Faculty Senate Consent Agenda for February 5, 2014

All changes are effective Fall 2014.

**Academic Affairs** *(moved and seconded out of committee)*

Proposals for new courses and course changes:

**COLEGE OF BUSINESS**

1. **Department of Management and Decision Sciences**

   a. **MGMT 440 Retaining Talent and Maximizing the Value of Human Capital**

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

   **Change in course description:** *from:* The course examines processes and practices associated with retaining employees in light of an organization’s strategic goals and objectives, including development and implementation of a total rewards system, and ensuring workplace safety. Topics addressed include compensation, benefits, workplace safety, and health and security. *To:* see proposed catalog description below.

   **Proposed catalog description:** MGMT 440 Retaining Talent and Maximizing the Value of Human Capital. (3) (Prereq: CBAD 301, MGMT 306, and MGMT 307) The course examines processes and practices associated with retaining employees in light of an organization’s strategic goals and objectives, including development and implementation of a total rewards system, ensuring workplace safety and managing employee rights. Topics addressed include compensation, benefits, workplace safety, workplace violence, employee relations and labor relations. S.

   b. **WFP 301 Q Wall Fellows Leadership Program I**

   **Proposal for a new undergraduate course.**

   **Number of credits:** 0-3 **Prerequisite(s):** Acceptance into the Walls Fellows Program. **Corequisite(s):** None. **This course is to be considered for the QEP (Quality Enhancement Plan):** All sections of this course (Q designation in the catalog). **Primary Goal:** This course may be used as an elective. **Restriction(s):** Students must have been accepted into the Walls Fellows Program.

   **Proposed catalog description:** WFP 301 Q Wall Fellows Leadership Program I. (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes seminars regarding professional conduct, project management, team leadership and personal development. Tailored experiences based on the majors of studies of the course participants. Topics vary and are announced in advance. This course includes lecture seminars, team study, projects, internships and study trips. Students will develop skills to improve their workforce readiness. (This course is always taught as an honors course.) F.

   **Justification:** The Wall Fellows Program has been utilizing CBAD 399WF Independent Study to document the coursework. The desire is to designate specific Wall Fellows courses to capture the coursework so that they will reflect on the transcript and show the progression through the program. This course replaces CBAD 399WF. **Estimated enrollment:** 4-10. **Prior enrollment**
in course (if applicable): 4-10. Method of delivery: Classroom; Other: Internships, project assignments, seminars and study trips. Semester(s) offered: Fall.

c. WFP 302 Q  Wall Fellows Leadership Program II
Proposal for a new undergraduate course.
Number of credits: 0-3 Prerequisite(s): Acceptance into the Walls Fellows Program. Corequisite(s): None. This course is to be considered for the QEP (Quality Enhancement Plan): All sections of this course (Q designation in the catalog). Primary Goal: This course may be used as an elective. Restriction(s): Students must have been accepted into the Walls Fellows Program.
Proposed catalog description: WFP 302 Q Wall Fellows Leadership Program II. (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes the study of leadership and professional conduct in a variety of industries and organizations, national and international. Tailored experiences based on the participants' majors of study. Topics vary and are announced in advance. This course includes lecture seminars, team projects, internships and an international study trip. (This course is always taught as an honors course.) S.
Estimated enrollment: 4-10. Prior enrollment in course (if applicable): 4-10. Method of delivery: Classroom; Other: Internships, project assignments, seminars and study trips. Semester(s) offered: Spring.

d. WFP 401 Q  Wall Fellows Leadership Program III
Proposal for a new undergraduate course.
Number of credits: 0-3 Prerequisite(s): Acceptance into the Walls Fellows Program. Corequisite(s): None. This course is to be considered for the QEP (Quality Enhancement Plan): All sections of this course (Q designation in the catalog). Primary Goal: This course may be used as an elective. Restriction(s): Students must have been accepted into the Walls Fellows Program.
Proposed catalog description: WFP 401 Q Wall Fellows Leadership Program III. (0-3) (Prereq: Acceptance into the Walls Fellows Program) This course includes seminars and projects that focus on developing professional conduct and networking, project management, leading organizations and personal effectiveness. Experiences are tailored based on the participants' majors of study. Topics vary and are announced in advance. This course includes lecture seminars, team projects, internships and study trips. Students will develop skills to improve their workforce readiness. (This course is always taught as an honors course.) F.
Estimated enrollment: 4-10. Prior enrollment in course (if applicable): 4-10. Method of delivery: Classroom; Other: Internships, project assignments, seminars and study trips. Semester(s) offered: Fall.

e. WFP 402 Q  Wall Fellows Leadership Program IV
Proposal for a new undergraduate course.
Number of credits: 0-3 Prerequisite(s): Acceptance into the Walls Fellows Program. Corequisite(s): None. This course is to be considered for the QEP (Quality Enhancement Plan): All sections of this course (Q designation in the catalog). Primary Goal: This course may be used as an elective. Restriction(s): Students must have been accepted into the Walls Fellows Program.
2. Department of Marketing and Resort Tourism

   a. PGMP 402      PGA/Golf Management Level 3, Seminar II
   Proposal for a new undergraduate course.
   Number of credits: 1 Prerequisite(s): PGMP 401. Corequisite(s): None. Primary Goal: This course is required for a minor. Restriction(s): PGA Golf Management students.
   Proposed catalog description: PGMP 402 PGA/Golf Management Level 3, Seminar II. (1) (Restricted to PGA Golf students) (Prereq: PGMP 401) This course fulfills the learning objectives outlined in the PGA's Level 3 curriculum. This course builds on Level 1 and Level 2 courses and emphasizes the integration of learning, teaching, and the performance elements of the game of golf. Topics include Career Enhancement, Supervising and Delegating, Human Resources, Food and Beverage Control, Advanced Teaching, and Player Development Programs. S.
   Estimated enrollment: 35. Method of delivery: Classroom; Other: Hackler Golf Course. Semester(s) offered: Spring.

COLLEGE OF EDUCATION

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

   a. EDSP 300      Foundations of Special Education
   Proposed revision(s): Course change(s).
   Change in prerequisite(s): from: Special Education Major/Pre-Major to: EDUC 111.
   Change in course number: from: EDSP 300 to: EDSP 200.
   Proposed catalog description: EDSP 200 Foundations of Special Education. (3) (Prereq: EDUC 111) 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, Su.

   b. EDSP 310      Theory to Practice: Field Experience II
   Proposed revision(s): Course change(s).
   Change in prerequisite(s): from: EDSP 300 to: EDSP 200.
   Proposed catalog description: EDSP 310 Theory to Practice: Field Experience II. (3) (Prereq: EDSP 200) This course is a supervised field experience requiring two full school days
per week 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 emphasized. F.

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

Proposed revision(s): Course change(s).
Change course number: from: EDSP 313 to: EDSP 323.
Proposed catalog description: EDSP 323 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. S.

d. EDSP 320 Measuring Student Progress: Field Experience III

Proposed revision(s): Course change(s).
Change course description: see proposed catalog description below.
Proposed catalog description: EDSP 320 Measuring Student Progress: Field Experience III. (3) (Prereq: EDSP 310) This course is a supervised field experience requiring two full school days per week with students with mild to moderate disabilities at the middle 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.

e. EDSP 321 Education Assessment of Exceptional Learners

Proposed revision(s): Course change(s).
Change title of course: from: Education Assessment of Exceptional Learners to: Diagnostic Assessment in Special Education.
Proposed catalog description: EDSP 321 Diagnostic Assessment in Special Education. (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.

f. EDSP 322 Managing the Learning Environment and Behavior

Proposed revision(s): Course change(s).
Proposed catalog description: EDSP 322 Applied Behavior Analysis for Teachers. (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 interventions and supports” (PBIS), 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.

g. EDSP 410 Action Research: Field Experience IV
Proposed revision(s): Course change(s).
Change course description: see proposed catalog description below.
Proposed catalog description: EDSP 410 Action Research: Field Experience IV. (3) (Prereq: EDSP 320) This course is a supervised field experience requiring two full school days per week 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.

h. EDSP 412 Curriculum Adaptation K-12 and Transition
Proposed revision(s): Course change(s).
Proposed catalog description: EDSP 412 Secondary Practices and Transition. (3) (Prereq: Admission to the Professional Program in Teacher Education) This course applies 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. Field experiences required. F.

i. EDSP 413 Methods and Adaptations for Teaching Mathematics (K-12)
Proposed revision(s): Remove course from catalog.

