All changes are effective Fall 2018.

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

Proposals for change(s) in undergraduate programs/minors/certificates:

**COLLEGE OF HUMANITIES AND FINE ARTS**

1. **Department of History**

   a. **change(s) to the African Diaspora Studies Minor** *(Form B – ID# 1592)*

   **Proposed change(s):** Addition of course(s) to program: HFA 250 - Research Methods in African Diaspora Studies; HIST 463 - Topics in Race and Ethnicity; SOC 300 - Social Justice; WGST 305 - Gender, Sexuality, Race, and Class in Popular Culture; RELG 356 - Islam in America; RELG 366 - Religions in West Africa.

   **Proposed catalog description:**

   **Mission Statement**
   The interdisciplinary minor in African Diaspora Studies (ADS) provides undergraduates with the learning environment and the tools to deepen their knowledge about the history, art and culture of people of African descent. From the local Gullah communities to the worldwide African diaspora, this field of study seeks to provide a scholarly approach to understanding the lives of black people wherever they are located across the globe. Students in the minor will develop multifaceted analytical tools of inquiry for human engagement and informed citizenship; therefore, the minor complements almost every major. The minor consists of 18 credit hours of coursework drawn from at least three disciplines and up to six disciplines.

   **Program Requirements**

   **Foundation (3 Credits)**

   Choose one from the following:

   - HIST 250 - Historical Research and Writing *
   - HFA 250 - Research Methods in African Diaspora Studies
Electives (15 Credits)

Students must complete 15 credit hours at the 200 level or above, and 9 credit hours must come from different disciplines. See the following pre-approved courses and see the minor adviser for additional courses, including one-time offered and modified courses that may also count as electives.

- ANTH 314 - Survey of African American Musics
- ANTH 315 - The Caribbean
- ANTH 317 Q - Gullah Culture and Identity
- ANTH 318 - Topics in Ethnic Identity
- ANTH 345 - Archaeology of Plantations
- ANTH 391 - Ethnographic Methods *
- ANTH 427 - African Prehistory
- ANTH 495 Q - Internship in Anthropology *

- ARTD 440 Q - Pre-Professional Studio *
- ARTS 440 Q - Pre-Professional Studio *

- ENGL 205 - Literature and Culture *
- ENGL 341 - African-American Literature, 1750-present
- ENGL 352 - African American English

- HFA 391 Q - Press Project Workshop *

- HIST 200 - Introduction to Southern Studies
- HIST 312 - Patterns in World History
- HIST 355 - Latin American Culture and Civilization
- HIST 363 - Black Atlantic and African Diaspora
- HIST 367 - Colonial America
- HIST 383 - History of the Colony and State of South Carolina
- HIST 443 - Modern Colonialism *
- HIST 455 - Topics in Latin American History *
- HIST 463 Q - Topics in Race and Ethnicity
- HIST 495 Q - Internship in History *

- MUS 207 - Introduction to World Music *
- MUS 258 - Jazz and the American Experience

- RELG 322 - Introduction to Islam
- RELG 356 - Islam in America
- RELG 366 - Religions in West Africa

- POLI 330 - Introduction to the Middle East
- POLI 346 - Contemporary African Politics
- POLI 348 - Introduction to Africa
- POLI 349 - Comparative African Politics
- POLI 481 - Democracy and Development in Africa
- SOC 355 Q* - Race and Ethnicity
- SOC 300 Q* - Social Justice
- WGST 305 - Gender, Sexuality, Race, and Class in Popular Culture

Total Credits Required: 18 Credits

b. change(s) to the Middle Grades Education Social Studies Minor (Form B – ID# 1616)

Proposed change(s): Addition of course(s) to program: HIST 383; HIST 389 (other courses deleted that are not listed in current catalog and course titles added).

Proposed catalog description:
This minor is designed for Middle Level Education Majors seeking licensure in Secondary (9-12 Grades) Social Studies. The minor gives a greater breadth of social studies knowledge, specifically in history and sociology. Combined with the Middle Level Education program requirements, this minor provides coursework to prepare these majors to potentially add-on Secondary Social Studies.

