Consent Agenda

Faculty Senate Meeting

December 4, 2009

The Academic Affairs Committee Presents Motions to accept the following changes:

Motion to amend the Faculty Manual to establish a standing day and day for Academic Affairs Committee meetings.

The standing day and time for meetings will be Tuesdays 10:00am-12:00pm. The Academic Affairs Committee will meet Tuesdays the week following meetings of the Faculty Senate (placement of and the exact wording of the language to appear in the manual will be determined by the ad hoc Faculty Manual Rewrite Committee).

Motions Concerning Curriculum:

1. **College of Business**

   Changes proposed for an undergraduate program

   a. Accounting: CMA Track Emphasis

   **Deletion of courses from program:** Delete the CMA Track from the Accounting major. **Proposed catalog description:** Accounting major v. Major requirements: A grade of C or better required in each course. CPA Track (27 credits) CBAD 330, 331, 332, 333, 345, 437, 439, 440, 483…(27) **Justification:** This change is necessary because the topics tested on the CMA exam were recently changed to add more emphasis on finance. Accordingly, the CMA Track will appear under the Finance major.

   b. Accounting: CPA Track Emphasis

   **Number of credits:** 24 to 27 **Required courses:** from 8 to 9 **Adding or deleting cross-listed courses:** Adding course name /number – CBAD 483 (Current CPA Topics) **Proposed catalog description:** Accounting major v. Major requirements: A grade of C or better required in each major course. CPA Track (27 credits) CBAD 330, 331, 332, 333, 345, 437, 439, 440, 483…27 **Justification:** The SC Board of Accountancy changed its course requirements for being licensed as a CPA. They no longer count CBAD 344. Therefore, we need to add another course. Also, by adding a CPA review course, our students will be better prepared for the CPA exam.

   c. Finance: CMA Track Emphasis
Number of credits: from 24 to 18. Required courses: from 8 to 6. Deletion of courses from program: Course number(s) CBAD 331, 345 & 434 Other: Required courses added to the major: CBAD 463 & 465 Proposed catalog description: Finance Major v. Major requirements: A grade of C or better required in each major course. Wealth Management: (24 credits) CBAD 460, 461, 464, 465, 466, 469, 470…. 24 OR CMA /Corporate Finance Track (24 credits) CBAD 330, 333, 434, 460, 461, 463, 465, 468….18 Justification: This change is necessary because the topics tested on the CMA exam were recently changed to add more of an emphasis on finance. Accordingly, the CMA Track will appear under the Finance major.

d. Finance: Wealth Management Track Emphasis

Number of credits: from 18 to 24 Required courses: from 6 to 8 Proposed description: Finance Major: Finance is the art and science of managing money in public and private enterprises. It encompasses a wide array of theory, concepts, applications, and analytical tools needed for effective decision-making. Finance majors will be prepared to enter careers in corporate finance, investments, portfolio analysis and management, and financial markets and institutions. V. Major Requirements: Wealth Management (24 credits) CBAD 460, 461, 464, 465, 466, 469, 470 & 1 elective. …24 (Elective choices: CBAD /RTMA 467, CBAD 440, MATH 329, CBAD 463) OR CMA/Corporate Finance Track (24 credits) CBAD 330, 333, 334, 434, 460, 461, 463, 465, 468….18 Justification: The change is needed to reflect the topics in the Certified Financial Analyst (CFA) exam.

Request for minor changes (Form E)

a. CBAD 464 Individual Financial Planning

Change of course name: Proposed new course title: Retirement and Estate Planning

b. RTMA 180 Guest Services I. Current pre- or co- requisites: None Proposed pre- or co-requisites: RTMA 101.

c. RTMA 280 Guest Services II. Current pre- or co- requisites: None Proposed pre- or co-requisites: RTMA 101.

Request for changes in or deletion of an undergraduate course

a. SSRT 195 Success Seminar for Resort Tourism Majors

Title of course: from Success Seminar for Resort Tourism Management Majors to Introduction to Resort Tourism Management Course number: from course number SSRT 195 to course number RTMA 101. Proposed catalog description: (3) (Prereq:
restricted to freshman only enrolled in the Resort Tourism Management Program. Provides an introduction to various careers in the hospitality and tourism industry in the context of resort destination areas. Through both classroom lectures and off-campus industry site visits students are introduced to internship and career opportunities in hospitality and tourism industry in the context of resort areas. 

