

**AGENDA**  
**FACULTY SENATE MEETING**  
**March 22, 2022**

**I. Call to order**

**II. Approval of minutes from the February 1, 2022 meeting**

**III. Report from the Executive Committee**

**IV. Report from the Academic Affairs Committee (*See the attachment for complete proposals. See the appendix for supporting materials*).**

1. Proposal from the School of Education
  - A. Modify Middle Level Education
  - B. Modify Major
  
2. Proposal from the Department of History
  - A. Modify Major
  - B. Modify History Secondary Education
  
3. Proposal from the Department of English, Modern Language, and Philosophy
  - A. Modify 411
  - B. Modify 498
  - C. Modify Professional Writing Program
  - D. Modify Professional Writing Minor
  
4. Proposal from the Department of Mathematics
  - A. Modify 311
  - B. Add 190
  
5. Proposal from the Music Industry Program
  - A. Modify Major
  - B. Modify 317
  - C. Add 145
  
6. Proposal from the Theatre Arts Program
  - A. Delete foreign language requirement

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

1. Proposal from the School of Education
  - A. Add EDPD 526 description
  - B. Add EDPD 527 description

- C. Add EDPD 530 description
- D. Add EDPD 531 description

**VI. Old Business**

**VII. New Business**

**VIII. Announcements**

**IX. Adjournment**

**Attachment to the Faculty Senate Agenda – March 22, 2022**

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

**1. Proposal from the School of Education**

**A. MODIFY** on page 143-144 in the current course catalog the following:

**FROM:**

**MIDDLE LEVEL EDUCATION**

**Coordinator: Dr. Kimberly McCuiston**

**Grades: Five—Eight**

**Majors in Middle Level Education will be completing a program that allows them to be licensed to teach middle-level students in two of the four major content areas (Language Arts, Social Studies, Science, Mathematics):**

**Candidates seeking licensure must complete the specific requirements listed below:**

General Education . . . . .	48 hours
Communication . . . . .	9 or 10 hours
English 101 or 101E/101L . . . . .	3 or 4
English 102 . . . . .	3
Speech Communication 101 . . . . .	3
Mathematics . . . . .	6 hours
Mathematics 132 or higher (Math & Science)	
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 .....	3
Humanities .....	12 hours
History Elective .....	3
Literature Elective .....	3
Art 101, Music 101, or Theatre 101 .....	3
Art, History, Literature, Music, Philosophy and Religious Studies, Theatre, or Honors 260-269 .....	3
Sciences (Should include both biological and physical sciences) .....	12 hours
Biology 102 or 105/115* .....	4
Physical Science 150* .....	4
Astronomy 201* or Psychology 206/216** .....	4
* Biology 105/115, Physical Science 150, and Astronomy 201 are required for the science specialty area.	
**PSY 206/216 will not count for science concentration but is required for the social studies specialty area.	
Pre-Professional Education .....	6 hours
Education 190 .....	3
Education 192 .....	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 .....	2
Education 322 .....	3
Education 420 .....	3
Education 394 (may be taken with either methods course) .....	2
Education 411 .....	3
Middle Level Education 422 .....	3
Student Teaching Block	
Education 487 .....	3
Education 490 .....	12
Specialty Area Requirements (All candidates must specialize in two areas. Note that the choice of specialty may affect choices in general education.) .....	36-37 hours
Middle Level English/Language Arts .....	18 hours
School of Education—143	
Francis Marion University Catalog	
Education 326 .....	3
English 300 .....	3
English 310 .....	3
English 315 .....	3
English 340 .....	3

English 341	3
Middle Level Mathematics	18 hours
Mathematics 201	3
Mathematics 230	3
Mathematics 235	3
Mathematics 345	3
Mathematics Elective— 200 or higher	3
Middle Level Education 316	3
Middle Level Science	18-19 hours
Relevant General Education Choices	
Astronomy 201	
Biology 105/115	
Physical Science 150	
Specialty Courses	
Biology 106	4
Chemistry 101	4
Option: Geography 105 or Astronomy 202	3/4
Option: Chemistry 102 or any Biology above 200	4
Middle Level Education 317	3
Middle Level Social Studies	18 hours
Relevant General Education choices	
Geography 101	
Political Science 101	
Political Science 103	
History 102	
Psychology 206/216	
Specialty Courses	
Economics 203	3
Economics 204	3
History 103	3
History 104	3
History 316	3
History 300/400 level elective (optional to earn a minor in history)	
Middle Level Education 315	3
Minimum hours required for graduation	130 hours

