementary education majors graduate with the ability to provide instruction for this student population will make them more marketable.

C. **MODIFY** on pages 174-175 under **EARLY CHILDHOOD EDUCATION**

**FROM:**

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).....	<b>34 hours</b>
Education 310.....	3
Education 311.....	3
Education 313.....	1
Early Childhood Education 302.....	3
(Prerequisite to Block A and B courses)	
Block A*	
Early Childhood Education 314 - Block A.....	3
Early Childhood Education 319 - Block A.....	2
Early Childhood Education 321 - Block A.....	3
Early Childhood Education 380 - Block A.....	2
Block B*	
Education 391 - Block B.....	2
Early Childhood Education 313 - Block B.....	3
Early Childhood Education 315 - Block B.....	3
Early Childhood Education 320 - Block B.....	3
Early Childhood Education 420 - Block B.....	3
Student Teaching Block*.....	15 hours
Education 487.....	3
Education 490.....	12
Supporting Courses.....	<b>18 hours</b>
Art 217.....	3
English 313 - Block A.....	3
English 341.....	3
Health 312.....	3
Mathematics 370.....	3
Psychology 315.....	3
Elective.....	<b>3 hours</b>

\* All Block A courses must be taken together. All Block B courses must be taken together. All Student Teaching Block courses must be taken together.  
Minimum hours required for graduation.....125 hours

**TO:**

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
Early Childhood Education 380 - Block A.....	2
Education 322 - Block A.....	3
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

**RATIONALE for C:** Currently, Early Childhood Education students are required to have 36 hours of field experiences in ECE 319 and an additional 35 hours in EDUC 313, which is more than is required by the state. Therefore, the number of clinical hours of the two courses (one hour EDUC 313 and the 2 hour ECE 319) will be combined to make the new ECE 329 a three hour practicum course. For add-on licensure in Early Childhood, the state requires 9 hours in math, science, and social studies. Currently, we only have 6 in ECE 315, because science and social studies are combined. The creation of two separate courses, ECE 335 & 336, will provide separate instruction in both areas. In addition, the Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. This legislation led to the creation of three new R2S courses (322, 324, & 326), replacing ECE 313, ECE 314 and the program elective. The fourth course, EDUC 411, replaced HLTH 312. We are

correcting the listing for Art 217 to ARTE 217, as this is an Art Education course.

D. **MODIFY** on pages 175-176 under **ELEMENTARY EDUCATION**  
**(DID NOT PASS)**

**FROM:**

Professional Education (Requires Admission to the Program).....	26 hours
Education 310.....	3
Education 311.....	3
Education 312.....	3
Education 313.....	1
Elementary Education 314.....	3
Elementary Education 315.....	3
Elementary Education 316.....	3
Elementary Education 317.....	3
Education 380.....	2
Education 392.....	2
Student Teaching Block*.....	15 hours
Education 487.....	3
Education 490.....	12
Supporting Courses.....	18 hours
Art Education 217.....	3
English 315.....	3
English 341.....	3
Health 315.....	3
Mathematics 370.....	3
Psychology 315.....	3
Concentration (Approved by academic adviser).....	8-9 hours
This concentration requires eight (2 four hour courses) or nine (3 three hour courses) hours of additional coursework beyond General Education Requirements and support courses in one of the following areas of concentration:	
a. Science (two courses) – Select from the physical sciences and/or biological science.	
b. Social Studies (three courses) – Select from history, political science, geography and/or economics.	
c. 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.	
d. English (three courses) – Select from above English 200 literature and/or writing courses.	
e. Foreign Language (three courses)	
Electives.....	3

\*All Student Teaching Block courses must be taken together.  
Minimum hours required for graduation.....125 hours

**TO:**

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.....	3
Education 411.....	3
Education 420.....	2
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.....	9 hours
This concentration requires nine hours (3 three hour courses) of coursework in the following area of concentration:	
• Learning Disabilities (three courses) – EDUC 421, 423, & 425	

\*All Student Teaching Block courses must be taken together.  
Minimum hours required for graduation.....127 hours

E. **MODIFY** on pages 176-177 under **MIDDLE LEVEL EDUCATION**

**FROM:**

**MIDDLE LEVEL EDUCATION**

Coordinators: Dr. Erik A. Lowry and Mrs. Lindsay M. Sturkie

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:

General Education.....	48 hours
Communication.....	9 hours
English 112.....	3
English 200.....	3
Speech Communication 101.....	3
Mathematics.....	6 hours
Mathematics 132 or higher (Math & Science)	
Mathematics 131 or higher (ELA & SS).....	3
Mathematics 134.....	3
Social Sciences.....	9 hours
Geography 101.....	3
Political Science 101 or 103.....	3
An additional three hours chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259	
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, or Theatre.....	3
Sciences (Should include both biological and physical sciences).....	12 hours
Biology 103, 104, or 105.....	4
Physical Science 101.....	4
Biology or Physical Science Elective or Psychology 206/216.....	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	
Pre-Professional Education .....	7 hours
Education 190, 191.....	4
Education 190 and 191 are corequisites	
Education 305.....	3
Supporting Courses.....	6 hours
Health 301.....	3
Psychology 316.....	3
Professional Education Courses (Require admission to the program)*.....	32 hours
Education 310.....	3
Education 311.....	3
Education 313.....	1
Education 380.....	2
Education 411.....	3
Education 394 (may be taken with either	

methods course).....	2
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).....	38-43 hours

**Middle Level English/Language Arts.....18 hours**

English 300.....	3
English 310.....	3
English 315.....	3
English 340.....	3
English 341.....	3
Middle Level Education 314.....	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: Teaching Middle Level Mathematics.....	3

**Middle Level Science.....23 hours**

Relevant General Education Choices	
Biology 105 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	
Specialty Courses	
Biology 106.....	4
Physics 215.....	4
Physics 216.....	4
Physical Science 103.....	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.....	3
Political Science 101.....	3
Political Science 103.....	3
History 202.....	3
Psychology 206/216.....	3
Specialty Courses	
Economics 203.....	3
Economics 204.....	3



History 203.....	3
History 204.....	3
History 316.....	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315.....	3
Minimum hours required for graduation.....	129 hours

**TO:**

**MIDDLE LEVEL EDUCATION**

Coordinators: Dr. Erik A. Lowry and Mrs. Lindsay M. Sturkie

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:

General Education.....	48-49 hours
Communication.....	9-10 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)	
Mathematics 131 or higher (ELA & SS).....	3
Mathematics 134.....	3
Social Sciences.....	9 hours
Geography 101.....	3
Political Science 101 or 103.....	3
An additional three hours chosen from anthropology, economics, geography, political science, sociology, or Honors 250-259	
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 103, 104, or 105/115.....	4
Physical Science 101.....	4
Biology or Physical Science Elective or Psychology 206/216.....	4
PSY 206/216 will not count for science concentration but is required for the social studies concentration.	