**Justification:** Since expanding the Resort Tourism curriculum from a concentration within the management major, to a separate major through still within the College of Business, there is a need to communicate better with prospective students that the curriculum is a stand-alone major. The course content has also expanded to provide better exposure to the broader industry. Site-visits are now an important component of the course and should therefore be in the course description.

b. CBAD 466 Securities Analysis

**Change in prerequisites:** from course # 363 to course # CBAD 363, MATH 160

**Title of course:** from Securities Analysis to Investment Analysis

**Proposed catalog description:** Financial theory and techniques for overall investment analysis. Conceptual and analytical framework for formulating investment policies and analyzing securities. 

**Justification:** none.

c. CBAD 469 Investment Analysis and Portfolio Management

**Prerequisites:** from CBAD 363 to CBAD 466

**Title of course:** from Investment Analysis and Portfolio Management to Portfolio Management.

**Proposed catalog description:** Conceptual and analytical framework for formulating investment policies and constructing portfolios. This course serves as the capstone to the Wealth Management track. Special topics may be introduced.

**Proposal for a new undergraduate course**

a. CBAD 470 Financial Derivatives

**Credit hours:** 3

**Prerequisites:** MATH 160, CBAD 363

**Course restrictions:** Required for a major

**Proposed catalog description:** This course is designed as an introduction to risk management and derivatives. The course employs practical applications to introduce students to the risk management process. The course will provide an introduction to the following topics: Option and Futures basics, derivatives securities markets, valuation of derivatives, derivative trading strategies, the management of corporate risk, and an overview of the use of derivatives in accounting. 

**Justification:** none.

b. CBAD 483 Current CPA Topics

**Credit hours:** 3

**Prerequisites:** A grade of C or better in CBAD 330, 331, 332, 333, 336, 437, 439 & 440

**Course restrictions:** Required for a major

**Proposed catalog description:**
description: This course is designed to provide a review of the major topics on the CPA exam. Students will be involved in an intensive review of CPA exam topics and take a battery of diagnostic exams on the topics to measure their level of competency in each area. Justification: The purpose of the course is to enable students in the CPA track to develop the knowledge and skills necessary to pass the CPA exam.

c. ECON 333 Economics of Energy

Credit hours: 3 Prerequisites: ECON 201 and ECON 201 or ECON 101. Elective.
Proposed catalog description: This course examines markets for various extractive energy sources (such as oil, coal, and natural gas,) as well as renewable energy sources (such as wind and solar). The course will: 1) investigate why energy markets have historically been subject to extensive governmental intervention; 2) analyze the effects of traditional policy measures such as price controls and regulation; and 3) examine current policy issues arising from the relationships among energy use, economic growth, and the environment. Justification: The Economics major is only four years old and this course reflects evolving faculty and student interests.

d. ECON 361 U.S. Fiscal Policy

Credit hours: 3 Prerequisites: ECON 201 and ECON 201 or ECON 101. Elective.
Proposed catalog description: This course will provide students with an in-depth understanding of economic policy during various presidencies and periods of war. Emphasis will be given to Hamiltonian finance, the Jeffersonian approach to the national debt, as well as taxation and borrowing during wartime. Justification: A course on fiscal policy will help differentiate the economics major at CCU from others across the state. A course so narrowly focused will benefit the students in that it will show them the practical application of macroeconomic theory, provide an interesting outlet for professional research, and could be a cornerstone in a future MPA program here at CCU. Additionally, this course could be of interest to those wishing to pursue an economics minor or the impending Bachelor of Arts in Economics program.

e. ECON 375 Economics and National Security

Credit hours: 3 Prerequisites: ECON 201 and ECON 201 or ECON 101. Elective.
Proposed catalog description: This course will explore the relationship between economics and the new environment of heightened national security in the post-9/11 world. Emphasis will be given to how the global War on Terror (WOT) differs from past conflicts, economic attempts to diminish terrorism, intelligence gathering, economic sanctions, third-world debt relief, possible economic causes of terrorism, weapons of mass destruction (WMD) proliferation, and weapons procurement. Justification: A course on economics and national security is vital in today’s post 9/11 view of the “new normal.” Students will be well-served with a course that focuses on applying what was
learned in the principles classes, at both macro and micro level. The course is relevant with respect to current events and describing a phenomenon of which students have grown up trying to understand since middle school.