**ADDING AN ENDORSEMENT TO A MIDDLE LEVEL EDUCATION DEGREE**

South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual <https://www.ed.sc.gov/agency/sc/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:**

**MIDDLE LEVEL EDUCATION**

For students interested in adding a certification area in a Middle Level Education subject onto one of the six Education programs offered at FMU: South Carolina licensure regulations provide for licensed educators to add on areas to the teaching license. Information about add-on licensure can be found in the South Carolina Licensure Manual <https://ed.sc.gov/educators/certification/add/>. For specific questions about add-on licensure, candidates are encouraged to contact the Office of Educator Services at 803-896-0325 or via email at [certification@ed.sc.gov](mailto:certification@ed.sc.gov). Students are encouraged to talk to their advisors for guidance.

**B. MODIFY** from page 141 in the current course catalog the following:

**FROM:**

**MAJOR**

Students seeking an Education degree enter as Pre-Education students in one of the **seven** majors (Early Childhood, Elementary, **Middle**, PreK-12 Art, Secondary Biology, Secondary History, Secondary English, or Secondary Math). After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program.

**TO:**

**MAJOR**

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

**RATIONALE FOR A AND B:** The School of Education has shown dwindling numbers in the Middle Level Education program, graduating 0-4 graduates per semester. The removal of the coursework required for the major and replaced by the information regarding add-on certification is needed to demonstrate this change of options for those interested in Middle Level Education. Students would be better served in terms of employability by majoring in a Secondary subject or Elementary Education and earning the add-on certification, which would currently require 1-2 additional courses and the passing of the required PRAXIS exams. Students who earn a professional license in a Secondary subject or Elementary

Education are only required to take the PRAXIS exams to add on a Middle Level subject area certification.

## 2. Proposal from the Department of History

### **A. MODIFY** on page 102 of the current catalog, under **Major in History**

#### **FROM:**

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

- a. At least three hours below the 199 level
- b. History 299 (which shall normally be taken during the sophomore year)
- c. 24 hours of additional coursework which must include at least one course from each of the following groups\*  
GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 339, 351, 352  
GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370  
GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316, 317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 406
- d. History 499 (which shall normally be taken during the senior year)

#### **TO:**

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

- a. At least three hours below the 199 level
- b. History 299 (which shall normally be taken during the sophomore year)
- c. 24 hours of additional coursework which must include at least one course from each of the following groups\*  
GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351, 352  
GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370  
GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316, 317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 406
- d. History 499 (which shall normally be taken during the senior year)

### **B. MODIFY** on page 102 of the current catalog, under History Secondary Education

#### **FROM:**

#### **HISTORY REQUIREMENT (33 HOURS)**

- a. 12 hours at the 100-199 level (including both HIST 101 and 102)
- b. History 299 (to be taken during the sophomore year)
- c. 15 hours of additional coursework, which must include at least one course from each of the following groups:  
GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 339, 351, 352  
GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370  
GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315,

316, 317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 406  
d. History 499 (to be taken during the spring semester of the junior year)

**TO:**

**HISTORY REQUIREMENT (33 HOURS)**

- a. 12 hours at the 100-199 level (including both HIST 101 and 102)
- b. History 299 (to be taken during the sophomore year)
- c. 15 hours of additional coursework, which must include at least one course from each of the following groups:
  - GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 351, 352
  - GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370
  - GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316, 317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 406
- d. History 499 (to be taken during the spring semester of the junior year)

**RATIONALE FOR A AND B:**

The title of HIST 339 is “The Atlantic World.” Although this course was placed within the department’s upper-level courses for European history (Group A), geographically it covers not just Europe but the Americas and Africa. Accordingly, it would be more appropriate to place this course within the department’s offerings for non-Western history (Group B).

**3. Proposal from the Department of English, Modern Language, and Philosophy**

**A. MODIFY** on page 83 of the current catalog.

**FROM:**

**411 Rhetoric of New Media** (3) (Prerequisite: 305) Teaches visual and digital rhetorical strategies needed in writing for multimedia programs, websites, and other new media. Class provides practice in planning, writing, designing, and testing materials developed for business and organizational clients.

**TO:**

**411 Multimedia Writing** (3) (Prerequisite: 102 with a grade of C or higher and an additional 300-level writing course) Teaches visual and digital rhetorical strategies needed in writing for multimedia programs, websites, and other new media. Class provides practice in planning, writing, designing, and testing materials developed for business and organizational clients.

