Coastal Carolina University
Faculty Senate Consent Agenda
March 6, 2013

All changes are effective Fall 2013.

Academic Affairs (moved and seconded out of committee)

COLLEGE OF BUSINESS

1. Department of Accounting, Finance and Economics

   a. CBAD 363  Business Finance
   Proposed revision(s): Course change(s).
   Change to the prerequisite(s): from: Grade of C or better in CBAD 202, CBAD 291 or STAT 201, ECON 101 or ECON 202, and MATH 132 to: CBAD 201, CBAD 291 or STAT 201, ECON 101 or ECON 201, and MATH 132.
   Proposed catalog description: CBAD 363 Business Finance. (3) (Prereq: Grade of C or better in CBAD 201, CBAD 291 or STAT 201, ECON 101 or ECON 201, and MATH 132) Theoretical foundation of optimal financial policy...emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S, Su.

   b. ECON 310  Money and Banking
   Proposed revision(s): Course change(s).
   Change to the prerequisite(s): from: Grade of C or better in ECON 202 and CBAD 363 to: Grade of C or better in ECON 202.
   Remove current crosslisting(s): FIN 403.
   Proposed catalog description: ECON 310 Money and Banking. (3) (Prereq: Grade of C or better in ECON 202) An examination of the long-run profit motive in banking, the movements of interest rates, the history of U.S. central banking, and how money and credit influence the macroeconomy. S.

   c. FIN 301  Business Finance
   Proposed revision(s): Course change(s).
   Change to the prerequisite(s): from: ECON 202, CBAD 202, CBAD 291 or STAT 201, MATH 132 or MATH 160 to: ECON 201, CBAD 201, CBAD 291 or STAT 201, MATH 131 or MATH 132.
   Proposed catalog description: FIN 301 Business Finance. (3) (Prereq: ECON 201, CBAD 201, CBAD 291 or STAT 201, MATH 131 or MATH 132) Theoretical foundation of optimal financial policy with an emphasis on working capital, capital budgeting, financing, and dividend decisions and how they affect the valuation of the firm. F, S, Su.
2. Department of Management and Decision Sciences

   a. MGMT 362  Global Leadership Development
      Proposal for a new undergraduate course.
      Number of credits: 3  Prerequisite(s): CBAD 301.  Corequisite(s): None.  Course
      restriction(s): None.  Primary Goal: This course may be used as an elective.
      Proposed catalog description: MGMT 362 Global Leadership Development.  (3)  (Prereq:
      CBAD 301) This course provides an introduction to global leadership and focuses on personal
      skill development as a leader in today’s diverse work environment. The course includes exposure
      to content related to the increasingly diverse nature of the global work environment, effective
      management of human capital in that environment, and how one’s personal skill level can be
      improved to maximize leadership potential. Through interactive assignments and exercises,
      students will be encouraged to develop a global diversity mindset that will enhance one’s ability
      to emerge as a leader in their field. F, S. Estimated enrollment: 30. Method of delivery:
      Classroom. Semester(s) offered: Fall and Spring.

   b. MGMT 421  Initiation and Management of a New Business Enterprise
      Proposed revision(s): Course change(s).
      Change title of course: from: Initiation and Management of a New Business Enterprise to:
      Initiation of a New Business Enterprise.
      Proposed catalog description: MGMT 421 Initiation of a New Business Enterprise.  (3)  (Prereq:
      Grade of C or better in CBAD 301) This course enables students to consider the full set
      of business issues that exist in a business start-up and the appropriate analyses to complete a
      business plan proposal. Students will learn the tools and processes needed to create a business
      plan, what needs to be included in the business plan, why, and for whom. Students will evaluate
      the feasibility of an opportunity, determine preliminary marketing and financial management
      plans and design an organization to fit its business model. As part of building the business plan,
      this class will focus on communicating new ideas to a professional audience that may include
      potential investors, lenders, and customers. F, S.

   c. MGMT 422  Managing Family/Small Business Growth & Innovation
      Proposed revision(s): Course change(s).
      Change to prerequisite(s): from: C or better in CBAD 301 and MGMT 320 to: C or better in
      CBAD 301.
      Proposed catalog description: MGMT 422 Managing Family/Small Business Growth &
      Innovation.  (3)  (Prereq: C or better in CBAD 301) This course will enable a student to consider
      a full set of growth and innovation issues along with change implementation issues that exist in
      family and small businesses. The course surveys the unique aspects of family and small
      businesses and addresses sources of change initiatives ranging from simple growth, transitions of
      leadership, and implementation of innovations. Topics include transfer of power from
      founder/family member to non-founder/non-family member, hiring and acquiring additional
      resources, managing networks, international opportunity identification and issues, advanced
      internet technology and the small/family business. F, S.
d. MGMT 462  Organizational Growth and Development in a Globalized World

Proposal for a new undergraduate course.

