

All changes are effective Fall 2019, unless otherwise noted.

Academic Affairs (*moved and seconded in committee*)
Proposals for change(s) in an undergraduate program

COLLEGE OF EDUCATION

1. Department of Foundations, Curriculum and Instruction

a. Elementary Education, B.A.E. (Form B – ID# 2328)

Degree Requirements (120+ Credits)

Core Curriculum Requirements

Core Curriculum (38-40 Total Credit Hours)

University Graduation Requirements

Graduation Requirements (3-7+ Credits) *

Foundation Courses (43 Credits)*

Minimum grade of 'C' is required

General Content

Choose one course from the following:

- GEOG 120 - Cultures and Environments (3 credits)
- GEOG 121 - World Regional Geography (3 credits)

Mathematical Concepts

Complete the following courses:

- MATH 201 - Mathematics for Early Childhood and Elementary Education Majors I (3 credits)
- MATH 202 - Mathematics for Early Childhood and Elementary Education Majors II (3 credits)

Scientific Concepts

Complete the following courses:

- Any BIOL/Lab (i.e. BIOL 101/BIOL 101L, BIOL 121/BIOL 121L, etc.) (4 credits)

Humanistic Concepts and Structure and Development of U.S.

Choose one course from the following:

- HIST 105 Q* - Pre-Modern World (3 credits)
- HIST 106 Q* - Modern World (3 credits)

Complete the following courses:

- HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction (3 credits) **
- POLI 201 - Introduction to American Government (3 credits) **

Education Concepts

Complete the following courses:

- EDUC 111 - Exploring Teaching as a Profession (3 credits)
- EDUC 204 Q* - Computer Technology and Instructional Media (3 credits)
- EDUC 215 Q - Schools & Diversity (3 credits)
- EDUC 335 - Introduction to Educational Psychology (3 credits)
- EDUC 336 - Introduction to Human Growth and Development (3 credits)

Choose one course from the following:

- EDPE 226 - Developing Motor Behavior in Children (Pre-School Through Elementary Levels) (3 credits)
- MUED 354 - Music for Young Children (3 credits)

Choose one course from the following:

- PUBH 331 - Health Education for the Primary and Elementary School (3 credits)
- EDEC 270 - Health, Safety, and Motor Development for Young Children (3 credits)

Note:

*Course credit hours only count once toward the total university graduation credit hour requirements. Click on Credit Sharing for more information.

**This course is a university graduation requirement.

Major Requirements (45 Credits)

Minimum grade of 'C' is required.

Complete the following courses:

- EDEL 341 - Elementary School Curriculum and Organization (3 credits)
- EDEL 343 - Instructional Theory and Practice-Elementary Education (3 credits)
- EDEL 385 - Teaching English Language Arts (3 credits)
- EDEL 467 Q - Internship in Elementary School (Elementary) (9 credits)
- EDEL 472 Q - Classroom Management for Diverse Settings (3 credits)
- EDEL 481 Q* - Teaching Elementary Mathematics (3 credits)
- EDEL 486 - Teaching Social Studies (3 credits)
- EDEL 488 Q* - Teaching Elementary Science (3 credits)
- EDEL 496 - Internship Seminar (3 credits)
- EDLL 314 - Foundations in Reading and Emergent Literacy Development (3 credits)
- EDLL 484 - Content Area Reading and Writing: Integrating Children's Literature across the Curriculum (3 credits)
- EDLL 414 - Instructional Practices for Intermediate Literacy Development (3 credits)
- EDLL 471 - Assessment and Evaluation of Intermediate Literacy Development (3 credits)
- EDSP 200 Q* - Foundations of Special Education (3 credits)

Electives (0-4 Credits)

Complete one elective course. Courses beginning with the EDUC, EDIT, or HONR prefix are recommended, but not required.

Total Credits Required: 120+

+ Students are advised to be aware that strict adherence to the prescribed courses as recommended by their advisers is necessary for graduation with 120 credit hours. If students

cannot or do not follow the recommended courses, more than 120 credit hours will be necessary for meeting all program requirements.

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Visual Arts

a. Art History Minor (Form B – ID# 2321)

Program Requirements (18 Credits)

Complete the following courses:

- ARTH 105 - History of Western Art I (3 credits) *
- ARTH 106 - History of Western Art II (3 credits) *
- ARTH 107 - World Art (3 credits) *
- ARTH 250 Q* - Concepts in Art History (3 credits)
- Select six credits from any 200 or above level ARTH courses

Total Credits Required: 18 Credits

* ARTH 105 and ARTH 106 or ARTH 107 satisfies the foundation requirement for studio art majors and may also be used to fulfill the art history minor requirement for studio art majors.

~~These courses cannot be the same ones used to satisfy the core curriculum requirement.~~

A grade of 'C' or better is required in each course to be applied toward the minor.

HTC HONORS COLLEGE AND CENTER FOR INTERDISCIPLINARY STUDIES

1. Department of Women's and Gender Studies (Form B – ID# 2398)

a. Women's and Gender Studies Minor (Form B – ID# 2398)

The Women's and Gender Studies (WGS) program at Coastal Carolina University is dedicated to the interdisciplinary study of gender and its intersections with other identity markers such as sexuality, race, class, nationality, and ability/disability as economic, political, and cultural constructs. It celebrates diversity, acknowledges women's accomplishments, conditions, and contributions, and highlights the ideologies implicit in women's places in societies both in the U.S. and internationally. The minor in WGS rigorously investigates the gendered nature of knowledge, institutions, and cultures to promote experiential learning,

engaged citizenship, and social justice among all students - no matter their gender identity or other characteristics. Using gender as a critical lens across disciplines, WGS proposes innovative ways of understanding human experience and empowering CCU students to become productive, responsible, healthy citizens with a global perspective.

The Women's and Gender Studies minor is available to all undergraduates, in any major. Students pursuing a minor must consult with their major adviser and with the WGS Program Director to select courses that meet the program requirements. As a part of the application for the minor, students must meet all the course prerequisites.

