AGENDA
Faculty Senate Meeting
November 5, 2026—3:45 PM, Lowrimore Auditorium

I. Call to order

II. Approval of minutes from the September 29, 2026 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. Proposals from the Department of Chemistry

A. Modify the course description and credit hours of Biochemistry I (CHEM 404)
B. Modify CHEM 404 credit hours in ACS-CERTIFIED MAJOR in the Chemistry Requirements section
C. Modify CHEM 404 credit hours in FORENSIC SCIENCE OPTION IN CHEMISTRY in the Forensic Science Curriculum Section
D. Modify total hours required for graduation under FORENSIC SCIENCE OPTION IN CHEMISTRY
E. Modify CHEM 404 credit hours in PRE-PHARMACY OPTION IN CHEMISTRY in the Pre-Pharmacy Curriculum Section
F. Modify total hours required for graduation under PRE-PHARMACY OPTION IN CHEMISTRY
G. Modify CHEM 404 credit hours under PRE-PHYSICIAN ASSISTANT Curriculum Section
H. Modify CHEM 404 credit hours under PRE-VETRINARY Curriculum Section
I. Modify CHEM 404 credit hours under ARRANGEMENT WITH THE COLLEGES OF MEDICINE AT MUSC – BACHELOR OF SCIENCE IN BIOLOGY: PREPROFESSIONAL STUDIES OPTION Section

2. Proposal from the Department of Fine Arts

A. Delete THEA 328, Acting for Professional Simulations

3. Proposals from the Department of History

A. Add HIST 338, Archaeology of Mesoamerica
B. Add HIST 350, Archaeology of North America
C. Add HIST 410, Archaeological Method and Theory
D. Modify HIST 210, Introduction to Archaeology
E. Modify HIST 343, Archaeology of the Southeastern United States
F. Add HIST 399, Oral History
G. Modify Requirements for majors seeking a concentration in Public History and Archaeology
H. Modify Requirements for majors seeking a concentration in U.S., European, or Non-Western History

I. Modify History Secondary Education requirements to add HIST 399

4. Proposal from the Department of Mass Communications

A. Add MCOM 431, Media and Communication in Africa

5. Proposals from the Department of Physics and Engineering

A. Add PHYS 305
B. Modify the description and title for PHYS 220
C. Modify the description and course number of PHYS 320 to PHYS 402
D. Modify the pre-requisites for PHYS 301
E. Modify the pre-requisites for PHYS 302
F. Modify the pre-requisites for PHYS 401
G. Modify the course description and pre-requisites for PHYS 406
H. Modify the required courses for Computational Physics concentration

6. Proposals from the Department of Sociology

A. Modify the title and course description for SOCI 302
B. Modify the title and course description for SOCI 374
C. Modify the title and course description for SOCI 384
D. Add SOCI 391, Community and Neighborhood Dynamics
E. Add SOCI 392, Community Development
F. Add SOCI 393, Community Formation and Engagement
G. Add SOCI 394, Food Resources and Systems
H. Add Community Development and Engagement Specialization
I. Delete Health Institutions and Disparities Specialization
J. Modify the list of specializations under MAJOR
K. Modify ANTH 210, Anthropology 210 to match HIST 210, Introduction to Archaeology
L. Modify ANTH 343, Anthropology 343 to match HIST 343, Archaeology of the Southeastern United States
M. Add ANTH 338, Anthropology 338 to match HIST 338, Archaeology of Mesoamerica
N. Add ANTH 350, Anthropology 350 to match HIST 350, Archaeology of North America
O. Modify the BSW Program admission requirements
P. Modify the prerequisites of Social Work 371
Q. Modify the prerequisites of Social Work 372

7. **Proposals from the School of Education**

A. Modify EDUC 425 Prerequisites
B. Modify Course Description for EDUC 335

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

There were no proposals sent forth from the Graduate Council for this cycle.

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjournment

Attachment to the Faculty Senate Agenda – November 5, 2026

IV. Report from the Academic Affairs Committee

1. PROPOSALS FROM THE DEPARTMENT OF CHEMISTRY

A. MODIFY the course description of Biochemistry I on page 78 of the current catalog:

FROM:

404 Biochemistry I (3) (Prerequisite: 202 and one semester of biology or permission of department) F. Chemistry of biologically important processes at the molecular level: the chemistry and metabolism of carbohydrates, proteins, and lipids and the action of vitamins, hormones, and enzymes.

TO:

404 Biochemistry I (4:3-3) (Prerequisite: 202 and one semester of biology or permission of department) F. Chemistry of biologically important processes at the molecular level: the chemistry and metabolism of carbohydrates, proteins, and lipids and the action of vitamins, hormones, and enzymes. The lab will focus on techniques related to the purification of proteins or enzymes.

RATIONALE for A:

This course is currently a lecture only course. The addition of an accompanying laboratory section will provide training for chemistry, biology, and health physics students in commonly used biochemical techniques that will be useful for further graduate school studies, pre-professional training (dental, medical, veterinary) or employment in biomedical labs.

B. MODIFY the number of credit hours for Chem 404 (Biochemistry I) on page 75 of the current catalog under **ACS-CERTIFIED MAJOR** in the **Chemistry Requirements** Section:

FROM:

Chemistry Requirements.....**41 hours**
Chemistry 201 4
Chemistry 202 4
Chemistry 203 4
Chemistry 301 4
Chemistry 302 4
Chemistry 303 4
Chemistry 402 3

Chemistry 403 2
Chemistry 404 3
Chemistry 405, 407 or 408 (2) 6
Chemistry 497 or 498 (2) 2
Chemistry 499 1

TO:

Chemistry Requirements.....**42 hours**
Chemistry 201 4
Chemistry 202 4
Chemistry 203 4
Chemistry 301 4
Chemistry 302 4
Chemistry 303 4
Chemistry 402 3
Chemistry 403 2
Chemistry 404 4
Chemistry 405, 407 or 408 (2) 6
Chemistry 497 or 498 (2) 2
Chemistry 499 1

RATIONALE for B:

The change in hours by one credit hour reflects the addition of the lab portion of the course.

C. **MODIFY** the number of credit hours for Chem 404 (Biochemistry I) on page 76 of the current catalog under **FORENSIC SCIENCE OPTION IN CHEMISTRY** in the **Forensic Science Curriculum** Section:

FROM:

Forensic Science curriculum . . . . . **38 hours**
Chemistry 404 3
Chemistry 497 (Research in Forensics) 1
Chemistry 204 (Essential Forensic Chemistry) 4
Sociology 210 (Introduction to Crime Studies) 3
Sociology Course selected FROM 341, 342, 343, 344, or 347. 3
Political Science Course selected FROM 206, 346, or 347 3
Physics 201 and 202 8
Math 201 3
Math 202 3
Math 203, 301, 304, 306, 310, or 312 3
Biology 205 4

TO:

Forensic Science curriculum . . . . . **. 39 hours**
Chemistry 404 4
Chemistry 497 (Research in Forensics) 1
Chemistry 204 (Essential Forensic Chemistry) 4

Sociology 210 (Introduction to Crime Studies) 3
Sociology Course selected FROM 341, 342, 343, 344, or 347. 3
Political Science Course selected FROM 206, 346, or 347 3
Physics 201 and 202 8
Math 201 3
Math 202 3
Math 203, 301, 304, 306, 310, or 312 3
Biology 205 4

RATIONALE for C:

The change in hours by one credit hour reflects the addition of the lab portion of the course.