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).....	38-43 hours
<b>Middle Level English/Language Arts.....</b>	<b>18 hours</b>
English 300.....	3
English 310.....	3
English 315.....	3
English 340.....	3
English 341.....	3
Middle Level Education 314.....	3
<b>Middle Level Mathematics.....</b>	<b>18 hours</b>
Mathematics 201.....	3
Mathematics 230.....	3
Mathematics 235.....	3
Mathematics 345.....	3
Mathematics Elective – 200 or higher.....	3
Middle Level Education 316: Teaching Middle Level Mathematics.....	3
<b>Middle Level Science.....</b>	<b>22/23 hours</b>
Relevant General Education Choices	
Biology 105/115 (or Biology 103 and 104)	
Chemistry 101	
Astronomy 201	
Specialty Courses	
Biology 106.....	4

Physics 215.....	4
Physics 216.....	4
Option: Geography 105 or Astronomy 202 .....	3/4
Option: Chemistry 102 or any Biology above 200.....	4
Middle Level Education 317.....	3
<b>Middle Level Social Studies.....</b>	<b>18 hours</b>
Relevant General Education choices	
Geography 101.....	3
Political Science 101.....	3
Political Science 103.....	3
History 202.....	3
Psychology 206/216.....	4
Specialty Courses	
Economics 203.....	3
Economics 204.....	3
History 203.....	3
History 204.....	3
History 316.....	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315.....	3
Minimum hours required for graduation.....	<b>128</b> hours

**RATIONALE for A-E:** The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. Language arts, reading and health courses (not required by accreditation), along with program electives were eliminated to make room for these R2S courses. Also, English Composition changes have been made to reflect the changes that passed through AAC on 1/21/16.

**ADDITIONAL RATIONALE for D:** In response to requests from school district superintendents and local teachers, we have changed the area of concentration for elementary majors to learning disabilities. Teachers who have training in the area of learning disabilities are an area of need for most if not all districts. The majority of students with learning disabilities are identified in the elementary grades, therefore having our elementary education majors graduate with the ability to provide instruction for this student population will make them more marketable.

**ADDITIONAL RATIONALE for E:** Physical Science 103 is no longer being offered. Geography 105 or Astronomy 202 are deemed to be suitable alternatives for preparing teaching candidates to teach middle level science as well as preparing them for the licensure exam.

F. **MODIFY** on pages 177-178 of the current catalog

**FROM:**

**SECONDARY EDUCATION**

Coordinator: Vacant

Grades: Nine – Twelve

Majors in English and mathematics may complete an approved program leading to South Carolina licensure. Students seeking licensure must complete the specific requirements listed below as well as meet all other degree and major requirements.

General Education	B.S.	B.A.
Communications	9 hours	21 hours
English 112	3	3
English 200	3	3
Speech Communication 101	3	3
Foreign Languages	0	12

Social Science

(No more than six hours may be taken in any one discipline)

	9 hours	9 hours
a. Political Science 101 OR 103	3	3
b. Anthropology, Economics, Geography, Political Science, or Sociology	6	6
Humanities	12 hours	12 hours
a. Literature (any language)	3	3
b. History	3	3
c. Art 101, Music 101, Theatre 101	3	3
d. Art, History, Literature (any language), Music, Philosophy and Religious Studies, or Theatre	3	3
Mathematics	6	6

Natural Sciences

(Laboratories are required for all courses)

	12 hours	8 hours
a. Biology 103 or 104	4	4
b. Chemistry, Physics, or Physical Science*	4	4
c. Astronomy, Biology, Chemistry, Physics, Physical Science, or Psychology 206/216*	4	0

(To satisfy the Natural Sciences Requirement, students in the B.S. program must take at least one course from a, at least one course from b, and at least one course from c above. Students

in the B.A. program must take one course from a and one course from b above.)

\*Credit toward graduation may not be earned in both Physical Science 101-102 and any chemistry course 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	11-17 hours	11-17 hours
Education 310	3	3
Or Computer Science at 190 level or higher		
Education 311	3	3
Education 313	1	1
Education 380	2	2
Education 391, 392, or 393 (Art) 2	2	
Education 393 (English & Math) 2	2	
which must be taken concurrently with		
Education 434 or 436	3	3
Education 411 (English)	3	3
Student Teaching Block**	15 hours	15 hours
Education 487	3	3
Education 490	12	12
**Education 487 and 490 to be taken concurrently		
Supporting Course	3 hours	3 hours
Health 301 (English & Math)	3	3
Major, minor, or collateral courses		
	40-70	40-70

(See specific courses below)

Minimum Required for Graduation.....126-132 hours

Specific courses required in each teaching field are listed in the English, Art Education, and Mathematics sections of this catalog.

### **ADDING A MIDDLE LEVEL EDUCATION ENDORSEMENT TO A SECONDARY EDUCATION DEGREE**

South Carolina degree 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).

#### **TO:**

### **SECONDARY EDUCATION**

Grades: Nine – Twelve

Majors in 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 ENGLISH, MODERN LANGUAGES, AND PHILOSOPHY and the DEPARTMENT OF MATHEMATICS)

**RATIONALE for F:** Secondary Math & English majors are advised within their respective departments. Course listings for these two secondary programs are in the catalog under the departments, so it is redundant to list in the education section. This is consistent with Art Education.

G. **DELETE** on page 178 of the current catalog **under EARLY CHILDHOOD EDUCATION COURSES (ECE)**

**302 Introduction to Early Childhood Education (3) F, S.** Introduces preschool and kindergarten theory, models of preschool programs, procedures, and materials for the classroom. Includes the importance of families, early school experience, children with special needs, and professional development. Observations in various child care settings are required.

**313 Teaching Reading in the Primary School - BLOCK B (3) F,S.** This course incorporates methods, materials, and current trends of integrated reading instruction for primary age children and includes diagnostic procedures for reading difficulties. 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:  
[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**314 Methods of Instruction for Developmental Language Arts- Block A (3) F, S.** Study of language acquisition and development in young children and its implication for classroom strategies in listening, speaking, reading, and writing. 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**315 ECE Social Studies/Science - Block B (3) F, S.** Involves the study of content specific to social studies/science and participation in practical experiences that emphasize discovery learning, problem solving, and critical thinking. 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:  
[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**319 Clinical Experience A: Early Childhood Education – Block A (2) F, S.** Students observe, record, and assess the behaviors of children in child care centers. This course will require a minimum of 25 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:

[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**RATIONALE for G:** Much of the material in ECE 302 is also taught in EDUC 305, specifically learning theory and language acquisition, and special needs, therefore we are deleting the ECE 302 course. The ECE 302 observation assignment will become part of the new ECE 329 (3 hours), which will combine the clinical hours from ECE 319 (2 hours) & EDUC 313 (1 hour). ECE 315 is being separated into two new courses, ECE 335 & ECE 336.

The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. This legislation led to the creation of three new R2S courses (322, 324 in Block A, & 326 in Block B). EDUC 326 will replace ECE 313 and EDUC 322 will replace ECE 314, therefore we are deleting the courses that are being replaced.

H. **DELETE** on page 179, under **ELEMENTARY EDUCATION COURSES (ELEM)**

**314 Methods of Instruction for Language Arts (3)** (Corequisite: Elementary Education 316) F, S. An elementary methods course designed to provide students with an applicable understanding of modern practices, techniques, and trends in teaching integrated writing, speaking, listening, viewing, and visual representing. Upon successful completion of the course, students will have the capability to create, implement, and execute appropriate ELA lesson plans based on current standards and best practices. 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:

[http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

I. **DELETE** on page 179, under **MIDDLE LEVEL EDUCATION COURSES (MLE)**

**314 Teaching English Language Arts to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. This course will examine the current trends and practices in the

teaching of English Language Arts to middle school students. Upon successful completion of the course, students will have the capability to create, implement, and execute appropriate ELA lesson plans based on current standards and best practices. 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: [http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

J. **DELETE** on page 180, under **EDUCATION COURSES (EDUC)**

**312 Teaching and Assessing Reading (3)** (Prerequisite: Admission to Professional Education Program) F, S, SU. This course will examine the current trends and practices in the teaching of reading. In addition, this course will examine ways of assessing and correcting reading difficulties in students. The candidate will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern-day classroom. Some projects and assignments will be differentiated by student developmental level.