In addition to the two courses required for all WGS minors, students must select at least four additional courses from the electives list below. Other appropriate courses may be added to the minor at the discretion of the Program Director. ~~Courses used to count toward the minor cannot be used to satisfy major requirements.~~

Program Requirements (18 Credits)

Required Courses (6 Credits)

Complete the following courses:

- WGST 103 Q* - Introduction to Women's and Gender Studies (3 credits)
- WGST 498 Q* - Capstone Seminar (3 credits)

Electives (12 Credits)

Choose at least four courses from the following:

- ANTH 316 - Sex, Gender & Culture (3 credits)
- COMM 304 - Gender Communication (3 credits)
- COMM 345 - Communication Activism (3 credits)
- EDUC 215 Q - Schools & Diversity (3 credits)
- ENGL 351 - Language, Gender and Power (3 credits)
- ENGL 409 - Theories of Gender and Sexuality (3 credits)
- ENGL 443 - Topics in Women Writers (3 credits)
- ENGL 489 - Gender and Sexuality in Literature (3 credits)
- HIST 386 - History of American Women (3 credits)
- HIST 403 Q* - Gender and Sexuality in the Early Church, c. 30-600 CE (3 credits)
- HIST 442 - Sexuality and Gender in Medieval Europe (3 credits)
- HIST 451 - History of Modern Medicine and the Body (3 credits)
- **INTEL 303 Q – Women in Intelligence and National Security (3 credits)**

- JOUR 365 - Women and Media (3 credits)
- LIS 402 - Gender and Sexuality in German and Austrian Culture (3 credits)
- PHIL 214 - Philosophy of Sex and Love (3 credits)
- PHIL 322 Q* - Philosophical Issues in Feminism (3 credits)
- **PHIL 350 - Ethics of Sexuality and Gender (3 credits)**
- PUBH 310 - Issues in Family Life and Sexuality (3 credits)
- PUBH 440 - Gender, Culture, Literacy and Disparities in Health (3 credits)
- PUBH 480 - Women's Health Issues (3 credits)
- POLI 327 - Women in the Middle East (3 credits)
- POLI 372 Q* - Women and Public Policy (3 credits)
- PSYC 300 - Human Sexual Behavior (3 credits)
- PSYC 301 - Psychology of Marriage (3 credits)
- PSYC 310 - Psychology of Women (3 credits)
- RELG 360 - Women and World Religions (3 credits)
- RELG 363 - Women and Gender in Islam (3 credits)
- RSM 201 - Gender and Sport (3 credits)
- SOC 300 Q* - Social Justice (3 to 4 credits)
- SOC 301 - Gender and Society (3 credits)
- SOC 305 - Sociology of the Family (3 credits)
- SOC 309 - Social Inequality (3 credits)
- SOC 313 - Social Welfare and Social Work (3 credits)
- SOC 450 - Victimology (3 credits)
- **THEA 321 Q* - Applied Theatre (3 credits)**
- WGST 105 - Introduction to LGBTQ Studies (3 credits)
- **WGST 301 Q – Women of Color (3 credits)**
- WGST 302 - Special Topics in Cultural Studies (1 to 3 credits)
- **WGST 303 Q – Water and Women (3 credits)**
- WGST 305 Q* - Gender, Sexuality, Race, and Class in Popular Culture (3 credits)
- WGST 310 Q - Women and Allies in Action (3 credits)
- **WGST 315 - Special Topics in Sexuality (3 credits)**
- **WGST 318 - Women and Social Movements (3 credits)**
- ~~WGST 311 – Women and Work (3 credits)~~
- WGST 325 Q - Civic Engagement (3 credits)
- **WGST 350 Q - Feminist Eco-Science and Technology Workshop (3 credits)**
- WGST 399 - Independent Study (1 to 3 credits)
- **WGST 401 – Feminist Theories (3 credits)**
- WGST 402 - Gender and Sexuality in German and Austrian Culture (3 credits)
- **WGST 410 – Feminism and Technology (3 credits)**
- **WGST 411 – Women and Work (3 credits)**
- WGST 495 - Women's and Gender Studies Internship (3 credits)

Total Credits Required: 18

Academic Affairs *(moved and seconded in committee)*

Proposals for new undergraduate courses:

COLLEGE OF BUSINESS

1. Department of Finance and Economics

a. ECON 335 – Economics of Health Care Markets (Form C – ID# 2135)

Proposed catalog description: ECON 335 - Economics of Health Care Markets (3 credits) (Prereq; A grade of 'C' or better in ECON 201 and ECON 202 or a grade of 'C' or better in ECON 101 or permission of the instructor) This course provides students with an overview of the healthcare market, which is considerably different from the market environment discussed in other areas of economics. This course covers a variety of theoretical and empirical topics related to the demand for and supply of healthcare, as well as, various public policy issues impacting health care. The course is designed for students interested in economics as well as those interested in public policy issues. S, Su.

Course Prefix/Number: ECON 335

Course Title: Economics of Health Care Markets

Primary Goal: This course can be taken as an elective

Repeatable for Credit: No

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): A grade of 'C' or better in ECON 201 and ECON 202 or a grade of 'C' or better in ECON 101 or permission of the instructor.

Corequisite(s): None

Number of credits: 3 credits

Cross-listing(s): None

Course Restriction(s): A grade of 'C' or better in ECON 201 and ECON 202 or a grade of 'C' or better in ECON 101 or permission of the instructor.

Estimated enrollment: 15

Prior enrollment in course: None

Method of delivery: Classroom, Distance Learning or Hybrid

Semester(s) offered: Spring, Summer

Considered for the Core Curriculum: No

Considered for the QEP: No

COLLEGE OF HUMANITIES & FINE ARTS

1. Department of Visual Arts

a. ARTH 495 Q – Internship in Art History (Form C – ID# 1967)

Proposed catalog description: ARTH 495 Q - Internship in Art History (3 to 12 credits) (Prereq: ARTH 106; ARTH 105 or ARTH 107; 6 additional hours of ARTH courses at a 200-level or above and a 2.50 GPA) Students are professionally supervised in an approved organization. The purpose of the internship is to provide students with practical training and experience in art history-related work and to introduce them to local, regional, national, and international employers in fields of applied art history. The application states the course objective, course requirements and grading procedures. A contract between the student and the facility or organization where the internship will take place, is signed by all parties: the student faculty supervisor, chair of the department and the dean of the College of Humanities and Fine Arts. The internship requires 40 hours of employment per credit hour, a reflective journal, and a final report. The course may be repeated for up to 12 credit hours. Six credit hours of this course may be applied to upper-level art history major requirements. F, S, Su.