**RATIONALE:** Upon review of Professional Writing program curricula at other institutions and current trends in the field of professional and technical writing and communication, we determined that “The Rhetoric of New Media” is an outdated course title. Other institutions are using the terms “Multimedia Writing,”

“Digital Rhetoric,” and “Digital Writing.” The term “New Media” was used regularly in our field in the 2000s and early 2010s but has since fallen out of use. The Professional Writing Advisory Committee selected “Multimedia Writing” because it accurately describes the course content and students understand this term easily. While the course name is changing, there will be no change in the catalog description or the course content. We changed the prerequisites because the professional writing faculty determined that there is no need to single out English 305, Business Writing, as a prerequisite. Students learn requisite rhetorical analysis and composition skills in any 300-level writing course.

**B. MODIFY** on page 83 of the current print catalog.

**FROM:**

**498 English Internship** (3) (Prerequisite: Permission of department and internship agency; overall grade point average of at least 2.33; grade point average in major or minor of at least 3.0; ~~plus at least a B in 305 and 318~~) Directed internship in communications work for a business, public service agency, or industry. With permission of the department, the course may be repeated in a subsequent semester for an additional 3 credits.

**TO:**

**498 English Internship** (3) (Prerequisite: Permission of department and internship agency; overall grade point average of at least 2.33; grade point average in **an English** major or minor of at least 3.0) Directed internship in **writing and** communications work for a business, public service agency, or industry. With permission of the department, the course may be repeated in a subsequent semester for an additional 3 credits.

**RATIONALE:** We modified the course description of English 498 to make it clearer that any English major or minor is eligible to complete an internship. To make the course more accessible, we eliminated the requirement that English majors or minors must have earned at least a B in English 305 and 318, since both courses are usually only completed by Professional Writing majors and minors. We also added “writing and” before “communications work” to clarify that the internship should involve writing, not just what might be interpreted as oral communications.

**C. MODIFY** on page 80 of the current catalog

**FROM:**

**b) PROFESSIONAL WRITING PROGRAM:  
33 hours above 299 level**

English 305 Business Writing  
English 317 Editing & Publishing  
English 318 Technical Communication  
~~English 366, or 367, 370, or 372~~  
English 411 Rhetoric of New Media

Three additional writing courses at the 300- or 400-level

One literature course at the 300- or 400-level

English 495 Professional Writing Capstone English

498 English Internship

To be eligible for English 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0, ~~plus at least a B in 305 and 318.~~

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Graphic Design.

**TO:**

**b) PROFESSIONAL WRITING PROGRAM:**

**33 hours above 299 level**

English 305 Business Writing

English 317 Editing & Publishing

English 318 Technical Communication

~~One creative writing course at the 300-level (English 366 to 372)~~

English 411 Multimedia Writing

Three additional writing courses at the 300- or 400-level

One literature course at the 300- or 400-level

English 495 Professional Writing Capstone

English 498 English Internship

To be eligible for English 498, majors must earn an overall grade point average of at least 2.33 and a major grade point average of 3.0.

In addition to the requirements above, the student majoring in Professional Writing is required to complete Art 206 Introduction to Graphic Design.

**D. MODIFY** on page 81 of the current catalog under “Professional Writing Minor requires:”

**FROM:**

English 305 Business Writing

English 317 Editing & Publishing

English 318 Technical Communication

English 495 Professional Writing Capstone

Plus two additional courses chosen from 300-400-level writing courses, which may include English 498 English Internship

To be eligible for English 498, minors must earn an overall grade point average of at least 2.33 and a minor grade point average of 3.0, ~~plus at least a B in 305 and 318.~~

**TO:**

English 305 Business Writing  
English 317 Editing & Publishing  
English 318 Technical Communication  
English 495 Professional Writing Capstone  
Plus two additional courses chosen from 300-400-level writing courses, which may include English 498 English Internship  
To be eligible for English 498, minors must earn an overall grade point average of at least 2.33 and a minor grade point average of 3.0.

**RATIONALE FOR C AND D:** The above changes are reflected in the descriptions of the PW major and minor, with one additional unrelated modification in the major sequence description. Students, faculty, and administrative staff all had been getting confused by the line: “English 366, or 367, 370, or 372” because it was unclear whether one or two creative writing classes are required. The intention for this line is to require one class only, so we modified it to “One creative writing course at the 300-level (English 366 to 372)” for clarity.