**RATIONALE for H-J:** The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. Language arts, reading and health courses (not required by accreditation), along with program electives were eliminated to make room for these R2S courses.

K. **MODIFY** on page 181, under **EDUCATION COURSES (EDUC)**, the **current catalog, the course title & description**

**FROM:**

**411 Reading 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 **teachers** 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 **middle and secondary** 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.

**TO:**



**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.

**RATIONALE for K:** The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. The title and course description of EDUC 411 were modified to be compatible with this legislation.

L. **DELETE** on page 182, under **HEALTH**

Coordinator: vacant

**MAJOR**

No major in health is offered.

**MINOR**

No minor in health is offered.

**COLLATERAL**

No collateral in health is offered.

**312 Health of the Young Child: Family, School, Community (3)**

(Prerequisites: Education 191 or permission of the Dean of the School of Education) F, S, SU. This course is required for early childhood education majors. The course will consist of both educational methods and health content for young children. Specific topics include the importance of health education, procedures of developing health lessons, strategies for implementing health information, and the role of teachers in promoting young children's health. Health content includes preventing childhood obesity, managing childhood stress, improving children's eating habits, promoting physical activity and healthy beverage consumption, the importance of a healthy environment, and internet safety. This course could require up to five (5) 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

([http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines.

**315 School Health Education (3)** (Prerequisite: Education 191 or permission of the Dean of the School of Education) F, S, SU. This course provides essential components of teaching health at elementary schools. It will consist of both educational methods and health content. Specific topics include the importance of health education, procedures of developing health lessons, strategies for implementing health information, and the role of teachers in promoting children's health. Health content includes preventing childhood obesity, managing childhood stress, improving children's eating habits, promoting physical activity and healthy beverage consumption, the importance of a healthy environment, and internet safety. This course is required for elementary education majors and could require up to five (5) 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 ([http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines.

**RATIONALE for L:** The Read to Succeed (R2S) legislation required that we add 12 hours in literacy to our early childhood and elementary programs and six hours to middle level. Health 312 & 314 courses were eliminated to make room for these R2S courses. HLTH 301 is part of Gender Studies and therefore not being deleted, as nursing faculty have taught this course in the past.

M. **DELETE** on pages **184-186 of the current catalog**

COURSE SEQUENCE FOR EARLY CHILDHOOD MAJORS

COURSE SEQUENCE FOR ELEMENTARY EDUCATION MAJORS

COURSE SEQUENCE FOR MIDDLE LEVEL EDUCATION

**RATIONALE for M:** The preferred course sequence may change throughout the year and thus the printed sequence in the catalog would be incorrect. We are eliminating the course sequence listings for the 2016-17 catalog as we work through changes in our programs. During this time, we think the course sequence should be discussed between the student and his/her advisor to develop a more personalized sequence.

## 6. Proposal from the Department of English, Modern Languages, and Philosophy:

- A. **Delete**, on page 96 of current catalog, the English Courses (ENG) Writing catalog description.

111 Composition I (4:3-2) The grade of C or higher in English 111 is required for the student to advance to English 112. F, S, SU. Frequent writing assignments based primarily on firsthand experience. Practice addressing familiar audiences. Through assignments and peer activities, students will learn to read in rhetorical context. Laboratory includes writing-intensive activities.

112 Composition II (3) If required to take English 111, the student must have a grade of C or higher to advance to English 112. The grade of C or higher in English 112 is required for a student to advance to English 200. F, S, SU. Frequent writing assignments, most of essay length, involving complex rhetorical strategies and addressing a wide variety of specific and general audiences. Assignments include some research-related writing.

200 Writing for Disciplines (3) (Prerequisite: 112 with a grade of C or higher.) F, S, SU. Extended writing assignments including formal research papers. Emphasis on responding to, analyzing, and evaluating literary and other texts. Gives students a foundation from which to learn and communicate effectively in various disciplines. Students must complete English 200 with a grade of C or higher to satisfy the Communications portion of the General Education Requirements.

- B. **Add**, on page 96 of current catalog, the English Courses (ENG) Writing catalog description.

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.

- C. **Add**, on page 96 of current catalog, the English Courses (ENG) Writing catalog description.

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

satisfactory 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.

- D. **Add**, on page 96 of current catalog, the English Courses (ENG) Writing catalog description.

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.

- E. **Change**, on page 96 of current catalog, the Freshmen English overview.

**From:**

The English Composition Requirement is met by completing the General Education Requirements ending with English 200 with a grade of C or higher.

**To:**

The English Composition Requirement is met by completing the General Education Requirements ending with English 102 with a grade of C or higher.

**Rationale for A through E:** The English Department's composition sequence proposal reflects a shift from the current three-course sequence to the below two-course sequence:

- 1) ENG 101 or ENG 101E + ENG 101L
- 2) ENG 102

All proposed courses will foster more individualized attention and cooperative learning by having small class sizes.

The primary motivation for this change is to prepare students for college-level writing sooner in their academic careers, emphasizing analysis and argumentative writing during their first composition course. The sequence ends with research writing, enhancing students' academic writing skills and focusing on their ability to transfer knowledge of composition techniques to future courses and writing situations. This change will also alleviate transfer issues that currently exist with our three-course sequence, will align Francis Marion with the disciplinary norm, will better account for the Commission on Higher Education (CHE) policies, and will take the new Secondary South Carolina standards into account. This change does not require any additional hiring.

The new course sequence supports various levels of student preparation by offering two options for the first course: students, through directed self-placement, will take either English 101, a three-credit course, or English 101E (plus English 101L), the four-credit "extended" version of English 101 that includes a corequisite studio (lab) component. This self-selected lab, ENG 101L, is a one-credit elective hour that will meet twice a week, provide supplemental individualized attention from professors and undergraduate tutors, and be assessed with the designation of satisfactory or unsatisfactory. Students must receive a C or higher in English 101 (or in English 101E and a satisfactory in English 101L) to move to English 102. Changing the composition sequence changes the general education requirement; to fulfill the general education English Composition requirement, students must receive a C or higher in six hours of composition courses, ending with ENG 102.

F. **Change**, on page 96 of current catalog, the English Placement explanation:

**From:**

English Placement: Students admitted into Francis Marion University who have taken the SAT and have earned a 499 or below on the Writing Section are placed into English 111. Students with a score of 500 or above on the SAT Writing Section are placed into English 112. If students have not taken the SAT, they may arrange to take the ACCUPLACER test through the Office of Counseling and Testing. Students with advanced competencies may exempt English 111 if they receive a score of 103 on the ACCUPLACER or they may be exempted from or receive credit for freshman English courses through Advanced Placement credit. Students may challenge placement in English 111 or 112 by completing a written essay examination before the beginning of the semester. The written exam takes two hours and costs \$15. Information may be obtained from the Office of Counseling and Testing (843-661-1840).

**To:**

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.fmuenglish.com](http://www.fmuenglish.com)), 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.

**Rationale for F:** The SAT Writing section becomes optional as of Spring 2016, and the composition program will be adopting directed self-placement (DSP), an increasingly popular placement method for composition programs. Students will complete a short questionnaire that assesses their reading and writing abilities, level of preparation for college, and preferred level of instructional support. The DSP informs students about their placement options and provides various graphic and expository tools to guide them towards the proper course. The primary purpose of the DSP is to help students choose between enrolling in ENG 101 or ENG 101E with ENG 101L; it also walks students through course equivalencies for those with transfer, AP, or dual enrollment credit.

G. **Change**, on page 96 of current catalog

**From:**

English 200 with a grade of C or higher is prerequisite for all English courses numbered above 200. Students should register for English Composition each semester until they have successfully completed English 200, which should be completed by the time the student has become a junior.