D. MODIFY the total number of hours required for graduation on page 76 of the current catalog under **FORENSIC SCIENCE OPTION IN CHEMISTRY**:

FROM:

Free Electives . . . . . .6 hours
~~Total~~ hours required for graduation . . . . . .120~~–122~~ hours

TO:

Free Electives . . . . . .6 hours
Minimum Hours Required for Graduation . . . . . .120 hours

RATIONALE for D:

The total hours required for graduation will change to 120-123 hours due to the addition of the biochemistry lab. Changing this to the minimum hours required simplifies this entry.

E. MODIFY the number of credit hours for Chem 404 (Biochemistry I) on page 76-77 of the current catalog under **PRE-PHARMACY OPTION IN CHEMISTRY** in the **Pre-Pharmacy Curriculum** Section:

FROM:

Pre-Pharmacy curriculum . . . . . 48 hours
Chemistry 112 and 112L. 4
Chemistry 201. 4
Chemistry 202. 4
Chemistry 404. . . . .~~3~~
Biology 106 4
Biology 205 4
Biology 406 4
Biology 215 or 311 4
Physics 201, 202 8
Math 201 3
Math 202 3
Math 203, 301, 304, 306, 310, or 312 3

TO:

Pre-Pharmacy curriculum . . . . . 49 hours
Chemistry 112 and 112L. 4
Chemistry 201. 4
Chemistry 202. 4
Chemistry 404. 4
Biology 106 4
Biology 205 4
Biology 406 4
Biology 215 or 311 4
Physics 201, 202 8
Math 201 3
Math 202 3
Math 203, 301, 304, 306, 310, or 312 3

RATIONALE for E:

The change in hours by one credit hour reflects the addition of the lab portion of the course.

F. **MODIFY** the total number of hours required for graduation on page 77 of the current catalog under **PRE-PHARMACY OPTION IN CHEMISTRY** :

FROM:

Free Electives . . . . . .4 hours
~~Total~~ hours required for graduation . . . . . .120~~/121~~ hours

TO:

Free Electives . . . . . .4 hours
Minimum Hours Required for Graduation . . . . . .120 hours

RATIONALE for F:

The total hours required for graduation will change to 120-122 hours due to the addition of the biochemistry lab. Changing this to the minimum hours required simplifies this entry.

G. **MODIFY** the number of credit hours for Chem 404 (Biochemistry I) on page 175 of the current catalog under **PRE-PHYSICIAN ASSISTANT CURRICULUM** Section:

FROM:

General Biology (BIOL 105 and 115 or 107) .....4 hours
Human Anatomy (BIOL 205).....4 hours
Human Physiology (BIOL 406) .....4 hours
Microbiology (BIOL 311) .....4 hours
Genetics (BIOL 401) .....4 hours
General Chemistry (CHEM 111, 111L, 112, and 112L) .....8 hours
Organic Chemistry/Biochemistry (CHEM 201, 404) .....~~7~~ hours
Medical Terminology (NURS 211) .....1 hour
Psychology (PSYC 206, 325, or 334) .....6 hours
Statistics (MATH 134). .....3 hours

TO:

General Biology (BIOL 105 and 115 or 107) .....4 hours
Human Anatomy (BIOL 205).....4 hours
Human Physiology (BIOL 406) .....4 hours
Microbiology (BIOL 311) .....4 hours
Genetics (BIOL 401) .....4 hours
General Chemistry (CHEM 111, 111L, 112, and 112L) .....8 hours
Organic Chemistry/Biochemistry (CHEM 201, 404) .....8 hours
Medical Terminology (NURS 211) .....1 hour
Psychology (PSYC 206, 325, or 334) .....6 hours
Statistics (MATH 134). .....3 hours

RATIONALE for G:

The change in hours by one credit hour reflects the addition of the lab portion of the course.

H. **MODIFY** the number of credit hours for Chem 404 (Biochemistry I) on page 175 of the current catalog under **PRE-VETERINARY CURRICULUM** Section:

FROM:

Minimum program for pre-veterinary students includes:
English .....6 hours
Humanities or Social Sciences .....14 hours
Inorganic Chemistry .....8 hours
Organic Chemistry.....8 hours
Biochemistry.....3 hours
Physics .....8 hours
General Biology .....8 hours
Advanced Biology.....8 hours
63 semester hours

TO:

Minimum program for pre-veterinary students includes:
English .....6 hours
Humanities or Social Sciences .....14 hours
Inorganic Chemistry .....8 hours
Organic Chemistry.....8 hours
Biochemistry.....4 hours
Physics .....8 hours
General Biology .....8 hours
Advanced Biology.....8 hours
64 semester hours

RATIONALE for H:

The change in hours by one credit hour reflects the addition of the lab portion of the course.

I. **MODIFY** the number of credit hours for Chem 404 (Biochemistry I) on page 175 of the current catalog under **ARRANGEMENT WITH THE COLLEGES OF MEDICINE**

AT MUSC – BACHELOR OF SCIENCE IN BIOLOGY: PREPROFESSIONAL STUDIES OPTION Section:

FROM:

A minimum of ~~51~~ semester hours of core science requirements for a Biology: Pre-professional Studies Option major and a Chemistry minor (recommended by MUSC) including courses required for admission into the MUSC doctorate programs.

General Biology (Biology 105, 115, 106) 8
Cellular Block (Choose one from Biology 301, 302, 407) 4
Genetics Block (Biology 401)..... 4
Biology Electives (Choose two from Biology 205, 311, 406, 301, 302, 407)…….. 8
Chemistry (Chemistry 101, 102, 201, 202, 404) ..... ~~19~~
Physics (Physics 215, 216)..... 8

TO:

A minimum of 52 semester hours of core science requirements for a Biology: Pre-professional Studies Option major and a Chemistry minor (recommended by MUSC) including courses required for admission into the MUSC doctorate programs.

General Biology (Biology 105, 115, 106) 8
Cellular Block (Choose one from Biology 301, 302, 407) 4
Genetics Block (Biology 401)..... 4
Biology Electives (Choose two from Biology 205, 311, 406, 301, 302, 407)…….. 8
Chemistry (Chemistry 101, 102, 201, 202, 404) 20
Physics (Physics 215, 216)..... 8

RATIONALE for I:

The change in hours by one credit hour reflects the addition of the lab portion of the course.