2. Department of Leadership, Middle Level, and MAT-Secondary Education

a. EDML 417 Reading the Content Area - Middle Level
Proposed revision(s): Course change(s).
Change in prerequisite(s): from: none to: EDUC 334.
Change in corequisite(s): from: none to: EDML 441.
Change title of course: from: Reading the Content Area – Middle Level to: Literacy Across Content Areas in the Middle Level.
Proposed catalog description: EDML 417 Literacy Across Content Areas in the Middle Level. (3) (Prereq: EDUC 334) (Coreq: EDML 441) A study of the reading and writing
processes and readiness to read and write as related to the teaching of academic content areas found in public middle schools. Alternative methods of instruction and evaluation of concepts and skill development are presented. A clinical field experience at a middle school site is required and included in this course. F.

b. EDML 445   Middle Level Instructional Theory and Practice

Proposed revision(s): Course change(s).
Change in prerequisite(s): from: none to: EDML 417 and EDML 441.
Change in corequisite(s): from: none to: EDML 425.

Proposed catalog description: EDML 445 Middle Level Instructional Theory and Practice. (3) (Prereq: EDML 417 and EDML 441) (Coreq: EDML 425) Application of general teaching models as they apply to subject matter in the middle school. The student will be expected to demonstrate a variety of instructional competencies during supervised teaching situations in stimulated situations as well as in school classrooms. A significant portion of the course will address proactive and reactive classroom management strategies. A clinical field experience at a middle school site is required and included in this course. S.

c. EDML 489   Methods for Teaching English/Language Arts at the Middle Level

Proposed revision(s): Course change(s).
Change in prerequisite(s): from: none to: EDML 425 and EDML 445.
Change in corequisite(s): from: none to: Choose one from EDML 490, EDML 491, or EDML 492.

Proposed catalog description: EDML 489 Methods for Teaching English/Language Arts at the Middle Level. (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 490, EDML 491, or EDML 492) The development of knowledge, skills, and attitudes necessary for instruction in English/Language Arts in the middle grades and for the integration of the areas of the curricular concentration. Standards-based instructional planning, integration of concepts, developmentally appropriate instructional strategies, appropriate assessment techniques, and implementation of planned instructional units will be addressed. A clinical field experience at a middle school site is required and included in this course. F.

d. EDML 490   Methods for Teaching Social Studies at the Middle Level

Proposed revision(s): Course change(s).
Change in prerequisite(s): from: none to: EDML 425 and EDML 445.
Change in corequisite(s): from: none to: Choose one from EDML 489, EDML 491, or EDML 492.

Proposed catalog description: EDML 490 Methods for Teaching Social Studies at the Middle Level. (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 491, or EDML 492) Study of methods, techniques, and materials appropriate to the teaching of social studies at the middle school level. Standards-based instructional planning and strategies for effective teaching in the social studies will be analyzed and evaluated using current research. Emphasis will be placed on but not limited to such topics as the cultural approach to the study of history, reciprocal reinforcement among the disciplines, values classification, controversial issues, citizenship education, and the roles of the social studies as a mirror of
society or as a change agent for society. A clinical field experience at a middle school site is required and included in this course. F.

e. EDML 491   Methods for Teaching Science at the Middle Level
Proposed revision(s): Course change(s).
Change in prerequisite(s): from: none to: EDML 425 and EDML 445.
Change in corequisite(s): from: none to: Choose one from EDML 489, EDML 490, or EDML 492.

Proposed catalog description: EDML 491 Methods for Teaching Science at the Middle Level. (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 490, or EDML 492) Study of methods, techniques, and materials of instruction appropriate to science teaching at the middle level. Students will be 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 will be addressed. A clinical field experience at a middle school site is required and included in this course. F.

f. EDML 492   Methods of Teaching Mathematics at the Middle Level
Proposed revision(s): Course change(s).
Change in prerequisite(s): from: none to: EDML 425 and EDML 445.
Change in corequisite(s): from: none to: Choose one from EDML 489, EDML 490, or EDML 491.

Proposed catalog description: EDML 492 Methods of Teaching Mathematics at the Middle Level. (3) (Prereq: EDML 425 and EDML 445) (Coreq: Choose one from EDML 489, EDML 490, or EDML 491) Study of methods, techniques, and materials of instruction appropriate to mathematics education at the middle school level. The student will be 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 will be addressed. A clinical field experience at a middle school site is required and included in this course. F.

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Communication, Languages, and Cultures

   a. JOUR 309   Introduction to Public Relations
Proposed revision(s): Course change(s).
Change in title of course: from: Introduction to Public Relations to: Introduction to Public Relations and Integrated Communication.
Other: Change when course is offered from "Spring, odd years" to "Fall and Spring".
Proposed catalog description: JOUR 309 Introduction to Public Relations and Integrated Communication. (3) (Prereq: JOUR 201) A survey course in the concepts, strategies, and tactics of public relations as a career field and as it relates to journalism, advertising, and marketing. F, S.
b. JOUR 320  Evolution of Broadcast News
Proposal for a new undergraduate course.
Number of credits: 3. Prerequisite(s): JOUR 201. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate.
Proposed catalog description: JOUR 320 Evolution of Broadcast News. (3) (Prereq: JOUR 201) Students will study the evolution and impact of broadcast news through critical examination of broadcast news coverage of key historical events. Pioneers in the field will also be examined. F, S.
Estimated enrollment: 25-50 per semester. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: All.

c. JOUR 326  Brand Strategy and Advertising
Proposal for a new undergraduate course.
Number of credits: 3. Prerequisite(s): JOUR 309. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate.
Proposed catalog description: JOUR 326 Brand Strategy and Advertising. (3) (Prereq: JOUR 309) This course offers an overview of brand strategy and advertising from a communication perspective, with emphasis on strategies for developing a brand and skills needed to create advertisements. Topics covered include how to communicate a brand identity, advertising design and copywriting, and creating advertising executions. F, S.
Estimated enrollment: 25. Method of delivery: Classroom, Distance Learning, and Hybrid. Semester(s) offered: All.

d. JOUR 419  Strategic Communication Campaigns
Proposed revision(s): Course change(s).
Change in prerequisite(s): from: COMM 276 and JOUR 319 to: COMM 276, and JOUR 319 or JOUR 326.
Proposed catalog description: JOUR 419 Strategic Communication Campaigns. (3) (Prereq: COMM 276, and JOUR 319 or JOUR 326) This is an in-depth and applied study of the strategic communication process, including research, planning, implementation, and evaluation. The course is designed specifically to provide experiential learning opportunities as students work in teams to develop a campaign. F, S.

2. Department of English

a. ENGL 300  Critical Conversations in English
Proposed revision(s): Course change(s).
Other: proposal to add “writing intensive” to the catalog descriptions of all English 300 and all English 400 courses.
Justification: Research into our practices in the English department revealed that all of our upper level courses are writing intensive; four of our peer universities designate courses across their university as writing intensive to aid students, advisers, and other faculty in course advisement and selection; the writing intensive designation best reflects what we do in our English classes; and the attached document outlines the criteria for courses to be designated writing intensive. This should apply to all 300 and 400 level English courses.
3. Department of History

   a. HIST 288 History Beyond the Classroom
      Proposal for a new undergraduate course.
      Number of credits: 1. Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective. This course is repeatable with the following restrictions: May be repeated for up to 3 credit hours.
      Proposed catalog description: HIST 288 History Beyond the Classroom. (1) Students commit to attending at least six approved cultural events, exhibitions, lectures, seminars, workshops, and/or other events on campus over the course of a semester, participating in the creative/intellectual life of the campus community. Follow-up discussions will focus on student response papers to the event and a paired, complementary reading selected by the instructor. This course may be repeated for up to 3 credit hours. F, S.
      Estimated enrollment: 8-15. Method of delivery: Classroom, Distance Learning, and Hybrid.
      Semester(s) offered: Fall and Spring.

4. Department of Music

   a. MUED 101 Introduction to Music Education
      Proposal for a new undergraduate course.
      Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major. Course Restrictions: Restricted to music majors in the teacher preparation concentration. Successful completion of the course is required for upper level music education courses.
      Proposed catalog description: MUED 101 Introduction to Music Education. (3) (Restricted to music majors in the teacher preparation concentration) This course is designed to serve freshman music education majors by providing students with an overview of the field of music education. Students can assess their career choice and structure their own professional development plan by taking this course at the beginning of the music education sequence. Includes an introduction to teaching techniques for music at all levels (K-12) through observations of school music programs. S.

