

Faculty Senate

December 7, 2022

Consent Agenda

All changes are effective Fall 2023, unless otherwise noted.

[UNDERGRADUATE PROPOSALS](https://www.coastal.edu/app/academic/affairs/overview/g_faculty_senate_chair/)

**Academic Affairs** *(moved and seconded in committee)*

Proposal for change(s) in an undergraduate program:

COLLEGE OF HUMANITIES AND FINE ARTS

1. **Department of History**
2. **European Studies Minor (Form B ID# 811)**

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1. **Department of Intelligence and Security Studies**
2. **Intelligence and Security Studies, B.A. (Form B ID# 914)**

 

**Academic Affairs** *(moved and seconded in committee)*

Proposals for change(s) in, restoration of, or removal of undergraduate courses:

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

**1. Department of Teacher Education**

1. **EDML 491 Methods for Teaching Science at the Middle Level**

**Proposed revision(s):** Change to course title, prerequisites, corequisites, restriction, and course description (Form A - ID# 929) **FROM:** Methods for Teaching Science at the Middle School Level **TO:** Methods for Teaching Science at the Middle and Secondary Levels; **FROM**: EDML 425 and EDML 445 **TO:** EDML 445 or EDSC 400; **FROM:** Choose one from EDML 489, EDML 490, or EDML 492 **TO:** None; **FROM:** None **TO:** Admission to the professional program
**Proposed catalog description:**EDML 491 Methods for Teaching Science and the Middle and Secondary Levels (3 credits) (Restriction: Admission to the professional program) (Prereq: EDML 445 or EDSC 400). Study of methods, techniques, and materials of instruction appropriate to science teaching at the middle and secondary levels. Students are expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units are addressed. A clinical field experience at a middle or secondary school site is required and included in this course. F.

1. **EDML 492 Methods for Teaching Mathematics at the Middle-Level School Proposed revision(s):** Change to course title, prerequisites, corequisites, restriction, and course description (Form A - ID# 930) **FROM:** Methods for Teaching Mathematics at the Middle-Level School **TO:** Methods for Teaching Mathematics at the Middle and Secondary Levels; **FROM**: EDML 425 and EDML 445 **TO:** EDML 445 or EDSC 400; **FROM:** Choose one from EDML 489, EDML 490, or EDML 492 **TO:** None; **FROM:** None **TO:** Admission to the professional program
**Proposed catalog description:**EDML 492 Methods for Teaching Mathematics at the Middle and Secondary Levels (3 credits) (Restriction: Admission to the professional program) (Prereq: EDML 445 or EDSC 400) Study of methods, techniques, and materials of instruction appropriate to mathematics education at the middle and secondary school levels. The student is expected to plan and implement specific lessons utilizing various resources and techniques. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units are addressed. A clinical field experience at a middle school or secondary school site is required and included in this course. F

COLLEGE OF HUMMANITIES AND FINE ARTS

1. **Department of History**
2. **HIST 333 Modern France: 1715 to the Present**

**Proposed revision(s):** Change to course title, number, and description (Form A - ID# 827) **FROM:** Modern France: 1715 to the Present **TO:** Modern and Contemporary France; **FROM:** HIST 333 **TO:** HIST 433
**Proposed catalog description:**HIST 433 Modern and Contemporary France (3 credits). An inter-disciplinary examination of political, cultural, social, and economic challenges and conflicts in modern and contemporary France. Offered as needed.

1. **HIST 314 The History of Modern Russia and the Soviet Union Since 1855**

**Proposed revision(s):** Change to course title and description (Form A - ID# 937) **FROM:** The History of Modern Russia and the Soviet Union Since 1855 **TO:** A History of Modern Russia
**Proposed catalog description:**HIST 314: A History of Modern Russia (3 credits). The decline of Imperial Russia, the Revolution of 1917, the development of the Soviet Union, and post-Communist Russia. Offered as needed.

1. **HIST 358 Borderlands: The Balkans and Caucasus since 1878**

**Proposed revision(s):** Change to course title and description (Form A - ID# 938) **FROM:** Borderlands: The Balkans and Caucasus since 1878 **TO:** A History of Eastern Europe & the Balkans
**Proposed catalog description:**HIST 358: A History of Eastern Europe and the Balkans (3 credits). This course will analyze the major events and themes in the history of Eastern Europe & the Balkans. We will cover such topics as empire, nationalism, independence movements, political violence, state building, the World Wars, Communism, the Cold War, the end of Communism, and the expansion of NATO and the EU. Offered as needed.

