



# Curriculum Committee Agenda

February 7, 2020	1:30 PM – 3:30 PM	Lee AA-177, Charlotte E-105, Collier G-109, Hendry/Glades A-106
<b>CHAIR</b>	Dr. Mary Myers	
<b>VICE CHAIR</b>	Professor Sheila Seelau	

<b>ACTION ITEM</b>	1		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Dr. Terry McVannel-Erwin		
<b>Social and Human Services, AS Degree</b>		<b>Effective Date: Fall, 2021</b>	
<b>Summary of proposed changes:</b>			
Changes in the Math/Science credits.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	2		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Professor Sheila Seelau		
<b>DEP2004 – Human Growth and Development</b>		<b>Effective Date: Fall, 2021</b>	
<b>Summary of proposed changes:</b>			
Change in Course title.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	3		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Professor Mike Molloy		
<b>MUM2600C – Basic Audio Recording (Second Read)</b>		<b>Effective Date: Fall, 2020</b>	
<b>Summary of proposed changes:</b>			
Change in prerequisites and co-requisites.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> Accepted	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	4		
<b>TYPE OF PROPOSAL</b>	Change of Program or Certificate		
<b>PRESENTER</b>	Professor Mike Molloy		
<b>Audio Technology Certificate</b>		<b>Effective Date: Fall, 2020</b>	
<b>Summary of proposed changes:</b>			
Update to Catalog page. Removal of classes no longer taught. Clarify “C or better” language applies to all courses in the certificate program.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	5		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Brandi George and Dr. Scott Ortolano		
<b>CRW2002 – Creative Writing II</b>		<b>Effective Date: Fall, 2021</b>	
<b>Summary of proposed changes:</b>			
Change in course description, topic outline, Course Competencies, Outcomes and Objectives.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	6		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Scott Ortolano		
<b>LIT 2830 – Introduction to Women in Literature</b>		<b>Effective Date: Fall, 2020</b>	
<b>Summary of proposed changes:</b>			
Change in course description, topic outline, Course Competencies, Outcomes and Objectives.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	7		
<b>TYPE OF PROPOSAL</b>	New Course		
<b>PRESENTER</b>	Dr. Scott Ortolano		
<b>LIT2930: Special Topics in Literature</b>		<b>Effective Date: Fall, 2020</b>	
<b>Summary of proposed changes:</b>			
State required change to replace LIT2201-Special Topics.			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>ACTION ITEM</b>	8		
<b>TYPE OF PROPOSAL</b>	Change of Course		
<b>PRESENTER</b>	Dr. Scott Ortolano		
<b>LIT 2090 Contemporary Literature</b>		<b>Effective Date: Fall, 2020</b>	
<b>Summary of proposed changes:</b>			
Change of topic outline, learning outcomes			
<b>CURRICULUM ACTION</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

<b>COMMITTEE BUSINESS</b>			
<b>Vice Chair Role</b>			
Discussion to approve motion that the Vice Chair does not also represent the person's academic school.			
<b>VOTE</b>			
<input type="checkbox"/> <b>Accepted</b>	<input type="checkbox"/> Accepted with Minor Corrections	<input type="checkbox"/> Proposal Postponed	<input type="checkbox"/> Proposal Denied

# Curriculum Committee



## Change of Program or Certificate Proposal

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

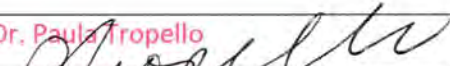
<b>School or Division</b>	School of Health Professions
<b>Program or Certificate</b>	Social and Human Services, A.S. Degree
<b>Proposed by (faculty only)</b>	Dr. Terry McVannel-Erwin
<b>Presenter (faculty only)</b>	Dr. Terry McVannel-Erwin
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	1/9/2020
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal. <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

### **Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

Term in which approved action will take place	Fall 2021
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.		
Dean	Signature	Date
N/A		
Provost	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Dr. Terry McVannel-Erwin	1/9/2020
Academic Dean or Provost	Dr. Paula Tropello 	1/9/2020

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Professor Pamela Peters, Professor Susan Patti, Professor Alexa Matyas Venski and Professor Elizabeth Badillo

**Section II, Proposed Changes**

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have the deans of the General Studies been contacted/consulted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Note: Dr. McClinton was consulted.
Have you attached an updated catalog page?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Change of School, Division, or Department	N/A
Change to program or certificate name	N/A
List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.	
N/A	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
<p><b>Current General Education Requirement:</b></p> <ul style="list-style-type: none"> <li>Mathematics - Any General Education Mathematics Course <b>3 credits</b>  <i>*STA 2023 is recommended for students wishing to pursue a bachelor's degree in a related field.</i></li> <li>Natural Sciences - Any General Education Natural Sciences Course with a Lab <b>4 credits</b>  <i>*BSC 1005, BSC 1085C, or BSC 1010, BSC 1010L is recommended for students wishing to pursue a bachelor's degree in a related field or</i></li> </ul> <p><b>Proposed Change to Current General Education Requirement:*</b></p> <ul style="list-style-type: none"> <li>Mathematics - Any General Education Mathematics Course <b>3 credits</b>  <i>*STA 2023 is recommended for students wishing to pursue a bachelor's degree in a related field</i>  <b>or Natural Sciences – Any General Education Natural Sciences Course 3 credits</b></li> <li>Natural Sciences - Any General Education Natural Sciences Course <b>3 credits</b>  <i>*BSC 1005, BSC 1085C, or BSC 1010, BSC 1010L is recommended for students wishing to pursue a bachelor's degree in a related field.</i></li> </ul>	
List below, any changes to the program or certificate Core requirements. Include course titles and	

<b>credits if applicable.</b>	
<b>Current Core Requirement:</b>	
<ul style="list-style-type: none"> <li>HUS 2905 – Directed Individual Study <b>2 credits</b></li> </ul>	
<b>Proposed Change to Core Requirement:</b>	
<ul style="list-style-type: none"> <li>HUS 2905 – Directed Individual Study <b>3 credits</b></li> </ul>	
<b>List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.</b>	
N/A	
<b>List below, any other changes to the program or certificate requirements.</b>	
N/A	
<b>Change to program length (credits or clock hours to complete)</b>	From: N/A To: N/A