5. Department of Philosophy and Religious Studies

   a. PHIL 498 Advanced Research in Philosophy
      Proposal for a new undergraduate course.
      Number of credits: 3 Prerequisite(s): 3.00 GPA, PHIL 271, and at least two courses in philosophy at the 300 level or above. Corequisite(s): None. Primary Goal: This course may be used as an elective or cognate.
      Proposed catalog description: PHIL 498 Advanced Research in Philosophy. (3) (Prereq: 3.00 GPA, PHIL 271, and at least two courses in philosophy at the 300 level or above) Students will explore philosophical writing relating to an intended thesis topic, in an area of philosophy that they have previously studied. They will acquire knowledge of research methods in philosophy, synthesize readings in identifying a thesis topic, and prepare a thesis prospectus. Students will
present their thesis prospectus to a committee of no less than three members of the philosophy faculty and one outside reviewer. Offered as needed.

**Estimated enrollment:** 1. **Method of delivery:** Classroom, Distance Learning, Hybrid, and Other: Depending on demand, this course could be taught in a small seminar group, as a distance course, hybrid, or as an independent study. **Semester(s) offered:** As needed.

**b. PHIL 499 Senior Thesis in Philosophy**
Proposal for a new undergraduate course.

*Number of credits:* 3  
*Prerequisite(s):* PHIL 498 with a grade of C or better, or permission of the instructor.  
*Corequisite(s):* None.  
*Primary Goal:* This course may be used as an elective or cognate.

**Proposed catalog description:** PHIL 499 Senior Thesis in Philosophy.  
(3) (Prereq: PHIL 498 with a grade of C or better, or permission of the instructor) Students will plan, execute, and write an original philosophy paper under the direction of a thesis advisor in philosophy. The thesis shall reflect a mastery of philosophical writing, research skills, and content knowledge. Students will defend their thesis to a committee of no less than three members of the philosophy faculty and one outside reviewer. Offered as needed.

**Estimated enrollment:** 1. **Method of delivery:** Other: Self-directed study supervised by faculty. **Semester(s) offered:** As needed.

**c. RELG 330 Introduction to Judaism**
Proposal for a new undergraduate course.

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

**Proposed catalog description:** RELG 330 Introduction to Judaism.  
(3) This course is an introduction to the diversity of the Jewish tradition, as well as the methods and resources used in Religious Studies. The approach will be partially historical to facilitate the exploration of current beliefs, practices, concepts, debates, institutions, and communities. Topics covered may include conflict between Jews and Muslims, anti-Semitism, varieties of American Judaism, and cultural expressions of Jews worldwide. Offered as needed.

**Estimated enrollment:** 15. **Prior enrollment in course (if applicable):** 10. **Method of delivery:** Classroom. **Semester(s) offered:** As needed.

6. **Department of Politics and Geography**

**a. GEOG 204 Introduction to Geographic Information Systems GIS**
Proposal for a new undergraduate course.

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

*Change in prerequisite(s):* from: GEOG 200 or permission of the instructor to: none.

**Proposed catalog description:** GEOG 204 Introduction to Geographic Information Systems GIS.  
(3) A survey course that provides an introduction to the display, manipulation and management of geographic information systems. Topics include geographical data input, storage, maintenance, analysis and retrieval. S.

**b. POLI 308 Introduction to Pre-Law**
Proposal for a new undergraduate course.

*Proposed revision(s):* Remove course from catalog.
**Justification:** There are two reasons for the request. First, the faculty member who requested that these courses be added is no longer with our department. Second, and more importantly, the American Bar Association advises undergraduates who are considering a future legal education to take “a broad range of difficult courses from demanding instructors.” Furthermore, “a sound legal education will build upon and refine the skills, values and knowledge that you already possess.” The core skills and values that the ABA has identified are the following:

1. Analytic/Problem Solving Skills
2. Critical Reading Abilities
3. Writing Skills
4. Oral Communication and Listening Abilities
5. General Research Skills
6. Task Organization and Management Skills
7. The Values of Serving Others and Promoting Justice
8. General Knowledge (History and Development of American Society, Political Thought, Mathematical and Financial literacy, Human Behavior and Social Interaction, & Diverse Cultures and Global Interdependence)

The goal is not for students to get a head start on law school by focusing on courses that are narrowly focused on what the law is, but rather to expose them to classes that either further develops their skills or increases their general knowledge of the world. The course(s) pegged for removal here are more narrowly focused than they should be, and are not in line with the ABA recommendation or our departmental idea of what a law and courts education should include.

c. **POLI 343 Terrorism and Political Violence**

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

*Other:* Cross-list course so that it is available to both INTEL and POLI majors. Cross-list POLI 343 to INTEL 343.

*Proposed catalog description:* POLI 343 Terrorism and Political Violence. (3) (=INTEL 343) (Prereq: POLI 101 or permission of the instructor) A survey of the historical and ideological origins of selected revolutionary and/or terrorist movements with a consideration of the role played by political violence in modern society. F.

d. **POLI 350 Introduction to Intelligence Studies**

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

*Other:* Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. **FROM:** POLI 350 **TO:** INTEL 300.

*Proposed catalog description:* INTEL 300 Introduction to Intelligence Studies. (3) (Prereq: POLI 201 or permission of the instructor) This course is an introduction into the field of intelligence and its impact on policy areas related to security. Specifically, it will examine the role of strategic intelligence and intelligence agencies as a tool of United States foreign policy since 1945. F, S.

e. **POLI 351 Intelligence Communications**

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

*Other:* Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. **FROM:** POLI 351 **TO:** INTEL 311.
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Proposed catalog description: INTEL 311 Intelligence Communications. (3) (Prereq: POLI 350 or permission of the instructor) This course is an examination of how intelligence information is communicated on both the organizational and individual levels. At the level of the organization, the course examines how intelligence is shared with various governmental and non-governmental actors. At the individual level, the course emphasizes the practical delivery of intelligence information in oral and written formats. S.

f. POLI 352 Intelligence and War
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 352 TO: INTEL 341.
Proposed catalog description: INTEL 341 Intelligence and War. (3) (Prereq: POLI 201 or permission of the instructor) This course explores the role of intelligence in the preparation, conduct, and cessation of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by and for US warfighters are also discussed. S.

g. POLI 353 Comparative Security Issues
Proposed revision(s): Course change(s).
Other: Cross-list course so that it is available to both INTEL and POLI majors. Cross-list POLI 353 to INTEL 353.
Proposed catalog description: POLI 353 Comparative Security Issues. (3) (=INTEL 353) (Prereq: POLI 101 or permission of the instructor) This course will engage students in the comparative analysis of security issues confronting both developing and developed states in the international community. It explores core questions about security in the contemporary international system, and also, the relationship among national, international and human security. F, S.

h. POLI 354 Introduction to National Security
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 354 TO: INTEL 330.
Proposed catalog description: INTEL 330 Introduction to National Security. (3) (Prereq: POLI 201 or permission of the instructor) (Prereq: POLI 201 or permission of the instructor) A survey of U.S. national security and intelligence issues, organizations, roles and processes at the international, national, state, and local levels. It includes an examination of the roles of the executive and legislative branches and other elected officials, as well as legal and ethical issues associated with national security and intelligence. S.

i. POLI 356 Intelligence Analysis
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 356 TO: INTEL 310.
Proposed catalog description: INTEL 310 Intelligence Analysis. (3) (Prereq: POLI 201 or permission of the instructor) (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.

j. POLI 357  Homeland Security
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 357 TO: INTEL 335.
Proposed catalog description: INTEL 335 Homeland Security. (3) (Prereq: POLI 201 or permission of the instructor) This course is a survey of the actors, issues and processes involved in areas that support homeland security, including anti-terrorism, emergency management, and all-hazards analysis. It will also consider the benefits and problems of intelligence support to homeland security policy in the United States. S.

k. POLI 358  Intelligence Operations
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 358 TO: INTEL 312.
Proposed catalog description: INTEL 312 Intelligence Operations. (3) (Prereq: POLI 350 or permission of the instructor) This course is a survey of the limits, possibilities, and ethical dilemmas for the conduct of operations in support of the intelligence community. The course examines operations related to the collection of intelligence information including espionage, interrogation, imagery analysis, communications intelligence, and counterintelligence. Operations that are designed to have a direct policy effect – covert operations, direct action, and information operations are also considered. F.

l. POLI 359  National Security Strategy
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 359 TO: INTEL 340.
Proposed catalog description: INTEL 340 National Security Strategy. (3) (Prereq: POLI 201 or permission of the instructor) This course is an examination of classic and modern strategic theory and its applicability on the use of modern warfare by democratic societies. Topics for the course will include counter-insurgency warfare, the role of non-state actors, and the impact of the global context on strategic decision-making. S.