**4. Proposal from the Department of Mathematics**

**A. MODIFY** on page 112 of the current catalog, the course prerequisite for MATH 311:

**FROM:**

**311 Transition to Higher Mathematics** (3) (Prerequisite: Grade of C or higher in Mathematics 203 or qualifying AP score; ~~Mathematics 230 or 304 recommended~~)

**TO:**

**311 Transition to Higher Mathematics** (3) (Prerequisite: Grade of C or higher in Mathematics 203 or Mathematics 230 or qualifying AP score)

**RATIONALE:** Mathematics 230 Discrete Mathematics or 203 Calculus III introduces proofs and other content that will adequately prepare students to be successful in Mathematics 311.

**B. ADD** on p. 111 of the current catalog after MATH 170:

**190 Finding Success in Mathematics for Teachers** (2) (Prerequisites: Seeking admission to the SOE Professional Education Program) This course is intended to

support the development and analysis of mathematics skills essential for professional educators through the lenses of student efficacy, mathematics anxiety, and problem-solving approaches to skill development and test taking. The course will focus on reflections of previous experiences in mathematics, the most common areas of difficulty on the Praxis Core Academic Skills for Educators: Mathematics exam, and individualized skill goals identified through course pre-assessments. This course does not satisfy any mathematics or general education requirement. The course is graded S/U.

**RATIONALE:** This is a new course designed to aid students who wish to enter the Teacher Education Program and are having difficulty pass the Praxis I-Core Academic Skills Exam in Mathematics. The course is intended to provide them opportunities to explore math concepts they still find difficult. In addition to gaining a better understanding of mathematics they will deal with their negative feelings regarding mathematics and gain the confidence necessary to not only pass the exam, but to become effective educators. Receiving a passing score on the Praxis Core Academic Skills Exam in Mathematics is a requirement for entry into the SOE Professional Education Program (PEP). Approximately 50% of the students have not passed the required Praxis Core Skills Exam in Mathematics on their first try. This may not seem like a problem necessitating a new course but considering that the math exam is one of three required tests students must pass to be *admitted* to the PEP. Having to take even one test multiple times creates not only a psychological burden for students, but a financial one as the tests cost \$90 per attempt. The course can also aid in the retention of students pursuing their teaching license by focusing not just on math content, but also on any psychological barriers, could also help students when they take the other required exams.

## V. Proposal from the Music Industry Program:

A. **MODIFY** on pp. 93-94 of the current catalog,

### **FROM:**

#### **MAJOR**

A major in Performing Arts with a degree in music industry specialty track requires the following:

1. **Thirty-two** semester hours of Music Industry Foundation Courses:

Music theory (Music 115, 116, 215, and 216)	8 hours
Music history (Music 301 and 302)	6 hours
Music business and technology (Music 172, 210, 211, <del>372 or SPCO-203</del> , and Music 498 or 499 [Performance Track should take SPCO 203 and must take 499])	<b>18</b> hours

2. ~~Twenty-four~~ semester hours in one specialty track option:

a. Business Track\*:

Music 317 and 371	6 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Five semesters of ensemble (three must be applied as material and commercial support)	5 hours
Nine hours of 200 level (or higher) business courses (Approved by the faculty adviser)	9 hours

~~\* Business is the recommended minor for the Business Track.~~

b. Performance Track:

Music 315, 316, 317, and 415	10 hours
(Approved by the faculty adviser)	9 hours
Completion of four levels of applied lessons (eight semester hours)	8 hours
Seven semesters of ensemble (No more than a total of six semester hours may apply toward graduation.)	6 hours
Completion of a senior recital	

c. Technology Track\*\*:

Music 371	3 hours
Completion of two levels of applied lessons (four semester hours)	4 hours
Six semesters of ensemble (three large and three small, and three must be applied as material and commercial support)	6 hours
Eleven hours selected from at least two of the following areas:	
a. Physics 202 or higher	
b. 200 level (or higher) business courses (approved by the adviser)	
c. Completion of one level of applied lessons in a second area	11 hours

\*\* Physics is the recommended minor for the Technology Track.

Note: Large ensembles are MU 100, 140, and 150. Small ensembles are MU 120, 130, 160, 180, and 190.