Number of credits: 3  Prerequisite(s): CBAD 301.  Corequisite(s): None.  Course restriction(s): None.  Primary Goal: This course may be used as an elective.

Proposed catalog description: MGMT 462 Organizational Growth and Development in a Globalized World.  (3) (Prereq: CBAD 301) This course focuses on providing students with a conceptual and practical understanding of the challenges of multinational corporate management. Organizational decisions and actions to balance the impact of local context with the desire for global efficiency and organizational learning will be addressed.  F.  Estimated enrollment: 30.

Method of delivery: Classroom.  Semester(s) offered: Fall.

e. MGMT 482  Global Supply Chain Management

Proposed revision(s): Course change(s).

Change to prerequisite(s): from: CBAD 301 and CBAD 364 to: CBAD 364.

Proposed catalog description: MGMT 482 Global Supply Chain Management.  (3) (Prereq: CBAD 364) This course covers supply chain management from a global perspective. Topics include supply chain strategy, global sourcing, procurement strategies, purchasing, outsourcing, offshoring, global logistics, warehouse management, inventory management, risk pooling, global supply chain integration, and supply chain information technologies.  F.

f. MGMT 483  Business Process Management

Proposed revision(s): Course change(s).

Change to prerequisite(s): from: CBAD 301 and CBAD 364 to: CBAD 364.

Proposed catalog description: MGMT 483 Business Process Management.  (3) (Prereq: CBAD 364) This course covers the concepts and techniques of business process analysis and improvement as they relate to operations. Topics include process mapping, process modeling, lean systems, six-sigma, business process reengineering, and quantitative total quality management techniques.  S.

g. MGMT 484  Business Decisions Support Systems

Proposed revision(s): Course change(s).

Change to prerequisite(s): from: CBAD 301 and CBAD 364 to: CBAD 364.

Proposed catalog description: MGMT 484 Business Decisions Support Systems.  (3) (Prereq: CBAD 364) This course provides an introduction to Decision Support Systems as they pertain to business and managerial decision-making through the use of computer-based systems for creating business intelligence. Visual Basic for Applications is used in this course to create, analyze, and automate business decisions. Topics include DSS definitions and terminology, DSS creation using Excel, the Excel Object Model, introduction to VBA and macros, custom user interface creation, and VBA interface components. Integration of other business data representations such as web data and other external databases will also be included in this course.  S.

h. MGMT 485  Process Planning and Control

Proposed revision(s): Course change(s).

Change to prerequisite(s): from: CBAD 301 and CBAD 364 to: CBAD 364.
**Proposed catalog description:** MGMT 485 Process Planning and Control. (3) (Prereq: CBAD 364) This course provides an introduction to process planning and control systems for business and industry. Topics include manufacturing planning and control (MPC) systems, demand management, master production scheduling (MPS), material requirements planning (MRP), capacity management, production activity control (PAC), and Just-in-Time manufacturing and production. S.

**3. Department of Marketing and Resort Tourism**

   a. CBAD 411  Law and Resort Tourism Management  
   Proposal for a new undergraduate course.  
   **Number of credits:** 3  
   **Prerequisite(s):** Completion of CBAD 344 with a grade of C or better; RTMA majors must have also completed RTMA 180 with a grade of C or better.  
   **Corequisite(s):** None.  
   **Course restriction(s):** None.  
   **Primary Goal:** This course may be used as an elective.  
   **Proposed catalog description:** CBAD 411 Law and Resort Tourism Management. (3) (Prereq: Completion of CBAD 344 with a grade of C or better; RTMA majors must have also completed RTMA 180 with a grade of C or better) This course enables managers to understand the law and particular legal aspects as they relate to the hospitality industry, to appreciate the unique legal and regulatory structures & processes confronted in the industry, to be better able to engage effectively with legal counsel, regulatory agencies, courts, and to identify strategic management initiatives for prevention of situations which lead to legal actions and liability in the industry. Offered as needed.  
   **Estimated enrollment:** 35.  
   **Method of delivery:** Classroom.  
   **Semester(s) offered:** Fall, Spring or summer.