**To:**

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.

**Rationale for G:** Changing the composition sequence from ENG 111, ENG112, and ENG 200 to ENG101 (or ENG101E plus ENG101L) and ENG 102 makes ENG 102 the final course in the core composition sequence, serving as that prerequisite for all English courses. The “200-level or above” phrase was added to remove the implication of ENG 200, as that course will no longer exist.

H. **Change**, on page 76 of current catalog, the General Education Goals and Requirements

**From:**

**ENGLISH**

Students must complete English Composition through English 200 to satisfy the Communications portion of the General Education Requirements.

**To:**

**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.

I. **Change**, on page 77 of current catalog,

**From:**

1. **Communications**

9 hours

9 hours

a. English (a minimum of six hours in English Composition with a grade of C or higher, ending with English 200)

6 hours

6 hours

**To:**

1. **Communications**

9 hours

9 hours

a. English (a minimum of six hours in English Composition with a grade of C or higher, ending with English 102)

6 hours

6 hours

**Rationale for H and I:** With the change in the sequence, the final course that satisfies the general education requirements is English 102, and the rationale for the “with a grade of C or higher” phrase is to make sure that the required grade of a C or higher is represented in each location.

J. **Change**, on page 66 of current catalog, the College Entrance Board Advanced Placement

**From:**

<i>College Board AP Examination</i>	<i>Score</i>	<i>Course Exempted</i>	<i>Credits</i>
English Language and Composition	3, 4, 5	English 112	3
English Literature and Composition	3, 4, 5	English 112	3

**To:**

<i>College Board AP Examination</i>	<i>Score</i>	<i>Course Exempted</i>	<i>Credits</i>
English Language and Composition	3, 4	English 101	3
	5	English 101, 102	6
English Literature and Composition	3, 4	English 101	3

	5	English 101, 102	6
Both English AP Exams	3, 4, 5	English 101, 102	6

K. **Change**, on page 67 of current catalog, on the College Level Examination Program (CLEP):

**From:**

<i>CLEP Exam</i>	<i>Score</i>	<i>Course allowed toward degree</i>	<i>Credits</i>
English Composition	50-57	English 112	3
with essay	58+	English 200	3

**To:**

<i>CLEP Exam</i>	<i>Score</i>	<i>Course allowed toward degree</i>	<i>Credits</i>
English Composition	50-57	English 101	3
with essay	58+	English 102	3

L. **Change**, on page 68 of current catalog, the International Baccalaureate

**From:**

<i>I.B. Exam Higher Level</i>	<i>Score</i>	<i>Course allowed toward degree</i>	<i>Credits</i>
English (Lang. A)	4, 5	English 112	3
English (Lang. A)	6, 7	English 112, 200	6

**To:**

<i>I.B. Exam Higher Level</i>	<i>Score</i>	<i>Course allowed toward degree</i>	<i>Credits</i>
English (Lang. A)	4, 5	English 101	3
English (Lang. A)	6, 7	English 101, 102	6

**Rationale for J, K, and L:** With the change in the sequence, these changes in course exemption and courses allowed toward degree credit is in alignment with the program's new sequence ending at ENG 102 and should reflect the respective credit while complying with the current CHE policy on Advanced Placement.

M. **Change**, on page 68 of current catalog, the Advanced Placement Exams Administered by FMU

**From:**

**English Composition Examinations** – Students admitted into Francis Marion University who have taken the SAT and have earned a 499 or below on the Writing Section are placed into English 111. Students with a score of 500 or



above on the SAT Writing Section are placed into English 112. If students have not taken the SAT, they may arrange to take the ACCUPLACER test through the Office of Counseling and Testing. The cost of the test is \$5. Appointments can be made by calling 843-661-1840. Students have the option of challenging their placement by taking a written exam before the beginning of the semester. The written exam takes two hours and costs \$15. Students who receive a passing score will be allowed to exempt English 111. Further information is available from the Office of Counseling and Testing, 843-661-1840.

**To:**

**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.fmuenglish.com](http://www.fmuenglish.com)), 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.

**Rationale for M:** The SAT Writing section becomes optional as of Spring 2016, and the composition program will be adopting directed self-placement (DSP), an increasingly popular placement method for composition programs. Students will complete a short questionnaire that assesses their reading and writing abilities, level of preparation for college, and preferred level of instructional support. The DSP informs students about their placement options and provides various graphic and expository tools to guide them towards the proper course. The primary purpose of the DSP is to help students choose between enrolling in ENG 101 or ENG 101E with ENG 101L; it also walks students through course equivalencies for those with transfer, AP, or dual enrollment credit.

N. **Change**, on page 70 of current catalog, from the grading system section

**From:**

**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, English 111 courses, 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.

**To:****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.

**Rationale for N:** Students are required to have a C or higher in English 101 and English 102 to satisfy the English Composition portion of the Communications area of the general education requirement. The CO grade will no longer be an option, as students will be receiving more individualized attention and will be expected to earn the required grade to move forward.

- O. **Change**, on page 83 of current catalog, related to the general education requirements listed under the Environmental Science Option in Biology

**From:**

Communications.....9 hours  
 English 112, 200.....6

**To:**

Communications.....9 hours  
 English 101 (or 101E/L), 102.....6 or 7

**Rationale for O:** With the change in the composition sequence, the course numbers related to the general education English Composition requirement change to English 101 (or English 101E) and English 102.

- P. **Change**, on page 86 of current catalog, the Four Year Plan for Biology Majors: with a Chemistry Minor or Collateral:

**From:****Freshman Year**

	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 112	3	English 200	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</b>	<b>Total Credits</b>	<b>14</b>

**To:****Freshman Year**

Course	Fall Sem.Hrs.	Course	Spring Sem.Hrs.
English 101 (or English 101E/L)	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>

Q. **Change**, on page 87 of current catalog, the Four Year Plan for Biology Majors:  
Environmental Science Option with a Chemistry Minor

**From:**

**Freshman Year**

Course	Fall Sem.Hrs.	Course	Spring Sem.Hrs.
English 112	3	English 200	3
Mathematics 132 or 201	3	Mathematics 134 or 312	3
Biology 105 and 115	4	Biology 106	4
Chemistry 101	4	Chemistry 102	4
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>14</b>

**To:**

**Freshman Year**

Course	Fall Sem.Hrs.	Course	Spring Sem.Hrs.
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics 132 or 201	3	Mathematics 134 or 312	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>

R. **Change**, on page 88 of current catalog, the Four Year Plan for Biology Majors:  
Medical Technology (3+1) Option with a Chemistry Minor

**From:**

**Freshman Year**

Course	Fall Sem.Hrs.	Course	Spring Sem.Hrs.
English 112	3	English 200	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</b>	<b>Total Credits</b>	<b>14</b>

<b>To:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 101 (or English 101E/L)	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>

**Rationale for P, Q, and R:** With the change in the composition sequence, the four-year plans change due the general education English Composition requirement changing from English 112 and English 200 to English 101 (or English 101E) and English 102.

- S. **Change**, on page 91 of current catalog, curriculum for The Environmental Science Option in Chemistry

<b>From:</b>	
General Education.....	48 hours
Communications.....	9 hours
English 112.....	3
English 200.....	3
↓	
↓	
↓	
Total Hours Required for Graduation.....	126-129 hours
<b>To:</b>	
General Education.....	48-49 hours
Communications.....	9-10 hours
English 101 (or English 101E/L).....	3 or 4
English 102.....	3
↓	
↓	
↓	
Total Hours Required for Graduation.....	126-130 hours

**Rationale for S:** With the change in the sequence, the course numbers related to the general education English Composition requirement change to English 101 (or English 101E) and English 102. Hours change accordingly.

