

All changes are effective Fall 2022, unless otherwise noted.

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

Proposal for change(s) in an undergraduate program:

COLLEGE OF EDUCATION

**1. Office of the Dean**

**a. Overall College Change for Education Departments (Form B – ID # 406)**

**Portal II – Admission to Internship (Student Teaching)**

During this semester long teaching field experience, interns observe the academic calendar of the public school to which they are assigned. Candidates complete an application and submit it to the college's Office of Clinical Experiences with the following evidence:

- Minimum GPA of 2.75
- Grade of 'C' or better in foundations and major courses
- ~~Passing scores on all required Praxis II content exams~~ Educational Testing Service (ETS) documentation of attempt and score results for all state licensure-required Praxis II content exams, by no later than the specified deadline
- All major coursework completed
- Satisfactory completion and performance in a minimum of 100 hours in field experiences I, II, III, and IV
- Satisfactory completion of specialized professional association (SPA) assessments
- Successful completion of EPP lesson plan
- Successful completion of TWS or Curriculum Based Measure (SPED)
- Successful completion of Teacher Candidate Professional Dispositions assessments (2)
- Submit Diversity Affirmation forms
- TB skin test clearance

- SLED and FBI fingerprint clearance
- Approval of Portal II faculty committee
- **Candidates will be allowed to begin internship without passing Praxis II content exams but will not be eligible for graduation without ETS documentation of passing scores for all state licensure-required Praxis II content exams or to move into Portal III**

While enrolled in the internship semester, candidates will spend all of each school day for a period of no fewer than sixty instructional days in the assigned teacher center. Students are responsible for their own transportation and insurance. Students are prohibited from enrolling in any additional coursework during this semester without program faculty approval and the consent of the dean of the college.

### **Portal III – Successful Completion of Internship**

Candidates submit evidence of completing a minimum of 60 days participation in their assigned internship with documentation of the following:

- Minimum GPA of 2.75
- **ETS documentation of passing scores on all state licensure-required Praxis II content exams**
- **ETS documentation of attempt and score result on the state licensure-required Praxis II Principles of Learning and Teaching (PLT) exams\***
- Summative evaluation ratings averaging three or higher on the performance dimensions of the Spadoni College of Education & Social Sciences Conceptual Framework Internship Evaluation
- Completion of all diversity requirements
- Summative evaluation ratings of 2, 3 or 4 on the performance dimensions of the South Carolina Teaching Standards Rubric
- Summative evaluation ratings of 3, 4, or 5 on the Assessment of Teacher Candidate Professional Dispositions at the Initial Level
- Satisfactory completion of a Teacher Work Sample (TWS)
- Successful completion of Safe Schools Quiz
- Successful completion of EEDA Quiz
- Successful completion of Professional Conduct Quiz
- Successful completion of Relevant Laws and Policies Assessment
- Complete intern evaluation of cooperating teacher
- Complete intern evaluation of University supervisor

### **Portal IV – Program Completion**

Candidates must complete an application for graduation and an application for South Carolina teacher licensure that includes evidence that they have:

- Minimum GPA of 2.75
- Degree Certification form which is signed by the dean
- **ETS documentation of** passing score on ~~appropriate~~ **the state licensure-required** Praxis II PLT exam\*

\*Candidates may graduate without passing Praxis II PLT (must at least have taken the test by date of graduation); however, they will not be considered a program completer. If the candidate is not a program completer, he or she will not be recommended to the South Carolina State Department of Education for initial licensure.

## COLLEGE OF SCIENCE

### **1. Department of Mathematics and Statistics**

- a. **Actuarial Science Minor** (Form B – ID# 536)

*Remove entire program from the catalog*

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

Proposals for new undergraduate programs:

## COLLEGE OF EDUCATION AND SOCIAL SCIENCES

### **1. Department of Political Science**

- a. **Political And Economic Thought Minor** (Form D – ID# 404)

#### **Program Description**

The Political and Economic Thought (PET) minor seeks to explore the relationship between politics and economics. Students take courses in both fields, illuminating the similarities and tensions between the two fields. Students learn about the competing goals and methods of political and economic actors, both within the United States and on a global scale. The courses in the PET minor utilize a variety of methodologies, ranging from close analysis of historical and philosophical texts to quantitative analysis.

## **Student Learning Outcomes**

Students who complete the Political and Economic Thought minor will be able to:

- Identify the major schools of thought in the field of political economy.
- Articulate the competing goals and demands of political and economic actors.
- Demonstrate critical thinking and an ability to analyze the historical context of different political and economic systems.
- Demonstrate mastery of a variety of methodologies used in the fields of political science and economics.