2. College of Humanities and Fine Arts

Proposal for a new undergraduate course

a. ARTE 399  Independent Study

Credit hours: 1-3  Prerequisites: ARTE 329  Co-requisites: None  Course restrictions: None. This course may be used as an elective or cognate course. Proposed catalog description: ARTE 399 Independent Study (1-3). (Prereq: ARTE 329). See guidelines under Academic Regulations in this catalog; may be repeated for credit with different topics. F, S, Su. Justification: When updating our department catalog listings, it was noted that this option was missing from the Art Education area courses. Since the Art Education Minor was approved last year, this course could be used to fulfill Art Education Minor requirements. Additionally, as the Visual Arts Department expands, students are seeking cognates thus creating a need for this course. This is the case for Spring 2010; a student wishes to pursue a deeper investigation of a topic introduced in ARTE 329 for Elementary Schools.

b. ARTE 499  Directed Undergraduate Research

Credit hours: 1-3  Prerequisites: Permission of instructor, approved course contract, and if applicable, field site permission obtained. Co-requisites: None. Course restrictions: None. This course may be used as an elective or cognate course. Proposed catalog description: ARTE 499 Directed Undergraduate Research (1-3). (Prereq: Permission of instructor, approved course contract, and if applicable, field site permission.) Selected and structured undergraduate research projects conducted with faculty direction and possible participation. Course may be repeated for credit with different topics. F, S, Su. Justification: When updating our departmental catalog listings, it was noted that this option was missing from the Art Education area courses. There are several reasons to offer this course: Since the Art Education Minor was approved last year, this course could be used to fulfill Art Education Minor requirements. Additionally, as the Visual Arts Department expands, students are seeking cognates thus creating another need for this course. Research experience in Art Education might prepare a student for graduate school. Also, this course could be used within a grant involving one of the Art Education professors.

c. PHIL 306  20th Century Analytical Philosophy

Credit hours: 3  Prerequisites: None  Co-requisites: None
Course restrictions: None. This course may be used as an elective or cognate course.

Proposed catalog description: PHIL 306 20th Century Analytical Philosophy (3). This course is a survey of the development of analytic philosophy in the Twentieth Century, with emphasis on both the works of prominent analytic philosophers and the methods now typical of contemporary analytic philosophy. The works of Frege, Russell, Moore, Wittgenstein, Ayer, Quine, and Kripke may be considered. Topics may include the role of analysis and common sense in philosophy, theories of linguistic meaning, the relation language has with the world, the relationship between science and philosophy, and the nature of necessity and possibility. Justification: The course would expand the department’s offerings in the history of philosophy (especially for Twentieth-Century philosophy), as well as expand its coverage of philosophical issues in metaphysics, epistemology, philosophy of mind, philosophy of science, and philosophy of language. Majors from other fields with interests in philosophy of science, logic, linguistics, and psychology would find this course useful as a cognate or elective.

d. POLI 307 The Scope of American Politics

Credit hours: 3
Prerequisites: POLI 201 or permission of the instructor
Co-requisites: None.
Course restrictions: Required for a major.
Proposed catalog description: POLI 307 The Scope of American Politics (3). An in-depth exploration of the two major fields of study in American politics: political institutions and political behavior. Topics covered include the executive, legislative, and judicial branches of government in addition to political parties, voting behavior, public opinion, and interest groups. Justification: Political science majors are currently required to take only one survey of American politics (POLI 201). This course, which also services the core curriculum, provides only a high-level introduction to politics. Political science majors thus go straight from an introductory course to taking upper-level, narrowly focused courses in American politics (e.g. Politics and Mass Media, Legislative Process) without an interim course to provide them with a survey of major research theories in the field of American politics as a whole. This course is designed to provide students with a deeper understanding of American politics by addressing the major questions and theories in two subfields of study: political institutions and political behavior. The linkages between these two subfields both produce and shape political and policy outcomes in the United States. Understanding these relationships is therefore critical to both explaining and predicting the state of American politics.