T. **Change**, on page 94 of current catalog, the English Major Requirements

**From:**

General Education.....	56
Communications.....	21 hours
English 112.....	3
English 200.....	3

**To:**

General Education.....	56-57
Communications.....	21-22 hours
English 101 (or English 101E/L).....	3 or 4
English 102.....	3

**Rationale for T:** With the change in the sequence, the course numbers related to the general education English Composition requirement change to English 101 (or English 101E) and English 102. Hours change accordingly.

U. **Change**, on page 96 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

305 Business Writing (3) (Prerequisite: 200 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.

**To:**

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.

V. **Change**, on page 96 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

307 Foundations of Professional Writing (3) (Prerequisite: 200 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.

**To:**

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.

- W. **Change**, on page 96 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

318 Technical Communication (3) (Prerequisite: 200 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.

**To:**

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.

- X. **Change**, on page 96 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

331 Special Topics in Writing (3) (Prerequisite: 200 with a grade of C or higher; 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.

**To:**

331 Special Topics in Writing (3) (Prerequisite: 102 with a grade of C or higher; 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.

- Y. **Change**, on page 96 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

340 Theories of Writing (3:3-2) (Prerequisite: 200 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 student work in the Writing Center or English Laboratory two hours per week.

**To:**

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 student work in the Writing Center or English Laboratory two hours per week.

- Z. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

341 Advanced Composition for Teachers (3) (Prerequisite: 200 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 teachers of writing.

**To:**

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 teachers of writing.

- AA. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

366 Creative Writing: Literary Nonfiction Workshop (3) (Prerequisite: 200 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.

**To:**

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.

- BB. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

367 Creative Writing: Fiction Workshop (3) (Prerequisite: 200 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.

**To:**

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.

- CC. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

370 Creative Writing: Poetry Workshop (3) (Prerequisite: 200 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.

**To:**

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.



DD. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

372 Creative Writing: Playwriting Workshop (3) (Prerequisite: 200 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.

**To:**

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.

EE. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

421 Gender and Public Rhetoric (3) (Prerequisite: 200 with a grade of C or higher and either upper-division writing course or permission of the chair) Studies 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.

**To:**

421 Gender and Public Rhetoric (3) (Prerequisite: 102 with a grade of C or higher and either upper-division writing course or permission of the chair) Studies 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.

FF. **Change**, on page 97 of current catalog, the English prerequisites for English Course (ENG) Writing

**From:**

431 Advanced Topics in Writing (3) (Prerequisite: 200 with a grade of C or higher and a writing course beyond 200) 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.

**To:**

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.

**Rationale for U through FF:** With the change in the sequence, the prerequisite for the above mentioned English writing courses changes from English 200 to English 102. The change related to the “additional 300-level writing course” clarifies the upper-division writing course while removing reference to ENG 200.

GG. **Change**, on page 97 of current catalog, the English prerequisites for English Literature Course

**From:**

250 Introduction to Literature (3) (Prerequisite: 200 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.

**To:**

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.

HH. **Change**, on page 99 of current catalog, the English prerequisites for English Literature Course

**From:**

251 Introduction to Film Studies (3) (Prerequisite: 200 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

**To:**

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

II. **Change**, on page 99 of current catalog, the English prerequisites for English Literature Course

**From:**

250G Introduction to Literature: Examining Depictions of Gender (3)  
(Prerequisite: 200 with a C or better). 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.

**To:**

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.

JJ. **Change**, on page 99 of current catalog, the English prerequisites for English Literature Course

**From:**

252 Reading and Writing Fiction, Poetry, and Drama (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for GG through JJ:** With the change in the sequence, the prerequisite for the above mentioned English literature courses changes from English 200 to English 102. The rationale for changing the phrase from “C or better” to “grade of C or higher” in item II is to have consistency.

KK. **Change**, on page 98 of current catalog, the Four Year Plan for English Major, Professional Writing Program

**From:**

**Freshman Year**

Fall		Spring	
Course	Sem.Hrs.	Course	Sem.Hrs.
English 112	3	English 200	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</b>	<b>Total Credits</b>	<b>15</b>

**To:****Freshman Year**

Fall		Spring	
Course	Sem.Hrs.	Course	Sem.Hrs.
English 101 (or English 101E/L)	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>

**Rationale for KK:** With the change in the composition sequence, the four-year plans change due to the general education English Composition requirement changing from English 112 and English 200 to English 101 (or English 101E) and English 102.

LL. **Change**, on page 99 of current catalog, the English prerequisites for the English Courses (ENG) Block One: Fundamentals

**From:**

300 Foundations for Literary Studies (3) (Prerequisite: 200 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.

**To:**

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.

MM. **Change**, on page 99 of current catalog, the English prerequisites for the English Courses (ENG) Block One: Fundamentals

**From:**

308N Survey of British Literature (3) (Prerequisite: 200 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.

**To:**

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.

NN. **Change**, on page 99 of current catalog, the English prerequisites for the English Courses (ENG) Block One: Fundamentals,

**From:**

309 Survey of American Literature (3) (Prerequisite: 200 with a grade of C or higher.) Surveys American Literature covering major authors, periods, and key texts from the 16th through the 21<sup>st</sup> centuries; provides an introductory foundation for further study.

**To:**

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 21<sup>st</sup> centuries; provides an introductory foundation for further study.

**Rationale for LL through NN:** With the change in the sequence, the prerequisite for the above mentioned English Courses (ENG) Block One: Fundamentals changes from English 200 to English 102.

OO. **Change**, on page 99 of current catalog, the English prerequisites for the English Course (ENG) Literature for Teachers

**From:**

313 Literature for Young Children (3) (Prerequisite: 200 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.

**To:**

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.

PP. **Change**, on page 99 of current catalog, the English prerequisites for the English Course (ENG) Literature for Teachers

**From:**

315 Literature for Children (3) (Prerequisite: 200 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.

**To:**

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.

QQ. **Change**, on page 99 of current catalog, the English prerequisites for the English Course (ENG) Literature for Teachers

**From:**

316 Literature for Young Adults (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for OO through QQ:** With the change in the sequence, the prerequisite for the above mentioned English (ENG) Literature for Teachers courses changes from English 200 to English 102.

RR. **Change**, on page 99 of current catalog, the English prerequisites for English Courses (ENG) Block Two: British Before 1785

**From:**

326 Medieval British Literature (3) (Prerequisite: 200 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.

**To:**

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.

SS. **Change**, on page 99 of current catalog, the English prerequisites for English Courses (ENG) Block Two: British Before 1785

**From:**

327 Renaissance British Literature (3) (Prerequisite: 200 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.

**To:**

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.

TT. **Change**, on page 99 of current catalog, the English prerequisites for English Courses (ENG) Block Two: British Before 1785

**From:**

328 Neoclassical British Literature (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for RR through TT:** With the change in the sequence, the prerequisite for the above mentioned English (ENG) Block Two: British Before 1785 courses changes from English 200 to English 102.

UU. **Change**, on page 99 of current catalog, the English prerequisites for the English Courses (ENG) Block Three: British Literature After 1785

**From:**

332 The Romantics (3) (Prerequisite: 200 with a grade of C or higher.) Explores and analyzes in depth various British Romantic authors and texts, covering a range of genres. Includes some consideration of European Romanticism and the Romantic Movement as expressed in visual and musical arts.

**To:**

332 The Romantics (3) (Prerequisite: 102 with a grade of C or higher.) Explores and analyzes in depth various British Romantic authors and texts, covering a range of genres. Includes some consideration of European Romanticism and the Romantic Movement as expressed in visual and musical arts.