## **Program Requirements (15 credits)**

- ECON 202 – Microeconomics (3 credits)
- POLI 300 – Introduction to Political Theory (3 credits)
- POLI 375 – Citizenship, Government, and the Economy (3 credits) OR
- POLI 406 – American Political Thought (3 credits)

### One of the following:

- ECON 110 - Personal Finance (3 credits)
- ECON 201Q\* - Macroeconomics (3 credits)
- ECON 313 - History of Economic Thought (3 credits)
- ECON 321 - Government and Business (3 credits)
- POLI 318 - International Political Economy (3 credits)
- ECON 495Q\* – Advanced Economic Theory and Analysis (3 credits) OR
- ECON 399 – Independent Study (3 credits)

## **Total Credit Hours: 15**

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

Proposals for new undergraduate courses:

### COASTAL STUDENT SUCCESS CENTER

#### **1. Department of Coastal Student Success Center**

##### **a. ACED 102 – Academic Strategy Enhancement (Form C – ID# 565)**

**Proposed catalog description:** ACED 102 - Academic Strategy Enhancement (0 credits) (Prereq: ACED 101 with an ‘S’ grade) This course is designed to enhance and further refine skills students developed in ACED 101 with a focus on agentic learning and time management.

Additional emphasis is placed on personal and academic empowerment to help students identify and develop purpose and motivation for their higher education experience. F, S.

**Course Prefix/Number:** ACED 102  
**Course Title:** Academic Strategy Enhancement  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** Yes  
**Course Equivalencies:** None  
**Pass/Fail Grading:** Yes  
**Prerequisite(s):** ACED 101 with an 'S' grade  
**Corequisite(s):** None  
**Number of credits:** 0 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 120  
**Prior enrollment in course:** n/a  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

**b. UNIV 254 – Foundations of Peer Leadership and Student Success (Form C – ID# 592)**

**Proposed catalog description:** UNIV 254 - Foundations of Peer Leadership and Student Success (1 credit) This course is designed for Peer Leaders mentoring students in the Coastal Student Success Center programs. The course introduces Peer Leaders to basic student development theory and curriculum design with a focus on current student issues in higher education to develop their leadership skills and mentoring strategies. F, S.

**Course Prefix/Number:** UNIV 254  
**Course Title:** Foundations of Peer Leadership and Student Success  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** Yes  
**Prerequisite(s):** None  
**Corequisite(s):** None  
**Number of credits:** 1 credit  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 40  
**Prior enrollment in course:** n/a

**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

1. Department of Sociology

a. **SOC 440 – The Jail Experience** (Form C – ID# 195)

**Proposed catalog description:** SOC 440 - The Jail Experience (3 credits) (Prereq: SOC 101 or SOC 102; and junior or senior standing and instructor consent) This course provides students opportunities to learn and discuss the various ways incarcerated individuals experience living in a criminal justice institution, how they affect and are affected by society and the criminal justice system, and how their incarceration experiences can be applied to better understand social justice and the students' own lives. Students interact and collaborate directly with locally incarcerated people in the pursuit of shared understandings of the criminal justice system. F.

**Course Prefix/Number:** SOC 440

**Course Title:** The Jail Experience

**Primary Goal:** This course may be taken as an elective

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** SOC 101 or SOC 102; and junior or senior standing and instructor consent

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 15

**Prior enrollment in course:** n/a

**Method of delivery:** Other

**Semester(s) offered:** Fall

**Considered for the Core Curriculum:** No

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of History

a. **HIST 117 – History of Sports and Society** (Form C – ID# 452)

**Proposed catalog description:** HIST 117 - History of Sports and Society (3 credits) This course introduces students to the historical relationships between sports and politics, economics, society, religion, and culture. Taking a global perspective, this class uses a wide variety of case studies, ranging from the ancient games to modern sports, to examine the construction and maintenance of group identity on the field of competition, illustrating how social constructs, such as race, empire, gender, nation, and class, have been both upheld and challenged within the context of sports. F, S, Su.

**Course Prefix/Number:** HIST 117

**Course Title:** History of Sports and Society

**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:** 25

**Prior enrollment in course:** n/a

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring, Summer

**Considered for the Core Curriculum:** Yes

2. **Department of Visual Arts**

a. **ARTS 224 – Introduction to Ceramics: Throwing** (Form C – ID# 512)

**Proposed catalog description:** ARTS 224 - Introduction to Ceramics: Throwing. (3 credits) An introductory course to explore ceramic processes involved with functional ware, pottery, and vessels. Concentration is on wheel throwing techniques to include basic and composite forms. Experiences include decorating techniques, glazing, and kiln firing technologies. S.