Program Requirements

Foundation (12 Credits)

Choose one from the following:

- SOC 101 - Introductory Sociology
- SOC 102 - Social Problems

Complete the following:

- HIST 250 - Historical Research and Writing
- Choose two 100 or 200 level history courses from a rotation of current offerings

Electives (6 Credits)

Choose two 300 or 400 level history courses from the following pre-approved list or see the minor adviser for additional courses, including one-time offered and modified courses that may also count.
- HIST 307 - European History (1848-1914)
- HIST 312 - Patterns in World History
- HIST 317 (deleted – not currently in the catalog)
- HIST 328 - Renaissance Europe, 1250-1517
- HIST 329 - Reformation Europe, 1517-1648
- HIST 330 - Enlightenment: Europe (1648-1789)
- HIST 339 - The Great War
- HIST 362 - Becoming American
- HIST 363 - Black Atlantic and African Diaspora
- HIST 364 (deleted – not currently in the catalog)
- HIST 366 (deleted – not currently in the catalog)
- HIST 367 - Colonial America
- HIST 370 - Revolutionary America
- HIST 372 - U.S. History 1876-1917
- HIST 373 - U.S. History 1917-1945
- HIST 374 - U.S. History 1945 to the Present
- HIST 383 - History of the Colony and State of South Carolina
- HIST 389 - The New South
- HIST 395 Q - Introduction to Public History
- HIST 443 - Modern Colonialism
- HIST 446 - Age of Crusades
- HIST 462 - The Causes, Conduct, and Consequences of War
- HIST 475 Q - The U.S. in the World

Total Credits Required: 18 Credits

Students must earn a grade of ‘C’ or better in all 18 credit hours required by the Middle Grades Education Social Studies minor.

Academic Affairs (moved and seconded in committee)
Proposals for new undergraduate courses:

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Anthropology and Geography

   a. GEOG 456 Q - Video Game Worlds (Form C – ID# 1588)
      Proposed catalog description: GEOG 456 Q - Video Game Worlds (3 credits) This course explores the concepts and methods of virtual worldbuilding and the use of environmental storytelling in modern 3D video games as a mechanism for creating immersive, interactive narratives. Throughout the course, we discuss these concepts through readings and interaction with modern 3D video games to explore how these
concepts and storytelling mechanics are implemented. During the course, we will also get hands-on experience with game and virtual world building tools such as Unity, in preparation for designing and building our own virtual world stories/games for an in-depth, hands-on final project. This course may be repeated for up to six credit hours. F, S, Su.

**Course Prefix/Number:** GEOG 456Q  
**Course Title:** Video Game Worlds  
**Primary Goal:** This course may be taken as a cognate or elective  
**Repeatable for Credit:** Yes; repeatable for up to 6 credit hours  
**Course Equivalencies:** No  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 15  
**Prior enrollment in course:** 14  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring, and Summer  
**Considered for the Core Curriculum:** No  
**Considered for the QEP:** Yes (Q)

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**Academic Affairs** *(moved and seconded in committee)*  
Proposals for change(s) in, restoration of, or removal of undergraduate courses:

**COLLEGE OF HUMANITIES AND FINE ARTS**

1. **Department of History**

   a. **HIST 461 - The Pursuit of Peace**  
      **Proposed revision(s):** course change. *(Form A – ID# 1622)*  
      **Course Action(s):** Other: Revise catalog description.

      **Proposed catalog description:**  
      HIST 461 - The Pursuit of Peace (3 credits) This course examines the evolution of diplomacy and pacifist thought, the advancement of international statecraft and its historical response to global crises, the efforts of individuals, NGOs, politicians and states to secure and sustain peace in contemporary crises, divergent historical narratives, and the role of historians in conflict resolution, transformation and historical reconciliation. F, S, M, Su.