VV. **Change**, on page 99 of current catalog, the English prerequisites for the English Courses (ENG) Block Three: British Literature After 1785

**From:**

333 The Victorians (3) (Prerequisite: 200 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.

**To:**

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.

WW. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Three: British Literature After 1785

**From:**

334 Modernism (3) (Prerequisite: 200 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.

**To:**

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.

XX. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Three: British Literature After 1785

**From:**

335 Contemporary British Literature (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for UU through XX:** With the change in the sequence, the prerequisite for the above mentioned English (ENG) Block Three: British Literature After 1785 changes from English 200 to English 102.

YY. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

342 Writing in Early America (3) (Prerequisite: 200 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.

**To:**

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.

ZZ. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

343 American Romanticism (3) (Prerequisite: 200 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.

**To:**

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.

AAA. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

344 American Realism and Naturalism (3) (Prerequisite: 200 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.

**To:**

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.

BBB. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

346 Modern American Literature (3) (Prerequisite: 200 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 the New Criticism.

**To:**

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 the New Criticism.

CCC. **Change**, on page 100 of current catalog, the English prerequisites for the

English Courses (ENG) Block Four: American Literature

**From:**

347 Contemporary American Literature (3) (Prerequisite: 200 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.

**To:**

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.

DDD. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

348 African-American Literature (3) (Prerequisite: 200 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.

**To:**

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.

EEE. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

349 Literature of the South (3) (Prerequisite: 200 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.

**To:**

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.

FFF. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

350N American Women Writers (3) (Prerequisite: 200 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 20<sup>th</sup> centuries and considers, among many other subjects, issues of gender, class, race, and artistic form.

**To:**

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 20<sup>th</sup> centuries and considers, among many other subjects, issues of gender, class, race, and artistic form.

GGG. **Change**, on page 100 of current catalog, the English prerequisites for the English Courses (ENG) Block Four: American Literature

**From:**

352 History of American Drama (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for YY through GGG:** With the change in the sequence, the prerequisite for the above mentioned English Courses (ENG) Block Four: American Literature changes from English 200 to English 102.

HHH. **Change**, on page 101 of current catalog, the prerequisite for English Course (ENG) Block Five: Shakespeare

**From:**

361 Shakespeare (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for HHH:** With the change in the sequence, the prerequisite for the above mentioned English Course (ENG) Block Five: Shakespeare changes from English 200 to English 102.

III. **Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Six: World Literature

**From:**

362 Mythology and Literature (3) (Prerequisite: 200 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.

**To:**

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.

**JJJ. Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Six: World Literature

**From:**

363 Literature of the Ancient World (3) (Prerequisite: **200** with a grade of C or higher.) Introduces the range of world literature in the Ancient World (to 476 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian and African literature.

**To:**

363 Literature of the Ancient World (3) (Prerequisite: **102** with a grade of C or higher.) Introduces the range of world literature in the Ancient World (to 476 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian and African literature.

**KKK. Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Six: World Literature

**From:**

364 Literature of the Medieval World (3) (Prerequisite: **200** with a grade of C or higher.) Introduces the range of world literature in the Medieval World (400-1500 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian, Muslim, and African literature.

**To:**

364 Literature of the Medieval World (3) (Prerequisite: **102** with a grade of C or higher.) Introduces the range of world literature in the Medieval World (400-1500 C.E.). Studies texts from East and West in the context of the cultures that produced them. A substantial portion of the course will be devoted to Asian, Muslim, and African literature.

**LLL. Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Six: World Literature

**From:**

365 Modern Drama (3) (Prerequisite: **200** 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 tracing 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.

**To:**

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 tracing 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.

**Rationale for III through LLL:** With the change in the sequence, the prerequisite for English Courses (ENG) Block Six: World Literature changes from English 200 to English 102.

**MMM. Change,** on page 101 of current catalog, the prerequisite for the English Courses (ENG) Block Seven: Language, Rhetoric, and Theory

**From:**

306 Development of Modern English (3) (Prerequisite: 200 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.

**To:**

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.

**NNN. Change,** on page 101 of current catalog, the prerequisite for the English Courses (ENG) Block Seven: Language, Rhetoric, and Theory

**From:**

310 Modern English Grammar (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for MMM and NNN:** With the change in the sequence, the prerequisite for English Courses (ENG) Block Seven: Language, Rhetoric, and Theory changes from English 200 to English 102.

OOO. **Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Eight: Electives

**From:**

382 Special Topics in Literature (3) (Prerequisite: 200 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.

**To:**

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.

PPP. **Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Eight: Electives

**From:**

383 Film, Genres, and Styles (3) (Prerequisite: 200 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.

**To:**

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.

QQQ. **Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Eight: Electives

**From:**

384 African-American Film History (3) (Prerequisite: 200 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.

**To:**

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.

RRR. **Change**, on page 101 of current catalog, the prerequisite for English Courses (ENG) Block Eight: Electives

**From:**

385 Sex, Gender, and Literature (3) (Prerequisite: 200 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.

**To:**

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.

**Rationale for OOO and RRR:** With the change in the sequence, the prerequisite for English Courses (ENG) Block Eight: Electives changes from English 200 to English 102

SSS. **Change**, on page 103 of current catalog, the Four Year Plan for Modern Language Major, French Option

**From:****Freshman Year**

	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 112	3	English 200	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</b>	<b>Total Credits</b>	<b>15</b>

**To:****Freshman Year**

Fall		Spring	
Course	Sem.Hrs.	Course	Sem.Hrs.
English 101 (or English 101E/L)	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>

TTT. **Change**, on page 105 of current catalog, the Four Year Plan for Modern Language Major, German Option

**From:****Freshman Year**

Fall		Spring	
Course	Sem.Hrs.	Course	Sem.Hrs.
English 112	3	English 200	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
German 101	3	German 102	3
Science and Lab	4	Social Science	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>

**To:****Freshman Year**

Fall		Spring	
Course	Sem.Hrs.	Course	Sem.Hrs.
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics	3	Mathematics	3
History	3	Political Science 101 or 103	3
German 101	3	German 102	3
Science and Lab	4	Social Science	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>15</b>

UUU. **Change**, on page 107 of current catalog, the Four Year Plan for Modern Language Major, Spanish Track

<b>From:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 112	3	English 200	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</b>	<b>Total Credits</b>	<b>15</b>

<b>To:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 101 (or English 101E/L)	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>

**Rationale for SSS through UUU:** With the change in the composition sequence, the four-year plans change due the general education English Composition requirement changing from English 112 and English 200 to English 101 (or English 101E) and English 102. Hours change accordingly.

VVV. **Change**, on page 110 of current catalog, requirement for the Teacher Licensure Option in Art Education

<b>From:</b>	
General Education.....	48 hours
Communications.....	9 hours
English 112.....	3
English 200.....	3
<b>To:</b>	
General Education.....	48-49 hours
Communications.....	9-10 hours
English 101 (or English 101E/L).....	3 or 4
English 102.....	3

**Rationale for VVV:** With the change in the sequence, the course numbers related to the general education English Composition requirement change to English 101 (or English 101E) and English 102. Hours change accordingly.

**WWW. Change,** on page 114 of current catalog, prerequisite for Music Courses

**From:**

301 Music History I (3) (Prerequisite: English 200 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.

**To:**

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.

**XXX. Change,** on page 116 of current catalog, the prerequisite of the Theatre Courses

**From:**

291 Script Analysis (3) (Prerequisite: English 112) AF. Fundamentals of play analysis for the purposes of performance and production. Plays will be read and analyzed from all production perspectives.