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**

**Section III, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

<b>Provide justification (below) for each change on this proposed curriculum action.</b>
<p>We have several students who have successfully completed all of the required coursework for our program including a 250-hour residency; however, they have been unable to fulfill the Math requirement despite numerous attempts to do so. College level math is not a requirement for students to be successful in the field of Social and Human Services and is not required by the Florida Department of Education or SACS at this time. We are proposing giving students the option of choosing Math or Natural Sciences to fulfill their General Education requirements in the FSW Social and Human Services Program. The Natural Science requirement would be reduced from 4 credits with a lab to 3 credits. This credit change would be offset by increasing HUS 2905 from 2 credits to 3 credits.</p>

## General Education Courses: 15 credits

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- [ENC 1101 - Composition I](#) 3 credits
- [PSY 2012 - Introduction to Psychology](#) 3 credits
- Mathematics - Any General Education Mathematics Course 3 credits  
*\*STA 2023 is recommended for students wishing to pursue a bachelor's degree in a related field*
- **or Natural Sciences - Any General Education Natural Sciences Course 3 credits**
- Natural Sciences - Any General Education Natural Sciences Course with a Lab 3 credits  
*\*BSC 1005, BSC 1085C, or BSC 1010, BSC 1010L is recommended for students wishing to pursue a bachelor's degree in a related field.*
- Humanities - Any General Education Humanities Course 3 credits  
*\*A Humanities Writing Intensive or Core course is recommended for students wishing to pursue a bachelor's degree in a related field.*

## Social and Human Services Core: 30 credits

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- [HUS 1001 - Introduction to Human Services](#) 3 credits
- [HUS 1320 - Theories and Foundations of Crisis Intervention](#) 3 credits
- [HUS 1400 - Alcoholism and Other Drug Abuse](#) 3 credits
- [HUS 2200 - Dynamics of Groups and Group Counseling](#) 3 credits
- [HUS 2302 - Basic Counseling Skills](#) 3 credits
- [HUS 2315 - Studies in Behavioral Modification](#) 3 credits
- [HUS 2500 - Issues and Ethics in Human Services](#) 3 credits
- [HUS 2525 - Mental Health Issues in Human Services](#) 3 credits
- [HUS 2551 - Multicultural Perspectives in Human Services - \(I\)](#) 3 credits
- [HUS 2905 - Directed Individual Study](#) 3 credits



# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	AA
<b>Proposed by (faculty only)</b>	Sheila Seelau, Eric Seelau, Dawn Kulpanowski
<b>Presenter (faculty only)</b>	Sheila Seelau
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	1/23/2020
<b>Current course prefix, number, and title</b>	DEP 2004 Human Growth and Development
<p>All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

<b>Term in which approved action will take place</b>	Fall 2021
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
Dr. Deborah Teed		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Terri Housley	1/17/2020
<b>Academic Dean or Provost</b>	Dr. Deborah Teed	1/22/2020

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
All full-time Psychology faculty have endorsed this change, including Social Science Department Chair Terri Housley and Professors Sheila Seelau, Eric Seelau, Dawn Kulpanowski, Leslie Bartley, Sabine Maetzke, Jacqueline Davis, and Camille Drake-Brassfield.

## Section II, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Change to course title</b>	<b>From: Human Growth and Development</b> <b>To: Lifespan Development</b>
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	no
<b>Change of School, Division, or Department</b>	
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course co-requisites</b>	
<b>Provide justification for the proposed co- requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co- requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No
<b>Change to course credits or clock hours</b>	
<b>Change to contact hours (faculty load)</b>	
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.
<b>Change to course description (provide below)</b>	
NA	

Change to general topic outline <b>NA</b>

Change to Learning Outcomes: **NA**

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b></p> <p><b>C. Other Course Objectives/Standards</b></p>
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**Section III (must complete each item below)**

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	<b>No change</b>
Change course to an “International or Diversity Focus” course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?  *Not the same as Multiple Attempts or Grade Forgiveness	No
<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	<b>Yes</b>

<p><b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b></p>	<p><b>DEP 2004 course title change to Lifespan Development</b> would require updates to the Course Catalog under 1) General Education Program Guide (Additional Social Sciences General Education Courses); 2) Elementary Education BS – General Education Social Science courses; 3) Early Childhood Education AS – Core Electives; 4) Nursing AS – Program Specific Coursework; 5) Social and Human Services AS – Youth Development Track; 6) Youth Development Services CCC.</p>
<p><b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b></p>	
<p>Yes. The Interim Dean of Education, Associate Dean of Nursing, and Department Chair of Social and Human Services have all been notified and support this proposal.</p>	

<p><b>Will this change of course proposal impact library services or budgets?</b></p>	<p>No</p>
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**Section IV, Justification for proposal**

<p><b>Provide justification (below) for each change on this proposed curriculum action.</b></p>
<p>The current course title of DEP 2004: <i>Human Growth and Development</i> is unwieldy and redundant. It seems confusing to a subset of students who refer to it as “Humanities” rather than correctly identifying it as a Social Science course. The title <i>Lifespan Development</i> more succinctly reflects the content of the course. <i>Lifespan Development</i> is among several titles for DEP 2004 used by Florida colleges and universities. This title fits the FL SCNS description for DEP 2004: <i>Principles of Development: Psy/Life Span</i> and poses no difficulties in transferability (FL State info appended).</p>



1. [Taxonomy List](#) DEP 004 PRINCIPLES OF DEVELOPMENT. PSY/LIFE SPAN
2. [Course Detail](#)

[Institutions](#) **State Course Detail**

Statewide Course Detail Browse Statewide Courses: [GO](#)

**Discipline**

072-PSYCHOLOGY

**Discipline Definition**

NONE

**Prefix**

DEP-DEVELOPMENTAL PSYCHOLOGY

**Prefix Definition**

DEVELOPMENTAL PSYCHOLOGY: INSTRUCTIONAL PROGRAMS THAT CONVEY HOW INDIVIDUALS AND CLASSES OF INDIVIDUAL ORGANISMS DEVELOP PSYCHOLOGICALLY. IT DEALS WITH THE CHARACTERISTIC BEHAVIORS FOUND AT VARIOUS AGES OR STAGES OF DEVELOPMENT, AND WITH THE GENERAL PRINCIPLES THAT DESCRIBE THE CAUSES OF DEVELOPMENT, INCLUDING THE INTERACTION OF DEVELOPMENTAL FUNCTIONS.