**Course Prefix/Number:** ARTS 224

**Course Title:** Introduction to Ceramics: Throwing

**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:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Lab  
**Semester(s) offered:** Spring  
**Considered for the Core Curriculum:** No

## COLLEGE OF SCIENCE

### **1. Department of Health Sciences**

#### **a. NUR 303 – Emerging Trends in Healthcare and Application to Practice (Form C – ID# 581)**

**Proposed catalog description:** NUR 303 - Emerging Trends in Healthcare and Application to Practice (3 credits) This course focuses on issues and events impacting healthcare. Use of health information management systems, interprofessional communication, quality, and current events in healthcare are examined. Integration of evidence-based practice considerations and implications for practice are discussed. Offered as needed.

**Course Prefix/Number:** NUR 303

**Course Title:** Emerging Trends in Healthcare and Application to Practice

**Primary Goal:** This course is required for a major or 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):** Admission in the RN to BSN completion program, admission to health administration completion program or permission of instructor.

**Estimated enrollment:** 15

**Prior enrollment in course:** n/a



**Method of delivery:** Distance Learning  
**Semester(s) offered:** Offered as Needed  
**Considered for the Core Curriculum:** No

## 2. Department of Recreation and Sport Management

### a. **RSM 455 – International Sport Management** (Form C – ID# 377)

**Proposed catalog description:** RSM 455 - International Sport Management (3 credits) (Prereq: RSM 355) The course provides an overview of how sport is organized, managed, and governed throughout the world. Students are provided opportunities to examine the global forces influencing the sport enterprise, including the historical, cultural, political, and economic factors in selected countries around the world. This course is designed to aid students' understanding of and preparation for the increasingly international industry of sport. F, S.

**Course Prefix/Number:** RSM 455  
**Course Title:** International Sport Management  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** No  
**Prerequisite(s):** RSM 355  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20  
**Prior enrollment in course:** n/a  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

### b. **RSM 355 – Global Perspectives in Sport** (Form C – ID# 379)

**Proposed catalog description:** RSM 355 - Global Perspectives in Sport (3 credits) This course provides students with a global perspective about sport, including research and professional practice information, across diverse cultural, economic, political, and global contexts. Students are provided opportunities to examine the historical foundations of sport throughout the world

from the earliest of times to the contemporary period. Topics include the Olympic/Paralympic Movement and other sport mega-events; the effects of sport development in the aftermath of 19th and 20th century; the impacts of globalization on sport; and sport as a vehicle for globalization. F, S

**Course Prefix/Number:** RSM 355

**Course Title:** Global Perspectives in Sport

**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:** 30

**Prior enrollment in course:** n/a

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

c. **RSM 215 – Nature Interpretation** (Form C – ID# 380)

**Proposed catalog description:** RSM 215- Nature Interpretation (1 credit) This course offers a hands-on approach to learning the fundamental principles and practices of interpretation, a teaching technique that combines factual information with stimulating explanatory illustration. Applications of nature interpretation can be used to energize traditional teaching strategies by using nature trails, guided walks, demonstrations, trail leaflets, brochures, presentations and exhibits. Students will participate in hands-on and classroom inquiry-based activities. Students will apply practical interpretation techniques in local settings. F, S.

**Course Prefix/Number:** RSM 215

**Course Title:** Nature Interpretation

**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:** 1 credit

**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 25  
**Prior enrollment in course:** n/a  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

**d. RSM 402 – Sport Gaming and Fantasy Sport (Form C – ID# 381)**

**Proposed catalog description:** RSM 402 - Sport Gaming and Fantasy Sport (3 credits) (Prereq: RSM 290 or CBAD 201 and Junior standing) This course provides students with exposure to knowledge, and skills in the Sports Gaming and Fantasy Sports segments of the sports industry. Sports gaming and fantasy sports are one of the fastest growing segments of the sports industry and are ripe for growth and development. Students are exposed to applied industry material through interactions with industry professionals to understand betting odds, fantasy sports team construction, and business implications of sports gaming and fantasy sports on sport organizations. F, S.

**Course Prefix/Number:** RSM 402  
**Course Title:** Sport Gaming and Fantasy Sport  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** No  
**Prerequisite(s):** RSM 290 or CBAD 201 and Junior standing  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20  
**Prior enrollment in course:** n/a  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

**e. RSM 216 – Wilderness First Aid (Form C – ID# 384)**

**Proposed catalog description:** RSM 216 - Wilderness First Aid (1 credit) This course provides an introduction to First Aid and patient care in remote settings. The course includes wound and infection management, realigning fractures and dislocations, improvised splinting

techniques, patient monitoring and long-term management problems, and up-to-date information on environmental emergencies. F, S.