HTC HONORS COLLEGE

1. **Department of Women's and Gender Studies**
2. **WGST 498 Capstone Seminar**

**Proposed revision(s):** Change in semesters offered (Form A ID# 888)

**FROM:** Fall **TO:** Fall, Spring

**Academic Affairs** *(moved and seconded in committee)*

Proposals for new undergraduate courses:

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

1. **Department of Teacher Education**
2. **EDSC 400 Assessment & Action Research (Form C ID# 509)**

**Proposed catalog description:** EDSC 400 Assessment and Action Research (3 credits) This course is an introduction to assessment at the secondary level. Students design, apply, and interpret results of measurements. Students learn and institute test formats, explore the correlation of test items with learning objectives and participate in the interpretation of teacher-made and standardized tests. F

**Course Prefix/Number:** EDSC 400

**Course Title:** Assessment & Action Research

**Primary Goal:** This course is required for a major.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Fall

**Considered for the Core Curriculum:** No

1. **EDSC 418 Reading and Writing in the Content Areas (Form C ID# 511)**

**Proposed catalog description:** EDSC 418 Reading and Writing in the Content Areas (3 credits) A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. F

**Course Prefix/Number:** EDSC 418

**Course Title:** Reading and Writing in the Content Areas

**Primary Goal:** This course is required for a major.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Fall

**Considered for the Core Curriculum:** No

1. **Department of Sociology**

1. **HUS 102 Personal and Professional Development in Helping Professions (Form C ID# 854)**

**Proposed catalog description:** HUS 102 Personal and Professional Development in Helping Professions (3 credits) (Prereq: HUS 101) This course facilitates an understanding of the personal and professional self to enhance the efficacy of decisions and actions within the Human Services field and other helping professions. Students learn to explore their own values, attitudes, beliefs, interpersonal styles, and biases, and how these relate to helping others. F, S.

**Course Prefix/Number:** HUS 102

**Course Title:** Personal and Professional Development in Helping Professions

**Primary Goal:** This course is required for a minor.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** HUS 101

**Corequisite(s):** None

**Number of credits:** 3 credits

**Course Restriction(s):** None

**Estimated enrollment:** 20

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

1. **HUS 201 Case Management (Form C ID# 862)**

**Proposed catalog description:** HUS 201 Case Management (3 credits) (Prereq: HUS 101 and HUS 102) This course familiarizes students with Case Management Theory and teaches the skills necessary for the proper assessment and treatment of populations in need. Future Human Services Professionals also learn intake and discharge procedures, the importance of confidentiality, and cooperating with other agencies. Case Management includes an overview of best practices related to management and organization of client data. F, S

**Course Prefix/Number:** HUS 201

**Course Title:** Case Management

**Primary Goal:** This course is required for a minor.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** HUS 101 and HUS 102

**Corequisite(s):** None

**Number of credits:** 3 credits

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

COLLEGE OF HUMMANITIES AND FINE ARTS

**1. Department of History**

1. **HIST 394 Maya, Aztec, Inca History and Culture (Form C ID# 792)**

**Proposed catalog description:** HIST 394 Maya, Aztec, Inca History and Culture (3 credits). In this course, students examine three primary pre-Columbian civilizations—the Maya, Aztec, and Inca—through study of physical environment, dynastic traditions, and daily life. Students explore the development of historical knowledge of these societies through studies in archaeology, anthropology, and art history and analyze the impact of new evidence on these histories. Offered as needed.

**Course Prefix/Number:** HIST 394

**Course Title:** Maya, Aztec, Inca History and Culture

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 30

**Prior enrollment in course:** 23

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **HIST 400 Memory, History, and Heritage: Using and Abusing the Past (Form C ID# 905)**

**Proposed catalog description:** HIST 400 Memory, History, and Heritage: Using and Abusing the Past (3). This course examines concepts, theories, and practices– notably memory, history, and heritage– used to frame, interrogate, embellish, exploit, propagate, obscure, and erase knowledge about the past. May be repeated under different topics for no more than nine credit hours. Offered as needed.