**To:**

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.

**YYY. Change,** on page 116 of current catalog, the prerequisite of the Theatre Courses

**From:**

320 Theatre History I: Beginning to 1700 (3) Prerequisite: English 200) AF. Study of the Western theatre, both its physical form and literature, from the beginning to 1700.

**To:**

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.

**ZZZ. Change**, on page 116 of current catalog, the prerequisite of the Theatre Courses

**From:**

321 Theatre History II: 1700 to the present (3) Prerequisite: English 200) AF.  
Study of the Western theatre, both its physical form and literature, from 1700 to the present.

**To:**

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.

**Rationale for WWW and ZZZ:** With the change in the sequence, the prerequisite for the above music and theatre courses changes from English 200 to English 102, and the ENG 112 prerequisite for the above theatre course (item XXX) changes from English 112 to English 101 or English 101E. We have received confirmation from the chair of Fine Arts, indicating support for this proposed changed.

**AAAA. Change**, on page 124 of current catalog, the prerequisite for applicable Mass Communication Course

**From:**

201 News and Feature Writing (3) (Prerequisite: A grade of C or higher in English 200) Introduction to reporting, news writing and feature writing.

**To:**

201 News and Feature Writing (3) (Prerequisite: A grade of C or higher in English 102) Introduction to reporting, news writing and feature writing.

**Rationale for AAAA:** With the change in the sequence, the prerequisite for the above mass communication course changes from English 200 to English 102. We have received confirmation from the chair of the Department of Mass Communication, indicating support for this proposed changed.

**BBBB. Change**, on page 126 of current catalog, the teacher licensure option under the Department of Mathematics Major

**From:**

General Education

B.S.

B.A.

Communications	9 hours	21 hours
English 112	3	3
English 200	3	3
<b>To:</b>		
General Education	B.S.	B.A.
Communications	9-10 hours	21-22 hours
English 101 (or 101E/L)	3 or 4	3 or 4
English 102	3	3

**Rationale for BBBB:** With the change in the sequence, the course numbers related to the general education English Composition requirement change to English 101 (or English 101E) and English 102. Hours change accordingly.

CCCC. **Change**, on page 128 of current catalog, the four-year plan for mathematics majors

<b>From:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 112	3	English 200	3
Mathematics 201	3	Mathematics 202	3
Speech Communication	3	Science and lab	4
Science and lab	4	Art 101, Music 101, or Theatre 101	3
History	3	Political Science 101 or 103	3
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>16</b>

<b>To:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics 201	3	Mathematics 202	3
Speech Communication	3	Science and lab	4
Science and lab	4	Art 101, Music 101, or Theatre 101	3
History	3	Political Science 101 or 103	3
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>16</b>

**Rationale for CCCC:** With the change in the composition sequence, the four-year plans change due the general education English Composition requirement changing from

English 112 and English 200 to English 101 (or English 101E) and English 102. Hours change accordingly.

DDDD. **Change**, on page 133 of current catalog, the general education and required courses under Bachelor of Science in Nursing (BSN)

<b>From:</b>	
English 112.....	3
English 200.....	3
↓ ↓ ↓	
TOTAL 59 hours	
<b>To:</b>	
English 101 (or English 101E/L).....	3 or 4
English 102.....	3
↓ ↓ ↓	
TOTAL 59-60 hours	

**Rationale for DDDD:** With the change in the composition sequence, the course numbers related to the general education English Composition requirement change to English 101 (or English 101E) and English 102. Hours change accordingly.

EEEE. **Change**, on page 134 of current catalog, the Nursing Plan of Study Lower Division

<b>From:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
English 112	3	English 200	3
Mathematics 111 (or higher)	3	Mathematics 134	3
Biology 105	3	Chemistry 102	4
Chemistry 101*	4	Social Science (Elective)	3
Humaties Elective	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>13</b>
<b>To:</b>			
<b>Freshman Year</b>			
	<b>Fall</b>		<b>Spring</b>
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>



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
Humaties Elective	3		
<b>Total Credits</b>	<b>16-17</b>	<b>Total Credits</b>	<b>13</b>

**Rationale for EEEE:** With the change in the composition sequence, the numbers related to the general education English Composition requirement change from English 112 and English 200 to English 101 (or English 101E) and English 102. Hours change accordingly.

FFFF. **Delete**, on page 136 of current catalog, in the RN to BSN Plan of Study

English 200 Writing for Disciplines 3

**Rationale for FFFF:** With the change in the sequence, the English 200 course will not exist; thus, the rationale for replacing that requirement with English 102 Rhetoric, Genre, and Research is that that English 102 course will be the final course in the sequence.

GGGG. **Change**, on page 142 of current catalog, the general education requirements for the Environmental Science Option in Physics

**From:**

General Education Requirements.....	48	hours
Communications.....	9	hours
English 112.....	3	
English 200.....	3	
	↓	
	↓	
	↓	
Total Hours Required for Graduation.....	128-131	

**To:**

General Education Requirements.....	48-49	hours
Communications.....	9-10	hours
English 101 (or English 101E/L).....	3	or 4
English 102.....	3	
	↓	
	↓	
	↓	
Total Hours Required for Graduation.....	128-132	

**Rationale for GGGG:** With the change in the composition sequence, the course numbers related to the general education English Composition requirements change to English 101 (or English 101E) and English 102. Hours change accordingly.

HHHH. **Change**, on page 146 of current catalog, the paragraph related to first two years of study in the Pre-Engineering Curriculum

**From:**

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, 314; Chemistry 101, 102; English 112, 200; 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.

**To:**

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, 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.

**Rationale for HHHH:** With the change in the composition sequence, the course numbers related to the general education requirements change to English 101 (or ENG 101E plus English 101L) and English 102. The English 101L is included for clarity.

III. **Change**, on page 152 of current catalog, the four-year plan for Psychology majors

**From:**

**Freshman Year**

Course	Fall Sem.Hrs.	Course	Spring Sem.Hrs.
English 112	3	English 200	3
Mathematics Course	3	Mathematics Course*	3
Psychology 206	3	Psychology 220	1
Psychology 216	1	Psychology 315, 316, or 334	3

Political Science 101 or 103	3	Art 101, Music 101, Theatre 101	3
		History	3
<b>Total Credits</b>	<b>13</b>	<b>Total Credits</b>	<b>16</b>

**To:****Freshman Year**

<b>Course</b>	<b>Fall Sem.Hrs.</b>	<b>Course</b>	<b>Spring Sem.Hrs.</b>
English 101 (or English 101E/L)	3 or 4	English 102	3
Mathematics Course	3	Mathematics Course*	3
Psychology 206	3	Psychology 220	1
Psychology 216	1	Psychology 315, 316, or 334	3
Political Science 101 or 103	3	Art 101, Music 101, Theatre 101	3
		History	3
<b>Total Credits</b>	<b>13-14</b>	<b>Total Credits</b>	<b>16</b>

**Rationale for III:** With the change in the composition sequence, the four-year plans change due to the general education English Composition requirement changing from English 112 and English 200 to English 101 (or English 101E) and English 102. Hours change accordingly.