Course Prefix/Number: ARTH 495 Q

Course Title: Internship in Art History

Primary Goal: This course may be taken as an elective

Repeatable for Credit: Yes

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): ARTH 106; ARTH 105 or ARTH 107; 6 additional hours of ARTH courses at a 200-level or above and a 2.50 GPA

Corequisite(s): None

Number of credits: 3 to 12 credits

Cross-listing(s): None

Course Restriction(s): None

Estimated enrollment: 1-6

Prior enrollment in course: 0

Method of delivery: Other

Semester(s) offered: Fall, Spring, Summer

Considered for the Core Curriculum: No

Considered for the QEP: Yes

HTC HONORS COLLEGE AND CENTER FOR INTERDISCIPLINARY STUDIES

1. Department of Women's and Gender Studies

a. **WGST 301 Q – Women of Color** (Form C – ID# 1920)

Proposed catalog description: WGST 301 Q - Women of Color (3 credits) This course explores the complex politics of race, class, ethnicity, gender, sexuality, and other identity categories in the lives of women of color in the U.S. It familiarizes students with the experiences of Black, Latina/Chicana, Asian/Pacific Islander, indigenous, and Muslim women. Students examine key themes in women of color feminisms, including representation, stigmatization, violence, intersectionality, economic and reproductive justice, queerness, and agency and activism. The class also analyzes the history of the construction of the categories women of color and whiteness. F, S.

Course Prefix/Number: WGST 301 Q

Course Title: Women of Color

Primary Goal: This course can be taken as an elective or as a cognate

Repeatable for Credit: No

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): None

Corequisite(s): None

Number of credits: 3 credits

Cross-listing(s): None

Course Restriction(s): None

Estimated enrollment: 25

Prior enrollment in course: None

Method of delivery: Classroom

Semester(s) offered: Fall, Spring

Considered for the Core Curriculum: No

Considered for the QEP: Yes

b. **WGST 410 – Feminism and Technology** (Form C – ID# 2379)

Proposed catalog description: WGST 410 - Feminism and Technology (3 credits) (Prereq: WGST 103) This course examines how gender, race, and class intersect with technology, and how technology contributes to the social construction of identity. Consideration is given to the uses of technology, the development of new technologies,

and cultural representations of technology. What role have underrepresented groups played in the development of technology? How has technological change affected the roles of women and ideas about gender? How does technology offer possibilities for new social relations and how should we evaluate these possibilities? What are the social implications of technology and how is it understood and deployed in different cultural contexts? F, S, Su.

Course Prefix/Number: WGST 410

Course Title: Feminism and Technology

Primary Goal: This course may be taken as an elective

Repeatable for Credit: No

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): WGST 103

Corequisite(s): None

Number of credits: 3 credits

Cross-listing(s): None

Course Restriction(s): None

Estimated enrollment: 20

Prior enrollment in course: 0

Method of delivery: Classroom

Semester(s) offered: Fall, Spring, Summer

Considered for the Core Curriculum: No

Considered for the QEP: No

c. **WGST 303 Q – Water and Women** (Form C – ID# 2380)

Proposed catalog description: WGST 303Q - Water and Women (3 credits) This course is an interdisciplinary exploration of the relationship between water and gender. Students in the course gain an understanding of feminist theory and basic aquatic ecology. Throughout the course we explore both the gendered conceptions of water in science and society as well as the social and physical influences that water (and the abuses of water) can have on women and their communities. We investigate topics related to ecological, social, and cultural dynamics of water, paying particular attention to the themes of gender and justice. This course draws on readings from multiple disciplines, including geography, ecology, gender studies, and science and technology studies. The format of the course is comprised of lectures, discussions, fieldtrips, and film/media studies. F, S.

Course Prefix/Number: WGST 303 Q

Course Title: Water and Women

Primary Goal: This course may be taken as an elective

Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): None
Corequisite(s): None
Number of credits: 3 credits
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 20
Prior enrollment in course: 0
Method of delivery: Classroom
Semester(s) offered: Fall, Spring.
Considered for the Core Curriculum: No
Considered for the QEP: Yes

d. **WGST 350 Q – Feminist Eco-Science & Technology Workshop** (Form C – ID# 2381)

Proposed catalog description: WGST 350 Q - Feminist Eco-Science & Technology Workshop (3 credits) This is a practice-based, theory-driven course where students design and build feminist technologies and implement them in local environmental monitoring projects. Throughout this course we construct and reconstruct what it means to do science, who can do science, and where science happens. Students in the course gain an understanding of feminism, feminist approaches to science and technology, and how to apply feminist values to research methods and the design of technological artifacts. This course draws upon multiple lenses and disciplines, including science and technology studies, women's and gender studies, anthropology, geography, and ecology. Creativity and thinking outside of the box are highly encouraged. F, S.

Course Prefix/Number: WGST 350 Q
Course Title: Feminist Eco-Science & Technology
Primary Goal: This course may be taken as an elective
Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): None
Corequisite(s): None
Number of credits: 3 credits
Cross-listing(s): None
Course Restriction(s): None
Estimated enrollment: 20
Prior enrollment in course: 0
Method of delivery: Classroom

Semester(s) offered: Fall, Spring.
Considered for the Core Curriculum: No
Considered for the QEP: Yes

Academic Affairs (*moved and seconded in committee*)

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

CENTER FOR GLOBAL ENGAGEMENT

1. **Center for Global Engagement**

a. **INTL 301 Q – Global Ambassadors**

Proposed revision(s): Other Course Change (Form A – ID# 2391)

Course Action(s): Change to Course Title: **FROM:** Global Ambassadors **TO:** Intercultural Professional Development

Proposed catalog description:

INTL 301 Q – Intercultural Professional Development (0 credits) The interrelation of our myriad countries and cultures is more and more complicated but irrefutable and evolving. As a global society is best served by individuals who have a broad understanding of the world and their place in it, this course seeks to create and empower a group of dedicated student leaders as global ambassadors who will advocate for and promote global awareness and engagement programming in our community through campus engagement, action projects within the community, mentoring of fellow students, and integrated reflective learning. Pass/Fail grading only. This course may be repeated and students must apply for and be accepted to the course. F, S.