**Century Title**

000-099-INTRODUCTORY, ENTRY LEVEL COURSES - BROAD DISCIPLINE AREA

**Decade Title**

000-009-INTRODUCTIONS/SURVEYS--DEVELOPMENTAL PSYCHOLOGY

**StateWide Course**

DEP 004-PRINCIPLES OF DEVELOPMENT. PSY/LIFE SPAN

**Status**

ACTIVE

**Transfer**

GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

**Course Intent**

LOWER

**Prerequisites**

BASIC PSY

**Corequisites**

NONE

**Profile Description**

A STUDY OF THE ONGOING CHANGES WHICH TAKE PLACE IN HUMAN BEHAVIOR FROM CONCEPTION TO DEATH. EMPHASIS IS ON THE ENTIRE LIFE SPAN.

**From:** Jeffrey D. Peterman  
**Sent:** Monday, December 2, 2019 2:01 PM  
**To:** Sheila Seelau  
**Cc:** Mary Myers  
**Subject:** RE: DEP 2004 title change query

**Categories:** Curriculum, DEPT

Shelia,

In posing that question to the State Coordinator who oversees Health, her Answer is:

“No, that would not present any problem at all for transferability. The course title is at the discretion of individual institutions. As long as the course content remains the same, the course will transfer with no problems.”

So change away.

Respectfully,  
Jeffrey D. Peterman

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**From:** Sheila Seelau  
**Sent:** Monday, December 02, 2019 12:07 PM  
**To:** Jeffrey D. Peterman <[Jeffrey.Peterman@fsw.edu](mailto:Jeffrey.Peterman@fsw.edu)>  
**Subject:** DEP 2004 title change query

Jeffrey,

The Psychology faculty are considering a title change for **DEP 2004** from *Human Growth and Development* to ***Lifespan Development***. We're wondering if this change would raise any transferability issues.

I ran a course search in SCNS, and found that FL schools use a number of different titles for DEP 2004, including *Lifespan Development*. However, most FL schools use *Human Growth and Development* or *Developmental Psychology*. As you can see below, the point of this course is to cover development across the human lifespan, so we'd like the title to reflect that.

From SCNS Taxonomy List:

**StateWide Course**  
**DEP 004-PRINCIPLES OF DEVELOPMENT. PSY/LIFE SPAN**

#### **Profile Description**

**A STUDY OF THE ONGOING CHANGES WHICH TAKE PLACE IN HUMAN BEHAVIOR FROM CONCEPTION TO DEATH. EMPHASIS IS ON THE ENTIRE LIFE SPAN.**

Could you check on this at the state level? Thank you!

Sheila Seelau

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	Audio Technology
<b>Proposed by (faculty only)</b>	Mike Molloy
<b>Presenter (faculty only)</b>	Mike Molloy
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	11/8/2019
<b>Current course prefix, number, and title</b>	MUM 2600C - Basic Audio Recording Techniques
<p>All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p><input type="checkbox"/> Approve <span style="margin-left: 200px;"><input type="checkbox"/> Do Not Approve</span></p>	
<p>_____ <i>Curriculum Committee Chair Signature</i> <span style="float: right;">_____ <i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <span style="margin-left: 200px;"><input type="checkbox"/> Do Not Approve</span></p>	
<p>_____ <i>Provost Signature</i> <span style="float: right;">_____ <i>Date</i></span></p>	
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<p><input type="checkbox"/> Reviewed</p>	
<p>_____ <i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;">_____ <i>Date</i></span></p>	



**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

<b>Term in which approved action will take place</b>	Exception (Requires approval before submission to the Curriculum Committee)
<b>Provide an explanation below for the requested exception to the effective date.</b>	
This will allow students a faster path to entry in the program. Effective Spring, 2020.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
Dr. Deborah Teed		
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
<b>Department Chair or Program Coordinator/Director</b>	Dr. Dana Roes	<a href="#">Click here to enter a date.</a>
<b>Academic Dean or Provost</b>	Dr. Deborah Teed	<a href="#">Click here to enter a date.</a>

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>	
Dr. Thomas Smith _____	DATE: _____
Dr. Dana Roes _____	DATE: _____
Dr. Ryan Wurst _____	DATE _____

## Section II, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	NA
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course title</b>	NA
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	NA
<b>Change of School, Division, or Department</b>	NA
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: MUS2360 To: None
<b>Change to course co-requisites</b>	<b>From: NONE</b> <b>To: MUS 2360 - Introduction to Technology in Music</b>
<b>Provide justification for the proposed co- requisite(s).</b>	In the past students who were enrolled in the audio technology certificate program were not aware that MUM 2600C can be taken at the same time as MUS 2360 because it is currently listed as a pre-requisite only. By changing the requirement to Co-Requisite it will allow an unobstructed pathway for students to enroll in both MUS 2360 and MUM 2600 at the same time without the need of an add form.
<b>Is any co-requisite for this course listed as a co- requisite on its paired course?</b>	No List the co-requisite

(Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	
<b>Change to course credits or clock hours</b>	From: NA To:
<b>Change to contact hours (faculty load)</b>	From: NA To:
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	NA
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.
<b>Change to course description</b> (provide below)	
Type in entire new course description here: <b>MUM 2600C - Basic Audio Recording Techniques</b> 3 credits <b>Co-requisite: Successful completion of MUS 2360 Introduction to Technology in Music</b> The course provides an introduction to techniques, practices, and procedures in making audio recordings. The student will gain experience with acoustical balancing, editing, and over-dubbing in a wide variety of sound situations.	

<b>Change to general topic outline</b> (type in entire new outline below)
<ul style="list-style-type: none"> <li>• NA</li> <li>•</li> </ul>

**Change to Learning Outcomes:** For information purposes only. NA

<p><b>IV. Course Competencies, Learning Outcomes and Objectives</b></p> <p><b>A. General Education Competencies and Course Outcomes</b></p> <p>1. Integral <i>General Education Competency or competencies</i>:</p> <p>2. Supplemental <i>General Education Competency or competencies</i>:</p> <p><b>B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for ....</b></p>
--

Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

**C. Other Course Objectives/Standards**

**Section III (must complete each item below)**

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	No change List applicable major restriction codes NA
Change course to an "International or Diversity Focus" course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No  If repeatable, list maximum number of credits

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here

**Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.**

Provide detail information here NA

**Impact of Change of Course Proposal**

**Will this change of course proposal impact library services or budgets?**

No

**If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?**

List impacts here

**Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.**

Provide detail information here NA

**Section IV, Justification for proposal**

**Provide justification (below) for each change on this proposed curriculum action.**

In the past students who were enrolled in the audio technology certificate program were not aware that MUM 2600C can be taken at the same time as MUS 2360 because it is currently listed as a pre-requisite only. By changing the requirement to Co-Requisite it will allow an unobstructed pathway for students to enroll in both MUS 2360 and MUM 2600 at the same time without the need of an add form.