   b. CBAD 412  Marketing Law  
   Proposal for a new undergraduate course.  
   **Number of credits:** 3  
   **Prerequisite(s):** Completion of CBAD 344 with a grade of C or better.  
   **Corequisite(s):** None.  
   **Course restriction(s):** None.  
   **Primary Goal:** This course may be used as an elective.  
   **Proposed catalog description:** CBAD 412 Marketing Law. (3) (Prereq: Completion of CBAD 344 with a grade of C or better) The course provides students with an overview of legal issues related to the marketing function of organizations, the legal structures and regulatory processes that govern marketing at the Federal, state and local levels. Specific legal topics include protection of intellectual property; law of sales of goods, product liability and warranties; anti-trust law; consumer protection, regulation of unfair and deceptive acts in commerce, commercial free speech, and trends in the law of marketing. The course focuses on the role of managers and tools in making decisions that comply with legal expectations, leverage marketing law to strategic advantage, prevent legal disputes and effectively manage marketing legal processes. The course goal is to educate future managers on making more informed decisions when confronted with potential legal issues regarding the marketing function and to effectively deal with legal counsel in their resolution. Offered as needed.  
   **Estimated enrollment:** 35.  
   **Method of delivery:** Classroom.  
   **Semester(s) offered:** Fall, Spring or summer.

   c. MKTG 450  Advertising  
   **Proposed revision(s):** Restore course to catalog.  
   **Change course number:** from: CBAD 450 to: MKTG 450.
Proposed catalog description: MKTG 450 Advertising. (3) (Prereq: Grade of C or better in CBAD 350) This course provides a basic introduction to the planning and execution of advertising and promotion in the context of marketing goals and objectives. It offers a clear and comprehensive examination of the roles that marketing practitioners play from three perspectives including: 1) from a firm's marketing/advertising/public relations department; 2) the firm's advertising agency of record, and 3) from the perspective of the media executives who provide the bridge from the company's products to its target audience via its selling propositions. It combines information from marketing communications, psychology, sociology, anthropology, and other social science research as it relates to the practice of advertising. F.

d. RTMA 475 Resort Operations Management
Proposed revision(s): Course change(s).
Change course number: from: RTMA 475 to: RTMA 364.
Proposed catalog description: RTMA 364 Resort Operations Management. (3) (=CBAD 364) (Prereq: CBAD 292 and CBAD 301) (Coreq: CBAD 350 and CBAD 363) A study of the interactions among organizational resources used in some combination to provide resort-tourism products and services. Special attention is given to decision making using conventional and quantitative tools and techniques within the context of a resort-tourism setting. F, S.

COLLEGE OF EDUCATION

1. Department of Early Childhood, Elementary, Physical, and Special Education

a. EDSP 300 Foundations of Special Education
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): Special Education Major/Pre-Major. Corequisite(s): None. Course restriction(s): Must be EDSP (Special Education Major). Primary Goal: This course is required for a major.
Proposed catalog description: EDSP 300 Foundations of Special Education. (3) (Prereq: Special Education Major/Pre-Major) This course provides knowledge of basic concepts in special education related to the education of individuals with disabilities. Content includes historical factors, legislation, etiology, characteristics, educational strategies (including existing and emerging technologies), identification procedures, support services for individuals with disabilities at varied degrees of severity, and the impact of disabilities on academic and social/emotional performances. S. Estimated enrollment: 20. Method of delivery: Classroom. Semester(s) offered: Spring.

b. EDSP 310 Theory to Practice: Field Experience II
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): EDSP 300. Corequisite(s): None. Course restriction(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: EDSP 310 Theory to Practice: Field Experience II. (3) (Prereq: EDSP 300) This course is a supervised field experience requiring a minimum of 60 hours with students with mild to moderate disabilities at the elementary level. Related seminar addresses the roles of special educators, organizational and legal contexts for special education...
programs, models of service delivery, professional and ethical practice, collaboration skills, and research/evidence-based practices. The link between theory and practice is explored. F. 