**Course Prefix/Number:** RSM 216  
**Course Title:** Wilderness First Aid  
**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:** 1 credit  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 20  
**Prior enrollment in course:** n/a  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

f. **RSM 316 – Women in the Wild** (Form C – ID# 387)

**Proposed catalog description:** RSM 316 - Women in the Wild (3 credits) (Prereq: Student must have completed 45 credit hours or more) This course delves into the male-dominated nature of the outdoor field, gender roles and leadership positions for women in the outdoors as well as teaches and integrates a series of technical outdoor skills. F, S.

**Course Prefix/Number:** RSM 316  
**Course Title:** Women in the Wild  
**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:** n/a  
**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

**g. RSM 457 – Understanding NCAA Compliance (Form C – ID# 388)**

**Proposed catalog description:** RSM 457 - Understanding NCAA Compliance (3 credits) (Prereq: RSM 290 and one of the following RSM 317 or PHIL 317 or PHIL 318) The course in NCAA compliance exposes students to different aspects of NCAA legislation to include recruiting, eligibility, financial aid, awards and benefits, and playing and practice seasons. Students learn to examine interpretation questions from coaches and learn best practices for conducting a compliance program on campus. F, S.

**Course Prefix/Number:** RSM 457

**Course Title:** Understanding NCAA Compliance

**Primary Goal:** This course may be taken as an elective

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** RSM 290 and one of the following RSM 317 or PHIL 317 or PHIL 318

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 25

**Prior enrollment in course:** n/a

**Method of delivery:** Classroom

**Semester(s) offered:** Fall, Spring

**Considered for the Core Curriculum:** No

**h. ROTC 482 – Advanced Staff Operations (Special Projects) (Form C – ID# 394)**

**Proposed catalog description:** ROTC 482 - Advanced Staff Operations (Special Projects) (1-3 credits) (Must be enrolled in ROTC) This course is for students who wish to explore a professional military subject prior to commissioning. Students select advanced topics of interest and arrange with the Instructor. Topics focus on situational dynamics during times of peace and conflict. The course introduce students to the dynamic challenges that leaders find themselves while serving in the Military. F, S.

**Course Prefix/Number:** ROTC 482

**Course Title:** Advanced Staff Operations (Special Projects)

**Primary Goal:** This course may be taken as an elective

**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** No  
**Prerequisite(s):** Must be enrolled in ROTC  
**Corequisite(s):** None  
**Number of credits:** 1-3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Distance Learning  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

**i. ROTC 392 – Military Leadership Practicum (Form C – ID# 395)**

**Proposed catalog description:** ROTC 392 - Military Leadership Practicum (1-3 credits) (Must be enrolled in ROTC) A supervised practicum in a professional setting; supervised military experience to enhance a student’s leadership ability and increase training through Department of the Army training opportunities and various internships with experience in all working areas and activities pertinent to the assigned unit. Student will be under Department of the Army orders. F, S.

**Course Prefix/Number:** ROTC 392  
**Course Title:** Military Leadership Practicum  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** No  
**Prerequisite(s):** Must be enrolled in ROTC  
**Corequisite(s):** None  
**Number of credits:** 1-3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Distance Learning  
**Semester(s) offered:** Fall, Spring  
**Considered for the Core Curriculum:** No

**j. ROTC 301L – Advanced Leadership Laboratory (Form C – ID# 397)**

**Proposed catalog description:** ROTC 301L – Advanced Leadership Laboratory (0 credits) (Coreq: ROTC 301) Leadership lab is in conjunction with ROTC 301. The course supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. F.

**Course Prefix/Number:** ROTC 301L

**Course Title:** Advanced Leadership Laboratory

**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):** ROTC 301

**Number of credits:** 0 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 20

**Prior enrollment in course:** n/a

**Method of delivery:** Lab

**Semester(s) offered:** Fall

**Considered for the Core Curriculum:** No

**k. ROTC 302L – Advanced Leadership Laboratory (Form C – ID# 398)**

**Proposed catalog description:** ROTC 302L - Advanced Leadership Laboratory (0 credits) (Coreq: ROTC 302) Leadership lab is in conjunction with ROTC 302. It is a period which supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. S.