COLLEGE OF BUSINESS

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

a. **HRTM 480 – Resort Management Training**

Proposed revision(s): Other Course Change (Form A – ID# 2392)

Course Action(s): Change to number of credits **FROM:** 3-6 credits **TO:** 1-6 credits

Proposed catalog description:

HRTM 480 Q - Resort Management Training (1 to 6 credits) (Prereq: HRTM 230 or HRTM 280; or permission from the department chair or WCOB Career Services director)
The Management Training Internship is a supervised work experience in which students are employed up to 780 work hours (130 hours per academic credit). Students are tasked with learning and applying the management systems utilized by a hospitality or tourism organization. Students are required to establish learning goals, answer weekly journal questions about their experience, and will be evaluated by their workplace supervisor. Students may receive from one to six (1-6) credit hours for the Management Training Internship and the course may be repeated two (2) times for a total of six (6) credits. However, students cannot earn more than a total of nine (9) HRTM internship credit hours over the course of a single undergraduate program, including those earned from HRTM 230 or HRTM 280, and only nine (9) credit hours may be applied toward the minimum credit hours required for a single Coastal Carolina University degree. F, S, Su

COLLEGE OF EDUCATION

1. Department of Foundations, Curriculum and Instruction

a. EDEL 385 – Teaching English Language Arts

Proposed revision(s): Other Course Change (Form A – ID# 2327)

Course Action(s): Change to Corequisite: **FROM:** EDEL 343 **TO:** EDEL 472

Proposed catalog description:

EDEL 385 - Teaching English Language Arts (3 credits) (Prereq: Admission to the Professional Program in Elementary Education) (Coreq: EDEL 472) An interdisciplinary and integrated approach to the study of constructivist, research-based methods for teaching English Language Arts to elementary students. Particular attention is directed toward preparing candidates to analyze young students' writing and to plan instruction that foster students' growth and improve their skills in writing. F, S.

COLLEGE OF HUMANITIES & FINE ARTS

1. Department of Anthropology and Geography

a. GEOG 341 – Geography of Food and Agriculture

Proposed revision(s): Add Course to QEP (Form A – ID# 2342)

Course Action(s): Add Course to QEP

Proposed catalog description:

GEOG 341 Q* - Geography of Food and Agriculture (3 credits) Food is a fundamental human need that impacts our health, shapes our cultural identities, influences our daily lives, and guides our politics from local to international scales. Thus, agriculture is one of the most important human endeavors, but also one which has had one of the largest impacts on the earth system. This course explores the geography of food and agriculture from a critical perspective. It examines the ecological, social, and political economic aspects of a range of agricultural production systems, from large-scale commercial monocrops to small-scale agroforestry and permaculture homegardens. It examines some of the largest contemporary challenges to agro-food systems in our age of globalization and their sustainability and social justice implications, such as population growth, climate change, and biofuels. F, S, Su.

2. Department of English

a. ENGL 101B – Composition (English as a Second Language)

Proposed revision(s): Other (Form A – ID# 2368)

Course Action(s): Remove Course from Catalog

b. ENGL 102B – Composition and Literature (English as a Second Language)

Proposed revision(s): Other (Form A – ID# 2369)

Course Action(s): Remove Course from Catalog

c. ENGL 199 – Film Screening Lab

Proposed revision(s): Other (Form A – ID# 2370)

Course Action(s): Remove Course from Catalog

d. ENGL 325 – Colonial and Revolutionary American Literature

Proposed revision(s): Other (Form A – ID# 2371)

Course Action(s): Remove Course from Catalog

e. ENGL 326 – American Literature 1800-1865

Proposed revision(s): Other (Form A – ID# 2372)

Course Action(s): Remove Course from Catalog

f. ENGL 327 – American Literature 1860-1910

Proposed revision(s): Other (Form A – ID# 2373)

Course Action(s): Remove Course from Catalog

g. ENGL 454 – Psycholinguistics

Proposed revision(s): Other (Form A – ID# 2374)

Course Action(s): Remove Course from Catalog

h. ENGL 477 – Asian Cinemas

Proposed revision(s): Other (Form A – ID# 2375)

Course Action(s): Remove Course from Catalog

i. ENGL 201 Q* - Introduction to Creative Writing

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite: **FROM:** ENGL 101 with a grade of ‘C’ or better **TO:** None

j. ENGL 205 – Literature and Culture

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite: **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better **TO:** None

k. ENGL 209 Q* - Blue Ridge to Blue Sea: Cultures of the American South

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite: **FROM:** ENGL 101 **TO:** None

l. ENGL 211 – Introduction to Technical and Professional Writing

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite: **FROM:** ENGL 101 with a grade of ‘C’ or better **TO:** None

m. ENGL 231 – Film, New Media and Culture

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite: **FROM:** ENGL 101 **TO:** None

n. ENGL 277 – Literature Across Cultures

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** Completion of (1) ENGL 101 and (2) ENGL 102 or ENGL 211 **TO:** None

o. ENGL 290 - Introduction to Business Communication

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 with a grade of ‘C’ or better **TO:** None

p. ENGL 300 – Critical Conversations in English

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** Completion of (1) ENGL 101, (2) ENGL 102 or ENGL 211, and (3) one other 200 level ENGL course **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

q. ENGL 302 – The Renaissance

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

r. ENGL 303 – British Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** Writing Intensive, ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level course **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

s. ENGL 304 – British Literature II

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level course **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

t. ENGL 305 – American Literature I

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

u. ENGL 306 – American Literature II

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

v. ENGL 307 – The Age of Chaucer

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

w. ENGL 308 – Seventeenth-Century British Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

x. ENGL 311 – Topics in Shakespeare

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** (1) ENGL 101, (2) ENGL 102 or ENGL 211, and any other ENGL course at the 200 level or above **TO:** ENGL 101 and 102 with a grade of 'C' or better

y. ENGL 314 – Eighteenth-Century British Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

z. ENGL 315 – The British Novel I

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

a1. ENGL 316 – The British Novel II

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

b1. ENGL 317 – The Romantic Age

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

c1. ENGL 318 – The Victorian Age

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

d1. ENGL 320 – Writing Tutor Training

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** (1) ENGL 101, (2) ENGL 102 or ENGL 211, and any other ENGL course at the 200 level or above **TO:** ENGL 101 and 102 with a grade of 'C' or better

e1. ENGL 322 – Latin American Literature in Translation

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

f1. ENGL 323 – Modern British and Irish Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