m. POLI 380  Criminal Procedure
Proposed revision(s): Remove course from catalog.

n. POLI 381  Evidence
Proposed revision(s): Remove course from catalog.

o. POLI 382  Criminal Law
Proposed revision(s): Remove course from catalog.

p. POLI 383  Juvenile Law
Proposed revision(s): Remove course from catalog.
q. POLI 384 Tort Law
Proposed revision(s): Remove course from catalog

r. POLI 423 Terrorist Organizations: Al Qaeda
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Securities Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 423 TO: INTEL 423.
Proposed catalog description: INTEL 423 Terrorist Organizations: Al Qaeda. (3) (Prereq: POLI 201 or permission of the instructor) This course will focus on the development and operations of terrorist organizations with a specific examination of al-Qaeda and its place in the broader Islamic revival movement. Topics include its origins, history, ideology, organization, strategy, and tactics. Students will also be introduced to several points of view and analytical approaches to answering the question: What is al-Qaeda? F.

s. POLI 431 Q The Model United Nations
Proposed revision(s): Course change(s).
Other: Change number of times repeatable for credit from "up to three times" to "up to eight times," but limit the number of credits that count toward major requirements. FROM: May be repeated up to three times for credit. TO: May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements.
Proposed catalog description: POLI 431 Q The Model United Nations. (1) (Prereq: POLI 101 or permission of the instructor) A brief study of the history, mission, policies, and procedures of the United Nations designed to prepare students for competitive participation in the annual Southern Regional Model United Nations conference in Atlanta. May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements. F.

t. POLI 440 Q South Carolina State Legislative Process
Proposed revision(s): Course change(s).
Other: Request to change repeatability from "up to three times for elective credit only" to "up to eight times" with limits on the number of credits counted toward major requirements. FROM: May be repeated up to three times for credit. TO: May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements.
Proposed catalog description: POLI 440 Q South Carolina State Legislative Process. (1) (Prereq: POLI 201 or permission of the instructor) An introduction to the practice of state legislative procedures. Students are required to participate in the South Carolina Student Legislature activity. May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements. F, S.

u. POLI 441 Legal Reasoning
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: 90 credit hours or permission of the instructor to: none.
Proposed catalog description: POLI 441 Legal Reasoning. (1) A laboratory course on test taking techniques and strategies for the Law School Admission Test (LSAT). Pass/Fail grading only. F, S.
v. POLI 446 The Essentials of Legal Studies
Proposed revision(s): Remove course from catalog.

w. POLI 448 Q Mock Trial
Proposed revision(s): Course change(s).
Other: Request to change repeatability from "up to three times for elective credit only" to "up to eight times" with limits on the number of credits counted toward major requirement. FROM: May be repeated up to three times for credit. TO: May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements.
Proposed catalog description: POLI 448 Q Mock Trial. (1) Mock Trial is an activity in which students learn the principles of trial advocacy and then apply those principles as they try a fictitious case. Mock Trial gives undergraduate students an opportunity to learn firsthand about the work of trial attorneys, understand the judicial system, develop critical thinking, increase self-confidence, and develop the ability to work well with others. May be repeated up to eight times for credit. May be counted up to three credits for political science major or minor requirements. F, S.

x. POLI 494 Intelligence and National Security Studies Capstone
Proposed revision(s): Course change(s).
Other: Renumbering of existing Intelligence and National Security Studies courses from POLI prefix to an INTEL prefix. FROM: POLI 494 TO: INTEL 494.
Proposed catalog description: INTEL 494 Intelligence and National Security Studies Capstone. (3) (Prereq: completion of 90 credit hours or permission of the instructor) This course is designed to be a culminating experience in the study of intelligence and national security studies at the undergraduate level. Beyond a study of the contemporary issues and challenges in the field, students will utilize their accumulated knowledge and skills in the production and presentation of a piece of original research. S.

y. POLI 497 The Discipline of Political Science
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: completion of 75 credits or permission of the instructor to: completion of 90 credit hours or permission of the instructor.
Proposed catalog description: POLI 497 The Discipline of Political Science. (3) (Prereq: Completion of 90 credit hours or permission of the instructor) Designed to be the capstone course for students majoring in political science, this course focuses on the nature and development of the discipline of political science. Particular attention is given to controversies concerning the scope and methods of conducting research in political science. Political Science majors should take this course no earlier than the last semester of their Junior year. Since the concerns of this course are common to all of the social sciences, the course is open to and recommended for non-majors. F, S.
7. Department of Theatre

a. THEA 321 Q* Applied Theatre
   Proposal for a new undergraduate course.
   Number of credits: 3. Prerequisite(s): None. Corequisite(s): None. This course is to be considered for the QEP (Quality Enhancement Plan): Selected sections of this course (Q* designation in the catalog). Primary Goal: This course may be used as an elective or cognate.
   Proposed catalog description: THEA 321 Q* Applied Theatre. (3) This class explores techniques, methodology and history of applied theatre focusing on social change, current events and/or social justice. Class includes experiential learning projects with targeted populations and/or non-profit organizations. F, S.
   Estimated enrollment: 16. Prior enrollment in course (if applicable): 15. Method of delivery: Classroom, Other: This is a "Q" experiential learning course offered through the classroom and also through service learning with community partners and non-profits outside the classroom. The course is currently being offered under a Special Topics number - hence the "prior enrollment" number above. Semester(s) offered: Fall and Spring.

8. Department of Visual Arts

a. ARTD 305 Web Design II
   Proposed revision(s): Course change(s).
   Change in title of course: from: Web Design II to: Interactive Design Techniques.
   Proposed catalog description: ARTD 305 Interactive Design Techniques. (3) (Prereq: ARTD 205) A beginning to intermediate-level exploration of Flash layout and animation design for the web with a continued emphasis on interface design and the user experience. F, S.

b. ARTD 306 Interactive Design Techniques
   Proposed revision(s): Course change(s).
   Change in prerequisite(s): from: ARTD 305 to: ARTD 205.
   Change in title of course: from: Interactive Design Techniques to: Web Design II.
   Proposed catalog description: ARTD 306 Web Design II. (3) (Prereq: ARTD 205) Advanced use and exploration of both static and motion-based web design software and methods, with a particular interest in producing sites that use a hybrid of the two. Projects will focus on taking complex web sites from concept to completion. F, S.

c. ARTH 110 Introduction to American Film
   Proposal for a new undergraduate course.
   Number of credits: 3 Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course may be used as an elective.
   Proposed catalog description: ARTH 110 Introduction to American Film. (3) This course presents an introduction to American film history, focusing on the aesthetic, technological, and social developments that shaped the medium and culture in the twentieth century. Emphasis will be placed on full length screenings, with dissection of formal content as well as historical context, and technical aspects of the medium. F, S.
   Estimated enrollment: 30. Prior enrollment in course (if applicable): 17. Method of delivery: Classroom. Semester(s) offered: Fall and Spring.
d. ARTS 105 Introduction to Digital Image Making
Proposal for a new undergraduate course.
**Number of credits:** 3  
**Prerequisite(s):** ARTS 103.  
**Corequisite(s):** None.  
**Primary Goal:** This course may be used as an elective.

**Proposed catalog description:** ARTS 105 Introduction to Digital Image Making. (3) (Prereq: ARTS 103) Basic introduction to the use of the computer as a creative medium for art and design. Addresses basic skills and concepts relevant to contemporary theories and practices. Provides a hands-on introduction to fundamentals of typography, page layout, image acquisition and manipulation and time based media. Technical knowledge is applied to problems from both individual and group assigned projects. F, S.

**Estimated enrollment:** 18.  
**Method of delivery:** Classroom and Laboratory.  
**Semester(s) offered:** Fall and Spring.

e. ARTS 214 Book Arts
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisite(s):** ARTS 103 and ARTS 104, or permission of the instructor.  
**Corequisite(s):** None.  
**Primary Goal:** This course may be used as an elective.

**Proposed catalog description:** ARTS 214 Book Arts. (3) (Prereq: ARTS 103 and ARTS 104, or permission of the instructor) An introduction to various traditional bookmaking techniques within the context of the development of book structures and exploration of contemporary book arts concepts. F.

**Estimated enrollment:** 12.  
**Prior enrollment in course (if applicable):** 8.  
**Method of delivery:** Classroom.  
**Semester(s) offered:** Fall.

f. ARTS 318 Advanced Color Theory
Proposal for a new undergraduate course.