**Estimated enrollment:** 20. **Method of delivery:** Classroom. **Semester(s) offered:** Fall.

c. **EDSP 311  Characteristics and Instruction of Learning Disabilities & Emotional Disorders**

Proposal for a new undergraduate course.  
**Number of credits:** 3  **Prerequisite(s):** Admission to the Professional Program in Teacher Education.  **Corequisite(s):** None.  **Course restriction(s):** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 311 Characteristics and Instruction of Learning Disabilities & Emotional Disorders. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an in-depth study of definitions, etiology, prevalence, and characteristics associated with learning disabilities (LD) and emotional/behavioral disorders (EBD). Techniques used in identifying and teaching learners with LD or EBD, as well as service delivery models, roles of various professionals, legal issues, ethics, and philosophies related to persons with LD or EBD. The selection and implementation of evidence-based instructional methods related to affective and learning behaviors and procedures for adapting materials to support students with LD and EBD in a variety of educational settings are addressed. F. 

**Estimated enrollment:** 20. **Method of delivery:** Classroom. **Semester(s) offered:** Fall.

d. **EDSP 312  Characteristics and Instruction of Intellectual Disabilities and Autism**

Proposal for a new undergraduate course.  
**Number of credits:** 3  **Prerequisite(s):** Admission to the Professional Program in Teacher Education.  **Corequisite(s):** None.  **Course restriction(s):** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 312 Characteristics and Instruction of Intellectual Disabilities and Autism. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course introduces teacher candidates to students with a label of intellectual disability (ID) and/or autism. The course includes definitions, etiology, prevalence, and characteristics of individuals with ID and/or autism. Additionally, candidates in this course investigate service delivery, roles of various professionals, current trends, and philosophies related to persons with ID and/or autism. Learning characteristics, evidence-based teaching strategies, instructional settings, legal issues, ethics, and assessment regarding individuals with ID and/or autism are addressed. F. **Estimated enrollment:** 20. **Method of delivery:** Classroom.  

**Semester(s) offered:** Fall.

e. **EDSP 313  Methods and Adaptations for Teaching Reading (K-12)**

Proposal for a new undergraduate course.  
**Number of credits:** 3  **Prerequisite(s):** Admission to the Professional Program in Teacher Education.  **Corequisite(s):** None.  **Course restriction(s):** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 313 Methods and Adaptations for Teaching Reading (K-12). (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates in the area of reading development and effective instructional methodologies
specific to students with disabilities with an emphasis on reading practices as they relate to individual learners, readiness activities, phonemic awareness and decoding skills, phonics, fluency, vocabulary development, and comprehension. F. Estimated enrollment: 20. Method of delivery: Classroom. Semester(s) offered: Fall.

f. EDSP 320 Measuring Student Progress: Field Experience III
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): EDSP 310. Corequisite(s): None. Course restriction(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: EDSP 320 Measuring Student Progress: Field Experience III. (3) (Prereq: EDSP 310) This course is a supervised field experience requiring a minimum of 90 hours with students with mild to moderate disabilities at the middle school level. An in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and developing research proposals using single-subject methodology is addressed. Knowledge and skills developed in the prior field experience and current coursework are reinforced. S. Estimated enrollment: 20. Method of delivery: Classroom. Semester(s) offered: Fall.

g. EDSP 321 Education Assessment of Exceptional Learners
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): Admission to the Professional Program in Teacher Education. Corequisite(s): None. Course restriction(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: EDSP 321 Education Assessment of Exceptional Learners. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course provides an overview of assessment terminology, data collection procedures, and the theoretical, legal, and ethical issues related to referral and educational planning. Skills focus on application and interpretation of standardized and curriculum-based assessment data for eligibility, program and progress monitoring decisions in service of individualized education programs. Candidates write individual education programs, develop strategies to modify assessments to accommodate the unique needs of students with disabilities, and communicate assessment information to solicit parent understanding. S. Estimated enrollment: 20. Method of delivery: Classroom. Semester(s) offered: Spring.