2. PROPOSAL FROM THE DEPARTMENT OF FINE ARTS

A. DELETE on page 93 of the current catalog the following:

~~328 Acting for Professional Simulations (3), (2), or (1) (Prerequisite: 200 or 203 or permission of department) As requested. A study of and practical experience in the area of acting for professional simulations. May be taken more than once for credit.~~

RATIONALE for A:

This course has never been offered and has not been requested by students or other academic programs. Additionally, the Theatre Program does not currently have sufficient faculty resources to support offering the course.

3. PROPOSALS FROM THE DEPARTMENT OF HISTORY

A. ADD on page 103 of the current catalog the following:

338 Archaeology of Mesoamerica (3) (Prerequisite: One 100-level history course, HIST 210, or permission of department) (Same as Anthropology 338) This course explores the history of urban

development and state formation across the landscape of ancient Mesoamerica located south of the United States and north of lower Central America. Students will learn how archaeologists interpret regional settlement patterns, economic systems, societal growth and collapse, household activities, ritual practices, and religious beliefs through the archaeological record. Specific cultural groups covered include, but are not limited to, the Olmec, Maya, Teotihuacan, Zapotec, Mixtec, Aztec, and Tarascan. Credit cannot be received for both HIST 338 and ANTH 338.

B. **ADD** on page 103 of the current catalog the following:

350 Archaeology of North America (3) (Prerequisite: One 100-level history course, HIST 210, or permission of department) (Same as Anthropology 350) This course examines the fundamental principles of archaeological research applied to the study of North American populations spanning the earliest migrations of indigenous peoples to the continent to arrivals of Euro-American colonists. Case studies span all major geographic areas of North America with an emphasis on the Eastern Woodlands. Students will also evaluate how archaeology as a scientific and social practice has evolved through collaborations with indigenous groups, descendant communities, and public stakeholders in compliance with the Native American Graves Protection and Repatriation Act (1990) and Section 106 of the National Historic Preservation Act (1966). Credit cannot be received for both HIST 350 and ANTH 350.

C. **ADD** on page 104 of the current catalog the following:

410 Archaeological Method and Theory (3) (Prerequisites: One 100-level history course and HIST 210 or permission of the department) This class provides an in-depth study of the methodological and theoretical foundations of archaeology. After gaining a foundation in the intellectual history of archaeology, students will learn and apply processes of archaeological reasoning to contemporary case studies of ancient and historical societies around the world. Students will also gain practical project-based experience in geographic information systems (GIS), field survey design, and artifact analysis and curation.

D. **MODIFY,** on page 101 of the current catalog the following:

FROM:

210 Introduction to Archaeology (3) (~~HIST 210 is the~~ same as ~~ANTH 210~~) ~~An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology.~~ Credit cannot be received for both HIST 210 and ANTH 210.

TO:

210 Introduction to Archaeology (3) (Same as Anthropology 210) This course examines how archaeologists conduct research across the world through excavation and laboratory projects to construct narratives about humans from the past. The course is designed to explore these narratives at various scales from individual life histories to the inner workings of ancient cities to the rapid expansion of regional changes in technology and culture. The course takes students behind the scenes of archaeological projects to expose them to cutting edge methods and theories used in the field. The course also explores issues of politics and nationalism and how they relate to archaeology. Case studies from across the world are

included to complement the general focus on the archaeology of the Americas. Credit cannot be received for both HIST 210 and ANTH 210.

E. **MODIFY**, on page 103 of the current catalog the following:

FROM:

343 Archaeology of the Southeastern United States (3) (Prerequisites: One 100-level history course or permission of department) (Same as Anthropology 343) This course focuses on the historical archaeology of the Southeastern United States, with an emphasis on South Carolina. From the Contact, Antebellum, and Postbellum periods this course centers on the role that material culture played in the past. Particular attention is placed on the importance of slavery and race as foundational institutions in the Southeast. Additionally, students will have an opportunity to gain hands on experience learning how to process, analyze, and preserve artifacts from Friendfield village, a 19th-20th century African-American community in Hobcaw Barony, Georgetown, SC. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level. Credit cannot be received for both HIST 343 and ANTH 343.

TO:

343 Archaeology of the Southeastern United States (3) (Prerequisite: One 100-level history course, HIST 210, or permission of department) (Same as Anthropology 343) This course examines the fundamental principles of archaeological research applied to the study of the southeastern region of the United States from its initial settlement by Native American groups through historical periods of colonization, urbanization, and nation building by Euro-Americans. Specific topics presented here represent approximately 50/50 coverage between precontact and historical archaeology. Using South Carolina as a focused lens of investigation, students will evaluate primary historical sources and datasets produced by recent and ongoing excavation projects to learn how archaeological knowledge is produced and disseminated with the public. Credit cannot be received for both HIST 343 and ANTH 343.

Rationale for A-E:

The Public History and Archaeology track had attracted few students after its initial inception. With a new archaeologist, Dr. David Walton, we are revamping this track through new courses and a few changes.

F. **ADD on page 104 of the current catalog the follow:**

399 Oral History (3) This course introduces students to oral history methods and practices, with a focus on the skills applicable to public history projects. The course explores the central contributions and challenges of oral history. Topics addressed in the course include: the narrator-interviewer interaction; the effects of the interview on narrators and interviewers; cross-cultural and cross-class interview dynamics; ethics and legal issues in oral history; digital technology; forms transcription; archival repositories for oral testimonies; securing funding for oral history projects; and the role of the community in the dissemination and reception of oral historical projects. Students will get actual practice in all steps of the process.

Rationale for F:

This course will offer students at Francis Marion University an opportunity to learn about and how to conduct Oral History, which is an important tool for all historians. Knowing about oral History could help our majors secure jobs.

G. MODIFY, on page 100 of the current catalog, under **Major in History**

FROM:

2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):
   a. At least three hours below the 199 level
   b. History 299 (which shall normally be taken during the sophomore year)
   c. 3 hours each in Groups A and B:
      GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 333, 339, 351, 352
      GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
   d. HIST 210, 220, 303, 316, ~~420~~ ~~(~~HIST 343 ~~or~~ ANTH 230 ~~may be taken in place of HIST 303 or 316)~~
   e. History 499 (which shall normally be taken during the senior year)

TO:

2. Requirements for majors seeking a concentration in Public History and Archaeology (totaling 33 hours):
   a. At least three hours below the 199 level
   b. History 299 (which shall normally be taken during the sophomore year)
   c. 3 hours each in Groups A and B:
      GROUP A: HIST 308, 309, 320, 329, 330, 331, 332, 333, 339, 351, 352
      GROUP B: HIST 305, 306, 321, 324, 340, 341, 342, 370
   d. HIST 210 AND 220
   e. HIST 303 OR 316 OR 399
   f. HIST 343
   g. HIST 338 OR 350 OR ANTH 230
   h. HIST 410 OR 487
   i. History 499 (which shall normally be taken during the senior year)

Rationale for G:

The degree requirements for majors seeking a concentration in Public History and Archaeology are being modified to include the new courses and available course options. Additionally, History 420, which was a required six credit course, is being removed. By removing this course, students are now able to take other courses related to Public History and Archaeology. Anthropology 230 is included on the Public History and Archaeology Track. This course had been an option for our students in the past and we want them to have this as an option in the future.