**Number of credits:** 3  
**Prerequisite(s):** ARTS 297.  
**Corequisite(s):** None.  
**Primary Goal:** This course may be used as an elective or cognate.

**Proposed catalog description:** ARTS 318 Advanced Color Theory. (3) (Prereq: ARTS 297) An advanced course in the principles of color theory and color usage. F.

**Estimated enrollment:** 15.  
**Prior enrollment in course (if applicable):** 12.  
**Method of delivery:** Classroom.  
**Semester(s) offered:** Fall.

g. ARTS 370 Relief Printmaking

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

**Change in prerequisite(s):** from: ARTS 200 to: ARTS 103, ARTS 111, and ARTS 112.

**Proposed catalog description:** ARTS 370 Relief Printmaking. (3) (Prereq: ARTS 103, ARTS 111, and ARTS 112) This course combines review and refinement of existing cutting and printing processes leading to the extension of skill acquisitions. Single block and multiple block print editions will be produced in black and white and color. Complex registration and printing methods will be covered. Emphasis will be on technique, design, and developing personal expression and meaning. Studio experiences are supported by presentations and readings to provide an historical and contemporary context for relief printmaking. S.
1. **Department of Biology**

   a. **BIOL 362     Rain Forest Biology**
      Proposal for a new undergraduate course.
      **Number of credits:** 3. **Prerequisite(s):** BIOL 121 or permission of the instructor.  
      **Corequisite(s):** None. **Primary Goal:** This course may be used as an elective.  
      **Proposed catalog description:** BIOL 362 *Rain Forest Biology.* (3) (Prereq: BIOL 121 or permission of the instructor) An examination of rain forest biology, with an emphasis on the evolution and ecology of tropical lowland forests. Topics include the natural heritage of forest organisms, and the origins, patterns, processes, and future of rain forests. Su.  
      **Estimated enrollment:** 20. **Prior enrollment in course (if applicable):** 10. **Method of delivery:** Distance Learning. **Semester(s) offered:** Summer II.

2. **Department of Chemistry and Physics**

   a. **CHEM 150     Communication in Physical Science**
      **Proposed revision(s):** Course change(s).  
      **Change to prerequisite(s):** from: none to: CHEM 111 or PHYS 137.  
      **Proposed catalog description:** CHEM 150 *Communication in Physical Science.* (3) (Prereq: CHEM 111 or PHYS 137) This course is a basic introduction to various forms of communication of scientific information in the physical sciences. The utilization of library resources, electronic resources and journals in research, project development and presentation is reviewed. Search techniques as well as critical evaluation of the material retrieved are discussed as they relate to developing a new project, or reviewing the current status of research in a given topic. Students are expected to present findings and research in both oral and written forms. Exposure to ongoing research projects within the department is integral to this course. S.

   b. **CHEM 354     Techniques in Biotechnology and Biochemistry**
      Proposal for a new undergraduate course.
      **Number of credits:** 4. **Prerequisite(s):** CHEM 112 and CHEM 112L. **Corequisite(s):** None.  
      **Primary Goal:** This course may be used as an elective.  
      **Proposed catalog description:** CHEM 354 *Techniques in Biotechnology and Biochemistry.* (4) (Prereq: CHEM 112/112L) This course is designed to give student laboratory experience to better prepare them for graduate school and the job market. The techniques students can anticipate learning are: basic spectrophotometry, enzymology, protein purification from a crude tissue sample, ELISA, Western Blot, macromolecular synthesis, molecular cloning, SDS-PAGE and DNA electrophoresis. The lecture is designed to present the theory of each laboratory exercise, new technologies, science ethics and job preparation skills. F.  
      **Estimated enrollment:** 10-12. **Prior enrollment in course (if applicable):** 10. **Method of delivery:** Classroom and Laboratory. **Semester(s) offered:** Fall.
c. CHEM 411L Inorganic Laboratory

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

Change to title of course: from: Inorganic Laboratory to: Advanced Inorganic Laboratory.

Proposed catalog description: CHEM 411L Advanced Inorganic Laboratory. (1) (Coreq: CHEM 411) Synthesis and characterization of selected inorganic compounds. This experimental work supplements the theoretical material presented in Chemistry 411. S, alternate years.

3. Department of Health Sciences

   a. SWNS 301 Swain Scholars I

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

Other: to allow honors credit for the course.

Proposed catalog description: SWNS 301 Swain Scholars I. (1) (Prereq: must be a current Swain Scholar) Preparatory classroom experiences to improve the capacity of Swain Scholars to impact community health by engaging in health promotion outreach activities in conjunction with local health agencies. This class is automatically offered for honors credit.

   b. SWNS 302 Swain Scholars II

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

Other: to allow honors credit for the course.

Proposed catalog description: SWNS 302 Swain Scholars II. (2) (Prereq: must be a current Swain Scholar) Second phase of Swain Scholars program to focus on implementation of community health outreach activities. Community health outreach will address an area of identified need with one or more community partners. Scholars provide outreach service and education at specified community sites and in the CCU community. This class is automatically offered for honors credit.

   c. SWNS 401 Swain Scholars III: Community Health Education Initiative

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

Other: to allow honors credit for the course.

Proposed catalog description: SWNS 401 Swain Scholars III: Community Health Education Initiative. (1) (Prereq: must be a current Swain Scholar) Leadership and mentoring experiences to increase capacity of Swain Scholars to improve community health. Swain Scholars will engage in either a health-related research based track with a Coastal Carolina University faculty member or a project-based track with a health-related agency. This class is automatically offered for honors credit. F.

   d. SWNS 402 Swain Scholars IV: Community Health Education Initiative

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

Other: to allow honors credit for the course.

Proposed catalog description: SWNS 402 Swain Scholars IV: Community Health Education Initiative. (2) (Prereq: must be a current Swain Scholar) Continuation of leadership, mentoring, and supervised research or outreach-based project to improve community health. Emphasis will be placed on building the capacity of Swain Scholars to conduct health-related research and articulate findings. This class is automatically offered for honors credit. S.
4. Department of Kinesiology, Recreation, and Sport Studies

   a. **EXSS 310 Exercise and Sport Nutrition**
   
   **Proposed revision(s):** Course change(s).
   Change to prerequisite(s): from: None to: A grade of C or better in HPRO 121 or EXSS 122.
   
   **Proposed catalog description:** EXSS 310 Exercise and Sport Nutrition. (3) (Prereq: A grade of C or better in HPRO 121 or EXSS 122) Investigates the basic, scientific, and applied concepts of nutrition and substrate utilization as they apply to energy production for exercise, body composition, weight control and thermoregulation. Emphasis given to analyzing nutritional behaviors for enhanced exercise and sport performance. F, S, Su.

   b. **EXSS 330 Injury Management**
   
   **Proposed revision(s):** Course change(s).
   Change to prerequisite(s): from: BIOL 232/BIOL 232L to: A grade of C or better in KRSS 222.
   
   **Proposed catalog description:** EXSS 330 Injury Management. (3) (Prereq: A grade of C or better in KRSS 222) Modern fundamental principles and practices in the prevention, treatment, and care of fitness and sport-related injuries. Administrative and legal issues related to injury management also covered. Course also provides emergency first aid and adult cardiopulmonary resuscitation certification. F, S.

   c. **EXSS 340 Sport and Exercise Behavior**
   
   **Proposed revision(s):** Course change(s).
   Change to prerequisite(s): from: PSYC 101, SOC 101, or SOC 102 to: Sophomore Standing.
   
   **Proposed catalog description:** EXSS 340 Sport and Exercise Behavior. (3) (=PSYC 340) (Prereq: Sophomore Standing) An overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of sport performance enhancement and mental skills, exercise behavior and motivation, sociological factors, and health and well-being. Applications are made to future practitioners of coaching, teaching, sports medicine, counseling, sport management, and fitness instruction. F, S, Su.

   d. **EXSS 350 Exercise Physiology**
   
   **Proposed revision(s):** Course change(s).
   Change to prerequisite(s): from: BIOL 232/BIOL 232L and BIOL 242/BIOL 242L to: A grade of C or better in BIOL 232/BIOL 232L and BIOL 242/BIOL 242L.
   