**Course Prefix/Number:** HIST 400

**Course Title:** Memory, History, and Heritage: Using and Abusing the Past

**Primary Goal:** This course is a cognate and elective.

**Repeatable for Credit:** Yes

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 25

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

**2. Department of Languages and Intercultural Studies**

1. **FREN 370 Introduction to French and Francophone Studies (Form C ID# 526)**

**Proposed catalog description:** FREN 370: Introduction to French and Francophone Studies (3 credits) (prereq. FREN 210 or permission by instructor) Diversity has always been one of the key features that define and renovate French identity politics. This course introduces students to French cultural identities defined and enriched by authors and artists from different ethnic, social and cultural backgrounds. Students explore the notion of la francité or Frenchness through a variety of texts as well as films and music from different time periods, genres, and regions by some of the most impactful writers, singers, and filmmakers in the francophone world. The course also helps students build their vocabulary and their conversation and writing skills as they learn new techniques for reading and interpreting different kinds of French texts: prose, poetry, novella, comic books. Offered as needed.

**Course Prefix/Number:** FREN 370

**Course Title:** Introduction to French and Francophone Studies

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** FREN 210 or permission by instructor

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 10

**Prior enrollment in course:** 7

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **SPAN 101 Basic Spanish for Healthcare and Social Services I (Form C ID# 945)**

**Proposed catalog description:** SPAN 101: Basic Spanish for Healthcare and Social Services I (3). This introductory course focuses on basic vocabulary and grammatical skills that support the students in gaining a foundational level of Spanish language. This class is intended for beginners with no previous knowledge of Spanish. Topics include the alphabet, numbers, self-introductions, how to greet patients, brief conversations, and basic medical terminology. The course is taught in Spanish language. This course does not count toward the Communication Across Cultures section of the core curriculum. Offered as needed.

**Course Prefix/Number:** SPAN 101

**Course Title:** Basic Spanish for Healthcare and Social Services I

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **SPAN 102 Basic Spanish for Healthcare and Social Services II (Form C ID# 946)**

**Proposed catalog description:** SPAN 102: Basic Spanish for Healthcare and Social Services II (3) (Prerequisite: SPAN 101 with a grade of C or better or instructor consent). This introductory course focuses on basic conversational skills in a health care setting. Students with basic knowledge of Spanish adds more grammar, vocabulary and cultural background to their knowledge and apply it to the medical oriented profession. There is a strong focus on Spanish conversational skills that relate to students’ medical professions. The learning objectives for this course include gaining confidence in brief, basic conversation in Spanish using medical and healthcare related expressions and terminology, responding to clients’ requests regarding care and comfort and conducting a basic health interview in Spanish. The course is taught in Spanish language. This course does not count toward the Communication Across Cultures section of the core curriculum. Offered as needed.

**Course Prefix/Number:** SPAN 102

**Course Title:** Basic Spanish for Healthcare and Social Services II

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** SPAN 101 with a grade of C or better or instructor consent.

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **LIS 312 Principals and Methods of Teaching Spanish (Form C ID# 957)**

**Proposed catalog description:** LIS 312 - Principals and Methods of Teaching Spanish. (3 credits) This course examines contemporary foreign language pedagogy in a sequential, standards-based curriculum. Students study and apply developmentally appropriate goals, objectives, content, skills, strategies, materials, and methods. Lesson plan designs, classroom management, and national and state education standards relevant to High School foreign language curricula are also examined. F.

**Course Prefix/Number:** LIS 312

**Course Title:** Principals and Methods of Teaching Spanish

**Primary Goal:** This course is required for a major.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 20

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Fall

**Considered for the Core Curriculum:** No

1. **ITAL 301L Italian Language & Culture Laboratory II (Form C ID# 749)**

**Proposed catalog description:** ITAL 301L - Italian Language & Culture Laboratory (1-3 credits) Students practice various aspects of the Italian language in conjunction with a course with LIS designation on a topic related to Italy. Activities may include conversation, translation, reading and listening exercises. May be used to fulfill required electives for LIS minors and majors with a concentration in Italian. This course may be repeated for up to six credits under different topics related to Italian culture. Offered as needed.