H. MODIFY, on page 101 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, 333, 339, 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)

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, 333, 351, 352
GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370
GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316, 317, 319, 343, 344, 345, 346, 347, 357, 362, 363, 364, 399, 406
d. History 499 (which shall normally be taken during the senior year)

I. 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, 333, 339, 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)

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, 333, 351, 352
GROUP B: HIST 305, 306, 321, 324, 339, 340, 341, 342, 370
GROUP C: HIST 210, 220, 300, 302, 303, 307, 310, 311, 312, 313, 315, 316, 317, 319,

343, 344, 345, 346, 347, 357, 362, 363, 364, 399, 406
d. History 499 (to be taken during the spring semester of the junior year)

Rationale for H and I:

The Oral History course is being added to the list of course requirement options for History Majors and for those in the History Secondary Education Option. Knowing about oral History could help our majors secure jobs.

4. PROPOSAL FROM THE DEPARTMENT OF MASS COMMUNICATIONS

A. ADD: MCOM 431 on p. 106 of the current print catalog:

431 Media and Communication in Africa (3) Examines the history, development, structures, content, and influence of media and communication in Africa. Topics include indigenous communication traditions, colonial and postcolonial journalism, broadcasting, film, digital and social media, media ownership and regulation, press freedom, political communication, media representation, misinformation and disinformation, and the role of media in shaping African cultures, identities, politics, and social change. Students examine African media systems and contemporary communication practices from historical, cultural, political, and global perspectives.

RATIONALE for A:

This course will provide students with an opportunity to examine the diverse media systems, communication practices, and contemporary media issues shaping the African continent. The course will introduce students to African communication traditions and the development of journalism, broadcasting, film, and digital media, while also addressing contemporary issues such as media ownership, press freedom, regulation, political communication, misinformation and disinformation, and media representation. Given the growing importance of digital and social media in Africa, the course will help students develop a broader understanding of global media and communication. The course will complement existing Mass Communication offerings by providing a focused examination of African media and communication, an area not currently addressed in sufficient depth in the curriculum. Students will develop analytical skills through the study of case studies and media practices across different African countries. The course will broaden the department's global curriculum and provide knowledge applicable to journalism, media production, communication, and other fields requiring an understanding of diverse media systems and cultures.

5. PROPOSALS FROM THE DEPARTMENT OF PHYSICS AND ENGINEERING

A. **ADD**, on page 120 of the current catalog, a new course to "PHYSICS COURSES" after PHYS 302 Electricity and Magnetism

305 Intermediate Computational and Mathematical Methods (3) (Prerequisite: 220 and MATH 202) S. An introduction to mathematical concepts and techniques useful in upper-level physics courses, with a focus on the application of these methods to physical behavior. Topics include complex numbers, matrix operations, partial derivatives, and special functions, as well as their implementation in numerical and symbolic packages, e.g., scipy and sympy. High-performance computing techniques will be introduced and used to solve problems using multi-core and many-core computer architectures.

RATIONALE FOR A:

Courses in math methods are common in undergraduate physics programs, and intermediate courses connecting the introductory and upper-level sequences have been found to help students remain in the major and succeed in advanced courses. This course is not intended to replace dedicated Math courses but gives students an opportunity to see these topics in the context in which they are used in Physics. This course may somewhat alleviate the need to teach specific applied methods in the upper-level courses, allowing more instructional time to be devoted to physics concepts and connections to current research. The course would ideally be taken in the fourth semester alongside our other intermediate course, Modern Physics.

B. **MODIFY**, on pages 119 – 120 of the current catalog, the course description of PHYS 220 Computational Methods for Physics and Engineering

FROM:

220 Computational Methods for Physics and Engineering (3) (Prerequisite: 201) F. An introduction to the ~~computational tools and numerical methods~~ used in physics and engineering. ~~Students will use both spreadsheets (e.g., Excel) and numerical packages (e.g., Python) to obtain numerical solutions~~ to a wide variety of physics problems, including motion with air resistance, oscillations, nuclear decay, planetary motion, and circuit analysis. ~~Students will learn to work with data, including reading data from a file, plotting, and fitting.~~ Methods used will include finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, numerical solutions for coupled algebraic equations, and the use of both symbolic packages and numerical methods for computing derivatives and integrals.

TO:

220 Computational and Mathematical Methods for Physics and Engineering (3) (Prerequisite: 201) F. An introduction to the applied mathematical and computational tools used in physics and engineering. Students will use both analytical ("pencil and paper") and numerical methods (e.g., Python) to obtain solutions to a wide variety of physics problems, including motion with air resistance, oscillations, nuclear decay, planetary motion, and circuit analysis. Methods used will include finite difference solutions to ordinary differential equations, Monte Carlo simulations of random events, analytical and numerical solutions for coupled algebraic equations, and the use of both symbolic packages and numerical methods for computing derivatives and integrals. Students will learn to debug code, to understand the effects of discretization on numerical precision and accuracy, and to recognize the limitations of different numerical techniques. Students will also learn basic data analysis, including visualization and modeling skills, and gain experience with code development tools (e.g., Visual Studio Code) and collaboration tools (e.g., GitHub).

RATIONALE FOR B:

This update to the course description reflects the need for greater emphasis on understanding and applying computational tools (especially if students may be assisted by "coding agents" in professional settings) and a slightly reduced emphasis on algorithm design and other coding-specific skills that interested students encounter in formal Computer Science courses.

We balance this by including some analytical methods to complement the numerical approaches.

C. **MODIFY**, on page 120 of current catalog, the course number and prerequisites of PHYS 320 Computational Statistical and Thermal Physics

FROM:

~~320~~ **Computational Statistical and Thermal Physics** (3) (Prerequisites: ~~220,~~ 314, MATH ~~203~~, and a programming course [CS 190 or 226 or MATH 213] or permission of the department) S. Analysis of the properties of many-particle systems at finite temperature using both analytical and numerical methods. Topics include ~~heat, work, temperature, pressure, entropy, the laws of thermodynamics, engines, refrigerators, phases of matter, and phase transitions. These macroscopic phenomena will be described from a microscopic perspective using basic probability concepts~~, Monte Carlo and Molecular Dynamics methods, statistical ensembles, classical and quantum distribution functions, the partition function, and free energy.

TO:

402 Computational Statistical and Thermal Physics (3) (Prerequisites: 305, 314. Pre/corequisite: MATH 306 and a programming course [CS 190 or 226 or MATH 213] or permission of the department) S. Analysis of the properties of many-particle systems at finite temperature using both analytical and numerical methods. Topics include entropy, heat and work; temperature and pressure; the laws of thermodynamics; physical, magnetic, and electronic phases of matter (including ferromagnetism and superconductivity); and phase transitions. These macroscopic phenomena will be described from a microscopic perspective using basic probability concepts, Monte Carlo and Molecular Dynamics methods, statistical ensembles, classical and quantum distribution functions, the partition function, and free energy. High-performance computing may be utilized for larger-scale simulations.