e. POLI 356 Intelligence Analysis

Credit hours: 3
Prerequisites: POLI 201 or permission of instructor
Co-requisites: None.
Course restrictions: None. This course may be used as an elective or cognate course.
Proposed catalog description: POLI 356 Intelligence Analysis (3). (Prereq: POLI 201 or permission of the instructor) An in-depth exploration of various intelligence
issues with a focus on building analysis skills for the purpose of intelligence analysis. **Justification:** In the aftermath of 9/11, the need for trained intelligence analysis and individuals with an understanding of national security became readily apparent. Additionally, this course will serve to support the proposed new program in intelligence and national security. **Impact on existing academic programs:** This course will not adversely impact on any existing programs. Rather, it will provide students with the opportunity to use this course as cognate credit for their major. **Method of delivery:** Classroom / Distance learning.

f. POLI 376  The Bureaucracy

**Credit hours:** (3) **Prerequisites:** POLI 201 or permission of instructor **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** POLI 376 The Bureaucracy. (3) (Prereq: POLI 201 or permission of the instructor) A study of how the branches of government function (political control, the political-bureaucratic adaptation, bureaucratic accountability, reasoning, their clients, networks) and what government agencies do and why they do it. Interrelationships among the various entities in government will be explored through case studies. **Justification:** Public administration/public policy is an important sub-discipline of political science. The department wants to increase student opportunities to take additional courses in the public administration/public policy area in order to allow students effectively to concentrate on a sub-discipline of the major.

g. POLI 446  The Essentials of Legal Studies

**Credit hours:** 3 **Prerequisites:** POLI 201 or permission of the instructor **Co-requisites:** None **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** POLI 446 The Essentials of Legal Studies (3). (Prereq: POLI 201 or permission of the instructor) This class is designed to acquaint students with the basic concepts of local, state, and federal laws, systems, and reasoning. This course also will expose the student to the court system and its impact on the legal environment. **Justification:** Students preparing for a career in law, government, political science, and business will benefit from the class. This course will support the growing Pre-Law Minor.

h. POLI 451  The Supreme Court

**Credit hours:** 3 **Prerequisites:** POLI 201 or permission of the instructor **Co-requisites:** None. **Course restrictions:** None. This course may be used as an elective or cognate course. **Proposed catalog description:** POLI 451 The Supreme Court (3). (Prereq: POLI 201 or permission of the instructor) A study of the role of the Supreme Court in American politics. Covered topics include the historical development as an institution, the selection and nomination process of Supreme Court justices, the nature of the
Supreme Court decision-making, the relationship between the Supreme Court and the other branches, and other relevant topics. **Justification:** This course will aid students who are preparing for a career in government or law. This course will also support the growing Political Science major and Pre-Law minor. **Impact on existing academic programs:** This course will increase the options for Political Science majors to satisfy the requirement to take a course in American Politics or their upper division electives and will aid in future revisions to the Pre-Law minor. The course will also serve as a cognate for other majors, such as history. **Method of delivery:** Classroom.

**Request for minor changes**

a. PHIL 271 philosophers Writing

**Proposed revisions:** Change in prerequisites from ENGL 101 to ENGL 101; and C or better in any PHIL course, or permission of instructor.

**Change(s) proposed for an undergraduate program**

a. French Minor

**Required courses:** From FREN 300 or 401 to FREN 400 or 401. **Justification for change:** Original form B, which was used to change the French Minor in 2008, had the right sequence of classes (FREN 400 or 401). This sequence was erroneously copied into the catalog as FREN 300 (this class does not exist) or 401.

a. Political Science Degree

**Number of credits:** from 30 to 33. **Change in required courses:** from one upper division American politics course to POLI 307 and another upper division American politics course. **Justification:** Assessment of student performance in the major has shown a deficiency in an understanding of American politics.

4. College of Natural and Applied Science

**Proposal for a new undergraduate course**

a. BIOL 345L Biology of Human Cancer Laboratory

**Credit hours:** 1 **Prerequisites:** None. **Co-requisites:** BIOL 345 **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** BIOL 345L Biology of Human Cancer Laboratory (1). (Coreq: BIOL 345) Laboratory exercises to accompany Biology 345. Three laboratory hours per week. May. **Justification:** The Biology of Cancer lecture class has been offered for a number of years (without lab) and is always in high demand. A laboratory course would take the concepts taught further and allow students to study them from a different approach. **Impact on existing academic**
programs: A laboratory course would allow students to explore those concepts in a hands-on, practical and applied way. **Method of delivery:** Lab.