**Course Prefix/Number:** ROTC 302L

**Course Title:** Advanced Leadership Laboratory

**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):** ROTC 302

**Number of credits:** 0 credits

**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 15  
**Prior enrollment in course:** n/a  
**Method of delivery:** Lab  
**Semester(s) offered:** Spring  
**Considered for the Core Curriculum:** No

**1. ROTC 402L – Leadership and Management Seminar (Form C – ID# 399)**

**Proposed catalog description:** ROTC 402L - Leadership and Management Seminar II (0 credits) (Coreq: Must be enrolled in ROTC 402) Leadership lab is taken in conjunction with ROTC 402. The course supplements and reinforces through practical application, the fundamentals taught in each of the Military Science classes. Leadership lab is a progressive learning experience designed to produce effective and efficient Second Lieutenants for the United States Army. S.

**Course Prefix/Number:** ROTC 402L  
**Course Title:** Leadership and Management Seminar II  
**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):** ROTC 402  
**Number of credits:** 0 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 15  
**Prior enrollment in course:** n/a  
**Method of delivery:** Lab  
**Semester(s) offered:** Spring  
**Considered for the Core Curriculum:** No

HTC HONORS COLLEGE

**1. Department of University College**

**a. HONR 307 – Special Topics in the Arts (Form C – ID# 369)**



**Proposed catalog description:** HONR 307 - Special Topics in the Arts (1 to 3 credits) (Prereq: Enrollment in the Honor's Program, and HONR 105 or HONR 201 or HONR 202) An interdisciplinary examination of selected themes and topics in the arts, including visual, literary, and performing arts. Course will analyze and practice various artistic processes, productions, and exhibitions. Offered as needed.

**Course Prefix/Number:** HONR 307

**Course Title:** Special Topics in the Arts

**Primary Goal:** This course is required for a major or may be taken as an elective

**Repeatable for Credit:** Yes

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** Enrollment in the Honor's Program, and HONR 105 or HONR 201 or HONR 202)

**Corequisite(s):** None

**Number of credits:** 1-3 credits

**Cross-listing(s):** None

**Course Restriction(s):** Enrollment in the Honor's Program

**Estimated enrollment:** 12-15

**Prior enrollment in course:** n/a

**Method of delivery:** Classroom

**Semester(s) offered:** Offered as Needed

**Considered for the Core Curriculum:** Yes

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

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

**COLLEGE OF BUSINESS**

**1. Department of Finance and Economics**

**a. ECON 201 - Macroeconomics**

**Proposed revision(s):** Change to Prerequisites (Form A – ID# 273) **FROM:** grade of 'C' or better in UNIV 110 or HONR 101; a grade of 'C' or better in one of the following: MATH 130, MATH 130B, MATH 132, MATH 138, MATH 160 or MATH 160B and completion of 24 semester hours **TO:** A grade of 'C' or better in UNIV 110 or HONR 101; a grade of 'C' or better in one of the following: MATH 130, MATH 130B, MATH 132, MATH 138, MATH 160 or MATH 160B

**b. ECON 202 - Microeconomics**

**Proposed revision(s):** Change to Prerequisites (Form A – ID# 274) **FROM:** A grade of ‘C’ or better in UNIV 110 or HONR 101; a grade of ‘C’ or better in one of the following: MATH 130, MATH 130B, MATH 132, MATH 138, MATH 160 or MATH 160B; and completion of 24 semester hours **TO:** A grade of ‘C’ or better in UNIV 110 or HONR 101; a grade of ‘C’ or better in one of the following: MATH 130, MATH 130B, MATH 132, MATH 138, MATH 160 or MATH 160B

**c. FIN 492 – Portfolio Management**

**Proposed revision(s):** Change to Prerequisites (Form A – ID# 282) **FROM:** A grade of ‘C’ or better in FIN 402 **TO:** A grade of ‘C’ or better in both FIN 402 and FIN 404

**d. FIN 421 – Multinational Corporate Finance**

**Proposed revision(s):** Change to Prerequisites and semesters offered (Form A – ID# 329) **FROM:** A grade of ‘C’ or better in FIN 301 or CBAD 363 **TO:** A grade of ‘C’ or better in FIN 301; **FROM:** Spring **TO:** Fall

COLLEGE OF HUMANITIES AND FINE ARTS

**1. Department of Visual Arts**

**a. ARTS 201 – Introduction to Ceramics**

**Proposed revision(s):** Change to Course Title and Semesters Offered (Form A – ID# 514) **FROM:** Introduction to Ceramics **TO:** Introduction to Ceramics: Hand Building; **FROM:** Fall, Spring **TO:** Fall

**b. ARTS 323 – Intermediate Ceramics**

**Proposed revision(s):** Change to Prerequisites, Course Title, and Semesters Offered (Form A – ID# 515) **FROM:** ARTS 204 or permission of instructor **TO:** ARTS 204 or ARTS 224 or ARTS 225 or permission of the instructor; **FROM:** Intermediate Ceramics **TO:** Intermediate Ceramics: The Vessel; **FROM:** Fall, Spring **TO:** Spring