**Course Prefix/Number:** ITAL 301L

**Course Title:** Italian Language & Culture Laboratory

**Primary Goal:** This course is a cognate and elective.

**Repeatable for Credit:** Yes

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 1 to 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** Instructor Consent

**Estimated enrollment:**

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **Department of Intelligence and Security Studies**
2. **INTEL 250 Introduction to Security Studies (Form C ID# 613)**

**Proposed catalog description:** INTEL 250 – Introduction to Security Studies (3 credits) This course explores the topic of security studies. Students examine the classical theories underpinning the field of security studies, focusing on how these theories inform contemporary discussions of security policy and the challenges faced by governments. The course includes discussions of security threats and challenges faced by contemporary societies, covering armed conflict, terrorism, cyberattacks, crime, and health or environmental crises. Students consider how these issues impact societies and how governments may prevent, respond to, or recover from them. Finally, the course examines major approaches to research in the field of security studies, giving students a familiarity with both empirical and interpretivist approaches to scholarly inquiry in this diverse field. Offered as needed.

**Course Prefix/Number:** INTEL 250

**Course Title:** Introduction to Security Studies

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 25

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **INTEL 375 Security and the Economy (Form C ID# 614)**

**Proposed catalog description:** INTEL 375 – Security and the Economy (3 credits) This focuses on the role that economic factors play in national security and foreign policy. Economic conditions and activities have profound effects on countries' strategic interests, especially given the interconnected nature of today's world. This class is designed to help students understand these effects, the challenges they present to modern societies, and the ways that governments address them. Topics covered in this course include major power competition, trade, technology, economic sanctions, the military-industrial complex, industrial espionage, money laundering, and terrorist financing. Offered as needed.

**Course Prefix/Number:** INTEL 375

**Course Title:** Security and the Economy

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 25

**Prior enrollment in course:** 6

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **INTEL 493 Special Research Topics in Intelligence and Security Studies (Form C ID# 948)**

**Proposed catalog description:** INTEL 493 – Special Research Topics in Intelligence and Security Studies (3 Credits) (Prereq: Completion of INTEL 250, and INTEL 301 or INTEL 309, and earned or currently enrolled in 90 credit hours; or permission of the instructor.) This course is designed to be a culminating experience in the study of intelligence and security studies at the undergraduate level. Students study, in seminar format, a rotating special topic from the fields of intelligence and security studies as determined by the instructor and the department. Students utilize their accumulated research, communication, and subject matter skills in the production and presentation of a piece of original research on the special topic. The course may be repeated for credit under different topics. F, S.

**Course Prefix/Number:** INTEL 493

**Course Title:** Special Research Topics in Intelligence and Security Studies

**Primary Goal:** This course is required for a major.

**Repeatable for Credit:** Yes

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** Completion of INTEL 250, and INTEL 301 or INTEL 309, and earned or currently enrolled in 90 credit hours; or permission of the instructor.

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 18

**Prior enrollment in course:**

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

1. **INTEL 313 Covert Action & Grey Zone Conflict (Form C ID# 742)**

**Proposed catalog description:** INTEL 313 - Covert Action & Grey Zone Conflict (3 credits) This course explores covert action (covert operations) from a wide variety of academic perspectives, drawing on political science, history, and intelligence studies. A special emphasis is placed on American covert action after World War II, although many of the ideas discussed as part of this course are applicable to covert action by other states and in other periods. Offered as needed.

**Course Prefix/Number:** INTEL 313

**Course Title:** Covert Action & Grey Zone Conflict

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 28

**Prior enrollment in course:** 10

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

1. **INTEL 309 Data Analytics for Intel & Security Studies (Form C ID# 743)**

**Proposed catalog description:** INTEL 309 - Data Analytics for Intel & Security Studies (3 credits) (Prereq: POLI 205 or STAT 201) This course teaches students basic data science skills used in intelligence and security studies, including the processing and visualization of quantitative data. This includes using statistical software to generate descriptive statistics for key data as well as the use of linear regression models. Students gain experience generating a variety of professional-quality graphs and charts to communicate statistical information to government and scientific audiences. The focus of this class is on applied skills and students are given series of analytical tasks using real-world data. Offered as needed.