Moving forward students will be able to take MUS 2360 Introduction to Technology in Music (3 credits) either as a pre-requisite to MUM 2600C Basic Audio Recording Techniques 1 (3 cr.), as a co-requisite with MUM 2600C, or as a stand-alone elective.

This will assure students will be notified during registration that they can either take MUM2600C after they have completed MUS2360 or at the same time.

**Change of Program or Certificate Proposal**

**Note required information:** Program or certificate changes require a change to the catalog page. All change of program or certificate proposals must include the new catalog page, with all proposed changes, at the end of this document. All changes that affect the courses, words, numbers, symbols, program description, admissions requirements, and graduation requirements must be documented. Note before completing this proposal that all new courses and current prerequisite, co-requisite, core, or elective courses changes must have already been reviewed (or submitted for the same meeting) by the Curriculum Committee and approved by the Provost. The Track Changes feature in Word must be used to illustrate all changes to the catalog page.

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	Audio Technology
<b>Proposed by (faculty only)</b>	Mike Molloy
<b>Presenter (faculty only)</b>	Mike Molloy
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	1/27/2020
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal. <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

Term in which approved action will take place	Fall 2021
Provide an explanation below for the requested exception to the effective date.	
The catalog description of the Audio Technology certificate program needs to be updated to reflect updated co / pre requisite changes and remove courses that are no longer offered in the Audio Technology program	

Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.

Dean	Signature	Date
Deborah D. Teed	<i>Deborah D. Teed</i>	1-27-2020
Provost	Signature	Date
Dr. Eileen DeLuca	<i>Eileen DeLuca</i>	1-27-2020

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Type name here	Click here to enter a date.
Academic Dean or Provost	Deborah D. Teed	1/27/2020

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).

Michael Molloy
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**Section II, Proposed Changes**

Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Have the deans of the General Studies been contacted/consulted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have you attached an updated catalog page?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Change of School, Division, or Department	N/A
Change to program or certificate name	N/A
List below, any changes to the program or certificate prerequisites. Include course titles and credits if applicable.	
Already in process for a second read in February 2020	
List below, any changes to the General Education requirements. Include course titles and credits if applicable.	
N/A	
List below, any changes to the program or certificate Core requirements. Include course titles and credits if applicable.	
N/A	
List below, any changes to the program or certificate Elective requirements. Include course titles and credits if applicable.	
N/A	
List below, any other changes to the program or certificate requirements.	
N/A	
Change to program length (credits or clock hours to complete)	From: N/A To:

**Include complete new catalog page as an attachment. Proposals without the new catalog page will not be reviewed by the committee.**



**Section III, Justification for proposal**

**Include state frameworks, accrediting or professional organization recommendations or requirements, workforce data, and/or crosswalks.**

**Provide justification (below) for each change on this proposed curriculum action.**

Type in justification here

## Audio Technology Certificate, CCC

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← Return to: [Programs of Study](#)

### Purpose

This certificate program will prepare students for employment in the music and entertainment industry as technicians/**audio engineers** in music recording, audio hardware and software utilization, digital audio production, editing, **mixing**, and mastering. The program also provides supplemental training for persons previously or currently employed in music, entertainment or related occupations. Graduates of this program can potentially obtain employment as recording technicians/engineers, sound technicians in live or studio positions, audio editors/designers in various music-related fields. These could include broadcast media, motion picture trades and other multimedia-based areas.

### Course Pre / co requisites

***Many courses require pre or co requisites.*** Check the description of each course in the list below to check for prerequisites and other restrictions related to the course. Students must complete all prerequisites for a course prior to registering for it. All courses must be passed with a grade of C or better.

### Certificate Completion/Graduation

Students must fulfill all requirements of their program major in order to be eligible for graduation. Students must indicate their intention to attend commencement ceremony, by completing the Commencement Form by the published deadline.

### Course Sequence

It is strongly advised that students take MUS2360 and MUM2600C paired together in the same semester, and MUM2601C, MUM2604C, and DIG2251C together in the following semester. Courses may be spread out over multiple semesters but should be taken in order.

### Audio Technology Certificate Requirements

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***Students must complete 15 credits from the following:***

- [DIG 2205C - Basic Video Editing 3 credits](#) (PLEASE REMOVE)
- [DIG 2251C - Digital Audio I](#)

[Add to Portfolio](#)

[Print Course](#)

### DIG 2251C - Digital Audio I

3 credits

**Prerequisites: Successful Completion of [MUS 2360](#) Introduction to Technology in Music with a grade of "C" or better.**

The purpose of this course is to develop knowledge of basic audio concepts and processing principles, as well as digital audio concepts, processing, and production. The course covers techniques for recording music, dialog, and sound effects for film, as well as editing techniques for existing audio files. All areas of knowledge will be applied to practical applications through project-oriented assignments.

•

- [DIG 2280C - Digital Video and Sound 3 credits](#) (PLEASE REMOVE)
- [DIG 2284C - Advanced Digital Video and Sound 3 credits](#) (PLEASE REMOVE)
- [MUM 2600C - Basic Audio Recording Technique](#)

[Add to Portfolio](#)

[Print Course](#)

### MUM 2600C - Basic Audio Recording Technique

3 credits

**Co-Requisite: [MUS 2360](#) , or after Successful Completion of [MUS 2360](#) Introduction to Technology in Music with a grade of "C"**

**or better and with department approval.**

The course provides an introduction to techniques, practices, and procedures in making audio recordings. The student will gain experience with acoustical balancing, editing, and over-dubbing in a wide variety of sound situations.