JJJ. **Change**, on page 157 of current catalog, the four-year plan for sociology majors – general track

**From:****Freshman Year**

<b>Course</b>	<b>Fall Sem.Hrs.</b>	<b>Course</b>	<b>Spring Sem.Hrs.</b>
Sociology 201	3	Sociology: Inequality or Culture*	3
English 112	3	English 200	3
Mathematics 111 or higher	3	Mathematics 134 or higher	3
Biology with lab	4	Chemistry 101 with lab or Physical Science 101 with lab	4
University Life 100	1	Speech Communication 101	3
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>16</b>

**To:****Freshman Year**

<b>Course</b>	<b>Fall Sem.Hrs.</b>	<b>Course</b>	<b>Spring Sem.Hrs.</b>
Sociology 201	3	Sociology: Inequality or Culture*	3

English 101 (or 101E/L)	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 Physical Science 101 with lab	4
University Life 100	1	Speech Communication 101	3
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>16</b>

KKKK. **Change**, on page 158 of current catalog, the four-year plan for sociology majors – criminal justice track

<b>From:</b>			
<b>Freshman Year</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
Sociology 201	3	Political Science 101 or 103	3
English 112	3	English 200	3
Mathematics 111 or higher	3	Mathematics 134 or higher	3
Biology with lab	4	Chemistry 101 with lab or Physical Science 101 with lab	4
University Life 100	1	Speech Communication 101	3
<b>Total Credits</b>	<b>14</b>	<b>Total Credits</b>	<b>16</b>

<b>To:</b>			
<b>Freshman Year</b>			
<b>Fall</b>		<b>Spring</b>	
<b>Course</b>	<b>Sem.Hrs.</b>	<b>Course</b>	<b>Sem.Hrs.</b>
Sociology 201	3	Political Science 101 or 103	3
English 101 (or 101E/L)	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 Physical Science 101 with lab	4
University Life 100	1	Speech Communication 101	3
<b>Total Credits</b>	<b>14-15</b>	<b>Total Credits</b>	<b>16</b>

**Rationale for JJJJ and KKKK:** With the change in the composition sequence, the four-year plans change due the general education English Composition requirement changing from English 112 and English 200 to English 101 (or English 101E) and English 102. Hours change accordingly.

LLLL. **Change**, on page 190 of current catalog, the Pre-Pharmacy Curriculum required courses

	<b><u>From:</u></b>	
English 112, 200.....	.....	6 hours
	↓	
	↓	
	↓	
	<b><u>To:</u></b>	
English 101 (or English 101E/L) and 102.....	.....	6 or 7 hours
	↓	
	↓	
	↓	
		70 semester hours
		70-71 semester hours

**Rationale for LLLL:** With the change in the composition sequence, the numbers related to the general education English Composition requirement change from English 112 and English 200 to English 101 (or ENG 101E) and English 102, affecting the required courses. Hours change accordingly.

MMMM. **Change**, on page 192 of current catalog, the Arrangement in Pharmaceutical Studies with the South Carolina College of Pharmacy – the Bachelor of Science in Pharmaceutical Studies (BSPS) required courses

	<b><u>From:</u></b>	
English - 6 hours		
English Composition (English 112, 200).....	.....	6 hours
	<b><u>To:</u></b>	
English - 6 or 7 hours		
English Composition [English 101 (or English 101E/L) and 102]...6 or 7 hours		

**Rationale for MMMM:** With the change in the composition sequence, the numbers related to the general education English Composition requirement change from English 112 and English 200 to English 101 (or ENG 101E) and English 102, affecting the required courses. Hours change accordingly.

NNNN. **Change**, on page 193 of current catalog, the Second Degree Requirements for ESCM Students

- From:**
1. Complete two academic semesters at FMU and take 36 credit hours including two English writing courses:

- i. ENG 111 and ENG 112 or
- ii. ENG 112 and ENG 200 or
- iii. ENG 200 and ENG 305

**To:**

1. Complete two academic semesters at FMU and take 36-37 credit hours including two English writing courses:
  - i. ENG 101 (or English 101E/L) and ENG 102 or
  - ii. ENG 102 and ENG 305

**Rationale for NNNN:** With the change in the composition sequence, the numbers related to required courses change to English 101 (or English 101E) and English 102; this change results in deleting that third (iii) option.

## V. Graduate Council

### 1. Proposal from the School of Education:

#### A. **ADD**, on page 218 of current Catalog, **under EDUCATION COURSES (EDUC)**

**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.*

**RATIONALE:** A three-course project-based learning teaching endorsement (add-on teaching credential), the first of its kind in the country, is now available in South Carolina. The endorsement was developed by the Riley Institute at Furman, Claflin University, College of Charleston, Furman University, Winthrop University, and the South Carolina Department of Education (SCDE). With support from the South Carolina Department of Education, the detailed three-course endorsement was approved by the State Board of Education in fall 2014 and the Legislature in spring 2015. A growing interest in project-based learning (PBL) and incorporation of this methodology in schools across South Carolina is driving an emerging need for teachers who know how to design, deliver, support and assess standards-driven project-based learning. The scarcity of such teachers has been emphatically identified by a number of the state's education stakeholders as one of the leading obstacles to broad implementation of this innovative and proven methodology (see appendix for further description of the PBL initiative).

## 2. Proposal from the Department of Physician Assistant Studies:

- A. **MODIFY** on page 228 of the current catalog the courses offered in the Fall semesters in the catalog

### **FROM:**

#### **Preclinical Courses**

Semester I	16hrs
PA 501 Anatomy and Physical Assessment Basics	
PA 508 Physiology and Pharmacology Basics	
PA 510 Fundamentals of Medicine and Role of the PA	
PA 513 Interpersonal Communication and History Taking	
PA 505/APRN 505 Population Health and Epidemiology	

### **TO:**

#### **Preclinical Courses**

Semester I	16hrs
PA 501 Anatomy and Physical Assessment Basics	
PA 508 Physiology and Pharmacology Basics	
PA 510 Fundamentals of Medicine and Role of the PA	
PA 513 Interpersonal Communication and History Taking	



**PA 506/APRN 506 Health Systems and Risk Management**

**B. MODIFY** Courses offered in the Spring semester in the catalog

**FROM:**

Semester II 15  
hours

PA 521 Integrative Pathophysiology and Pharmacotherapeutic I  
PA 523 Clinical Assessment, Diagnosis and Application I  
PA 525 Clinical Interventions and Diagnostics I  
PA 506/APRN 506 Health Systems and Risk Management

**TO:**

Semester II 15  
hours

PA 521 Integrative Pathophysiology and Pharmacotherapeutic I  
PA 523 Clinical Assessment, Diagnosis and Application I  
PA 525 Clinical Interventions and Diagnostics I  
**PA 505/APRN 505 Population Health and Epidemiology**

**RATIONALE for CHANGES:**

To correlate with the collaborative effort of interprofessional teamwork with the FNP Program.

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

**A. MODIFY** on page 232 of the current Catalog

**FROM:**

\*NOTE: Applicants wishing to enter the School Psychology option at the MSAP level are only accepted for the Fall Admission Application Cycle **and must begin their first courses during the Summer II Session, which begins in July.** 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.

**TO:**

\*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.

**RATIONALE:** This change is requested to remain competitive with other universities in GA, NC, SC, & TN. 1) Financial aid has been difficult to obtain for our graduate students who realize too late that our courses begin in the Summer and 2) other universities do not begin their coursework until Fall for their school psychology programs.

**B. MODIFY** on page 235 of the current Catalog

**FROM:**

**601 Psychology of 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 **mental retardation** and related developmental disabilities. Review of education and training, school and community programs, current legislation and regulations.

**TO:**

**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.**

**RATIONALE:** We no longer refer to use the term “mental retardation” to designate individuals with intellectual impairments. This also reflects a title change to include autism. This change also reflects course content.

**C. CHANGE** on page 236 of the current Catalog

**FROM:**

**650 Professional and Ethical Issues in School Psychology** (3) SU. 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, professional issues such as level of training, licensure, and the influence of technologies on practice.

**TO:**

**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.

**RATIONALE:** This title change is requested to reflect the course content.