**Course Prefix/Number:** INTEL 309

**Course Title:** Data Analytics for Intel & Security Studies

**Primary Goal:** This course is an elective.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** POLI 205 or STAT 201

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 28

**Prior enrollment in course:** 10

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as needed

**Considered for the Core Curriculum:** No

[**GRADUATE PROPOSALS**](https://www.coastal.edu/app/academic/affairs/overview/g_faculty_senate_chair/)

**Academic Affairs** *(moved and seconded in committee)*

Proposal for change(s) in an undergraduate program:

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

1. **Department of Educational Studies**
2. **Language, Literacy, and Culture, M.Ed. (Form B ID# 891)
 **
3. **Instructional Technology, Ed.S. (Form B ID# 758)**Admission Requirements

1. A completed application for graduate study at the University.

2. Official transcripts of all undergraduate and graduate coursework from previously attended schools.

3. An earned Master’s Degree from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale.

~~4. At least 6 credit hours of graduate coursework in Instructional Technology or related field completed within the past six years.\*~~

5. Two letters of recommendation are suggested but not required.

6. Submission of a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.

~~\*Applicants who do not meet criteria #4 may be provisionally admitted but must complete two masters-level Instructional courses, one of which must be EDIT 604, before enrolling in the Ed.S. coursework~~.

**Graduate Council** *(moved and seconded in committee)*

Proposals for change(s) in, restoration of, or removal of graduate courses

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

**1. Department of Educational Studies**

1. **EDLL 605 Organization, Administration, and Supervision of the School Reading Program**

**Proposed revision(s):** Change semesters offered and course description (Form A - ID# 900)
**Proposed catalog description:**EDLL 605 Organization, Administration, and Supervision of the School Reading Program (3 credits) This course is designed to assist advanced students in making appropriate decisions regarding the planning, implementation, supervision, administration, and evaluation of school reading programs. Formal standardized measures, including norm-referenced and criterion-referenced tests and the use of school-wide assessment data for literacy program planning will also be addressed. S

1. **EDLL 620 Literacy Assessment and Instruction for Diverse Populations**

**Proposed revision(s):** Change semesters offered and course description (Form A - ID# 901)
**Proposed catalog description:**EDLL 620 Literacy Assessment and Instruction for Diverse Populations (3 credits) (Prereq: Teacher certification PK-12) Naturalistic, authentic assessment strategies and the integration of instructional strategies with assessment are investigated with struggling readers and writers, PK-12. Emphasis on best practices and current research as applied to special populations of students including learning disabilities, developmental delays, second language learners, gifted and talented students, physically challenged, and social/emotional behavioral issues. SU

1. **EDLL 621 Developing Literacy Teacher-Leaders Within School Communities**

**Proposed revision(s):** Change semesters offered and course description (Form A - ID# 903)
**Proposed catalog description:**EDLL 621 Developing Literacy Teacher-Leaders Within School Communities (3 credits) (Prereq: Teacher certification PK-12) Course participants explore how literacy leaders integrate essential elements of curriculum, instruction, assessment, and on-going staff development to develop research-based literacy programs. Major topics include theoretical principles and practices for staff development, mentoring/coaching, and evolving roles/responsibilities for literacy teacher-leaders.

SU

1. **EDLL 622 Action Research in Literacy Coaching**

**Proposed revision(s):** Change semesters offered and course description (Form A - ID# 904)
**Proposed catalog description:**EDLL 622 Action Research in Literacy Coaching (3 credits) (Prereq: EDLL 621, Teacher certification PK-12) Course develops synergistic decision-making and interpersonal skills used by literacy teacher-leaders to explore conditions that affect student learning, curricular reform, and teacher empowerment. Course participants use action research to explore a coaching relationship with a practicing teacher. F

**Graduate Council** *(moved and seconded in committee)*

Proposals for new graduate courses:

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

1. **Department of Teacher Education**
2. **EDSC 599 Clinical Field Experience (Form C ID# 833)**

**Proposed catalog description:** EDSC 599 Clinical Field Experience (0 credits) (Coreq: EDSC 547, EDSC 549, EDSC 552, or EDSC 553) The clinical field experience is offered in conjunction with seminar courses offered in the education programs. Candidates work closely with their university supervisor and cooperating teacher to assume responsibility for various aspects of the classroom, including observation, assessment, planning, and instruction. This course may be repeated for credit. F,S

**Course Prefix/Number:** EDSC 599

**Course Title:** Clinical Field Experience

**Primary Goal:** This course is required for a major.

**Repeatable for Credit:** Yes

**Course Equivalencies:** None

**Pass/Fail Grading:** Yes

**Prerequisite(s):** None

**Corequisite(s):** EDSC 547, EDSC 549, EDSC 552, or EDSC 553

**Number of credits:**  0 credits

**Course Restriction(s):** Admission into the professional program.

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Other
**Semester(s) offered:** Fall, Spring