g1. ENGL 328 – Modern American Writers

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

h1. ENGL 329 - Autobiographies, Journals, and Memoirs

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, or ENGL 205 **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

i1. ENGL 330 – Realism and Naturalism

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101, ENGL 102/ENGL 211, and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

j1. ENGL 331 – Perspectives on Visual and Media Studies

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** None **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

k1. ENGL 333 – The American Novel

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

l1. ENGL 336 – Contemporary American Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

m1. ENGL 339 – Popular Fiction

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

n1. ENGL 341 – African American Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

o1. ENGL 350 – Language Variations in North America

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

p1. ENGL 351 – Language, Gender and Power

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

q1. ENGL 352 – African American English

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

r1. ENGL 354 – English Grammar and Syntax

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, or ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

s1. ENGL 371 – Topics in World Literature: East/West Intersections

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

t1. ENGL 372 – Special Topics in Russian Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 102 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

u1. ENGL 375 – Special Topics in World and Anglophone Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

v1. ENGL 379 – Topics in Film Studies

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

w1. ENGL 382 – Contemporary Fiction

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or, or ENGL 205 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

x1. ENGL 386 – Topics in Contemporary Poetry

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite; **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

y1. ENGL 390 – Business and Professional Communication

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite; **FROM:** ENGL 101 or ENGL 101B; and ENGL 102 or ENGL 102B; or ENGL 290. All with a minimum grade of ‘C’ **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

z1. ENGL 391 – Introduction to New Literacy Studies

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

a2. ENGL 393 – Introduction to Rhetorical Theory

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

b2. ENGL 401 - Chaucer

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course, and junior standing **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

c2. ENGL 404 – Topics in Non-Shakespearean Renaissance Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

d2. ENGL 409 – Theories of Gender and Sexuality

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102/ENGL 211 and one other 200 level ENGL class **TO:** A grade of 'C' or better in one ENGL course numbered 300 or above

e2. ENGL 411 – English Capstone Seminar

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** Senior standing **TO:** ENGL 300 with a grade of 'C' or better and a minimum 99 earned credit hours

f2. ENGL 424 – Studies in British Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of 'C' or better

g2. ENGL 425 – World Dramatic Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of 'C' or better

h2. ENGL 427 – Studies in Southern Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of 'C' or better

i2. ENGL 431 – New Media and Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

j2. ENGL 443 – Topics in Women Writers

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

- k2. ENGL 451 – Introduction to the Study of Language and Modern Grammar**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of ‘C’ or better
- l2. ENGL 453 – Development of the English Language**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of ‘C’ or better
- m2. ENGL 457 – Form and Style in Writing**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of ‘C’ or better
- n2. ENGL 459 – Advanced Composition and Rhetoric**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of ‘C’ or better
- o2. ENGL 462 – Fiction II**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 362, ENGL 365 or ENGL 368 **TO:** ENGL 362, ENGL 365 or ENGL 368 with a grade of ‘C’ or better
- p2. ENGL 465 – Creative Nonfiction II**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 362, ENGL 365 or ENGL 368 **TO:** ENGL 362, ENGL 365 or ENGL 368 with a grade of ‘C’ or better
- q2. ENGL 468 – Poetry II**
Proposed revision(s): Other (Form A – ID# 2376)
Course Action(s): Change to Prerequisite **FROM:** ENGL 362, ENGL 365 or ENGL 368 **TO:** ENGL 362, ENGL 365 or ENGL 368 with a grade of ‘C’ or better
- r2. ENGL 472 – Topics in Dramatic Literature**
Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

s2. ENGL 475 – Contemporary Asian Fiction

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of 'C' or better

t2. ENGL 479 – Studies in Modern and Contemporary British and Anglophone Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 or ENGL 211 and one other 200 level ENGL class **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

u2. ENGL 480 – Special Topics in Technical Communication

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** Completion of ENGL 210 and ENGL 211 with a grade of 'B' or better, and ENGL 212 and ARTD 201; junior standing **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

v2. ENGL 483 – Theory of Literary Criticism

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course and junior standing **TO:** A grade of 'C' or better in one ENGL course numbered 300 or above

w2. ENGL 484 – Children's Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 101B and ENGL 102 with a grade of 'C' or better, ENGL 205 with a grade of 'C' or better **TO:** ENGL 101 and ENGL 102 with a grade of 'C' or better

x2. ENGL 485 – Adolescent Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of 'C' or better, a grade of 'C' or better in one other ENGL course and junior standing **TO:** ENGL 101 and 102 with a grade of 'C' or better

y2. ENGL 487 – Literary Studies in Health, Illness and Aging

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** One literature class at the 200 level or above or permission of the instructor **TO:** ENGL 101 and 102 with a grade of ‘C’ or better

w2. ENGL 488 – Studies in World Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

x2. ENGL 489 – Gender and Sexuality in Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

y2. ENGL 495 – Internship of English Majors

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

z2. ENGL 496 – Senior Thesis in English

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** A, B **TO:** ENGL 300 with a grade of ‘C’ or better and a minimum of 90 earned credit hours

a3. ENGL 497 – Special Topics: Literature, Language, Location

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

b3. ENGL 499 – Studies in American Literature

Proposed revision(s): Other (Form A – ID# 2376)

Course Action(s): Change to Prerequisite **FROM:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better, a grade of ‘C’ or better in one other ENGL course and junior standing **TO:** ENGL 101 and ENGL 102 with a grade of ‘C’ or better

3. Department of Languages and Intercultural Studies

a. **ITAL 350 – Italian Language Study Abroad**

Proposed revision(s): Other Course Change (Form A – ID# 2377)

Course Action(s): Make class repeatable for credit

Proposed catalog description:

ITAL 350 - Italian Language Study Abroad (3 to 6 credits) (Prereq: Approval of the chair of the Department of Languages and Intercultural Studies) Language study abroad with instruction by native speaking instructors. Credit hours granted dependent on the number of hours taken. Upon successful completion of an approved program students must furnish a certificate and/or examination results. This class is repeatable for up to 6 credits. F, S, Su.

4. Department of Philosophy and Religious Studies

a. **RELG 330 – Introduction to Judaism**

Proposed revision(s): Other Course Change (Form A – ID# 2337)

Course Action(s): Change to course description

Proposed catalog description:

RELG 330 - Introduction to Judaism (3 credits) This course introduces students to the social and religious history of Jews and Judaism. Students learn about the emergence of the foundational beliefs and practices of Judaism, how Jews have adapted these traditions differently through the ages, and the resulting variegated expressions of Judaism present today. Students analyze primary sources—including the Hebrew Bible, rabbinic texts, and philosophical writings—in light of the social and historical contexts in which they were produced. F, S.