   **Proposed catalog description:** EXSS 350 Exercise Physiology. (3) (Prereq: A grade of C or better in BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350L) This course provides an overview of exercise physiology theory and principles and an examination of the physiological responses to both acute and chronic physical activity. The impact of environment, supplements, detraining and overtraining on physiological responses to exercise will also be highlighted. Finally, various techniques utilized to assess physiological responses to exercise will also be discussed. F, S, Su.
e. **EXSS 350L Laboratory in Exercise Physiology**  
**Proposed revision(s):** Course change(s).  
**Change to prerequisite(s):** from: BIOL 232/BIOL 232L and BIOL 242/BIOL 242L to: A grade of C or better in BIOL 232/BIOL 232L and BIOL 242/BIOL 242L.  
**Proposed catalog description:** EXSS 350L Laboratory in Exercise Physiology. (1) (Prereq: A grade of C or better in BIOL 232/232L and BIOL 242/242L) (Coreq: EXSS 350) An applied course that reinforces the basic principles and skills learned in exercise physiology lecture (Physical Education 350). Emphasis placed on the collection of real data and the generation of scientific lab reports. F, S, Su.

f. **EXSS 360 Motor Behavior**  
**Proposed revision(s):** Course change(s).  
**Change to prerequisite(s):** from: EXSS 205 or EDPE 290 to: A grade of C or better in EXSS 205 or EDPE 290.  
**Proposed catalog description:** EXSS 360 Motor Behavior. (3) (Prereq: A grade of C or better in EXSS 205 or EDPE 290) (Coreq: EXSS 360L) A study of the development (maturation and growth), acquisition, retention, and transfer of motor skills and behavior throughout the lifespan. Emphasis given to the underlying processes in the control, learning, and performance of motor skills. As a foundation course for motor skill practitioners working with a variety of ages and populations, the content blends principles of motor learning/control, motor development, and sport psychology. F, S, Su.

g. **EXSS 360L Laboratory in Motor Behavior**  
**Proposed revision(s):** Course change(s).  
**Change to prerequisite(s):** from: EXSS 205 or EDPE 131 to: A grade of C or better in EXSS 205 or EDPE 290.  
**Proposed catalog description:** EXSS 360L Laboratory in Motor Behavior. (1) (Prereq: A grade of C or better in EXSS 205 or EDPE 290) (Coreq: EXSS 360) An applied course that reinforces the basic concepts, principles, and research learned in motor behavior lecture (EXSS 360). The course includes participation in laboratory and field-based experiments, collection and analysis of data, the generation of scientific lab reports, and applications to real-world instructional settings. F, S, Su.

h. **EXSS 385 Fitness Assessment and Exercise Prescription**  
**Proposed revision(s):** Course change(s).  
**Change to prerequisite(s):** from: EXSS 350 to: A grade of C or better in EXSS 350/EXSS 350L.  
**Change to corequisite(s):** from: None to: EXSS 385L.  
**Change to title of course:** from: Fitness Assessment and Exercise Prescription to: Exercise Testing and Prescription.  
**Proposed catalog description:** EXSS 385 Exercise Testing and Prescription. (3) (Prereq: A grade of C or better in EXSS 350/350L) (Coreq: EXSS 385L) An overview of methods utilized to assess health-related components of physical fitness and develop basic exercise prescriptions. This course will cover aspects such as obtaining health histories and informed consent, selecting and conducting proper fitness assessments, and utilizing results to develop appropriate exercise prescriptions. F, S, Su.
i. **EXSS 385L  Laboratory in Exercise Testing and Prescription**

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: C or better in BIOL 232/BIOL 232L, BIOL 242/BIOL 242L, and EXSS 350/EXSS 350L to: A grade of C or better in EXSS 350/EXSS 350L.

Proposed catalog description: EXSS 385L Laboratory in Exercise Testing and Prescription. (1) (Prereq: A grade of C or better in EXSS 350/350L) (Coreq: EXSS 385) An applied course that reinforces the basic principles and skills learned in Exercise Testing and Prescription (EXSS 385). Emphasis placed on the proper techniques associated with assessing health-related components of physical fitness for the development of appropriate exercise prescriptions for individuals/clients. Course may be taken two times for academic credit. F, S, Su.

j. **EXSS 390  Strength and Conditioning**

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 350 to: A grade of C or better in EXSS 350/EXSS 350L.

Proposed catalog description: EXSS 390 Strength and Conditioning. (3) (Prereq: A grade of C or better in EXSS 350/350L) Course provides an overview of concepts and techniques utilized to enhance muscle strength and endurance. Basic muscle function and anatomy is reviewed, as well as how muscle responds to training, detraining, and overtraining. Emphasis placed on the enhancement of sport performance and the bridging of theory to practice. Course also covers the risks associated with various forms of resistance training as well as how to reduce these risks. Certification opportunities provided.

k. **EXSS 398 Q  Practicum in Fitness**

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 385 and EXSS 350 to: A grade of C or better in EXSS 350/EXSS 350L and EXSS 385/EXSS 385L.

Proposed catalog description: EXSS 398 Q Practicum in Fitness. (1) (Prereq: A grade of C or better in EXSS 350/350L and EXSS 385/385L) A faculty-supervised practicum within the Community Fitness Testing Program in the Smith Exercise Science Laboratory. Students apply the theoretical and conceptual knowledge gained in the Fitness Minor by conducting physical fitness testing and physical activity/exercise prescription for members of the Coastal Carolina University community.

l. **EXSS 405  Exercise Testing and Prescription for Diverse Populations**

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 350 and EXSS 385 to: A grade of C or better in EXSS 350/EXSS 350L and EXSS 385/EXSS 385L.

Proposed catalog description: EXSS 405 Exercise Testing and Prescription for Diverse Populations. (3) (Prereq: A grade of C or better in EXSS 350/350L and EXSS 385/385L) Course covers exercise testing procedures and exercise prescription for a diverse range of populations including children, adolescents, older individuals, and individuals with chronic conditions such as cancer, human immunodeficiency virus, and osteoarthritis. An emphasis is placed on screening individuals for abnormal responses and contraindications to exercise as well as methods for modifying exercise prescriptions based on individual needs.
m. EXSS 410  Cardiopulmonary Rehabilitation
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 350 to: A grade of C or better in EXSS 350/EXSS 350L.
Proposed catalog description: EXSS 410 Cardiopulmonary Rehabilitation. (3) (Prereq: A grade of C or better in EXSS 350/350L) Course covers the underlying mechanisms of prevalent cardiopulmonary diseases such as coronary artery disease, peripheral vascular disease, asthma, and emphysema, as well as the impact conditions such as these have on overall functional capacity. The importance of physical activity in the prevention and treatment of these conditions is highlighted. Current medical and surgical techniques utilized to treat cardiopulmonary diseases are also discussed.

n. EXSS 415  Personal Fitness Leadership
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 350 and EXSS 385 to: A grade of C or better in EXSS 350/EXSS 350L and EXSS 385/EXSS 385L.
Proposed catalog description: EXSS 415 Personal Fitness Leadership. (3) (Prereq: A grade of C or better in EXSS 350/350L and EXSS 385/385L) Course builds on foundational content to develop the knowledge, skills and abilities related to prescribing exercise and demonstrating proper utilization of exercise equipment and techniques for enhancement of cardiovascular and musculoskeletal fitness. The course provides a focus on leadership and communication principles and administrative issues related to personal training and group fitness leadership.

o. EXSS 420  Exercise and Aging
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 350 to: A grade of C or better in EXSS 350/EXSS 350L.
Proposed catalog description: EXSS 420 Exercise and Aging. (3) (Prereq: A grade of C or better in EXSS 350/350L) The physiological and structural changes that occur as a result of aging, and how these changes may impact one’s ability to perform physical activity. The benefits of physical activity for older populations will also be examined, as well as psychosocial issues related to exercise for the elderly.

p. EXSS 450  Laboratory Skills in Exercise Science
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: EXSS 350 to: A grade of C or better in EXSS 350/EXSS 350L.
Proposed catalog description: EXSS 450 Laboratory Skills in Exercise Science. (3) (Prereq: A grade of C or better in EXSS 350/350L) Designed for students with at least one course in exercise physiology. Students become proficient in the use of the laboratory equipment currently available in the field and in the Exercise Science Laboratory. Students gain experience with data collection in a wide variety of pilot research experiments.

q. KRSS 222  Functional Kinesiology and Sport Conditioning
Proposal for a new undergraduate course.
Number of credits: 3. Prerequisite(s): None. Corequisite(s): None. Primary Goal: This course is required for a major, required for a minor, or may be used as an elective.
Proposed catalog description: KRSS 222 Functional Kinesiology and Sport Conditioning. (3) An introduction to the study of the anatomical basis of human movement, with emphasis on
bone, muscle, their growth and development, joint structure and movement, and major physiological principles. In addition, the application of those scientific underpinnings to sport conditioning will be covered. F, S, Su.