b. SOC 380  Collective Action and Social Movements

**Credit hours:** 3  **Prerequisites:** SOC 101 or SOC 102  **Co-requisites:** None  **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** Using a sociological frame of analysis, this course explores distinctions between collective, action and social movements, conditions that facilitate their development, and their impact on social, cultural, and political policies. A wide variety of social movements in American society are examined, including the Progressive era reform movements, the labor movement, the women’s movement, the environmental movement the gay rights movement, the civil rights and other racial/ethnic movements. **Justification:** The proposed course is critical to the proposed social justice track and is consistent with industry trends. Many of the social justice programs in the nation offer a Collective Action and Social Movements course, including Brandies, Loyola-Chicago, Georgetown, and Washington State. Many other undergraduate sociology programs offer a social movements class, including University of Maryland, Ohio State, Florida State, Vanderbilt, University of North Carolina-Wilmington, as aspirant institution. In addition, the American Sociological Association, Society for the Study of Social Problems, and regional organizations offer special interest sections/divisions in social movements. Moreover, there are many interdisciplinary and international social movement journals, including Social Movement Studies and Mobilization, and many other publications within the subfield. **Impact on existing academic programs:** The proposed course supports the social justice track providing a vehicle for understanding how social action can promote social justice and social change. More specifically, the proposed Collective Action and Social Movements course provides a vehicle for understanding how a sense of justice has historically motivated people to action and how movements, in turn, have impacted social, cultural, and political injustices.

c. BIOL 417  Herpetology

**Credit hours:** 3  **Prerequisites:** BIOL 122  **Co-requisites:** BIOL 417L  **Course restrictions:** None. This course may be used as an elective. **Proposed catalog description:** BIOL 417 Herpetology – The Study of Reptiles and Amphibians (3). (Prereq: BIOL 122) (Coreq: BIOL 417L) The study of reptiles and amphibians, covering systematics, evolution, ecology, morphology, reproduction, biogeography, physiology, and conservation. Three lecture hours per week. S. **Justification:** A lot of interest from students; abundant and diverse herpetofauna in local region. **Impact on existing academic programs:** This course would improve the biology major by adding an upper-level, organismal course that focuses on systematics (we have very few of these types of courses).
d. BIOL 417L Herpetology Laboratory

**Credit hours:** 1  
**Prerequisites:** BIOL 122  
**Co-requisites:** BIOL 417  
**Course restrictions:** None. This course may be used as an elective.  
**Proposed catalog description:** BIOL 417L Herpetology Laboratory – The Study of Reptiles and amphibians (1). (Prereq: BIOL 122) (Coreq: BIOL 417) Field experience and laboratory exercises to accompany BIOL 417. Three laboratory hours per week.  
**S. Justification:** A lot of interest from students; abundant and diverse herpetofauna in local region.

**Request for minor changes**

a. CHEM 422 Instrumental Analysis

**Proposed revisions:** **Change in prerequisites:** from Pre – CHEM 321; Co-CHEM 422L to Pre – CHEM 321, CHEM 331 Co-CHEM 422L.

**Request for deletion from Biology Major Foundation**

a. PHYS 201 General Physics I  
b. PHYS 201L General Physics I Laboratory  
c. PHYS 202 General Physics II  
d. PHYS 202L General Physics II Laboratory

**Change(s) proposed for an undergraduate program**

a. Chemistry Minor

**Deletion of courses from program:** CHEM 321/321L; MSCI 305/305L; MSCI 355/355L; MSCI 402/402L.  
**Catalog description:** Chemistry Minor. A minor in chemistry is available. Students interested in minoring in chemistry should contact the Department Chair of Chemistry and Physics. A grade of C or above is required in each course to be applied toward the minor.  
**Prerequisites:** CHEM 111/111L, 112/112L  
**Catalog description:** CHEM 301, 399, and 499 are not acceptable. MSCI 401/401L is acceptable for this requirement….7-8. Total Credits Required….23-24.  
**Justification:** As the number of students in the minor have grown, there has been a limitation to the availability of CHEM 321 for the minors to take. The change of this course from a requirement to an option will remove this bottleneck and allow for more flexibility in the minor. Since we now offer more upper level Chemistry courses as options for students, some MSCI courses will no longer be needed as substitutes to fulfill the minor requirement.
b. Information Systems Degree