5. Department of Visual Arts

a. **ARTS 361 – Intermediate Black and White Photography**

Proposed revision(s): Other Course Change (Form A – ID# 2170)

Course Action(s): Change to Prerequisite(s): **FROM:** ARTS 261 **TO:** ARTS 261 or ARTS 262; Change to Course Title: **FROM:** Intermediate Black and White Photography **TO:** Intermediate Photography I: Monochrome and Concepts

Proposed catalog description:

ARTS 361 - Intermediate Photography I: Monochrome and Concepts (3 credits) (Prereq: ARTS 261 or ARTS 262) An intermediate course continuing the investigation into

contemporary photographic techniques and practices as it relates to monochromatic processes. Emphasis is placed on the creative use of material and the use of photography as a tool to critically explore culture. F, S, Su.

b. ARTS 362 - Digital Photographic Techniques

Proposed revision(s): Other Course Change (Form A – ID# 2170)

Course Action(s): Change to Prerequisite(s): **FROM:** ARTS 261 and ARTS 361 **TO:** ARTS 361; Change to Course Title: **FROM:** Digital Photographic Techniques **TO:** Intermediate Photography II: Color and Concepts

Proposed catalog description:

ARTS 362 - Intermediate Photography II: Color and Concepts (3 credits) (Prereq: ARTS 361) An intermediate course continuing the investigation into contemporary photographic techniques and practices as it relates to color in a digital environment. Emphasis is placed on the creative use of technology and the use of photography as a tool to critically explore culture. F, S, Su.

c. ARTS 424 – Photography Theory and Practice

Proposed revision(s): Other Course Change (Form A – ID# 2175)

Course Action(s): Change to Course Title: **FROM:** Photography Theory and Practice **TO:** Advanced Photography

Proposed catalog description:

ARTS 424 - Advanced Photography (3 credits) (Prereq: ARTS 362) Students study historic and contemporary critical photographic theory and its relationship to current artistic practices in the photographic medium. The coursework is supported by the exploration of contemporary photographic practices such as methods of production, presentation, new possibilities within the “tradition of exhibition,” and the development of an individual body of work. F, S, Su.

d. ARTS 374 – Digital Photographic Techniques II

Proposed revision(s): Other Course Change (Form A – ID# 2175)

Course Action(s): Change to Course Title: **FROM:** Digital Photographic Techniques II **TO:** Topics in Photography

Proposed catalog description:

ARTS 374 - Topics in Photography (3 Credits) (Prereq: ARTS 362) This is an advanced course in photography that focuses on the evolution of the creative eye through the

development of a topically driven body of work. The course examines contemporary concepts in photography and students complete more complex individual photographic projects. F, S, Su.

COLLEGE OF SCIENCE

1. Department of Mathematics and Statistics

a. **MATH 139 – Basics of Contemporary Mathematics**

Proposed revision(s): Other Course Change. (Form A – ID# 2332)

Course Action(s): Change prerequisite(s): **FROM:** Mathematics Placement **TO:** None

Proposed catalog description:

MATH 139 – Basics of Contemporary Mathematics (4 credits) This course is designed for students not intending to take an advanced course in mathematics. Selected topics include set theory, logic, statistics, probability, and consumer mathematics, with emphasis on critical thinking and problem solving. F, S, Su.

HTC HONORS COLLEGE AND CENTER FOR INTERDISCIPLINARY STUDIES

1. Department of Women's and Gender Studies

a. **WGST 311 – Women and Work**

Proposed revision(s): Other Course Change. (Form A – ID# 2397)

Course Action(s): Change to Course Number: **FROM:** WGST 311 **TO:** WGST 411

Proposed catalog description:

WGST 411 - Women and Work (3 credits) This course explores how identity and difference (race, class, gender, sexuality, ability, and age) impact women's historical and contemporary work experiences from the family kitchen to the corporate boardroom. Students critically engage with a broad range of topics, including workplace inequalities, the relationship between family and work, the politics of intimate labor, the globalizations of labor, and the history of labor movements. F, S, Su.

Graduate Council (*moved and seconded in committee*)

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

COLLEGE OF EDUCATION

1. Department of MAT, Leadership, IT

- a. Change(s) to the Specialist in Instructional Technology, Ed.S.** (Form B – ID# 72)
Proposed change(s): Other: Change to the Portals in the catalog description

Proposed catalog description:

The Specialist in Instructional Technology degree program is designed to provide K-12 teachers and other educational professionals advanced training in the design, development, implementation, evaluation and management of instruction technologies and their potential to improve teaching practice, learner performance and professional productivity.

Admission Requirements

1. A completed application for graduate study at the University.
2. Official transcripts of all undergraduate and graduate coursework from previously attended schools.
3. An earned Master's Degree from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale.
4. At least 6 credit hours of graduate coursework in Instructional Technology or related field completed within the past six years.*
5. Two letters of recommendation one of which should be from a supervisor in a professional education or training unit.
6. Submission of a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.

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

Student Learning Outcomes

The Student Learning Outcomes for the program are derived from professional standards published by the International Society for Technology in Education (ISTE) and the Association for Educational Communications and Technology (AECT) as well as the college's conceptual framework. Students completing the program will be able to:

1. Demonstrate advanced knowledge, skills, and dispositions relevant to the utilization and management of technologies to support teaching and learning.
2. Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems, and assessments that leverage instructional technologies to improve learner performance.
3. Apply deep understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.
4. Demonstrate visionary leadership to plan, implement, and manage the integration of technology to promote positive transformational change in an instructional setting.
5. Evaluate the impact of technology integration and professional development on instructional practice and learner performance.

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
- A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
- Scores must be no more than five years old.
- Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:

- A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - Pearson Test of English (PTE) Academic with a score of 59;
 - Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
 - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
 - MELAB (Michigan English Language Assessment Battery) with a score of 77;
 - TOEIC (Test of English for International Communication) with a score of 745;
 - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
 - Two letters of recommendation (one from applicant's supervisor)
 - Criminal Background Disclosure Statement
 - Submission of a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.
 - At least 6 credit hours of graduate coursework in Instructional Technology or related field completed within the past six years.*
*Applicants who do not meet criteria may be provisionally admitted but must complete two masters-level Instructional Technology courses, one of which must be EDIT 604, before enrolling in the Ed.S. coursework.
 - Approval of Portal I Instructional Technology Faculty Committee.