RATIONALE FOR C:

Statistical Mechanics and Thermodynamics is a course that, like Quantum Mechanics, ties together much of what students have encountered in previous courses and provides more direct entry points into the topics that are relevant in contemporary physics research. As in the following, we include 305 among the prerequisites to ensure that students have the benefit of exposure to these applied methods. Doing so renders the 220 requirement redundant. We have also slightly elevated the math requirement from completion of the 200-level Calculus sequence to at least simultaneously taking multivariable Calculus to reflect the greater preparation expected in a 400-level course.

D. **MODIFY**, on page 120 of current catalog, prerequisites for PHYS 301 Classical Mechanics

FROM:

301 Classical Mechanics (3) (Prerequisites: 202 and ~~MATH 202~~, or permission of the department~~; Prerequisite/Corequisite: 220 or permission of the department~~) AF. Classical mechanics using vector calculus applied to non-relativistic Newtonian dynamics of particles and rigid bodies, collisions, and vibrational and wave motion. Lagrangian and Hamiltonian formulations of mechanics to be included.

TO:

301 Classical Mechanics (3) (Prerequisites: 202 and 305 or permission of the department) AF. Classical mechanics using vector calculus applied to non-relativistic Newtonian dynamics of particles and rigid bodies, collisions, and vibrational and wave motion. Lagrangian and Hamiltonian formulations of mechanics to be included.

E. **MODIFY**, on page 120 of current catalog, prerequisites for PHYS 302 Electricity and Magnetism

FROM:

302 Electricity and Magnetism (3) (Prerequisites: 202, ~~220,~~ and ~~MATH 202~~, or permission of the department) AS. Introduction to classical electromagnetic theory. The differential form of Maxwell's equations will be developed and applied to various problems in electrostatics, magnetostatics, electromagnetic fields, and waves. Particular emphasis will be placed on radiation fields with applications to optics. Electric and magnetic properties of materials will also be discussed briefly.

TO:

302 Electricity and Magnetism (3) (Prerequisites: 202 and 305 or permission of the department) AS. Introduction to classical electromagnetic theory. The differential form of Maxwell's equations will be developed and applied to various problems in electrostatics, magnetostatics, electromagnetic fields, and waves. Particular emphasis will be placed on radiation fields with applications to optics. Electric and magnetic properties of materials will also be discussed briefly.

F. **MODIFY**, on page 120 of current catalog, prerequisites for PHYS 401 Quantum Mechanics

FROM:

401 Quantum Mechanics (3) (Prerequisites: ~~220~~ and 314 or permission of the department) AF. Methods of quantum theory including quantum state vectors, operators, eigenvalue equations, and expectation values. The Schrödinger Equation and applications to quantum spins, bound particles, free particles, and scattering. Three-dimensional problems including the hydrogen atom. Perturbation theory and its applications to atoms and molecules. Modern applications of quantum mechanics such as quantum cryptography, quantum computing, and magnetic resonance.

TO:

401 Quantum Mechanics (3) (Prerequisites: 305 and 314 or permission of the department) AF. Methods of quantum theory including quantum state vectors, operators, eigenvalue equations, and expectation values. The Schrödinger Equation and applications to quantum spins, bound particles, free particles, and scattering. Three-dimensional problems including the hydrogen atom. Perturbation theory and its applications to atoms and molecules. Modern applications of quantum mechanics such as quantum cryptography, quantum computing, and magnetic resonance.

RATIONALE FOR D-F:

The new PHYS 305 is intended to be a transitional course between the lower and upper division courses. By requiring it for the upper-level courses, we give students greater

familiarity with math methods, enabling more instructional time to be spent on physics. We remove 220 from the lists of prerequisites for these courses as it is already a prerequisite for 305.

G. **MODIFY** course description and prerequisites for PHYS 406 Advanced Computational Physics on page 120 of current catalog

FROM:

406 Advanced Computational Physics (3) (Prerequisites: ~~220~~, 314, MATH 301, and a programming course [CS 190 or CS 226 or MATH 213], or permission of the department) ~~F.~~ A survey of advanced topics in computational physics including ~~chaotic motion, mechanical and electromagnetic waves, diffusion, and fluid dynamics. Problems are solved using numerical methods involving ordinary and partial differential equations, linear algebra, and fast Fourier transforms. High-performance computing techniques are introduced to solve problems using multi-core and many-core computer architectures.~~

TO:

406 Advanced Computational Physics (3) (Prerequisites: 305, 314, MATH 301, and a programming course [CS 190 or CS 226 or MATH 213], or permission of the department) A survey of advanced topics in computational physics including chaotic motion, mechanical and electromagnetic waves, quantum mechanical systems, diffusion, and fluid dynamics. The numerical methods presented include integrating ordinary and partial differential equations, linear algebra, linear combinations of basis functions, and fast Fourier transforms. Students will use and implement both conventional parallel algorithms and GPU-aware code using CUDA.

RATIONALE FOR G:

In addition to changing the prerequisites to include 305 (and thus removing the now-redundant 220 requirement), we have altered the course description to better distinguish this course from its introductory and intermediate counterparts, building on skills developed in 220 and 305 and adding new topics and skills to replace those that are being introduced earlier. We also remove the semester designation as the course will be joining the rotation of electives.

H. **MODIFY** on page 119 of the current catalog, the major requirements for the Computational Physics Concentration

FROM:

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 212, 220, 301, 302, 314, ~~320~~, 401, ~~406~~, 410, and 419
2. At least one course among Physics 312, Physics 330 – 339~~, or Physics 430 – 439~~
3. Mathematics 201, 202, 203, 301, and 306
4. Chemistry 111, 111L, 112, and 112L
5. Computer Science 190 or 226 or Mathematics 213

In addition to these courses, Mathematics 304, Engineering 310, Mathematics 312, Physics 316, and Mathematics / Computer Science 425 are highly recommended.
No additional minor or collateral is required.

The minimum number of semester hours required in physics courses for the computational physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for the computational physics concentration is 120. Students desiring to take additional hours in physics are strongly encouraged to do so.

TO:

A concentration in computational physics requires completion of:

1. Physics 200, 201, 202, 212, 220, 301, 302, 305, 314, 401, 402, 410, and 419
2. At least one course among Physics 312, Physics 330 – 339, or Physics 406
3. Mathematics 201, 202, 203, 301, and 306
4. Chemistry 111, 111L, 112, and 112L
5. Computer Science 190 or 226 or Mathematics 213

In addition to these courses, Mathematics 304, Engineering 310, Mathematics 312, Physics 316, and Mathematics / Computer Science 425 are highly recommended.
No additional minor or collateral is required.
The minimum number of semester hours required in physics courses for the computational physics concentration is 40. The minimum number of semester hours in all courses (major and non-major) required for the computational physics concentration is 120. Students desiring to take additional hours in physics are strongly encouraged to do so.