2. **Department of Politics**

   a. **POLI 367 Q* - Political Communication**  
      **Proposed revision(s):** course change. *(Form A – ID# 1408)*  
      **Course Action(s):** Add course to the QEP: (Q*); some sections will be designated experiential learning in the catalog.
Proposed catalog description:
POLI 367 Q* - Political Communication (3 credits) (=COMM 367 Q*) (Prereq: POLI 201 or COMM 140) Political communication is an exchange of information between citizens and their governments. This course will provide students the knowledge to understand political communication in the scholarly community and apply their skills in the creation of political communication in the public sphere. This course can serve both the student who wants to go into politics and the student who wants to understand more about public opinion, the history of political communication, and how it is used in U.S. politics. This course is cross-listed with COMM 367. F, S, M, Su.

b. POLI 372 Q* - Women and Public Policy
   Proposed revision(s): course change. (Form A – ID# 1374)
   Course Action(s): Add course to the QEP; (Q*); some sections will be designated experiential learning in the catalog.

   Proposed catalog description:
   POLI 372 Q* - Women and Public Policy (3 credits) (Prereq: POLI 201 or permission of the instructor) This course examines the expanding role of women in political life. Students will study women as emerging political players in society, with a particular focus on strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, and the present political status of women in the U.S. Some sections of this class will be offered as experiential learning. F, S, Su.

Graduate Council (moved and seconded in committee)
Proposal(s) for new graduate course(s):

   COLLEGE OF EDUCATION

1. Department of Graduate and Specialty Studies

   a. EDAD 770 - Assessing Leadership Skills and Initiating Change (Form C – ID# 265)
      Course Restriction(s): Only students admitted to the Ph.D. program or by permission of the instructor.
      Proposed catalog description: EDAD 770 - Assessing Leadership Skills and Initiating Change (3 credits) This course examines effective leadership styles, skills, roles, and functions of leaders within various organizations. Students assess their own leadership style and the leadership style of others, as they gain a broad understanding of the history and origins of leadership, leadership styles, and initiating substantive change with fidelity. This course studies topics closely related to effective leadership such as lifelong learning, powerful communication, problem-solving skills, management, goal-achievement, conflict resolution, and the leadership development of others.
b. EDAD 791 - Contemporary Issues in Higher Education  (Form C – ID# 267)
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   **Proposed catalog description:** EDAD 791 - Contemporary Issues in Higher Education  (3 credits) This course examines contemporary issues and impact in higher education. Students gain a broad understanding of past and current situations/trends which impact higher education in a positive or negative manner. This course examines topics closely related to higher education such as accreditation, affordability, enrollment, student equity, access, online education, teaching and learning, title IX, and working with various faculty members.

c. EDAD 792 - Legal Basis of Educational Organization and Administration  (Form C – ID# 268)
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   **Proposed catalog description:** EDAD 792 - Legal Basis of Educational Organization and Administration  (3 credits) This course is an introduction to finance and ethics at all levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structure and operations within various educational settings. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics.

d. EDAD 793 - College Teaching and Advising  (Form C – ID# 269)
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   **Proposed catalog description:** EDAD 793 - College Teaching and Advising  (3 credits) This course examines advanced principles of educational law with special attention to public sectors, private sectors, colleges, and universities. Other related topics which will be examined include hiring and personnel issues, dismissal, due process, current court decisions, and constitutional issues. The rights and responsibilities of various educational stakeholders will also be discussed. The course includes discussion, research, presentation, and application of educational law in relation to various educational settings.

e. EDSP 741 - Comprehensive Assessment for Exceptional Learners  (Form C – ID# 281)
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   **Proposed catalog description:** EDSP 741 - Comprehensive Assessment for Exceptional Learners  (3 credits) This course focuses on assessment (e.g., norm-referenced, criterion-referenced, and curriculum-based measurement, and informal and informal testing) in the context of classrooms and educational systems with emphasis on the determination of individual needs and development of plans to meet needs. This course covers the use and interpretation of formal and informal diagnostic tests, procedures calculated to determine instructional levels, and procedures for exceptional learners. Emphasis is on
interpretation for instruction, eligibility determination, placement decisions, and report writing.

f. **EDUC 728 - Data-Driven Decision-Making to Inform Instruction** (Form C – ID# 282)
   