**c. ARTS 421 – Advanced Ceramics I**

**Proposed revision(s):** Change to Prerequisites, Course Title, and Semesters Offered (Form A – ID# 516) **FROM:** ARTS 204 and ARTS 323 or permission of the instructor **TO:** Any 300-level ARTS course and ARTS 204 or ARTS 224 or ARTS 225; **FROM:** Advanced Ceramics I **TO:** Advanced Ceramics: Objects and Mixed Media; **FROM:** Fall **TO:** Spring, even years

**d. ARTS 423 – Advanced Ceramics II**

**Proposed revision(s):** Change to Prerequisites, Course Title, and Semesters Offered (Form A – ID# 517) **FROM:** ARTS 204 and ARTS 323 or permission of the instructor

**TO:** ARTS 323 or ARTS 421 or permission of the instructor; **FROM:** Advanced Ceramics II **TO:** Advanced Ceramics: Clay and Glaze Calculation **FROM:** Spring **TO:** Spring, odd years

COLLEGE OF SCIENCE

1. Department of Health Sciences

a. **NUR 305 L Q – Health Assessment Laboratory**

**Proposed revision(s):** Change to Course Credits (Form A – ID# 573) **FROM:** 2 credits  
**TO:** 1 credit

b. **NUR 410P Q – Community Health Nursing Practicum**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 576)

c. **NUR 420P Q – Nursing Leadership and Management Practicum**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 577)

d. **NUR 410 – Community Health Nursing**

**Proposed revision(s):** Change to Coreq, number of credits, and course description (Form A – ID# 578) **FROM:** NUR 410P Q **TO:** None; **FROM:** 3 credits **TO:** 4 credits

**Proposed catalog description:**

NUR 410 - Community Health Nursing (4 credits) (Prereq: NUR 301, NUR 305, and NUR 305L) Provides the student with the knowledge and skills to apply health promotion, prevention of disease complications, environmental and epidemiological concepts and teaching/learning principles in working with populations in the community. Emphasis is placed on establishing community partnerships, community assessment strategies and implementation of nursing care programs in the community. A practicum experience provides the student with the opportunity to collaborate with nurses practicing in community roles. Students will assess, plan, implement, and evaluate a health promotion or disease complication prevention program for a selected aggregate. F, S.

e. **NUR 420 – Nursing Leadership and Management**

**Proposed revision(s):** Change to Coreq, number of credits, and course description (Form A – ID# 579) **FROM:** NUR 420P Q **TO:** None; **FROM:** 3 credits **TO:** 4 credits

**Proposed catalog description:**

NUR 420 - Nursing Leadership and Management (4 credits) (Prereq: NUR 301, NUR 305, and NUR 305L) This course introduces concepts in leadership and management as they relate to the role of professional nursing in the health care environment. Cost containment and cost-effective financial management of human and material resources is discussed. Group dynamics, change process, conflict and crisis management and the role

of quality improvement in professional nursing leadership are included. Provides the student with the practicum opportunities to collaborate with nurses practicing in leadership or management roles and develop a scholarly project. F, S.

**f. NUR 408 – Primary Nursing Across the Lifespan**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 582)

**1. Department of Mathematics and Statistics**

**a. STAT 419 – Actuarial Mathematics**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 531)

**b. MATH 215 – Introductions to Operations Research**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 532)

**c. MATH 329 – Nonlinear Dynamics with Applications**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 533)

**d. MATH 215 – Introductions to Operations Research**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 532)

**e. MATH 329 – Introduction to Financial Mathematics**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 533)

**f. MATH 349 – Nonlinear Dynamics with Applications**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 534)

**g. MATH 446L – Abstract Algebra Laboratory**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 535)

**h. MATH 403 – Actuarial Science Exam Preparation**

**Proposed revision(s):** Remove Course from the Catalog (Form A – ID# 544)

**HTC HONORS COLLEGE**

**1. Department of University College**

**a. HONR 302 – Special Topics in Cultural Studies**

**Proposed revision(s):** Add Course to Core (Form A – ID# 367)

**b. HONR 304 – Special Topics in Environmental Studies**

**Proposed revision(s):** Add Course to Core (Form A – ID# 368)

**c. HONR 305 – Special Topics in Social Justice**

**Proposed revision(s):** Change to prereqs, change to course description (Form A – ID# 370) **FROM:** None **TO:** Enrollment in the Honor’s Program, and HONR 105 or HONR 201 or HONR 202

**Proposed catalog description:**

HONR 305 - Special Topics in Social Justice (1 to 3 credits) (Prereq: Enrollment in the Honor’s Program, and HONR 105 or HONR 201 or HONR 202) An interdisciplinary course of selected themes and topics related to social justice and strategies for social change. Offered as needed.