- 

- [MUM 2601C - Recording Techniques II](#)

[Add to Portfolio](#)

[Print Course](#)

**MUM 2601C - Recording Techniques II**

**3 credits**

**Prerequisites:** [MUM 2600C](#) *Basic Audio Recording Tech with a grade of "C" or better*

This course explores advanced multi-track recording skills and audio production techniques. Emphasis is on mixing board skills, microphone techniques, use of outboard equipment, and live two-track recording.

- 

- [MUM 2604C - Multi-track Mixdown Techniques](#)

[Add to Portfolio](#)

[Print Course](#)

**MUM 2604C - Multi-track Mixdown Techniques**

**3 credits**

**Prerequisites:** [MUM 2600C](#) *Basic Audio Recording Tech with a grade of "C" or better*

This course deals with the application of signal processing gear to multi-track master mixdowns to stereo mastering machines. Tape editing and packaging will also be covered in this course.

- 
- [MUS 2360 - Introduction to Technology in Music](#)

[Add to Portfolio](#)

[Print Course](#)

### **MUS 2360 - Introduction to Technology in Music**

#### **3 credits**

This course is an introductory survey to the use of technology in music, in role of hardware, software, computer-based instruction, multimedia, and the internet.

- 

**Total Certificate Requirements: 15 Credit Hours**

# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	English
<b>Proposed by (faculty only)</b>	Dr. Brandi George and Dr. Scott Ortolano
<b>Presenter (faculty only)</b>	Dr. Brandi George and Dr. Scott Ortolano
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	11/20/2019
<b>Current course prefix, number, and title</b>	CRW 2002, Creative Writing II
<p>All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p style="text-align: center;"> <input type="checkbox"/> Approve             <span style="margin-left: 200px;"><input type="checkbox"/> Do Not Approve</span> </p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p style="text-align: center;"> <input type="checkbox"/> Approve             <span style="margin-left: 200px;"><input type="checkbox"/> Do Not Approve</span> </p>	
<p>_____</p> <p><i>Interim Provost for Academic Affairs Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p style="text-align: center;"><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Interim Provost for Academic Affairs' Office.

<b>Term in which approved action will take place</b>	Fall 2021
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Interim Provost for Academic Affairs</b>	<b>Signature</b>	<b>Date</b>

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Rebecca Harris	12/11/2019
<b>Academic Dean or Interim Provost for Academic Affairs</b>	Dr. Deborah Teed	12/11/2019

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Jason Calabrese, Ellie Bunting, Amy Trogan, Rebecca Harris, Shawn Moore, Thomas Mohundro, Scott Ortolano, Thomas Wayne, Sara Dustin, Jeremy Pilarski, Jennifer Grove, Ihasha Horn, Jill Hummel, Brandi George, Cara Minardi-Power, Katie Waddell, Ellie Bunting, John Pelot, Eric Ivy, Laura Tichy-Smith, Michael Barach, Catherine Gooch, Mark Massaro, Suzanne Biedenbach

## Section II, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	N/A
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course title</b>	N/A
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	
<b>Change of School, Division, or Department</b>	N/A
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	N/A
<b>Change to course co-requisites</b>	N/A
<b>Provide justification for the proposed co- requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co- requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	Choose an item.  List the co-requisite
<b>Change to course credits or clock hours</b>	N/A
<b>Change to contact hours (faculty load)</b>	N/A
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.
<b>Change to course description (provide below)</b>	
This course is for students who have successfully completed CRW 2001 and wish advanced study in the writing of short fiction, creative nonfiction, poetry, or drama with intensive critical review on a major project, to experience writing for and leading workshops, performing and critiquing readings, as well as comparative study of literature. This course is	



termed a writing-intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of "C" or better, this course serves to complete part of the writing intensive course requirements.

**Change to general topic outline (type in entire new outline below)**

- Further development of a literary and practical understanding of the elements of creative writing.
- Write short fiction, creative nonfiction, poetry or drama.
- Continue developing critical acumen so as to be able to assist one's peers and oneself in revising original creative work.
- Apply what one has learned through reading, writing, and evaluation to better understand works of established writers.
- Discuss works of established writers.
- Work in workshop format.
- Critically read one's own work.

**Change to Learning Outcomes: For information purposes only.**

**IV. Course Competencies, Learning Outcomes and Objectives**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one's community, nation, and the world.

**A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*:

**A. General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: **Analyze**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

- Students must demonstrate growing mastery of the basic elements and structure of at least one creative writing genre.

- Students must demonstrate the ability to analyze a work of literature and respond to it in either an essay or creative assignment.
- Students must show the ability to edit and revise their own creative work.

**B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for communication.**

- Students will demonstrate the ability to communicate effectively.
- Students will demonstrate the ability to analyze communication critically.

**C. Other Course Objectives/Standards**

N/A

**Section III (must complete each item below)**

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	No change
Change course to an "International or Diversity Focus" course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No  If repeatable, list maximum number of credits

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	N/A
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc. They are completely fine with the alterations.	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	No

<p>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</p>	<p>N/A</p>
<p>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</p>	
<p>Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc. They are completely fine with the alterations.</p>	

**Section IV, Justification for proposal**

<p>Provide justification (below) for each change on this proposed curriculum action.</p>
<ul style="list-style-type: none"> <li>• The course competencies and outcomes for Creative Writing II (CRW 2002) now reflect the most current assessment model.</li> <li>• The course description and topic outline have been slightly updated to make them better align with the norms of such classes at other institutions.</li> </ul>

# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	General Education Humanities Requirement
<b>Proposed by (faculty only)</b>	Prof. Jill Hummel and Dr. Scott Ortolano
<b>Presenter (faculty only)</b>	Dr. Scott Ortolano
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	12/11/2019
<b>Current course prefix, number, and title</b>	LIT 2380 Introduction to Women in Literature
<p>All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____ <i>Curriculum Committee Chair Signature</i> _____ <i>Date</i></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____ <i>Provost Signature</i> _____ <i>Date</i></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____ <i>Office of Accountability &amp; Effectiveness Signature</i> _____ <i>Date</i></p>	

### Section I, Important Dates and Endorsements Required

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

<b>Term in which approved action will take place</b>	Fall 2021
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Rebecca Harris	12/11/2019
<b>Academic Dean or Provost</b>	<i>Deborah D. Teed</i>	12/11/2019