COLLEGE OF HUMANITIES AND FINE ARTS

1. **Department of Languages and Intercultural Studies**
2. **SPAN 510 Intermediate Medical Spanish (Form C ID# 936)**

**Proposed catalog description:** SPAN 510: Intermediate Spanish for Healthcare (3). This class focuses on developing the communicative skills necessary to engage students with the human aspect of health in Spanish. Students develop cultural and linguistically appropriate skills which address the communication needs across the healthcare continuum, to provide culturally competent services. This course has a strong focus on improving skills like writing, listening, speaking, and reading, and supports students in applying those skills to their medical oriented professions. Students apply these skills to several medical professions. In addition, students identify cultural factors that influence in the everyday communication with Spanish speaking individuals in the healthcare system. The course is taught in Spanish language. Offered as needed.

**Course Prefix/Number:** SPAN 510

**Course Title:** Intermediate Medical Spanish

**Primary Goal:** This course is required for a certificate.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:**  3 credits

**Course Restriction(s):** Admission into the certificate program or permission of the instructor.

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom
**Semester(s) offered:** Offered as needed

1. **SPAN 511 Latinx & Latin American Health Issues in the United States (Form C ID# 942)**

**Proposed catalog description:** SPAN 511: Latinx & Latin American Health Issues in the United States (3). Interdisciplinary approach to the intersectionality of human rights, social norms, cultural values, and wellness to produce research based, actionable responses to community related issues in health care. In this course, students improve their ability to interpret historical events and express cultural cues appropriately to instill effective communication and develop relationships of respect and trust with Spanish speaking populations. To achieve that aim, students discuss the historical development of complementary and alternative medicine among Latino populations in the Americas, with a strong focus on Latinx community in the United States and is guided through a curriculum that gives them insight into current social and cultural issues that they face. The course is taught in Spanish language and is offered as needed.

**Course Prefix/Number:** SPAN 511

**Course Title:** Latinx & Latin American Health Issues in the United States

**Primary Goal:** This course is required for a certificate.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:**  3 credits

**Course Restriction(s):** Admission into the certificate program or permission of the instructor.

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom
**Semester(s) offered:** Offered as needed

1. **SPAN 512 Spanish for Social Services Issues (Form C ID# 943)**

**Proposed catalog description:** SPAN 512: Spanish for Social Services Issues (3). In this course, students explore the communication requirements of those working in the social services professions as they deal with Spanish speaking patients daily. Students practice their communication skills while acquiring new vocabulary and grammatical structures that relate directly to many practical contexts of the professions. There is a strong emphasize in developing cultural sensitivity towards cultural circumstances that influence the performance and existence of Latinx/Latin American origin communities in the United States. The course is taught in Spanish language. Offered as needed.

**Course Prefix/Number:** SPAN 512

**Course Title:** Spanish for Social Services Issues

**Primary Goal:** This course is required for a certificate.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:**  3 credits

**Course Restriction(s):** Admission into the certificate program or permission of the instructor.

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom
**Semester(s) offered:** Offered as needed

1. **SPAN 513 Spanish/English Medical Translation and Interpretation Techniques for Healthcare (Form C ID# 944)**

**Proposed catalog description:** SPAN 513: Spanish/English Medical Translation and Interpretation Techniques for Healthcare (3). Students become familiar with basic medical terminology, systems, and procedures. They also have an overview of distinct translation practices and specific procedures regarding medical professions. By the end of the course students can consider, compare, and contrast translation principles and practices, and their effects on communities in the United States. Students also learn useful interpretation skills that help them overcome communicative barriers in their healthcare related professions. Students are required to practice a wide array of skills ranging from medical writing strategies to oral interpreting activities which hone their ability to translate texts within the medical filed and enhance their ability to meet their current and future communicative goals. The course follows a workshop design, accompanied by theoretical components directly related to the tasks at hand. The course is taught in Spanish language. Offered as needed.

**Course Prefix/Number:** SPAN 513

**Course Title:** Spanish/English Medical Translation and Interpretation Techniques for Healthcare

**Primary Goal:** This course is required for a certificate.

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** None

**Corequisite(s):** None

**Number of credits:**  3 credits

**Course Restriction(s):** Admission into the certificate program or permission of the instructor.

**Estimated enrollment:** 15

**Prior enrollment in course:**

**Method of delivery:** Classroom
**Semester(s) offered:** Offered as needed