**Deletion of courses from program:** CSCI 110  
**Adding or deleting cross-listed courses:** CSCI 210  
**Change in catalog description:** III. Foundation Courses (53-63 credits)* CSCI 130/130L*, 140/140L, 150/150L, 170, 210…… 16  
**Justification:** This change is a refinement of our curriculum. The purpose is to add computer architecture component into the Information Systems Bachelor’s degree.

f. Applied Mathematics Major

Change required courses from STAT 201/201L; PHYS 211/211L, PHYS 212/212L, one other science TO STAT 412; PHYS 211/211L, two additional science courses coming from either Biology, Chemistry, or Geology.  
**Proposed Catalog Description:**  
Foundation Courses (15-29 credits)* MATH 190 (1), MATH 160*, 161 (8), MATH 242/242L (4), CSCI 130* or 140/140L (3-4), PHYS 211/211L* (4). Two additional science courses coming from either BIOL, CHEM, GEOL, MSCl, or PHYSl with course number greater than 109 (6-8). *Credits for courses taken as part of the Core curriculum are not counted elsewhere in the major.

**MAJOR REQUIREMENTS** (38 Credits) MATH 220, 260, 320, 344, 450, 490 (17), STAT 412 (3), MATH 446 OR 454(3), Two courses (MATH or STAT) numbered 300 or higher (except MATH 330) (6) Three courses (MATH or STAT)numbered 400 or higher (9). Mathematics majors will select an interdisciplinary cognate of upper level courses numbered 300 or above with the approval of their faculty adviser. A grade of C or above is required in each course to be applied toward the cognate. A minor will fulfill this requirement.  
**ELECTIVES (3-19 Credits)**

**Justification:** STAT 412 is a better fit for MATH majors than STAT 201/201L. Switching PHYS 212/L for an additional science course increases the flexibility of the mathematics major for our students.

**Request for changes in or deletion of an undergraduate course**

a. SOC 301 Sociology of Sex Roles

**Course change:** **Title of course:** from Sociology of Sex Roles to Gender and Society  
**Proposed catalog description:** This course examines gender in terms of men’s and women’s identities and normative behaviors that occur in gendered institutions within an inequitable, patriarchal social structure that allots power and privilege to men over women, across all classes and races.  
**Justification:** The sociological discipline has long
since discredited the theories and methodological focuses reference in the current course title and description. Gender is salient across more than just roles or normative, individual behaviors. Gender is embedded into different social situations and the social structure more generally. Furthermore, in sociological discourse not only have subcultures become of secondary importance in regards to race and class, but also implied in this language is embarrassing, implicit sexist attitude that communities who vary from the traditional masculine and feminine norms are deviant. Also, growing focus on gender inequality is not referenced anywhere in the current course description.

b. SOC 308 Community Organization

**Course change: Title of course:** from Community Organization to Community Development and Social Change

**Proposed catalog description:** This course provides a sociological analysis of community and explores community development models and the history of community development practices. Students learn hands-on skills that will prepare them for work in community–based organizations and institutions. This course includes a required community service learning component with a local community organization. **Justification:** The proposed revisions will permit a thorough social scientific analysis of community organizing and development by combining classroom knowledge with skill development and practical application in a service learning environment. Students from last semester’s 308 class claim that learning modules were made clearer by working in real-life settings outside the classroom; they were better able to synthesize conceptual and theoretical constructs and apply skills that they had learned in class (student evaluations, Sociology 308, Spring 2009). The proposed course changes are also consistent with industry trends toward public sociology programs: programs that take sociology “beyond the university” (see Burawoy, Michael, 2005. “The Critical Turn to Public Sociology.” Critical Sociology. 31(3) 313-326). Currently, many academic institutions offer sociology/rural sociology courses in applied community studies, the American Sociological Association, Society for the Study of Social Problems, and regional organizations offer special interest sections/divisions in community sociology, and there are many interdisciplinary journals with an applied, community focus (e.g., Action Research Journal, Community Development Journal, Journal of Applied Sociology, Journal of Community and Applied Social Psychology, Research on Social Work Practice, etc.).

c. SOC 309 Social Inequality

**Course change: Proposed catalog description:** (3) The course provides a social scientific overview of how individual experiences in social reality are unequal given the stratified nature of the world. Historical trends in inequalities and contemporary hierarchical social arrangements are examined. A focus of the course is how different forms of inequality are maintained and replicated via individual behaviors and the
operation of different socio-cultural institutions. Also analyzed are the efforts to
challenge unjust inequalities within communities, and nation-stated world-wide.