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   
   **Proposed catalog description:** EDUC 728 - Data-Driven Decision-Making to Inform Instruction (3 credits) This course focuses on the critical knowledge, theory, practice, current accountability structures, and application of student evaluation, communicating student achievement, and using assessment data as decision-making tools. Provides an overview of principles and issues surrounding curriculum as well as in various program evaluation measures and curriculum evaluation tools. Develops the ability to examine, explore, analyze, and utilize student level data to guide decision-making and reform efforts in the classroom, school building, or school district, guided by the principles of understanding data management, interpretation, and student assessment.

g. **EDUC 731 - Advanced Instructional Methods and Strategies – Elementary Education (Grades PK-5)** (Form C – ID# 278)
   
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   
   **Proposed catalog description:** EDUC 731 - Advanced Instructional Methods and Strategies – Elementary Education (Grades PK-5) (3 credits) This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades PK-5. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning.

h. **EDUC 732 - Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12)** (Form C – ID# 279)
   
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   
   **Proposed catalog description:** EDUC 732 - Advanced Instructional Methods and Strategies – Secondary Education (Grades 6-12) (3 credits) This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades 6-12. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning.

i. **EDUC 735 - Contemporary Learning Theories and Practices** (Form C – ID# 275)
   
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   
   **Proposed catalog description:** EDUC 735 - Contemporary Learning Theories and Practices (3 credits) This course focuses on critical examinations of professional development, current foundational research, current practices, reform efforts, and evaluation of education. Analysis of curricular debates within teacher education,
emphasizing the relationship of current mandates to the larger purposes of teacher preparation and PK-20 schools.

j. **EDUC 750 - Contemporary Curriculum Theory** (Form C – ID# 277)

   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.

   **Proposed catalog description:** EDUC 750 - Contemporary Curriculum Theory (3 credits) This course provides an in depth understanding of contemporary theoretical substructures of the curriculum. In this course, the curriculum is understood as both the explicit, planned course of learning, and the hidden or latent experiences that students encounter in school settings or experience within their world. We will study historical, political, behavioral, social, psychological, cognitive, philosophical, institutional theories in order to understand the impact of theories on curriculum issues, schools and society. The goal of this course is to provide students with the theoretical framework for analyzing, critiquing, and investigating curriculum so that they will understand the complexities of contemporary curriculum discourses and research practices.

k. **EDUC 785 - Critical Studies in Diversity and Education** (Form C – ID# 276)

   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.

   **Proposed catalog description:** EDUC 785 - Critical Studies in Diversity and Education (3 credits) This course focuses on the examination of the student diversities found in classrooms and the impact of diverse learners on curricular and instructional practices. Teachers will study ways of making classrooms, curricula, and instructional strategies diversified, developmentally appropriate and equitable to meet the needs of all student populations. Analysis and interpretation of critical theories, research, and approaches to understanding issues of student and community diversity affecting schools.

l. **EDUC 790 - Strategies for Serving Rural and Urban Learners** (Form C – ID# 280)

   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.

   **Proposed catalog description:** EDUC 790 - Strategies for Serving Rural and Urban Learners (3 credits) This course will explore the social, historical and political shaping of education policy in the United States as it relates to rural and urban communities. The course focuses on the relationships between economic and social stability and how socioeconomic and ethnic diversity within rural and urban schools may be correlated directly with educational opportunity and achievement, which may impact long-term individual, family, and demographic group economic stability and advancement. Analyzing facts and statistics on topics such as poverty and homelessness, diversity, substance abuse, and mental health.
m. EDUC 800 - Ways of Knowing: Introduction to Educational Research  
(Form C – ID# 274)  
**Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.  
**Proposed catalog description:** EDUC 800 - Ways of Knowing: Introduction to Educational Research (3 credits) This course is designed to provide an introduction to understanding and interpreting qualitative and quantitative methods of educational research. Review of the steps in planning, selecting appropriate research methodology, conducting, analyzing, and reporting data, and reporting research. The purpose of the course is to assist students through the proposal and dissertation writing processes.