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

Proposals for a New Graduate Course:

**COLLEGE OF EDUCATION AND SOCIAL SCIENCES**

**1. Department of Anthropology and Geography**

**a. GEOG 550 – Digital Heritage: Historical Digital Reconstruction** (Form C – ID# 562)

**Proposed catalog description:** GEOG 550 - Digital Heritage: Historical Digital Reconstruction (3 credits). This graduate course leverages digital technologies as tools for studying, visualizing, and contextualizing various aspects of material culture, including sculpture, architecture, and cultural objects. Central to this course is critical engagement with digital tools as used in the fields of art history, archaeology, public history, geography, and virtual heritage. Focused on a semester-long historical case study, this course is predominantly hands-on, providing an opportunity for students to develop and utilize interdisciplinary and transferrable skills, including 3D modeling, mapping, digital photography, photogrammetry, and graphic and web design. To that end, students conduct focused research on an object, monument, or site in order to produce a fully documented essay. This essay forms the scholarly basis for a digital project that may employ any appropriate technologies including GIS and digital mapping platforms, 3D modeling software, immersive 3D technologies, interactive web platforms and other digital authoring tools. The course can be repeated for up to 6 credit hours. F, S, Su.

**Course Prefix/Number:** GEOG 550

**Course Title:** Digital Heritage: Historical Digital Reconstruction  
**Primary Goal:** This course may be taken as an elective  
**Repeatable for Credit:** Yes  
**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:** 5  
**Prior enrollment in course:** n/a  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring, Summer

**b. GEOG 611 – GIS Fundamentals (Form C – ID# 564)**

**Proposed catalog description:** GEOG 611 - GIS Fundamentals (3 credits) A graduate-level course that provides students an introduction to the theoretical and methodological frameworks for utilizing Geographic Information Systems (GIS) and related geospatial technologies. Topics include; geographic data models; how location is represented within a GIS; spatial analysis methods; and the design and production of effective maps and visualizations. F, S, Su.

**Course Prefix/Number:** GEOG 611  
**Course Title:** GIS Fundamentals  
**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:** 5  
**Prior enrollment in course:** 2  
**Method of delivery:** Classroom  
**Semester(s) offered:** Fall, Spring, Summer

**2. Department of Policy, Research, and Evaluation**

**a. PHDE 835 – Advanced Quantitative Methods (Form C – ID# 530)**

**Proposed catalog description:** PHDE 835 - Advanced Quantitative Methods (3 credits) (Prereq: PHDE 815) Course provides students with an introduction to advanced quantitative concepts. The course introduces students to advanced quantitative topics such as, but not limited to, factor analysis, cluster analysis, a/b testing, and multilevel modeling. F, S, Su.

**Course Prefix/Number:** PHDE 835

**Course Title:** Advanced Quantitative Methods

**Primary Goal:** This course may be taken as an elective

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** PHDE 815

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 10

**Prior enrollment in course:** n/a

**Method of delivery:** Hybrid

**Semester(s) offered:** Fall, Spring, Summer

**b. PHDE 733 – Inquiry and Analysis of K-12 Curriculum, Instruction, and Assessment (Form C – ID# 554)**

**Proposed catalog description:** PHDE 733 - Inquiry and Analysis of K-12 Curriculum, Instruction, and Assessment (3 credits) This course is designed to examine the historical, conceptual, theoretical, and practical issues of teaching and learning in grades K-12. Provides an opportunity to examine, design, deliver, and evaluate curricula, methodologies, and instructional strategies to enhance student engagement and learning. F, S, Su.

**Course Prefix/Number:** PHDE 733

**Course Title:** Inquiry and Analysis of K-12 Curriculum, Instruction, and Assessment

**Primary Goal:** This course is required for a major

**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:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

c. **PHDE 700 - Introduction to Evaluation of Education, Community, and Social Programs** (Form C – ID# 478)

**Proposed catalog description:** PHDE 700 - Introduction to Evaluation of Education, Community, and Social Programs (3 credits) Course focuses on the foundations of program evaluation, emphasizing the role of stakeholder interaction, developing theories of action and program evaluation plans, and understanding current trends and challenges of conducting program evaluations in PK-20 educational settings, community organizations, and social settings. Students engage with academic and professional materials that prepare them to plan out a program evaluation. F, S, Su.