**Justification:** In expanding the offering of separate courses on race and gender, this class
no longer needs to survey all forms of inequality but instead, should focus on class while
accounting for, but not concentrating almost exclusively on how race and gender intersect
and interlock with inequality more generally. Under the conditions of globalization, to
fully understand the stratified world inequality must be examined not only the nation-
state, but also at the world-wide level. Sociology is replaced with ‘social scientific’ as the
social justice fields are interdisciplinary by nature, and a more encompassing language
will be more attractive to non-sociology majors if the course is added to the core as
suggested by the Fischer report calling for students to have more exposure to diversity
courses.

**d. SOC 355  Minority Group Relations**

**Course change: Title of course:** from Minority Group Relations to Race and Ethnicity

**Proposed catalog description:** A socio-historical, theoretical, and empirical analysis of
race and ethnicity, with primary emphasis on U.S. relations and trends. Cultural, political,
and economic relationships on the basis of race/ethnicity are examined. Issues of
prejudice, discrimination, and racism are explored as well as strategies for individual and
collective action that promote equality and social justice for all races/ethnicities.

**Justification:** The proposed revisions will permit a more thorough social scientific
analysis of race and ethnicity. Currently there is no course dedicated exclusively to: *
The socio-historical analysis of race/ethnicity; * the impact of race/ethnicity on life
opportunities and well-being; * An analysis of how historical and contemporary
relationships of racial inequality are woven into the fabric of society via social
institutions and the relationships between them; * the impact of individual and collective
resistance in the struggle against racism and how students, themselves, can become
involved in the struggle for social justice and change to ameliorate racial, ethnic prejudice
and discrimination. The proposed change to a race/ethnicity course is consistent with
industry trends: most colleges/universities offer a course specifically in race/ethnicity and
the American Sociological Association, Society for the Study of Social Problems and
many regional sociological organizations house a special division dedicated to
race/ethnicity. Furthermore, the proposed change is consistent with the Fischer Report
recommendation to increase student exposure to diversify courses and training.

**e. SOC 465  Sociology of AIDS**

**Course change: Prerequisites:** (from SOC 101 or 102, statistics, research methods,
computer usage. These courses may be waived by the instructor TO Junior standing or
consent of instructor.)

**Change in catalog description: Proposed catalog description:**
SOC 465 Sociology of AIDS (3). Prerequisite: Junior standing or consent of instructor. A
seminar for advanced undergraduates, this course involves student research on HIV/AIDS transmission, incidence, prevalence, and prevention worldwide and analyzes HIV/AIDS within the framework of social stratification, social movements, social deviance, social control, and international development. **Justification:** The change in prerequisites reflects with our current Core Curriculum, the increasing likelihood students at the junior level will have been exposed to research and will be experienced computer users. The course was developed and first taught before these were safe assumptions.
Spadoni College of Education

Request for Addition or Change in Concentration – Graduate Level

Suggested Change: Revision of a 15 credit hour specialization in Learning and Teaching to focus on Secondary Grades (English, Mathematics, Music, Science and Social Studies). The Middle Level option is removed as part of this specialization. With approval, the M.Ed. in Secondary Education will be discontinued.

Rationale: The recently approved M.Ed. in Learning and Teaching by CHE (October 2009) is designed to better serve and meet the needs of educators seeking advanced study for professional development by providing greater flexibility and efficiency in program delivery with separate specializations that may change over time. In the approval process CHE recommended we withdraw the middle and secondary specializations as previously configured, thus this revision.

College of Natural and Applied Science

Request for Addition of New Course – Graduate Level

BIOL 517 Herpetology – The Study of Reptiles and Amphibians (3.0) Lec
(Prerequisite: BIOL 122 or equivalent)

Course Description: The Study of Reptiles and Amphibians, covering systematic, evolution, ecology, morphology, reproduction, biogeography, physiology and conservation.

Rationale for New Course: Our department is in need of additional 400/500-level courses, especially in organismal courses focusing on systematic. This 500-level course will emphasize scientific writing skills at a level greater than that in its 400-level counterpart.