**Estimated enrollment:** 30. **Method of delivery:** Classroom and Laboratory. **Semester(s) offered:** Fall, Spring, and Summer.

r. KRSS 301  
**Principles of Coaching**

**Proposed revision(s):** Course change(s).
Change to prerequisite(s): **from:** RSM 242 **to:** KRSS 222 or permission of the instructor.
Change title of course: **from:** Principles of Coaching **to:** Coaching Pedagogy and Management.
Crosslisting change(s): **remove:** RSM 301 Principles of Coaching **add:** RSM 301 Coaching Pedagogy and Management.

**Other:** The course title, course description, and prerequisites are all in need of revision to be a part of the sequential minor curriculum.

**Proposed catalog description:** KRSS 301 Coaching Pedagogy and Management. (3) (=RSM 301) (Prereq: KRSS 222 or permission of the instructor) This course provides an introduction to the philosophy, principles and techniques of effective coaching with emphasis on the pedagogical and psychosocial aspects of preparing amateur athletes for competition. Course includes the art and science of coaching in areas such as group/team development, practice planning, teaching sport skills and game tactics, and team assessment and evaluation. F, S, Su.

s. KRSS 397  
**Practicum in Coaching**

**Proposed revision(s):** Course change(s).
Change to prerequisite(s): **from:** None **to:** A grade of C or better in KRSS 301 and EXSS 330.
Change title of course: **from:** Practicum in Coaching **to:** Practicum in Sport Coaching.
Change to course number: **from:** KRSS 397 **add:** KRSS 497.

**Other:** The course title, course description, and prerequisites need to be revised because of the new pending Sport Coaching Minor.

**Proposed catalog description:** KRSS 497 Practicum in Sport Coaching. (3) (Prereq: A grade of C or better in KRSS 301 and EXSS 330) Supervised field experience coaching a team in a recreational, amateur or educational setting. Students required to accumulate at least 100 approved and supervised contact hours. Course also requires self-study and successful completion of a national, external coaching certification. F, S, Su.

t. RSM 290  
**Fiscal Management in RSM**

**Proposal for a new undergraduate course.**

**Number of credits:** 3. **Prerequisite(s):** None. **Corequisite(s):** None. **Primary Goal:** This course is required for a major.

**Proposed catalog description:** RSM 290 Fiscal Management in RSM. (3) The objective of this course is to introduce students to the concepts of fiscal management within the recreation and sport management industry. This course will cover some of the theory and practice of fiscal decision-making. The course focuses on the elements of analyzing financial statements, calculation of financial ratios, understanding the time value of money, and applications of financial management in recreation and sport. F, S.

**Estimated enrollment:** 30. **Method of delivery:** Classroom. **Semester(s) offered:** Fall and Spring.
u. RSM 301 Principles of Coaching

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

Change to prerequisite(s): from: 45 credit hours earned to: KRSS 222 or permission of the instructor.

Change title of course: from: Principles of Coaching to: Coaching Pedagogy and Management.

Crosslisting change(s): remove: PHED 301 Principles of Coaching add: KRSS 301 Coaching Pedagogy and Management.

Other: This course is crosslisted with KRSS 301. The revisions for KRSS 301 include course title, course description and prerequisite changes. This is to make sure that RSM 301 and KRSS 301 are consistent in their information.

Proposed catalog description: RSM 301 Coaching Pedagogy and Management. (3) (=KRSS 301) (Prereq: KRSS 222 or permission of the instructor) This course provides an introduction to the philosophy, principles and techniques of effective coaching with emphasis on the pedagogical and psychosocial aspects of preparing amateur athletes for competition. Course includes the art and science of coaching in areas such as group/team development, practice planning, teaching sport skills and game tactics, and team assessment and evaluation. F, S, Su.

v. RSM 309 Youth Sport

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

Change to prerequisite(s): from: PSYC 101 or SOC 101 to: None.

Proposed catalog description: RSM 309 Youth Sport. (3) An investigation into the issues of children participating in organized and competitive sport. The course examines youth sports from biological, psychological, and sociological perspectives. Emphasis is place on the impact of sport managers and leaders in the delivery of youth sport programs. Comprehensive survey of current scientific knowledge and examination of changing attitudes, behaviors, and trends in youth sport. F, S.

w. RSM 310 Campus Recreation

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

Change to prerequisite(s): from: RSM 242 to: None.

Proposed catalog description: RSM 310 Campus Recreation. (3) An introduction to collegiate recreation and intramural sports programs including professional ethics and issues, facility operations, program management, legal liability and risk management, marketing, fiscal management, and social issues. F, S.

x. RSM 317 Moral and Ethical Reasoning in Recreation and Sport

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

Change to prerequisite(s): from: RSM 242 or concurrent enrollment in RSM 242 to: None.

Proposed catalog description: RSM 317 Moral and Ethical Reasoning in Recreation and Sport. (3) The course provides a survey of the ethical and legal issues confronting sport in contemporary society. Students use a case study approach to become familiar with interconnecting legal and ethical issues as they arise within the context of sports from youth to professional levels. F, S.
y. RSM 320  Administration of Sport and Fitness
Proposed revision(s): Remove course from catalog.
Justification: This course is being combined into RSM 456. Previously there was an administration class for recreation students and sport students. These courses have been combined into one class.

z. RSM 337  Legal Issues In Recreation and Sport
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 242 or EXSS 205 to: RSM 242.
Proposed catalog description: RSM 337 Legal Issues In Recreation and Sport. (3) (Prereq: RSM 242) An overview of the role local, state and federal governments have in the provision of recreation and sport services. Provide the basic understanding of legal liability, risk management, negligence, standard of care, safety regulations, and other legal subjects as they apply to recreation and sport. F, S.

aa. RSM 352  Commercial Recreation
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: ECON 320, ECON 330, or CBAD 350 to: RSM 242 and RSM 290.
Proposed catalog description: RSM 352 Commercial Recreation. (3) (Prereq: RSM 242 and RSM 290) Basic principles and steps on initiating and conducting a commercial recreation enterprise, designed to offer students practical experiences in starting a commercial recreation business. principles and steps on initiating and conducting a commercial recreation enterprise, designed to offer students practical experiences in starting a commercial recreation business. F, S.

bb. RSM 377  Sport Tourism
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: None to: RSM 242.
Proposed catalog description: RSM 377 Sport Tourism. (3) (Prereq: RSM 242) Sport Tourism is defined as travel to and participation in or attendance at a predetermined sport activity. The sport activity can include competition and travel for recreation, entertainment, business, education and/or socializing. The sport can be competitive and/or recreational. F, S.

c. RSM 380  Recreation for People with Disabilities
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 242 or permission of the instructor to: RSM 242.

dd. RSM 393  Sport Media and Communication
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: None to: RSM 242.
Proposed catalog description: RSM 393 Sport Media and Communication. (3) (Prereq: RSM 242) This course is designed to provide insight into public and media relations in the recreation and sport management fields. The content of the course will allow the student to examine and apply strategic public relations concepts to the internal and external communication problems encountered in these occupations. The course will cover general principles and strategies of public relations and will include a component of effective communications in recreation and sport organizations. The course will also focus on the supplication of public relations, media relations, and publicity in a variety of settings. F, S.

ee. RSM 394 Sport Technology
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: None to: RSM 242.
Proposed catalog description: RSM 394 Sport Technology. (3) (Prereq: RSM 242) This course will introduce students to current technology advances that enhance various management aspects of sport organizations. emphasis will be on the use of computer technology with topics including fundamental website development, relational database management, potential application of data mining in sport organization decision making, internet based recruiting, electronic ticketing, virtual signage, video streaming, use of technology for facility and risk management and use of multimedia for instruction or promotion of sport related programs. F, S.

ff. RSM 396 Orientation to Internship
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 337 to: 90 credit hours earned.
Proposed catalog description: RSM 396 Orientation to Internship. (1) (Prereq: 90 credit hours earned) Plan and prepare for internship in recreation and sport management. Analyze career placement opportunities, the internship process, and associate requirements. For recreation and sport management students only or permission of the instructor. F, S.

gg. RSM 399 Independent Study
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 242 to: permission of the instructor and advisor.
Proposed catalog description: RSM 399 Independent Study. (1-3) (Prereq: permission of the instructor and advisor) Written contract between student and instructor, approved by the Department Chair. F, S.

hh. RSM 400 Sport in Contemporary Society
Proposed revision(s): Course change(s).
Change to prerequisite(s): from: 60 credit hours earned to: RSM 317 and 60 credit hours earned.
Proposed catalog description: RSM 400 Sport in Contemporary Society. (3) (Prereq: RSM 317 and 60 credit hours earned) An investigation into sport as a microcosm of society and how it is influenced by cultural traditions, social values, and psychosocial experiences. Emphasis is placed on how sport managers are immersed in the socio-cultural milieu, with sport as the focus. Course includes the examination of changing attitudes, behaviors, and trends in the world of sport. F, S.
ii. RSM 410 Finacing Sport and Sales

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: CBAD 350 to: ECON 101 and RSM 290.