n. EDUC 810 - Qualitative Research Methods in Education  
(Form C – ID# 273)  
**Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.  
**Proposed catalog description:** EDUC 810 - Qualitative Research Methods in Education (3 credits) This course will provide an introduction to qualitative methods in social science research, in terms of both the practical issues of conducting this type of research and the conceptual debates in the field. Methods include collection and analysis of observations, interviews, and other records of human activity to gain a better understanding of structures, processes, and perspectives that drive or shape human behavior. The purpose of the course is to assist students through the proposal and dissertation writing processes.

o. EDUC 815 - Quantitative Research Methods in Education  
(Form C – ID# 272)  
**Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.  
**Proposed catalog description:** EDUC 815 - Quantitative Research Methods in Education (3 credits) This course will provide an introduction to quantitative methods, to develop a working knowledge of the research methods and basic statistical skills needed to collect and analyze quantitative data and examine the social, political and ethical dimensions of designing and executing research. The course considers the methodological issues relevant to conducting an array of quantitative research with an emphasis on the art and science of survey research methods. In addition to methodological considerations. The course will explore the stages of survey development and administration, including measurement, instrumentation, sampling and distribution, institutional review board approval, and use of SPSS. The purpose of the course is to assist students through the proposal and dissertation writing processes.

p. EDUC 825 - Mixed Methods Research in Education  
(Form C – ID# 271)  
**Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.  
**Proposed catalog description:** EDUC 825 - Mixed Methods Research in Education (3 credits) This course will provide an overview of mixed methods research, focus on the epistemological foundations of both mixed method designs and their components, including epidemiological surveys, in-depth qualitative interviewing, and collecting, analyzing, integrating, and reporting data based on multiple sources. The course covers
the paradigms and "mental models" that inform both approaches, and the ways in which qualitative and quantitative goals, questions, methods, and interpretive strategies can be productively combined. The purpose of the course is to assist students through the proposal and dissertation writing processes.

q. **EDUC 899 - Dissertation** (Form C – ID# 270)
   
   **Course Restriction(s):** Only students admitted to the Ph.D. program or by permission of the instructor.
   
   **Proposed catalog description:** EDUC 899 - Dissertation (1 to 12 credits) This course focuses on both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the dissertation writing processes.

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**COLLEGE OF HUMANITIES AND FINE ARTS**

1. **Department of Communication, Media and Culture**

   a. **COMM 501 - Communication Leadership** (Form C – ID# 247)
      
      **Proposed catalog description:** COMM 501 - Communication Leadership (3 credits) (Prereq: Graduate standing) Prepares students to assume leadership roles in various contexts and organizations, through the study of effective communication strategies for leadership, structure, and culture. F, W, S, M, Su.

   b. **COMM 509 - Public Relations** (Form C – ID# 249)
      
      **Proposed catalog description:** COMM 509 - Public Relations (3 credits) (Prereq: Graduate standing) A survey of concepts, strategies, and tactics in public relations and how the field relates to journalism, advertising, and marketing. Topics include best practices and principles for creating targeted messages and events for various organizations. F, W, S, M, Su.

   c. **COMM 560 - Persuasion** (Form C – ID# 250)
      
      **Proposed catalog description:** COMM 560 - Persuasion (3 credits) (Prereq: Graduate standing) Examines the study and practice of persuasive discourse using both the rhetorical and social science traditions. Issues examined include: strategic planning and organization, audience analysis, motives and values, effective use of language, propaganda and the abuse of persuasion, campaign planning, effective presentation techniques, and the application of theory and research on persuasion to practical situations. F, W, S, M, Su.

   d. **COMM 599 - Teaching Assistant Pedagogy** (Form C – ID# 248)
      