RATIONALE FOR H:

The new course PHYS 305 represents, in part, the desire to present some of the techniques historically covered in 406 at an earlier stage in the student's academic career. To not increase student and faculty load, PHYS 406 is no longer required, but instead is included among classes that a student can choose as an elective. There are currently no courses in the 430 – 439 range, so those are being removed from the elective range. We also update the requirements to reflect the renumbering from 320 to 402.

6. PROPOSALS FROM THE DEPARTMENT OF SOCIOLOGY

A. **MODIFY** the title and course description of Sociology 302, Social Research Methods, on page 134 of the 2026-2027 Catalog:

FROM:

302 Social ~~Research Methods~~ (3) (Prerequisite: 201 and declared sociology, criminal justice, or social work major, or permission of department) ~~Introduction to understanding how research methods help us answer important social questions, appreciating why our limited perceptions of social processes can be wrong, and acquiring critical skills necessary for evaluating research and communicating it to others; emphasis on the advantages and limitations of different data collection strategies.~~

TO:

302 Social Science Research and Careers (3) (Prerequisite: 201 and declared sociology, criminal justice, or social work major, or permission of department) Social science research and careers is a reading and writing intensive course. The goals are to (1) evaluate issues of sampling, measurement, and argumentation in original reports of research in academic journals (2) discuss standards regarding the appropriate versus inappropriate use of AI in social research, and (3) translate academic and work experiences into a unique professional identity through

resume building and cover letters. By the end of the course, students will have conducted and written their own literature review that summarizes and synthesizes the key findings of multiple sources on a specific topic, completed a resume, and drafted a cover letter.

RATIONALE for A:

Departmental discussions and annual departmental Institutional Effectiveness reports reveal the need for students to critique peer-reviewed research, write stronger literature reviews, and prepare earlier for a career. The shift in this course from an overview of different data collection strategies to an engagement with actual research and career preparation will help to fill important educational gaps, and it will provide a tighter alignment with what students do in the subsequent courses.

B. **MODIFY** the title and course description of Sociology 374, Work in Society, on page 136 of the 2026-2027 Catalog:

FROM:

374 Work in Society (3) (Prerequisite: 201 or permission of ~~the~~ department) ~~Patterns and organization of work; the theories and methods associated with studying work; how work varies across social and demographic groups; and impact of family structure, technology, globalization and public policy on work.~~

TO:

374 Work and Organizations in Society (3) (Prerequisite: 201 or permission of department) This course examines the types of organizations and positions within organizations; the structure and function of organizations; important aspects of organizations and work performance such as teamwork and coordination, leadership and decision making, communication, workplace environments, and effectiveness; and the impacts of the larger economic, political, and social environments and institutions on organizations, employees, and employment.

RATIONALE for B:

The course already covers these issues to some extent, and the new title and description more closely match what is being taught in the class.

C. **MODIFY** the title and course description of Sociology 384, Education in Society, on page 136 of the 2026-2027 Catalog:

FROM:

384 Education ~~in Society~~ (3) (Prerequisite: 201 or permission of ~~the~~ department) This course examines the structure and operation of the education system~~, primarily in the United States. Several issue will be addressed including: theoretical perspectives on education's role in society; how schools interact with other social institutions, such as the family, economy, politics and religion. Funding sources and variety of educational institutions; factors affecting student performance; issues of access and inequality among different social and demographic groups; and public policies affecting educational outcomes.~~

TO:

384 Education and Workforce Development (3) (Prerequisite: 201 or permission of department) This course examines the structure and operation of educational systems in the U.S.; the types of educational institutions and programs including Pre-K through 12th grade,

vocational and technical programs, on the job trainings and apprenticeships, and higher education, as well as private and public institutions and homeschooling; how each of these programs contribute to the preparation of individuals for the labor market and workforce; how these systems are influenced by trends in the larger economy and political realm such as Return on Investment (ROI) and technological advances such as Artificial Intelligence (AI); how educational systems interact with other social institutions such as the family and religion; and the factors contributing to positive educational-employment outcomes are explored.

RATIONALE for C:

The course already covers these issues to some extent, and the new title and description more closely match what is being taught in the class.

D. ADD to page 136 of the 2026-2027 Catalog, in numerical order:

391 Community and Neighborhood Dynamics (3) (Prerequisite: 201 or permission of department) An overview into how communities and neighborhoods are created, structured, and function in society. Several topics are addressed including types of communities and neighborhoods; social, political, and economic challenges facing communities and neighborhoods; strategies to improve community and neighborhood strength and resilience, including asset building and development; how communities and neighborhoods interface with cities, counties, states and nations; public policies affecting communities and neighborhoods; and data sources and analyses used in community and neighborhood research.

RATIONALE for D:

This course will provide students with an understanding of how societies are structured and operate at the local level. Examining these smaller place-based units allows them to see how forces in everyday life are connected to the larger society. Existing courses in the department tend to focus on larger social units (such as institutions or societies) or only certain types of places (such as urban areas). Through this course, students will learn ways that they can assist their communities and neighborhoods, regardless of what kind of community and neighborhood they originate from and improve the quality of life for residents there. No new faculty or resources are needed to offer this course.

E. ADD to page 136 of the 2026-2027 Catalog, in numerical order:

392 Community Development (3) (Prerequisite: 201 or permission of department) An in-depth examination of the strategies and assessment tools used, as well as the outcomes from community development practices. Topics covered include creating and mobilizing community assets, promoting social capital and networking capabilities, vision casting and horizon scanning. Application of data from surveys, focus groups, population and industry censuses, and other sources to inform decision-making is emphasized. Community outcomes considered include workforce development, business recruitment, retention, and entrepreneurship, expanding healthcare, housing, transportation, and other services, infrastructure and recreational facilities.

RATIONALE for E:

This course will provide students with an understanding of how communities can intentionally change and grow. It covers the approaches, techniques, and tools that can be used to inform and

direct the types of changes that occur in the community. No new faculty or resources are needed to offer this course.

F. **ADD** to page 136 of the 2026-2027 Catalog, in numerical order:

393 Community Formation and Engagement (3) (Prerequisite: 201 or permission of department) An examination of how communities are created through different kinds of social groups and their relationships. Important aspects of these groups (including communication, trust, identity, roles and expectations, leadership and power dynamics, and cohesion and continuity) and their impacts on community outcomes are investigated. External factors that affect the internal dynamics of communities such as interactions with governments, corporations, and others are also examined.