Portal II: Admission to Field Experiences in Instructional Technology

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Minimum of 24 semester hours of required program coursework
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Criminal Background Disclosure Statement

- Approval of Portal II Instructional Technology Faculty Committee

Portal III: Program Completion

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Passing grade completion of the Field Experiences in Instructional Technology course
- Passing score on Comprehensive Examination
- Completion of Exit Survey
- Passing score on Program Portfolio
- Approval of Portal III Instructional Technology Faculty Committee

Required Credit Hours (30 Graduate Credit Hours)

- EDIT 700 - Principles of Instructional Design (3 credits)
- EDIT 704 - Technology in Curricula (3 credits)
- EDIT 710 - Instructional Technology Tools (3 credits)
- EDIT 720 - Theories of Learning with Instructional Technology (3 credits)
- EDIT 740 - Design and Development I (3 credits)
- EDIT 744 - Graphic Design for Instructional Technology (3 credits)
- EDIT 750 - Design and Development II (3 credits)
- EDIT 760 - Instructional Technology Leadership (3 credits)
- EDIT 770 - Field Experiences in Instructional Technology (3 credits)
- EDIT 780 - Seminar in Instructional Technology (3 credits)

b. Change(s) to the Specialist in Master of Education in Instructional Technology. M.Ed. (Form B – ID# 73)

Proposed change(s): Other: Change to the Portals in the catalog description

Proposed catalog description:

The goal of the M.Ed. Instructional Technology program is to provide K-12 teachers and other educational professionals advanced training in the utilization and integration of technology to improve teaching practice, learner performance, and professional productivity. Program candidates will complete an intensive curriculum derived from the National Educational Technology Standards for Teachers (NETS-T) published by the

International Society for Technology in Education and endorsed by the Council for the Accreditation of Educational Programs (CAEP).

Student Learning Outcomes for the Program

1. Demonstrate understanding of instructional technology tools, systems, and operations.
2. Plan, design, develop, implement and manage innovative digital learning materials, experiences, and environments to improve student performance.
3. Leverage technology to facilitate effective assessment and evaluation practices.
4. Understand social, ethical, and legal issues relevant to the use of instructional technology.
5. Demonstrate instructional technology leadership and collaboration in professional learning communities.

Admission to Study

Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

Admission Requirements

Applicants for admission to the M.Ed. Instructional Technology program must meet the following requirements:

1. A completed graduate degree application and payment of application fee.
2. An official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
3. At least two letters of recommendation.
4. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
5. Evidence of teacher certification. (NOTE: For students seeking the instructional technology concentration only, certification requirement may be waived based on program review.)

If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher

scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):

- a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
- b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
- c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
- d. Pearson Test of English (PTE) Academic with a score of 59;
- e. Cambridge Certificate of Advanced English (CAE) with a minimum level of C1;
- f. Cambridge Certificate of Proficiency in English (CPE) with a minimum level of C1;
- g. Michigan English Language Assessment Battery (MELAB) with a score of 77;
- h. Test of English for International Communication (TOEIC) with a score of 745;
- i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

Portal I: Admission to the Program

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable:
- A minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
- Scores must be no more than five years old.
- Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
 - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;

- Pearson Test of English (PTE) Academic with a score of 59;
- Cambridge CAE (Certificate of Advanced English) with a minimum level of C1;
- Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
- MELAB (Michigan English Language Assessment Battery) with a score of 77;
- TOEIC (Test of English for International Communication) with a score of 745;
- Bachelor’s degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
- Two letters of recommendation (one from applicant’s supervisor)
- Criminal Background Disclosure Statement
- Approval of Portal I Instructional Technology Faculty Committee.

Portal II: Admission to Field Experiences in Instructional Technology

- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below ‘B’ on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Minimum of 24 semester hours of required program coursework
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Criminal Background Disclosure Statement
- Approval of Portal II Instructional Technology Faculty Committee

Portal III: Program Completion

- Successful completion of the Technology Training Practicum
- Successful completion of an approved program of study, (30 credit hours)
- A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below ‘B’ on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
- Satisfactory completion of all required specialized professional association (SPA) aligned key assessments
- Passing score on Comprehensive Examination
- Completion of Exit Survey
- Passing score on Program Portfolio

- **Approval of Portal III Instructional Technology Faculty Committee**

Degree Requirements

All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the following requirements. Every degree seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No more than twelve (12) hours of study may be taken or applied to meet program requirements prior to full admission to the program.

Successful completion of an approved program of study, 30-36 semester hours, of which at least 50 percent must be earned in courses numbered 600 or above.

Successful completion of the prescribed culminating experience.

A minimum grade point average of 3.0 (B) is required on the total graduate program.

Grades below 'B' on 12 hours of graduate work will disqualify a student for a graduate degree in the College.

No academic program can be approved until the student has been admitted to the graduate program as a degree-seeking graduate student. Students are cautioned that graduate credit earned prior to full admission to a degree may not be applicable toward the degree requirements. The program should be established, at the latest, by the end of the first semester of study.

Students seeking admission to a degree program where the program represents a notable difference from their baccalaureate level study may be expected to engage in additional study in the specialized degree area beyond basic degree requirements.

Degree Requirements (30 Graduate Credit Hours)

Core Courses (27 credit hours)

- EDIT 604 - Teaching with Technology (3 credits)
- EDIT 610 - Instructional Design and Technology Integration (3 credits)
- EDIT 630 - Development of Instructional Multimedia (3 credits)
- EDIT 640 - Instructional Video Production (3 credits)
- EDIT 650 - Teaching and Learning Online (3 credits)
- EDIT 660 - Advanced Online Teaching (3 credits)
- EDIT 670 - Educational Games and Simulations (3 credits)
- EDIT 677 - Assessment Technology and Learning Analytics (3 credits)
- EDIT 680 - Special Topics in Instructional Technology Curricula (3 credits)

Capstone (3 credit hours)

- EDIT 690 - Seminar in Instructional Technology (3 credits)

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

COLLEGE OF EDUCATION

1. Department of Literacy, Sp. Ed.

a. EDSC 625 – Content Area Reading (Form C – ID# 391)

Proposed catalog description: EDSC 625 - Content Area Reading (3 credits) A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. F, S, Su.