h. EDSP 322 Managing the Learning Environment and Behavior
Proposal for a new undergraduate course.
Number of credits: 3 Prerequisite(s): Admission to the Professional Program in Teacher Education. Corequisite(s): None. Course restriction(s): None. Primary Goal: This course is required for a major.
Proposed catalog description: EDSP 322 Managing the Learning Environment and Behavior. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course equips candidates with the knowledge and skills of applied behavior analysis (ABA) as an approach for programming effective interventions for children and youths with disabilities. It focuses specifically on “positive behavior support” (PBS), a research-based approach to interventions designed to prevent problem behavior, encourage environmental management, and promote students’ positive and appropriate behavior. This course also prepares candidates to
conduct a functional behavioral assessment (FBA) in order to more efficiently and effectively identify the interventions to address the students’ behavioral needs. **S. Estimated enrollment:** 20. **Method of delivery:** Classroom. **Semester(s) offered:** Spring.

i. **EDSP 410** *Action Research: Field Experience IV*

Proposal for a new undergraduate course.  
**Number of credits:** 3  
**Prerequisite(s):** EDSP 320. **Corequisite(s):** None. **Course restriction(s):** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 410 *Action Research: Field Experience IV.* (3) (Prereq: EDSP 320) This course is a supervised field experience requiring a minimum of 90 hours with students with mild to moderate disabilities at the high school level. Candidates are given the opportunity to analyze pedagogical competencies, build personal strategies for teaching, and well as complete an IEP on a student with disabilities. Knowledge and skills developed in the prior field experience and current coursework are reinforced. The research proposal developed in the prior field experience is used to implement an intervention with a student in a classroom.  
**F. Estimated enrollment:** 20. **Method of delivery:** Classroom. **Semester(s) offered:** Spring.

j. **EDSP 411** *Collaboration and Consultation in Special Education*

Proposal for a new undergraduate course.  
**Number of credits:** 3  
**Prerequisite(s):** Admission to the Professional Program in Teacher Education. **Corequisite(s):** None. **Course restriction(s):** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 411 *Collaboration and Consultation in Special Education.* (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates to serve the needs of individuals with disabilities through effective communication and collaboration with other educators, families, related service providers, paraprofessionals, and personnel from community agencies. Models and strategies for effective collaborative consultation in schools and communities are addressed, including skills for effective communication with families of individuals with exceptional learning needs from diverse backgrounds.  
**F. Estimated enrollment:** 20. **Method of delivery:** Classroom. **Semester(s) offered:** Fall.

k. **EDSP 412** *Curriculum Adaptation K-12 and Transition*

Proposal for a new undergraduate course.  
**Number of credits:** 3  
**Prerequisite(s):** Admission to the Professional Program in Teacher Education. **Corequisite(s):** None. **Course restriction(s):** None. **Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 412 *Curriculum Adaptation K-12 and Transition.* (3) (Prereq: Admission to the Professional Program in Teacher Education) In this course, candidates apply research on teacher effectiveness, teacher accountability, and instructional approaches at the secondary level. Strategies in self-regulation, study skills, attention, memory, and motivation; curriculum adaptations, peer mediated instruction including cooperative learning and peer tutoring; and self-advocacy and strategies for facilitating transition into the community, workplace, and postsecondary environments are addressed.  
**F. Estimated enrollment:** 20. **Method of delivery:** Classroom. **Semester(s) offered:** Fall.
1. **EDSP 413**  
Methods and Adaptations for Teaching Mathematics (K-12)  
Proposal for a new undergraduate course.  
**Number of credits:** 3  
**Prerequisite(s):** Admission to the Professional Program in Teacher Education.  
**Corequisite(s):** None.  
**Course restriction(s):** None.  
**Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 413 Methods and Adaptations for Teaching Mathematics (K-12). (3) (Prereq: Admission to the Professional Program in Teacher Education) This course prepares candidates to teach mathematics, problem solving, and reasoning skills to students with high-incidence disabilities PK - 12. The course focuses on national mathematics curriculum standards, research-based instruction, high-stakes assessment, functional mathematics, and problem solving with an emphasis on the effects of disabilities on mathematics achievement. The problem-solving strand extends to include cross-curricular applications of reasoning skills.  
F. **Estimated enrollment:** 20.  
**Method of delivery:** Classroom.  
**Semester(s) offered:** Fall.