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Jason Calabrese, Ellie Bunting, Amy Trogan, Rebecca Harris, Thomas Mohundro, Scott Ortolano, Thomas Wayne, Sara Dustin, Jeremy Pilarski, Jennifer Grove, Ihasha Horn, Jill Hummel, Brandi George, Cara Minardi-Power, Katie Waddell, Ellie Bunting, John Pelot, Eric Ivy, Laura Tichy-Smith, Michael Barach, Catherine Gooch, Mark Massaro, Suzanne Biedenbach

## Section II, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	N/A
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	N/A
<b>Change to course title</b>	N/A
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	N/A
<b>Change of School, Division, or Department</b>	N/A
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	N/A
<b>Change to course co-requisites</b>	N/A
<b>Provide justification for the proposed co- requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co- requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	N/A
<b>Change to course credits or clock hours</b>	N/A
<b>Change to contact hours (faculty load)</b>	N/A
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.
<b>Change to course description</b> (provide below)	
This course surveys the development of the tradition of literature by women in English from the medieval period to the present. Students will read works from various genres which both portray women and are written by women; students will think critically and examine images of women and their roles in society from historical and cross-national perspectives within those works, and students will analyze selected works in women's literature itself to communicate and articulate a better	

understanding of that literary tradition. This course also provides students with a foundation for reading critically through the analysis of and writing about the literature of women as well by researching and organizing critical essays. This is a writing intensive course that requires a minimum of 4,000 words and must be passed with at least a C.

**Change to general topic outline (type in entire new outline below)**

- This course is a survey of world literature that concentrates on authors, texts, historical and cultural contexts regarding women's writing and women's experiences as represented in literature.
- This course will evaluate and analyze women's influence on literature.

**Change to Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*: **Think critically about past, present, and future questions to yield meaning and value.** Apply intellectual standards and critical thinking to confront issues central to the human experience. Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines. Evaluate and consider new technologies and their effects on human life and the world. Improve and seek out new ideas and solutions to complex problems in order to improve one's own thinking and foster maturity of judgment. Employ ethical decision-making and develop sound arguments using critical thinking.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students must identify important literary styles and explain the authors' distinct literary contributions as it relates to literature by and about women.
2. Students must identify the specific and major impact this particular literature by and about women had on society and government, and in turn how society and government impacted women's writing.
3. Students will demonstrate the ability to recognize, establish, and analyze causality through literature.

##### **B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....**

**Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.**

*Supplemental General Education Competency or competencies: General Education Competency: Analyze and create individual and collaborative works of art, literature, and performance.* Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive



endeavors of humankind. Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world. Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives and their impact on women's writing.
2. Students will become fluent with literary terminology and be able to apply these terms to works read in the course.
3. Students must analyze and evaluate a book-length narrative and shorter works of literature by and about women.
4. Students will demonstrate their understanding of the characteristics and techniques of the major literary genres through close readings of literary works by and about women

**C. Other Course Objectives/Standards: N/A**

**Section III (must complete each item below)**

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	no
Change course to an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Change course to a General Education course?	Yes
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	Yes
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No  If repeatable, list maximum number of credits

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	N/A
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc.	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	No

<p><b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b></p>	<p>N/A</p>
<p><b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b></p>	
<p>Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc.</p>	

**Section IV, Justification for proposal**

<p><b>Provide justification (below) for each change on this proposed curriculum action.</b></p>
<p>Change #1: Making the course writing intensive to offer a broader selection of courses for students who need to fulfill those requirements.</p> <p>Change #2: Updating the course description, topic outline, and learning outcomes to be consistent with the Florida State Course Description and other Florida State Colleges.</p> <p>Change #3: Marking the class as having a diversity focus to recognize the content being taught.</p> <p>Change #4: Making the class a General Education course for the sake of clarity and so students' work is recognized appropriately. This issue has confused students and needs to be addressed.</p>

# Curriculum Committee



## New Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	AA, General Education
<b>Proposed by (faculty only)</b>	Dr. Scott Ortolano
<b>Presenter (faculty only)</b>	Dr. Scott Ortolano
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
<b>Submission date</b>	1/27/2020
<b>Course prefix, number, and title</b>	LIT 2930: Special Topics in Literature
All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.	
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Curriculum Committee Chair Signature</i>	<i>Date</i>
<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
_____	_____
<i>Provost Signature</i>	<i>Date</i>
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<input type="checkbox"/> Reviewed	
_____	_____
<i>Office of Accountability &amp; Effectiveness Signature</i>	<i>Date</i>

**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

<b>Term in which approved action will take place</b>	Fall 2020
<b>Provide an explanation below for the requested exception to the effective date.</b>	
<p>The course number and title for LIT 2201- Special Topics in Literature have been deemed inappropriate by the state, and they have asked us to revise the course to LIT 2930: Special Topics in Literature. This was the initial number for the class before the name and number were changed during the curriculum proposal process (initial proposed number was LIT 2933). This modification was due to feedback that we received on the class during the curriculum approval process.</p> <p>Once approved, this class will take the place of LIT 2201 at FSW.</p>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
Dr. Deborah Teed	<i>Deborah D. Teed</i>	1/27/2020
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca	<i>Eileen DeLuca</i>	1-27-2020

Required Endorsements	Type in Name	Select Date
<b>Department Chair or Program Coordinator/Director</b>	Dr. Rebecca Harris	1/27/2020
<b>Academic Dean or Provost</b>	Dr. Deborah Teed	1/27/2020

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
The initial proposal for this course was endorsed by the entire English Department.

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?

Yes, we consulted with the library when the initial class was proposed.

**Section II, New Course Information (must complete all items)**

<b>List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").</b>	ENC 1101, with a grade of "C" or higher
<b>Provide justification for the proposed prerequisite(s).</b>	This is a writing intensive course so students will need a basic understanding of how to write on the college level. The course also has this prerequisite at other institutions where it is offered, so this requirement makes it parallel with those courses.
<b>Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?</b>	No
<b>List course co-requisites.</b>	N/A
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	N/A
<b>Course credits or clock hours</b>	3
<b>Contact hours (faculty load)</b>	3
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	No
<b>Select grade mode</b>	Standard Grading (A, B, C, D, F)
<b>Credit type</b>	College Credit
<b>Possible Delivery Types (Online, Blended, On Campus)</b>	Online, Blended, and On Campus
<b>Course description</b>	
This course offers a focused exploration of a significant genre of literature, such as Southern Literature, Science Fiction, Religious Texts, Apocalyptic Literature, Gothic Literature, Detective Fiction, or Children's	

Literature. The course may be repeated for credit each time the topic is changed (up to a maximum of 6 credit hours). This course is writing Intensive and counts as a Humanities General Education course.