Proposed catalog description: RSM 410 Financing Sport and Sales. (3) (Prereq: ECON 101 and RSM 290) This course introduces students to the concepts of financial management and sales as applied to the unique world of sports. This course will analyze and produce skills essential to the revenue production and sales process commonly found in the sport business. The course concentrates on understanding the application of several key financial analyses, contract negotiation and understanding the use of economic impact studies to justify sport events and facilities in host communities. Furthermore, this course discusses the financial concepts and theories and their application on the professional, intercollegiate and commercial sport settings. F, S.

jj. RSM 438 Recreation for Active Aging

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: PSYC 101, SOC 101, or SOC 102 to: None.

Proposed catalog description: RSM 438 Recreation for Active Aging. (3) This course introduces the students to recreation activities and techniques for working with senior adults. Topics include procedures for programming, implementation and evaluation of recreation activities that serve senior adults. F.

kk. RSM 490 Program and Event Planning in Recreation and Sport

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 337 and Senior Standing to: RSM 337 and 75 credit hours earned.

Proposed catalog description: RSM 490 Program and Event Planning in Recreation and Sport. (3) (Prereq: RSM 337 and 75 credit hours earned) This course focuses on the principles and approaches to planning and implementing recreation programs. A philosophical and practical basis for preparing a variety of recreation programs will be covered. F, S.

ll. RSM 494 Area and Facility Management in Recreation and Sport

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 337 and Senior Standing to: 75 credit hours earned.

Proposed catalog description: RSM 494 Area and Facility Management in Recreation and Sport. (3) (Writing Intensive) (Prereq: 75 credit hours earned) Basic consideration in planning, construction, design and maintenance of sport and recreation areas, facilities, and buildings. F, S.

mm. RSM 499 Directed Undergraduate research

Proposed revision(s): Course change(s).
Change to prerequisite(s): from: RSM 432 to: permission of the instructor and advisor.

Proposed catalog description: RSM 499 Directed Undergraduate research. (1-6) (Prereq: permission of the instructor and advisor) Using the scientific method, directed undergraduate research on a recreation or sport related topic to be developed by the student and the instructor. F, S.
5. Department of Marine Science

   a. MSCI 112  The Origin and Evolution of the Marine Environment
   Proposed revision(s): Course change(s).
   Change to prerequisite(s): from: GEOL 111/GEOL 111L or MSCI 111/MSCI 111L to: Prereq or Coreq: completion of or concurrent enrollment in MATH 131 or higher, OR an SAT math score of 550 or higher, OR an ACT math score of 24 or higher.
   Proposed catalog description: MSCI 112 The Origin and Evolution of the Marine Environment. (3) (=GEOL 112) (Prereq or Coreq: completion of or concurrent enrollment in MATH 131 or higher, OR an SAT math score of 550 or higher, OR an ACT math score of 24 or higher) (Coreq: MSCI 112L) Concepts concerning the origin and evolution of the earth and seas, with geological processes related to their development. The origin and evolution of life including primitive forms in the marine environment. Three lecture hours per week. F, S.

   b. MSCI 302  Marine Biology
   Proposed revision(s): Course change(s).
   Change to prerequisite(s): from: MSCI 112 and BIOL 122 to: MSCI 111 and BIOL 122.
   Proposed catalog description: MSCI 302 Marine Biology. (3) (Writing Intensive) (=BIOL 302) (Prereq: MSCI 111 and BIOL 122) (Coreq: MSCI 302L) Study of the adaptive and evolutionary mechanisms by which organisms are able to occupy the various marine habitats. The evolutionary development of the diversity of marine organisms. Three lecture per week. F, S.

6. Department of Psychology and Sociology

   a. PSYC 225  Psychological Statistics
   Proposed revision(s): Course change(s).
   Change to prerequisite(s): from: MATH 130 or equivalent to: A grade of C or better in MATH 130, or placement into MATH 131 or higher.
   Change to corequisite(s): from: None to: PSYC 225L.
   Proposed catalog description: PSYC 225 Psychological Statistics. (3) (Prereq: A grade of C or better in MATH 130, or placement into MATH 131 or higher) (Coreq: PSYC 225L) An introduction to basic descriptive and inferential statistical procedures and concepts. Topics include measures of central tendency, variation, probability, hypothesis testing, correlation, regression, and chi square. Students may not receive credit for this course if credit has been received from Business Administration 291 or Statistics 201. F, S.

   b. PSYC 225L  Psychological Statistics Laboratory
   Proposed revision(s): Course change(s).
   Change to corequisite(s): from: None to: PSYC 225.
   Proposed catalog description: PSYC 225L Psychological Statistics Laboratory. (1) (Coreq: PSYC 225) Exercises and assignments to supplement the material presented in Psychology 225. F, S.
c. SOC 499 Internship

Proposed revision(s): Course change(s).
Other: This course is to be considered for the QEP (Quality Enhancement Plan). All sections of this course (Q designation in the catalog).

This course is repeatable for credit with the following restrictions: Students make take up to 9 credit hours of Sociology Internships.

Proposed catalog description: SOC 499 Q Internship. (1-6) (Prereq: SOC 101 or SOC 102)
The internship requires 90 or more hours of collegiate credit with a GPA of 2.5 or better; formal application with a resume, and a contract among the Internship agency, the student, and the department. The application process must be completed by the last day of classes of the semester prior to the internship. Interns work a minimum of 100 hours in a human services, governmental, research, or criminal justice agency and write a paper analyzing their work experiences in light of classroom learning and knowledge. Students may take up to 9 credit hours of Sociology Internships. Offered as needed.

UNIVERSITY COLLEGE

a. IDS 210 Introduction to Interdisciplinary Studies

Proposed revision(s): Course change(s).
Change to course number: from: IDS 210 to: IDS 310.

Proposed catalog description: IDS 310 Introduction to Interdisciplinary Studies. (3) This course examines both theoretical approaches and practical applications of interdisciplinarity in today’s world, with special emphasis on the interdisciplinary research process. F, S.

b. IDS 499 Research in Interdisciplinary Studies

Proposed revision(s): Course change(s).
Change title of course: from: Research in Interdisciplinary Studies to: Capstone Research Project in Interdisciplinary Studies.

Proposed catalog description: IDS 499 Capstone Research Project in Interdisciplinary Studies. (3) (Prereq: IDS 398) Capstone course required of all Interdisciplinary Studies students for graduation. Students plan and complete an original research project under the guidance and supervision of the instructor. The topic selected must be related to the student's Interdisciplinary Studies area of emphasis. Seminar sessions focus on the principles, procedures, and problems of executing a senior-level research project. Students present project results in both written and oral form. F, S, Su.
Graduate Council: (moved and seconded out of committee)
Proposal for a new graduate course:

COLLEGE OF EDUCATION

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

   a. EDLL 650 Applied Linguistics for ESOL teachers. (3) This course prepares candidates to understand and apply knowledge about language structure and second language acquisition in planning and adapting ESOL (English to speakers of other languages) content and standards-based teaching. F.

   b. EDLL 651 Principles and Strategies for Teaching ESOL 3 to Elementary and Secondary Learners. (3) (Prereq: EDLL 650) This course prepares candidates to understand and apply major theories and research related to cultural identities, principles and strategies for teaching ESOL (English to speakers of other languages) in elementary and secondary schools. Su.

   c. EDLL 652 Teaching Reading and Writing to Limited English Proficient (LEP) Learners. (3) (Prereq: EDLL 650This course prepares candidates to apply research and best practices in planning and implementing standards-based instruction to teaching reading and writing to LEP learners. Practicum experiences required. S.

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of English

   a. ENGL 673 Media and Digital Literacy. (3) (Prereq: Admission to MAT program). In this course, students will access, analyze, evaluate and produce media texts; learn the instructional applications of current software programs; consider the challenges of teaching a “digital generation”; and investigate and discuss the impact of media and digital technology on the culture. Su.