m. **EDSP 420**  
Internship Seminar in Special Education  
Proposal for a new undergraduate course.  
**Number of credits:** 3  
**Prerequisite(s):** EDSP 410.  
**Corequisite(s):** EDSP 450.  
**Course restriction(s):** None.  
**Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 420 Internship Seminar in Special Education. (3) (Prereq: EDSP 410) (Coreq: EDSP 450) This seminar corresponds with the culminating internship in special education. The course meets regularly in order to provide candidates with the content and support required for successful completion of the internship and induction into the profession.  
S. **Estimated enrollment:** 20.  
**Method of delivery:** Classroom.  
**Semester(s) offered:** Spring.

n. **EDSP 450**  
Internship in Special Education  
Proposal for a new undergraduate course.  
**Number of credits:** 9  
**Prerequisite(s):** EDSP 410.  
**Corequisite(s):** EDSP 420.  
**Course restriction(s):** None.  
**Primary Goal:** This course is required for a major.  
**Proposed catalog description:** EDSP 450 Internship in Special Education. (9) (Prereq: EDSP 410) (Coreq: EDSP 420) This internship is a full-time supervised field placement. Candidates are assigned to two (2) eight week clinical placements requiring no fewer than 60 instructional days at the elementary, middle and/or secondary levels working with students with learning disabilities, emotional/behavioral disorders, and/or mild intellectual disabilities. A critical component of the internship course is the corresponding internship seminar.  
S. **Estimated enrollment:** 20.  
**Method of delivery:** Other: Internship in Schools (Field).  
**Semester(s) offered:** Spring.
1. Department of History

   a. HIST 354 — The History of the Middle East from the Late Ottoman Period to the Present

   Proposal for a new undergraduate course:

   Number of credits: 3 Prerequisite(s): None Corequisite(s): None Course restriction(s): None Primary Goal: This course may be used as an elective or cognate.

   Proposed catalog description: HIST 354 The History of the Middle East from the Late Ottoman Period to the Present. (3) This course provides a broad survey of the social, economic and political history of the Middle East from the late Ottoman period to the Arab Spring and its aftermath. The impact of developments during the Ottoman reform period, the European colonial era and the years of political independence may be examined. The course may also explore a number of topics such as the Arab-Israeli conflict, the rise of nationalism, the role of oil, the resurgence of political Islam, direct American intervention in the region and the events of the "Arab Spring." S. Estimated enrollment: 25. Prior enrollment in course (if applicable): 25. Method of delivery: Classroom. Semester(s) offered: Spring.

Graduate Council: (moved and seconded out of committee)

Proposals for new Graduate courses:

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Communication, Languages and Culture

   a. COMM 675 Communication Theory and Practice. (3) (Prereq: Admission to the MALS program) This course surveys the Communication field and representative theories. Students research communication from both humanities and social science perspectives through analysis, critique, and reflection. This course provides students with tools to enhance communication skills and develop communication messages and events.

2. Department of English

   a. ENGL 663 Graduate Writing Workshop, Short Novel. (3) (Prereq: Admission to the MAW program or permission of the instructor) This is a graduate course in short novel writing in which we will analyze the multiple ways a short novel can be written. Students will have the opportunity to read each other’s writing in a workshop setting and have a short novel draft critiqued by the class. We will also study contemporary elements of style and seek to understand particular values inherent in important short novel writing.

   b. ENGL 666 Studies in World Literature. (3) (Prereq: Admission to the MALS program) This course gives students the opportunity to read masterworks of literature and critical theory from across cultures and to explore how these works are connected to broader
c. **ENGL 669 Studies in American Literature.** (3) (Prereq: Admission to the MALS program) This course gives students the opportunity to read literary texts and critical theory that engage with concepts of Americanness from a variety of cultural viewpoints and to explore how these texts are connected to broader intellectual, social, and historical processes. This course will also explore connections between literature and other arts such as painting, photography, architecture, music, and film.

3. **Department of Philosophy and Religious Studies**

   a. **PHIL 610 Advanced Moral Issues.** (3) (Prereq: Admission to the MALS program) This graduate seminar is an exploration of topics in contemporary moral issues, such as: normative ethical theories, including ethical egoism, utilitarianism, and deontology; and topics in applied ethics, such as intellectual property rights, ethics of war, race and racism, gender and sexism, media ethics, bioethics, and environmental ethics.

   b. **RELG 600 Advanced Topics in World Religions.** (3) (Prereq: Admission to the MALS program) This course is an advanced study of a selected topic in one or more of the world’s religious traditions. Topics may include mysticism, saints, religion and society, sacred space, buildings and iconography, and focus on specific beliefs, practices, traditions, and texts. This course may be repeated for credit if content is different.

   c. **RELG 601 Topics in Southern Religion.** (3) (Prereq: Admission to the MALS program) This seminar surveys the evolution of southern religion from its beginnings to the arrival of new religions and movements in the twentieth century, and the development of denominational churches and impact of socio-political developments, and southern religion in terms of contemporary global connections.