(I) This counts as an international or diversity focused class.

#### **General topic outline**

- The ways in which the emphasized genre shapes human values and culture
- Structures and conventions of different types and/or mediums of literature within the emphasized genre, such as drama, poetry, fiction, non-fiction, novellas, novels, short stories, and/or graphic literature
- Creative elements of literature within the emphasized genre, such as plot, character, setting, style, tone, language, symbol, allegory, myth, imagery, and/or theme
- Critical interpretation and analysis of literary works from thematic, social, cultural, historical, philosophical, artistic, and/or biographical perspectives
- Planning, organizing, and writing critical papers on literary topics in MLA style

**Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

###### *1. Integral General Education Competency or competencies:*

**Analyze** and create individual and collaborative works of art, literature, and performance. Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of humankind. Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world. Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students will become fluent with literary terminology and be able to apply these terms to works read in the course.
2. Students will analyze literary works' exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world.
3. Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.
4. Students will demonstrate their understanding of the characteristics and techniques of the emphasized literary genre.

###### *2. Supplemental General Education Competency or competencies:*

**B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....**

**Communicate** clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively, express one's knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one's own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students will demonstrate the ability to compose arguments on a variety of literary topics within the genres of prose, poetry, and/or drama.



2. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
3. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

**C. Other Course Objectives/Standards**

N/A

Copy and Paste the SCNS Course Profile Description below ([http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)).

Statewide Course Detail	
<b>Discipline</b>	163
<b>Discipline Title</b>	ENGLISH LANGUAGE AND LITERATURE
<b>Discipline Definition</b>	NONE
<b>Prefix</b>	LIT
<b>Prefix Title</b>	LITERATURE
<b>Prefix Definition</b>	STUDIES IN MULTINATIONAL LITERATURES. THESE INCLUDE BRITISH AND AMERICAN LITERATURE, WORLD LITERATURE, AND EUROPEAN LITERATURE. POPULAR CULTURE, SCIENCE FICTION, CHILDREN'S LITERATURE, BIBLICAL LITERATURE, THEMES IN LITERATURE, AND WOMEN IN LITERATURE ARE ALSO UNDER THIS PREFIX.
<b>Century</b>	200-299
<b>Century Title</b>	THEMES, AUTHORS, CRITICAL APPROACHES
<b>Decade</b>	200-209
<b>Decade Title</b>	THEMES
<b>Statewide Course</b>	201
<b>Statewide Course Title</b>	CURRENT INTEREST THEMES IN LITERATURE
<b>Status</b>	ACTIVE

<b>Transfer</b>	GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.
<b>Course Intent</b>	LOWER
<b>Prerequisites</b>	NONE
<b>Corequisites</b>	NONE
<b>Profile Description</b>	THIS COURSE IS A SURVEY OF LITERATURE FORMS DEALING WITH A SPECIFIC THEME. THEMES OF INTEREST SUCH AS WOMEN IN LITERATURE, SCIENCE FICTION LITERATURE, DETECTIVE LITERATURE, OR AMERICAN WESTERN LITERATURE WILL SERVE AS A BASIS FOR THIS COURSE. STUDENTS WILL READ, ANALYZE, DISCUSS, AND PREPARE WRITTEN ASSIGNMENTS BASED UPON POETRY, SHORT STORY, NOVEL, AND DRAMA SELECTIONS THAT DEAL WITH THE THEME SELECTED. THEMES WILL BE SELECTED AND ANNOUNCED ON AN ANNUAL BASIS. THE COURSE MAY BE REPEATED FOR CREDIT EACH TIME THE THEME TOPIC IS CHANGED.

ICS code for this course	ADVANCED AND PROFESSIONAL - 1.13.15 - LETTERS
Institutional Reporting Code	11315 LETTERS
Degree Attributes	AA - AA COURSE
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No List applicable major restriction codes
Is the course an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Is the course a General Education course?	Yes
Is the course a Writing Intensive course?	Yes
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	Yes 6 credits
Do you expect to offer this course three times or less (experimental)?	No

<b>Impact of Course Proposal</b>	
Will this new course proposal impact other courses, programs, departments, or budgets?	Yes
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	This class will be writing Intensive and count as an additional Humanities General Education course, so it will impact humanities and social science courses. However, only a limited number of these classes will be offered each

academic year. Furthermore, the class may have the result of increasing enrollments in these other classes as it draws new students into our universe.

**Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.**

Yes, we spoke the Humanities Department and the History Department when this class was first conceived. They were glad that we were planning to offer this class because it fills a real need at the college.

### **Section III, Justification for proposal**

**Provide justification (below) for this proposed curriculum action.**

The course number and title for LIT 2201- Special Topics in Literature have been deemed inappropriate by the state, and they have asked us to revise the course to LIT 2930: Special Topics in Literature. This was the initial number for the class before the name and number were changed during the curriculum proposal process (initial proposed number was LIT 2933). This modification was due to feedback that we received on the class during the curriculum approval process.

Once approved, this class will take the place of LIT 2201 at FSW.

**Initial explanation for this class is below:**

This class will provide added flexibility to professors as they work to meet the needs of FSW students. It is envisioned as a complimentary course to the English Department's other classes, all of which have focused time periods or geographic regions or require a large survey that prevents faculty from exploring a specific genre in depth. The course performs this exact function at Pensacola State College—the institution that first introduced the class in 2009. Its established success there demonstrates its long-term viability. The class will also allow faculty to organically gauge student interest in specific topics and can thus lead to other, topic-specific courses, if demand warrants it.

Most importantly, students have expressed an interest in taking courses beyond our general surveys to give them the knowledge and skills needed to enter and succeed in more focused careers and programs after leaving our institution. This class provides instructors with a tool that they can use to meet this need. The class should also open opportunities for collaboration with other disciplines as well as study abroad courses.