      **Proposed catalog description:** COMM 599 - Teaching Assistant Pedagogy (0 credits) (Prereq: Graduate standing) Training in teaching University Core or as-needed courses offered by the Department of Communication, Media, and Culture. Topics include preparing course plans and materials and responding to student needs. Required each semester for all Graduate Teaching Assistants. F, W, S, M, Su.
1. **Department of Biology**

   a. **BIOL 601 - Gene Expression** (Form C – ID# 238)
      **Course Restriction(s):** Graduate only.
      **Proposed catalog description:** BIOL 601 - Gene Expression (3 credits) Advanced coursework examining the intricacies of gene expression from chromatin remodeling through protein production in both prokaryotes and eukaryotes. S.

   b. **BIOL 602 - Symbiosis** (Form C – ID# 239)
      **Proposed catalog description:** BIOL 602 - Symbiosis (3 credits) The course will identify and examine the evolutionary aspects and mechanisms involved in the establishment and maintenance of symbiotic associations between organisms. A broad range of symbiotic relationships will be addressed from mutualistic to parasitic and will include examples of both facultative to obligate associations. F.

   c. **BIOL 603 - Special Topics in Biotechnology** (Form C – ID# 241)
      **Proposed catalog description:** BIOL 603 - Special Topics in Biotechnology (3 credits) Variable content investigating current innovations in biotechnology. Multiple instructors will teach this course with each instructor given a period of time (2-3 weeks) to address a “hot” topic of biotechnology or research in their field of interest. F, S.

   d. **BIOL 610 - Environmental Microbiology** (Form C – ID# 246)
      **Course Restriction(s):** Graduate Standing.
      **Proposed catalog description:** BIOL 610 - Environmental Microbiology (3 credits) An introduction to the critical importance of microorganisms in various environments and in sustaining life. Metabolic diversity, roles in biogeochemical cycles, community structure, activity, importance in aquatic and terrestrial environments, and applied aspects such as bioremediation will be discussed. F.

   e. **BIOL 611 - Fish Conservation** (Form C – ID# 253)
      **Course Restriction(s):** Graduate Standing.
      **Proposed catalog description:** BIOL 611 - Fish Conservation (3 credits) A focus on the science addressing issues related to the decline, restoration, and conservation of marine and freshwater fishes globally and locally. F.

   f. **BIOL 612 - Environmental Animal Physiology** (Form C – ID# 252)
      **Course Restriction(s):** Graduate Standing.
      **Proposed catalog description:** BIOL 612 - Environmental Animal Physiology (3 credits) An examination of physiological responses and adaptations of animals to their environment. Topics covered will include the molecular basis of adaptation, gas exchange, metabolism, energetics, thermal relations, and water and solute metabolism. F.
g. BIOL 613 - Ecological Indicators (Form C – ID# 254)
   Course Restriction(s): Graduate Standing.
   Proposed catalog description: BIOL 601 - Ecological Indicators (3 credits) A comprehensive examination of the scientific use and development of multiple types of data to communicate condition of communities and ecosystems, especially with respect to the impacts of humans. S.

h. BIOL 614 - Population Biology (Form C – ID# 251)
   Course Restriction(s): Graduate Standing.
   Proposed catalog description: BIOL 614 - Population Biology (3 credits) Principles of population ecology and population genetics will be examined. Topics include growth, decline and regulation of populations, demography, life history strategies, metapopulations, basic population genetics and molecular evolution, and applications in conservation and resource management. S.

i. BIOL 680 - Professional Development in the Biological Sciences (Form C – ID# 240)
   Proposed catalog description: BIOL 680 - Professional Development in the Biological Sciences (3 credits) Instruction for graduate-level writing expectations in the biological sciences including grants, thesis proposals, and manuscripts. Additional topics will focus on development of a C.V., professional presentations and posters, as well as pedagogical instruction for Biology courses at the college-level. F.

j. BIOL 687 - Selected Topics for Integrative Biology (Form C – ID# 255)
   Course Restriction(s): Graduate only.
   Proposed catalog description: BIOL 687 - Selected Topics for Integrative Biology (1 to 4 credits) Topics designed in specialty areas of Integrative Biology will be examined. F, S, Su.

k. BIOL 697 - Graduate Seminar I (Form C – ID# 256)
   Course Restriction(s): Graduate Standing.
   Proposed catalog description: BIOL 697 - Graduate Seminar I (1 credit) Approaches to research and literature review of possible thesis research are examined. F, S.