3. Completion of the piano proficiency exam by the end of the sophomore year (54 hours) or departmental approval
4. Seven semesters of Music 102 (Recital Attendance)
5. Minor/collateral requirements (two options)
  - a) Two 12-hour collaterals approved by the faculty adviser
  - b) An 18-hour minor approved by the faculty adviser

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

### TO:

#### **MAJOR**

A major in Music Industry requires the following:

1. **Twenty-nine** semester hours of Music Industry Foundation Courses:

Music theory (Music 115, 116, 215, and 216)	8 hours
Music history (Music 301 and 302)	6 hours
Music business and technology (Music 172, 210, 211, and Music 498 or 499 [Performance Track should take SPCO 203 and must take 499])	<b>15</b> hours
2. **Twenty-seven** semester hours in one specialty track option:
  - a. Business Track\*:

Music 317 and 371	6 hours
Completion of two levels of applied <b>or group</b> lessons (four semester hours)	4 hours
Five semesters of ensemble (three must be applied as material and commercial support)	5 hours
Nine hours of 200 level (or higher) courses <b>from the School of Business</b> (Approved by the faculty adviser)	9 hours
<b>Music 372 or a 300 level (or higher) course from the School of Business</b> (Approved by the faculty adviser)	<b>3</b> hours

~~\* *Business is the recommended minor for the Business Track.*~~

*\*A minor in the School of Business is recommended for students in the Business Track--Business, Accounting, Economics, Finance, Human Resource Management, or Supply Chain Management.*

b. Performance Track:

Music 315, 316, 317, and 415 10 hours  
SPCO 203 or MUSI 372 or a 200 level (or higher)  
course from the School of Business  
(Approved by the faculty adviser) 3 hours  
Completion of four levels of applied or group lessons  
(eight semester hours) 8 hours  
Seven semesters of ensemble  
(No more than a total of six semester  
hours may apply toward graduation.) 6 hours  
Completion of a senior recital

c. Technology Track\*\*:

Music 371 3 hours  
Music 372 3 hours  
Completion of two levels of applied or group lessons  
(four semester hours) 4 hours  
Six semesters of ensemble  
(three large and three small, and three  
must be applied as material  
and commercial support) 6 hours  
Eleven hours selected from at least two  
of the following areas:  
a. Physics 202 or higher  
b. 200 level (or higher) business  
courses (approved by the  
adviser)  
c. Completion of one level of  
applied lessons in a second  
area 11 hours

*\*\* Physics is the recommended minor for the Technology Track.*

Note: Large ensembles are MU 100, 140, and 150. Small ensembles are MU 120, 130, 160, 180, and 190.

3. Completion of the piano proficiency exam by the end of the sophomore year  
(54 hours) or departmental approval
4. Seven semesters of Music 102 (Recital Attendance)

5. Minor/collateral requirements (two options)
  - a) Two 12-hour collaterals approved by the faculty adviser
  - b) An 18-hour minor approved by the faculty adviser

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

**RATIONALE:** Students have a challenge scheduling the MUSI 372 course and the department has frequently allowed substitutions. Those substitutions are usually specific to the specialty tracks. This proposal moves the MUSI 372 requirement from the core Music Industry group to the specialty areas and gives options to the non-Technical track students.

Group lessons were added after this initial curriculum was set. As a result, students may begin in small group sessions before being moved to applied (individual) lessons. This change is so that those credits may count to the number of lessons required for the major.

The School of Business added more options for minors recently. This change allows for those minors to be recommended in addition to the business minor.

B. **MODIFY** on page 96 of the current catalog,

**FROM:**

**317 ~~Conducting and Ensemble Management~~ (3) (Prerequisites: 215, 216) ~~This course explores conducting technique for instrumental and vocal ensembles, which includes score reading and transposition. Also covered is the management of ensembles, including scheduling, music library, and production of concerts.~~**

**TO:**

**317 ~~Ensemble and Arts Management~~ (3) (Prerequisites: 215, 216) ~~This course covers ensemble management, including scheduling, music library, and concert production.~~**

**RATIONALE:** This course is being updated to more in line with the current trends and what is being taught.

C. **ADD** on p. 95 of the current catalog,

**145 ~~Applied Organ~~ (1) (Prerequisite: Performing Arts major and permission of the department) ~~Private instruction in organ performance: includes development of skills and interpretation of standard literature.~~**

**RATIONALE:** This year the Music Industry program has their first student whose primary interest is the organ. They are currently enrolled in Applied Piano but being taught by an adjunct organ instructor. This is an unusual situation so this course will only be taught when such a student appears in the program, but they should receive credit for the actual instrument they are studying.