# Curriculum Committee



## Change of Course Proposal

<b>School or Division</b>	School of Arts, Humanities, and Social Sciences
<b>Program or Certificate</b>	English Department
<b>Proposed by (faculty only)</b>	Prof. Jill Hummel, Dr. Scott Ortolano, and Dr. Shawn Moore
<b>Presenter (faculty only)</b>	Prof. Jill Hummel, Dr. Scott Ortolano, and Dr. Shawn Moore
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
<b>Submission date</b>	12/11/2019
<b>Current course prefix, number, and title</b>	Lit 2090 Contemporary Literature
<p>All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Curriculum Committee Chair Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p><input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve</p>	
<p>_____</p> <p><i>Provost Signature</i> <span style="float: right;"><i>Date</i></span></p>	
<p>All Curriculum proposals require review by the Office of Accountability &amp; Effectiveness.</p> <p><input type="checkbox"/> Reviewed</p>	
<p>_____</p> <p><i>Office of Accountability &amp; Effectiveness Signature</i> <span style="float: right;"><i>Date</i></span></p>	

**Section I, Important Dates and Endorsements Required**

**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

<b>Term in which approved action will take place</b>	Fall 2021
<b>Provide an explanation below for the requested exception to the effective date.</b>	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Rebecca Harris	12/11/2019
<b>Academic Dean or Provost</b>	Dr. Deborah Teed	12/11/2019

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Jason Calabrese, Ellie Bunting, Amy Trogan, Rebecca Harris, Shawn Moore, Thomas Mohundro, Scott Ortolano, Thomas Wayne, Sara Dustin, Jeremy Pilarski, Jennifer Grove, Ihasha Horn, Jill Hummel, Brandi George, Cara Minardi-Power, Katie Waddell, Ellie Bunting, John Pelot, Eric Ivy, Laura Tichy-Smith, Michael Barach, Catherine Gooch, Mark Massaro, Suzanne Biedenbach

## Section II, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	N/A
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	N/A
<b>Change to course title</b>	N/A
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	N/A
<b>Change of School, Division, or Department</b>	N/A
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	N/A
<b>Change to course co-requisites</b>	N/A
<b>Provide justification for the proposed co- requisite(s).</b>	N/A
<b>Is any co-requisite for this course listed as a co- requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	N/A
<b>Change to course credits or clock hours</b>	N/A
<b>Change to contact hours (faculty load)</b>	N/A
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.
<b>Change to course description</b> (provide below)	
The focus of this course is an examination of themes and ideas reflected in the writings of contemporary authors who have won major awards for works of fiction and poetry since the end of World War Two.	



**Change to general topic outline (type in entire new outline below)**

- Backgrounds to major works of fictions since World War Two.
- Award-winning works of poetry.
- Emerging authors, movements, genres, and/or literary mediums.
- Leading ideas and stylistic and formal features of award-winning works of fiction and poetry.

**Change to Learning Outcomes: For information purposes only.**

**IV. Course Competencies, Learning Outcomes and Objectives**

**A. General Education Competencies and Course Outcomes**

1. The *integral* general education outcome(s) met in this course is/are:

Analyze and create individual and collaborative works of art, literature, and performance. Acquire cultural literacy and foster creative thinking by examining the visual, artistic, literary, and inventive endeavors of humankind. Understand histories of creative thought, nurture personal creativity, and strengthen human relationships. Engage with the material culture, creative productions, and humanistic traditions of diverse cultures to examine human values and life across the world. Understand how human innovations in the arts, sciences, and humanities have changed the world and produced the societies in which we all live, as well as how diverse communities and societies interact in order to produce new forms of knowledge and culture.

1. Students must evaluate and interpret literary works from ethical, social, cultural, historical, philosophical, artistic, and/or biographical perspectives.
2. Students will become fluent with literary terminology and be able to apply these terms to works read in the course.
3. Students must analyze and evaluate a book-length narrative and shorter works of contemporary authors.
4. Students will demonstrate their understanding of the characteristics and techniques of the major literary genres through close readings of literary works.

The *secondary* general education outcome(s) met in this course is/are:

Visualize and engage the world from different historical, social, and cultural approaches. Understand how history, culture, and society shape and inform the human condition in the successful pursuit of academic and occupational goals. Understand how diverse cultures have interacted with, and continue to connect with, each other on a global scale. Engage in the comparative study of the values and traditions of diverse cultures. Understand and navigate the conventions, knowledge formations, practices, and discursive norms of society, culture, and the academy in order to improve and analyze one's own thinking, value diversity, and cultivate an open-minded approach to new ideas and social issues.

1. Students must identify important facts of the biographies of major contemporary authors from different backgrounds, cultural traditions, and literary movements and explain those authors' distinct literary contributions to narrative and poetic forms as well as the relationships among these authors, movements, and the broader field of contemporary literature.
2. Students will explore the world through a diverse array of theories, movements, and themes.
3. Students will investigate how various authors, works, and movements shape and contribute to the intellectual and aesthetic diversity of our contemporary world.
4. Students will analyze literary works' exploration of the human condition and the ethical and cultural problems of their time. They will also consider how such issues continue to resonate in the contemporary world.

**B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....**

**Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.**

**C. Other Course Objectives/Standards**

**Section III (must complete each item below)**

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	no
Change course to an "International or Diversity Focus" course?	Yes, International or Diversity Focus
Change course to a General Education course?	Yes
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No  If repeatable, list maximum number of credits

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	N/A
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc. They are completely fine with the alterations.	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	No

<p><b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b></p>	<p>N/A</p>
<p><b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b></p>	
<p>Yes, we have reached out to the History Department and the Humanities Department to let them know about the changes and also to assure them that these modifications won't impact the number of courses being offered, etc. They are completely fine with the alterations.</p>	

**Section IV, Justification for proposal**

<p><b>Provide justification (below) for each change on this proposed curriculum action.</b></p>
<p>Change #1: Changing literary time period from “1985” to “the end of World War Two” to better reflect the agreed upon literary time frame consistent with other bodies of higher education in the field.</p> <p>Change #2: Removing the “American” writers denotation to more accurately represent the contemporary literary canon and to make the class more diverse and inclusive.</p> <p>Change #3: Marking the class as having a diversity focus to recognize the content being taught.</p> <p>Change #4: Making the class a General Education course for the sake of clarity and so students’ work is recognized appropriately. This issue has confused students and needs to be addressed.</p>