4. **Department of Politics and Geography**

   a. **POLI 561 Advanced Public Policy.** (3) This course is an advanced exploration of the nature of public policy in the U.S. Topics include theories and models of policy making, policy formation and implementation by political institutions, and the formation of the policy agenda. A significant focus is placed on the content and design of policy in selected areas, including health, education, welfare, criminal justice, and environmental policy.

5. **Department of Theatre**

   a. **THEA 695 International Theatre Experience.** (3) (Prereq: Admission to the MALS program) Offered as a study abroad course during Maymester or Summer, students will be immersed in the cultural activities and historical influences of International Theatre. THEA 695 will consist of travel abroad to a major international city, reading plays, attending productions at state-supported theater and opera companies in the country of
choice, attending lectures, engaging in research and participating in tours and leisure events. While command of the language spoken is not requisite for this course, it will enhance participants’ experience.

6. Department of Visual Arts

a. ARTH 692 Critiquing the Museum. (3) (Prereq: Admission to the MALS program) This course critically evaluates the institution of the museum. What functions do museums serve? What relationships do they have with their communities? Are their priorities to preserve, conserve, display, educate, or something else? What is the relationship between money and art in the context of a museum? Who are their audiences? What role does the physical space play in determining audience reception? What role does a museum play in determining social values? Do museums have an ethical responsibility to society? Depending on when it is offered, this course may sometimes include travel to museums in cities within the United States or abroad.

7. Office of the Dean of Humanities and Fine Arts (Liberal Studies)

a. MALS 600 Core Seminar. (3) (Prereq: Admission to the MALS program) This introduction to the concept of interdisciplinary graduate study explores a broad topic through various disciplinary lenses.

b. MALS 610 American Studies. (3) (Prereq: Admission to the MALS program and MALS 600) This course investigates what it means to be American, and identifies how those meanings have changed over time. Students will explore materials used in a multitude of disciplines and will be asked to interpret such documents as historical primary sources, literary works, films, photographs, music, and art.

c. MALS 635 International Studies. (3) (Prereq: Admission to the MALS program and MALS 600) This interdisciplinary graduate course focuses on an issue (environmentalism, globalization, humanitarian relief efforts, peace studies, etc.) of international importance.

d. MALS 650 Graduate Research Methods. (3) (Prereq: Admission to the MALS program and MALS 600) This course introduces students to the skills necessary to explore a range of topics suitable for study in the program. In addition to providing practice in locating and synthesizing information from a variety of academic resources, the course will also introduce students to other research methodologies (field research, ethnographic studies, statistical analysis) and to theoretical and conceptual issues associated with humanities research.

e. MALS 671 Leadership in the Public Sphere. (3) (Prereq: Admission to the MALS program and MALS 600) This interdisciplinary graduate course focuses on the legal, social, and ethical issues that confront public leaders. Emphasis is placed on the roles and tasks of strategic leaders and the rhetoric, political tactics, and organizational techniques that they use to navigate and solve the problems they face in order to create organizations
with lasting impact. This course may be repeated with the approval of the advisor and instructor.

f. **MALS 679 Studies in World Film.** (3) (Prereq: Admission to the MALS program) This course gives students the opportunity to study masterworks of world film and to explore how these works are connected to broader cultural, social and historical processes. This course will also explore important monuments of film criticism and theory.

g. **MALS 700 Graduate Writing, Documentation, and Presentation.** (3) (Prereq: Admission to the MALS program and MALS 600) This course allows students to hone composition and presentation skills necessary to complete a major project in their area of study.

h. **MALS 799 Capstone Experience.** (3) (Prereq: Admission to the MALS program, MALS 650, and MALS 700; 21 hours of coursework in the program and advisor approval) This course serves as the culmination of the MALS degree as students complete either a thesis or an equally significant project based on their program of study and their academic interests.