l. BIOL 698 - Graduate Seminar II (Form C – ID# 257)
   Course Restriction(s): Graduate Standing.
   Proposed catalog description: BIOL 601 - Graduate Seminar II (1 credit) (Prereq: BIOL 697) Plans for thesis research and expected outcomes based on a review of literature are presented and evaluated. F, S.

m. BIOL 699 - Graduate Seminar III (Form C – ID# 258)
   Course Restriction(s): Graduate Standing.
   Proposed catalog description: BIOL 699 - Graduate Seminar III (1 credit) (Prereq: BIOL 698) Techniques for communicating results in research are evaluated. F, S.
n. **BIOL 700 - Thesis Research** (Form C – ID# 259)
   
   **Course Restriction(s):** Graduate Standing.
   **Proposed catalog description:** BIOL 700 - Thesis Research (1 to 6 credits) Research conducted leading toward the preparation, acceptance, and defense of a thesis. This course may be repeated up to 6 credits. F, S, Su.

o. **BIOL 702 - Project Completion** (Form C – ID# 260)
   
   **Course Restriction(s):** Graduate only.
   **Proposed catalog description:** BIOL 702 - Project Completion (1 credit) (Prereq: completion of six credit hours of BIOL 700) Research activity towards completion of a thesis. This course may be repeated. Pass/Fail credit. F, S, Su.

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

Proposal(s) for change(s) in graduate course(s):

**COLLEGE OF BUSINESS**

1. **Department of Marketing, Hospitality, and Resort Tourism**

   a. **MBA 650 - Managerial Responsibility and the Law**
      
      **Proposed revision(s):** course change. (Form E – ID# 38)
      **Course Action(s):** Change to credit hours: FROM: 2 credits TO: 3 credits.

   b. **MBA 651 - Legal Topics for Managers**
      
      **Proposed revision(s):** course change. (Form E – ID# 38)
      **Course Action(s):** Change to credit hours: FROM: 1 credit TO: 3 credits.

**COLLEGE OF EDUCATION**

1. **Department of Graduate and Specialty Studies**

   a. **EDAD 735 - School District Finance** (Form A – ID# 74)
      
      **Change to title of course:** FROM: School District Finance TO: Finance and Ethics.
      **Other:** revised catalog description.
      **Proposed catalog description:**
      **Proposed catalog description:** EDAD 735 - Finance and Ethics (3 credits) This course serves as an introduction to finance and ethics at various levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structures and operations within various educational settings. Other related topics include budget management, expenditures, local and federal involvement, monetary safeguards and audits. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics.
COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Communication, Media and Culture

a. COMM 600 - Foundations of the Communication Discipline

Proposed revision(s): course change. (Form A – ID# 57)
Course Action(s): Change to course number: FROM: COMM 600 TO: COMM 500.
Other: revised catalog description.

Proposed catalog description:
COMM 500 - Foundations of the Communication Discipline (3 credits) Focuses on developing an understanding of the communication discipline, including the field’s intellectual history, and establishes the foundation for graduate inquiry within the discipline. F, W, S, M, Su.

b. COMM 611 - Health Communication and the Media

Proposed revision(s): course change. (Form A – ID# 59)
Course Action(s): Change to course number: FROM: COMM 611 TO: COMM 511.
Change to title of course: FROM: Health Communication and the Media TO: Communication in Health Contexts.
Other: revised catalog description.

Proposed catalog description:
COMM 511 - Communication in Health Contexts (3 credits) This course examines current issues in health and their relation to communication. Topics could include health care reform, for-profit and not-for-profit healthcare, health campaigns, novel or growing public health concerns, etc., examined from communication perspectives. F, W, S, M, Su.

c. COMM 619 - Strategic Communication Campaigns

Proposed revision(s): course change. (Form A – ID# 60)
Course Action(s): Change to course number: FROM: COMM 619 TO: COMM 519.
Change to title of course: FROM: Strategic Communication Campaigns TO: Communication and Media Campaigns.
Other: revised catalog description.