RATIONALE for F:

The goal of this course is to provide students an understanding of how communities are created at the micro level through individual and group-level interactions. A thriving community is one that is engaged, and students will learn the important roles and functions of communities to create positive engagement. Students will come away from the course with an understanding of the importance of building trust among groups, how social identities are tied to one's community, the roles leaders play, important roles that enable a community to thrive, how a community becomes cohesive and continues to be over time. This course is fundamental for students to understand the micro level aspects of communities. No new faculty or resources are needed to offer this course.

G. **ADD** to page 136 of the 2026-2027 Catalog, in numerical order:

394 Food Resources and Systems (3) (Prerequisite: 201 or permission of department) This course examines the historical and current means of food production – from hunting and gathering, fishing, horticulture to corporate models and niche producers; the roles of food production in communities and society (employment, sustenance, entertainment, and special events), the distribution system (from farm to plate, abundance and insecurity), and the consequences for communities and society; how individuals use food (comfort, celebration, legacy, sustenance) in everyday life and order their days around meals and snacks; sources and kinds of food (row crops, aquaculture, animal husbandry, and wildlife); and food related legislation and policy (SNAP benefits, farm subsidies, product price floors, tariffs, and food quality inspections).

RATIONALE for G:

Food is one of the critical assets that communities need to survive and thrive. For many communities, the lack/loss of a grocery store creates hardships for residents in an area and may lead to an exodus of people from the community. Also, food producers, distributors, and related industries are major employers, and without these jobs, people may relocate elsewhere or have long commutes that undermine their ability to interact with other community members. Hence a course that examines these issues is important to include in community development curriculum. No new faculty or resources are needed to offer this course.

H. **ADD** to page 134 of the 2026-2027 Catalog after CRIMINOLOGY AND DEVIANCE SPECIALIZATION:

COMMUNITY DEVELOPMENT AND ENGAGEMENT SPECIALIZATION
In addition to the core courses, a major in sociology with a specialization in community development and engagement requires twenty-one hours of focused course work as follows:

1. Sociology 391
2. Three sociology courses selected from: 374, 384, 388, 389, 392, 393, 394
3. Two sociology courses selected from: 306, 310, 311, 315, 327, 331
4. One additional sociology course numbered 200 and above

RATIONALE for H:

Given a limited number and wide variety of educational programs related to community development in SC, and the absence of community development programs in the Pee Dee region, an opportunity is provided for FMU to fulfill a need in the region and better serve the state. The applied focus of the specialization matches the current demand by students to receive an education that is practical – that is, one that readily translates into a job.

A specialization in community development would have practical application, as the state of SC is rapidly becoming a destination for people and industries to locate. It is critical that communities be informed, work with local and state governments, and take other steps to acquire the kind of development that they desire for their communities. FMU graduates who understand community development would be instrumental in these efforts and could serve as a bridge between communities, local governments, businesses, and other entities.

Furthermore, community is an important building block for society, beyond the household or family, but smaller than cities, counties, or states. Hence, courses that have a community focus, pooled into a specialization, make sense for a sociology program. Many of the colleges and universities with specializations in community development have those programs located within sociology departments. FMU's Sociology Department currently offers courses that could comprise part of a Community Development specialization and is able to create and offer the additional courses needed to create this specialization without additional faculty or resources.

I. **DELETE** the Health Institutions and Disparities Specialization from page 134 of the 2026-2027 Catalog:

~~**HEALTH INSTITUTIONS AND DISPARITIES SPECIALIZATION**~~
~~In addition to the core courses, a major in sociology with a specialization in health institutions and disparities requires twenty-one hours of focused course work as follows:~~

1. ~~Sociology 375~~
2. ~~Three sociology courses selected from: 334, 344, 347, 376, 381, 387, 388~~
3. ~~Two sociology courses selected from: 306, 310, 311, 315, 327, 331~~
4. ~~One additional sociology course numbered 200 and above~~

RATIONALE for I:

The Health Institutions and Disparities specialization is being replaced with the Community Development and Engagement specialization as an option for sociology majors. Students currently pursuing this specialization will be allowed to finish out their coursework. No new students will be able to declare this specialization beginning in Fall 2027.

J. **MODIFY** the list of specializations under MAJOR, 2. on page 134 of the 2026-2027 Catalog:

FROM:

c) ~~Health Institutions and Disparities~~

TO:

c) Community Development and Engagement

RATIONALE for J:

This change updates the list of specializations within the sociology major by replacing the Health Institutions and Disparities specialization with the new Community Development and Engagement specialization.

K. **MODIFY** the course description of Anthropology 210, Introduction to Archaeology, on page 137 of the 2026-2027 Catalog:

FROM:

210 Introduction to Archaeology (3) (ANTH 210 is the same as HIST 210) ~~An introduction to theory and methods in archaeological research, data collection, and analysis. Students will learn the strategies employed in the investigation of archaeological remains as well as issues of explanation, interpretation, and public engagement. Students will also receive an introduction into historical archaeology.~~ Credit cannot be received for both ANTH 210 and HIST 210.

TO:

210 Introduction to Archaeology (3) (ANTH 210 is the same as HIST 210) This course examines how archaeologists conduct research across the world through excavation and laboratory projects to construct narratives about humans from the past. The course is designed to explore these narratives at various scales from individual life histories to the inner workings of ancient cities to the rapid expansion of regional changes in technology and culture. The course takes students behind the scenes of archaeological projects to expose them to cutting edge methods and theories used in the field. The course also explores issues of politics and nationalism and how they relate to archaeology. Case studies from across the world are included to complement the general focus on the archaeology of the Americas. Credit cannot be received for both HIST 210 and ANTH 210.

L. **MODIFY** the course description of Anthropology 343, Archaeology of the Southeastern United States, on page 137 of the 2026-2027 Catalog:

FROM:

343 Archaeology of the Southeastern United States (3) (ANTH 343 is the same as HIST 343) (Prerequisites: One 100-level history course or permission of department) This course ~~focuses on the historical archaeology of the Southeastern United States, with an emphasis on South Carolina. From the Contact, Antebellum, and Postbellum periods this course centers on the role that material culture played in the past. Particular attention is placed on the importance of slavery and race as foundational institutions in the Southeast. Additionally, students will have an~~

~~opportunity to gain hands-on experience learning how to process, analyze, and preserve artifacts from Friendfield village, a 19th-20th century African American community in Hobcaw Barony, Georgetown, SC. One 100-level history course or permission of department is prerequisite to all history courses above the 299 level.~~ Credit cannot be received for both ANTH 343 and HIST 343.

TO:

343 Archaeology of the Southeastern United States (3) (ANTH 343 is the same as HIST 343) (Prerequisite: One 100-level history course, HIST 210, or permission of department) This course examines the fundamental principles of archaeological research applied to the study of the southeastern region of the United States from its initial settlement by Native American groups through historical periods of colonization, urbanization, and nation building by Euro-Americans. Specific topics presented here represent approximately 50/50 coverage between precontact and historical archaeology. Using South Carolina as a focused lens of investigation, students will evaluate primary historical sources and datasets produced by recent and ongoing excavation projects to learn how archaeological knowledge is produced and disseminated with the public. Credit cannot be received for both HIST 343 and ANTH 343.