## 6. Proposal from the Theatre Arts Program

- A. **DELETE** on p. 96 of the current catalog under the THEATRE ARTS, SPECIALTY TRACKS IN THEATRE ARTS section)

### **SPECIALTY TRACKS IN THEATRE ARTS**

#### **5. Completion of a foreign language through 202**

**RATIONALE:** The Music Industry major and the Theatre Arts major were moved into a single Performing Arts major, and students now have the option of a B.S. or B.A. Since the B.S. doesn't require foreign language, the above language requirement no longer applies to all majors.

## V. Report from the Graduate Council

### 1. Proposal from the School of Education

- A. **ADD** on page 191 of the 2021-2022 catalog:

#### **EDPD 526 Strategies for Teaching Children of Poverty I (3, 2, or 1) F, S, SU.**

This course is the first in a series that provides graduate education students with a study of theory and practice related to the education of students living in or of poverty, with poverty defined as limited access to financial, social, emotional, spiritual, cognitive, or physical resources. Content is grounded by the Center of Excellence to Prepare Teachers of Children of Poverty's six standards for teachers of children of poverty and selected pedagogy from the Center's 25 Best Practices. A lens of cognitive neuroscience is used to consider barriers that can result from life with limited resources, and students explore ways to apply the science of learning to teaching practices in order to remove those barriers that can negatively impact school and life success. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 526 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

- B. **ADD** to page 191 of the 2021-2022 course catalog:

**EDPD 527 Strategies for Teaching Children of Poverty II (3, 2, or 1) (Prerequisite: EDPD 526) F, S, SU.** This course is a continuation of the study of theory and practice learned in EDPD 526 related to the education of students living in or poverty, with poverty defined as

limited access to financial, social, emotional, spiritual, cognitive, or physical resources. Content is grounded by the Center of Excellence to Prepare Teachers of Children of Poverty's six standards for teachers of children of poverty and selected pedagogy from the Center's 25 Best Practices. A lens of cognitive neuroscience is used to consider barriers that can result from life with limited resources, and students explore ways to apply the science of learning to teaching practices in order to remove those barriers that can negatively impact school and life success. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 527 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

**C. ADD to page 191 of the 2021-2022 course catalog:**

**EDPD 530 Principles of College and Career Readiness** (3, 2, or 1) F, S, SU. This course will include an in-depth study of key issues related to college and career readiness, with a particular emphasis on how these issues might impact classroom instruction. Participants will be encouraged to consider ways concepts can be implemented in their own schools and with their own students. Course assignments will include reading, online discussions of readings and their relationship to classroom practice, and a final project that connects the reading and discussions with the participants' teaching in a practical way. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 530 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

**D. ADD to page 191 of the 2021-2022 course catalog:**

**EDPD 531 Advanced Study in College and Career Readiness** (3, 2, or 1) F, S, SU. In this course, students will be introduced to recent scholarly work about college and career readiness. Through reading, online discussions, interviews, and writing, students will conduct in-depth investigations of specific programs, pedagogies, and initiatives already in place at schools, evaluate their effectiveness, and create action plans for their schools. Graduate institutional credit (institutional credit means that the hours earned and the grade points are included only in the semester totals, which reflect total hours and credits earned. Neither the grade points nor the hours earned are reflected in the cumulative totals, which reflect total hours and credits toward degrees) may be earned, but EDPD 531 cannot be applied toward the M.Ed. or M.A.T. programs at FMU. Undergraduate institutional credit (see parenthetical explanation above) may also be earned.

**Rationale:** Currently, "EDPD 525: Professional Development" is the only course in the catalog that may be used to offer professional development graduate hours that count as "institutional credit" rather than as hours that may be applied towards a degree.

For a number of years, the Center of Excellence to Prepare Teachers of Children of Poverty and other entities have offered EDPD courses (sometimes in the summer but also in the fall and spring semesters, as needed). Recently, the Center of Excellence for College and Career Readiness has started to offer professional development courses as well and has also needed to offer them as “EDPD 525.” Last summer this resulted in two EDPD 525 courses being offered in the same summer term. Using this one course name and number for different courses has caused confusion for potential students, the Registrar’s Office, the Graduate Admissions Office, the School of Education, and the Centers of Excellence. As both Centers of Excellence have grown and routinely offer professional development courses for graduate credit, we see the need to create new courses that are particular to the different Centers.