Proposed catalog description:
COMM 519 - Communication and Media Campaigns (3 credits) An in-depth and applied study of using communication theories and strategies for campaigns; topics may include research, planning, implementation, and evaluation. F, W, S, M, Su.

d. COMM 630 - Topics in Communication with Target Audiences

Proposed revision(s): course change. (Form A – ID# 61)
Course Action(s): Change to course number: FROM: COMM 630 TO: COMM 530.
Change to title of course: FROM: Topics in Communication with Target Audiences TO: Communication to Targeted Audiences.
Other: revised catalog description.

Proposed catalog description:
COMM 530 - Communication to Targeted Audiences (3 credits) This course provides an overview of current issues relevant to particular groups in their relation to communication.
tactics, theories, relationships, etc. Topics may include issues relating to effecting communication with members of various ethnicities, races, genders, and other groups. F, W, S, M, Su.

e. COMM 631 - Communication for Diverse Audiences
   Proposed revision(s): course change. (Form A – ID# 62)
   Course Action(s): Change to course number: FROM: COMM 631 TO: COMM 531.
   Other: revised catalog description.
   Proposed catalog description:
   COMM 531 - Communication for Diverse Audiences (3 credits) Course examines the influences of culture, race, ethnicity, and other identity categories on the effectiveness of communication artifacts. Students review theories and practices related to the design, implementation, and evaluation of campaigns aimed at diverse populations. F, W, S, M, Su.

f. COMM 640 - Media Effects
   Proposed revision(s): course change. (Form A – ID# 63)
   Course Action(s): Change to course number: FROM: COMM 640 TO: COMM 540.
   Change to title of course: FROM: Media Effects TO: Media Uses and Effects.
   Other: revised catalog description.
   Proposed catalog description:
   COMM 540 - Media Uses and Effects (3 credits) Examines audiences’ uses for and effects from media for individuals and societies. It covers topics such as: trends in media content and effects, personal and social characteristics facilitating effects, and the personal and social implications of effects. F, W, S, M, Su.

g. COMM 645 - Communication Activism
   Proposed revision(s): course change. (Form A – ID# 58)
   Course Action(s): Change to course number: FROM: COMM 645 TO: COMM 502.
   Other: revised catalog description.
   Proposed catalog description:
   COMM 502 - Communication Activism (3 credits) Students work with non-governmental, governmental and/or grass roots advocacy groups to engage in public service, social justice, and/or other applied communication projects. Students research, publicize, advocate for, and/or intervene in a social justice project with a community service organization. F, W, S, M, Su.

h. COMM 675 - Communications Theory and Practice
   Proposed revision(s): course change. (Form A – ID# 64)
   Course Action(s): Change to course number: FROM: COMM 675 TO: COMM 575.
   Change to title of course: FROM: Communications Theory and Practice TO: Communication Theory.
   Change to prerequisite(s): FROM: admission to MALS program TO: None.
   Other: revised catalog description.
**Proposed catalog description:**

COMM 575 - Communication Theory (3 credits) 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. F, W, S, M, Su.

i. **COMM 791 - Capstone Thesis and Oral Defense**

**Proposed revision(s):** course change. (Form A – ID# 65)

**Course Action(s):** Change to course number: FROM: COMM 791 TO: COMM 691.


Change to number of credits: FROM: 3 credits TO: 6 credits.

Change to prerequisite(s): FROM: COMM 600, COMM 675, COMM/MALS 650 TO: COMM 500, COMM 575, MALS 650.

**Other:** revised catalog description.

**Proposed catalog description:**

COMM 691 - Applied Communication Capstone (6 credits) (Prereq: COMM 500, COMM 575, MALS 650) The culmination of the program, wherein students, under the direction of a faculty advisor, synthesize coursework and apply their knowledge and education to a significant project based on the students' plan of study and interests. The nature of this capstone is designed collaboratively between each student and the student's advisor (e.g., fundraising events, theory-driven research). Students must pass an oral defense in order to successfully complete this course. F, W, S, M, Su.