RATIONALE for K and L:

History is updating its archaeology courses, which are currently cross-listed with anthropology. This proposal is updating the description of these courses in the Anthropology section of the catalog.

M. ADD on page 137 of the 2026-2027 Catalog, in numerical order:

338 Archaeology of Mesoamerica (3) (ANTH 338 is the same as HIST 338) (Prerequisite: One 100-level history course, HIST 210, or permission of department) This course explores the history of urban development and state formation across the landscape of ancient Mesoamerica located south of the United States and north of lower Central America. Students will learn how archaeologists interpret regional settlement patterns, economic systems, societal growth and collapse, household activities, ritual practices, and religious beliefs through the archaeological record. Specific cultural groups covered include, but are not limited to, the Olmec, Maya, Teotihuacan, Zapotec, Mixtec, Aztec, and Tarascan. Credit cannot be received for both ANTH 338 and HIST 338.

N. ADD on page 137 of the 2026-2027 Catalog, in numerical order:

350 Archaeology of North America (3) (ANTH 350 is the same as HIST 350) (Prerequisite: One 100-level history course, HIST 210, or permission of department) This course examines the fundamental principles of archaeological research applied to the study of North American populations spanning the earliest migrations of indigenous peoples to the continent to arrivals of Euro-American colonists. Case studies span all major geographic areas of North America with an emphasis on the Eastern Woodlands. Students will also evaluate how archaeology as a scientific and social practice has evolved through collaborations with indigenous groups, descendant communities, and public stakeholders in compliance with the Native American Graves Protection and Repatriation Act (1990) and Section 106 of the National Historic Preservation Act (1966). Credit cannot be received for both ANTH 350 and HIST 350.

RATIONALE for M and N:

History is adding two new archaeology courses that are being cross-listed with anthropology. This will allow anthropology minors or collaterals to take these courses for credit toward their minor or collateral. Adding these courses to the list of anthropology courses in the catalog will ensure anthropology minors/collaterals, as well as those advising these students, are aware of these courses.

O. MODIFY the BSW Program admission requirements on page 138 of the 2026-2027 Catalog under Admission to the BSW Program:

FROM:

Admission into the BSW program requires completion of at least 30 credit hours, including SOWK 200 (Introduction to Social Work) with a grade of "C" or higher; a cumulative GPA of 2.0 or higher; and submission of a completed program application form, a ~~two-page personal statement, and two letters of recommendation~~.

Students must maintain a 2.5 GPA in the BSW major to continue in the program. Moreover, students must follow a standard of conduct and the Code of Ethics as outlined by the National Association of Social Workers (NASW). ~~Students must also show progress toward acquiring the nine competencies outlined by the Council on Social Work Education's (CSWE) 2022 EPAS.~~ Failure to maintain a 2.5 GPA in the major after two remediation attempts (two attempts at retaking courses to replace Ds or Fs) may result in termination from the program. Successful completion of the program requires a 2.5 GPA in the major and an overall GPA of 2.0.

TO:

Admission into the BSW program requires completion of at least 30 credit hours, including SOWK 200 (Introduction to Social Work) with a grade of "C" or higher; a cumulative GPA of 2.0 or higher; and submission of a completed program application form, a one- and one-half-page personal statement regarding why you would like to become a social worker, and a professional letter of recommendation.

Students must maintain a 2.5 GPA in the BSW major to continue in the program. Moreover, students must follow a standard of conduct and the Code of Ethics as outlined by the National Association of Social Workers (NASW). Failure to maintain a 2.5 GPA in the major after two remediation attempts (two attempts at retaking courses to replace Ds or Fs) may result in termination from the program. Successful completion of the program requires a 2.5 GPA in the major and an overall GPA of 2.0.

RATIONALE for O:

The admission criteria for the BSW Program are being edited. These adjustments to the requirements will reduce barriers for entry into the program.

P. MODIFY the prerequisites of Social Work 371, Social Work Intervention I: Working with Individuals and Families, on page 139 of the 2026-2027 Catalog:

FROM:

371 Social Work Intervention I: Working with Individuals and Families (3) (Prerequisites: 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, ~~and~~ junior standing; or permission of department).

TO:

371 Social Work Intervention I: Working with Individuals and Families (3) (Prerequisites: 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, junior standing, and admission to the BSW Program; or permission of department).

Q. MODIFY the prerequisites of Social Work 372, Social Work Intervention II: Large Groups and Community Organizations, on page 139 of the 2026-2027 Catalog:

FROM:

372 Social Work Intervention II: Large Groups and Community Organizations(3) (Prerequisites: 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, ~~and~~ junior standing; or permission of department).

TO:

372 Social Work Intervention II: Large Groups and Community Organizations (3) (Prerequisites: 200, 230, 240, Sociology 302, Sociology 303, Sociology 362, junior standing, and admission to the BSW Program; or permission of department).

RATIONALE for P and Q:

SOWK 371 and 372 are intended for students who have been admitted into the social work program. Requiring admission to the BSW Program as a prerequisite will ensure declared social work majors have been formally admitted into the program before enrolling in these courses.

7. PROPOSALS FROM THE SCHOOL OF EDUCATION

A. Modify on page 158 of the current catalog:

FROM:

425 Methods/Procedures for Learning Disabilities (3) (Prerequisites: EDUC 420). This course is designed for prospective teachers with a concentration in learning disabilities. This course will provide a basic background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities. Emphasis will be placed on approaches to learning and teaching, specific teaching and learning strategies, and the role of the special educator in the school community. Participants will also explore the selection, adaptation, and development of instructional materials across curriculum areas, across student needs, and across school environments.

TO:

425 Methods/Procedures for Learning Disabilities (3) (Prerequisites: EDUC 420 or permission of the department). 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. This course requires a minimum of 15 hours in field experience in public schools.

RATIONALE for A:

The course description is being amended to include an embedded 15-hour practicum for working with students with Learning Disabilities. After consultation with the South Carolina Department of Education, the embedded practicum is required to offer the course to add the Special Education: Learning Disabilities certification field to an existing teacher certificate. The 15 hours are currently in the course but not documented in the course description.

B. Modify on p. 155 of the current catalog

FROM:

335 Teaching Social Studies in Early Childhood Education (3) F, S.

(Prerequisite: Admission to Professional Education Program; Corequisite Block A).

The study and application of instructional practices for social studies for young children as they relate to major social studies themes emphasized by South Carolina Social Studies Academic Standards and the National Council for the Social Studies, including the roles of children in citizenship, families and communities. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/education/soenews/.

TO:

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 as well as strategies for building family and community engagement 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: www.fmarion.edu/education/soenews/.

RATIONALE for B:

The course description is being revised to highlight course content that meets the National Association for the Education of Young Children's Professional Standards and Competencies, specifically Standard 2-Family-Teacher Partnerships and Community Connections