Course Prefix/Number: EDSC 625

Course Title: Content Area Reading

Primary Goal: This course is for the new Master of Art: Education

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

b. EDSC 644 – Foundations of Literacy Instruction (Form C – ID# 392)

Proposed catalog description: EDSC 644 - Foundations in Literacy Instruction (3 credits) An introductory course to literacy and its role in secondary schools and society. Candidates research literacy by defining it and directly relating it to their field. An overview of literacy education topics including assessment, testing, equity, and multiple literacies are also surveyed. F, S, Su.

Course Prefix/Number: EDSC 644

Course Title: Foundations of Literacy Instruction

Primary Goal: This course is for the new Master of Art: Education

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

c. EDUC 627 – Student Motivation and Management (Form C – ID# 390)

Proposed catalog description: EDUC 627 - Student Motivation and Management (3 credits) Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of the management of students, as well as classroom organization, and the relationship between motivation and management. F, S, Su.

Course Prefix/Number: EDUC 627

Course Title: Student Motivation and Management

Primary Goal: This course is part of the new Master of Art: Education

Repeatable for Credit: No

Course Equivalencies: No

Prerequisite(s): None

Graduate Council (*moved and seconded in committee*)

Proposal(s) for change(s) in, restoration of, or removal of a graduate course

COLLEGE OF EDUCATION

1. Department of MAT, Leadership, IT

a. EDAD 760 – Instructional Leadership and Supervision

Proposed revision(s): Course change (Form A – ID# 83)

Course Action(s): Change to prerequisite(s): **FROM:** EDAD 701 and EDAD 789 **TO:** EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor

Proposed catalog description:

EDAD 760 – Instructional Leadership and Supervision (3 credits) (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) From the framework of district level leadership, this course surveys the process for supervising, improving, coordinating, and evaluating instruction. It includes contemporary trends in supervisory practices. May.

b. EDAD 780 – Politics and Policy of Education

Proposed revision(s): Course change (Form A – ID# 84)

Course Action(s): Change to prerequisite(s): **FROM:** EDAD 701 and EDAD 789 **TO:** EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor

Proposed catalog description:

EDAD 780 – Politics and Policy of Education (3 credits) The framework of this course is the micro and macro politics of education in the United States. It provides an introduction to the field of educational politics, the political process and their transformation into policy. Su.

c. EDAD 735 – Finance and Ethics

Proposed revision(s): Course change (Form A – ID# 85)

Course Action(s): Change to prerequisite(s): **FROM:** EDAD 701 and EDAD 789 **TO:** EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor

Proposed catalog description:

EDAD 735 – Finance and Ethics (3 credits) (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) 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. TBA

d. EDAD 786 – Topics in Educational Leadership

Proposed revision(s): Course change (Form A – ID# 86)

Course Action(s): Change to prerequisite(s): **FROM:** EDAD 701 and EDAD 789 **TO:** EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor

Proposed catalog description:

EDAD 786 – Topics in Educational Leadership (3 credits) (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) Course topics are determined by the interest and needs of the students and the instructor including a focus on Special Education, the Common Core Standards, and Instructional Technology. Topics identified and researched in this course are used for action plans designed in EDAD 788 - Action Research (3 credits) and EDAD 795 - District Level Internship II (3 credits). F.

e. EDAD 788 – Action Research

Proposed revision(s): Course change (Form A – ID# 87)

Course Action(s): Change to prerequisite(s): **FROM:** EDAD 701, EDDAD 786 and EDAD 789 **TO:** EDAD 701, EDAD 786 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor

Proposed catalog description:

EDAD 788 – Action Research (3 credits) (Prereq: EDAD 701, EDAD 786, and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) Course advances the proposition that the action research approach is a useful paradigm for school district improvements. After learning about action research methodologies, students collaborate with a district level educational leader who works with the student identifying a topic for action research. The student may use the action research topic to build an action plan addressing the issue for implementation in EDAD 795 - District Level Internship II (3 credits). S.

f. EDSC 675 – Advanced Study of Secondary Curriculum and Program Models

Proposed revision(s): Course change (Form A – ID# 88)

Course Action(s): Change to catalog description

Proposed catalog description:

EDSC 675 – Advanced Study of Secondary Curriculum and Program Models (3 credits) A study of methods, techniques and materials appropriate to teaching. Students explore a variety of teaching methods to increase student learning. They explore the variety of ways a teacher can formatively and summatively assess students to determine successful learning. F, S, Su.

g. EDUC 680 – Capstone Experience

Proposed revision(s): Course change (Form A – ID# 89)

Course Action(s): Change to catalog description

Proposed catalog description:

EDUC 680 – Capstone Experience (3 credits) Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the candidate and applies the knowledge and skills gained in the degree program. F, S, Su.

Graduate Council *(moved and seconded in committee)*

Proposal(s) for minor change(s) in or removal of multiple graduate courses within the same program

1. Department of MAT, Leadership, IT

a. EDAD 792 – Legal Basis of Educational Organization and Administration

Proposed revision(s): Course change (Form E – ID#44)

Course Action(s): Change to catalog description

Proposed catalog description:

EDAD 792 – Legal Basis of Educational Organization and Administration (3 credits)

This course examines advanced principles of educational law with special attention to public sectors, private sectors, colleges, and universities. Other topics examined include: hiring and personnel issues, dismissal, due process, current court decisions, and constitutional issues. The rights and responsibilities of various educational stakeholders are also discussed. The course includes discussion, research, presentation, and application of educational law in relation to various educational settings. TBA

EDAD 793 – College Teaching and Advising

Proposed revision(s): Course change (Form E – ID#44)

Course Action(s): Change to catalog description

Proposed catalog description:

EDAD 793 – College Teaching and Advising (3 credits) This course examines the elements associated with teaching at the college level and advising both undergraduate and graduate students. Learners have the opportunity to read and discuss current literature on teaching, learning, adult students, and successfully advising students. The course is designed to teach students how to effectively prepare and deliver meaningful, practical, and reflective instructional strategies in the college classroom. Students also learn general frameworks, best practices, and various barriers associated with advising adult learners. TBA