**Course Prefix/Number:** PHDE 700  
**Course Title:** Introduction to Evaluation of Education, Community, and Social Programs  
**Primary Goal:** This course is required for a major  
**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:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

d. **PHDE 702 - Advanced Evaluation of Education, Community, and Social Programs** (Form C – ID# 479)

**Proposed catalog description:** PHDE 702 - Advanced Evaluation of Education, Community, and Social Programs (3 credits) (Prereq: PHDE 700) Students engage in the program evaluation process by working with stakeholders in an educational or community setting to



undertake a program evaluation. Students learn foundational elements of collecting and analyzing data, reporting findings, and presenting results to stakeholders. F, S, Su.

**Course Prefix/Number:** PHDE 702

**Course Title:** Advanced Evaluation of Education, Community, and Social Programs

**Primary Goal:** This course may be taken as a cognate or elective

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** PHDE 700

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 10

**Prior enrollment in course:** n/a

**Method of delivery:** Hybrid

**Semester(s) offered:** Fall, Spring, Summer

e. **PHDE 801 - Community Education Engagement** (Form C – ID# 480)

**Proposed catalog description:** PHDE 801 - Community Education Engagement (3 credits)

This course focuses on understanding the principles of community engagement, particularly as it relates to supporting educational initiatives. Students learn how to engage with stakeholders in these settings and actively support the organization's work to positively impact educational outcomes. This class requires students to actively engage with a community organization over the course of the semester. F, S, Su.

**Course Prefix/Number:** PHDE 801

**Course Title:** Community Education Engagement

**Primary Goal:** This course is required for a major

**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:** 10

**Prior enrollment in course:** n/a

**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

**f. PHDE 730 – Introduction to Survey Research (Form C – ID# 481)**

**Proposed catalog description:** PHDE 730 - Introduction to Survey Research (3 credits)  
Course focuses on the foundations of survey research, emphasizing best practices in the field of survey development and implementation. Students engage in the survey development process and gain an understanding of the current trends and challenges of conducting survey research. F, S, Su.

**Course Prefix/Number:** PHDE 730  
**Course Title:** Introduction to Survey Research  
**Primary Goal:** This course may be taken as a cognate or 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:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

**g. PHDE 830 – Advanced Qualitative Methods (Form C – ID# 482)**

**Proposed catalog description:** PHDE 830 - Advanced Qualitative Methods (3 credits)  
(Prereq: PHDE 810). This course provides students the opportunity to practice applying qualitative research methods for a specific qualitative approach. Students delve into the advanced components of ethnography, phenomenology, grounded theory, and case studies. F, S, Su.

**Course Prefix/Number:** PHDE 830  
**Course Title:** Advanced Qualitative Methods  
**Primary Goal:** This course is required for a major, this course may be taken as an elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** No

**Prerequisite(s):** PHDE 810  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

**h. PHDE 893 – Advanced College Teaching and Advising (Form C – ID# 484)**

**Proposed catalog description:** PHDE 893 - Advanced College Teaching and Advising (3 credits) (Prereq: PHDE 793) Course provides students with advanced understanding of the college teaching and advising experience. The course prioritizes the role of engagement and motivation in the learning process. This course requires students to actively serve as the instructor of record for an assigned undergraduate course. F, S, Su.

**Course Prefix/Number:** PHDE 893  
**Course Title:** Advanced College Teaching and Advising  
**Primary Goal:** This course may be taken as a cognate or elective  
**Repeatable for Credit:** No  
**Course Equivalencies:** None  
**Pass/Fail Grading:** No  
**Prerequisite(s):** PHDE 793  
**Corequisite(s):** None  
**Number of credits:** 3 credits  
**Cross-listing(s):** None  
**Course Restriction(s):** None  
**Estimated enrollment:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

**i. PHDE 794 – Student Affairs and the Modern College Student (Form C – ID# 485)**

**Proposed catalog description:** PHDE 794 - Student Affairs and the Modern College Student (3 credits) Course examines theoretical and philosophical foundations of the modern college student and the field of student affairs in American higher education settings and abroad. Students discuss past and current trends and issues and research perspectives related to the modern college student and field of student affairs. F, S, Su.

**Course Prefix/Number:** PHDE 794  
**Course Title:** Student Affairs and the Modern College Student  
**Primary Goal:** This course is required for a major  
**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:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

**j. PHDE 895 – Manuscript and Grant Writing (Form C – ID# 486)**

**Proposed catalog description:** PHDE 895 - Manuscript and Grant Writing (3 credits) Course provides writing experiences which prepare the student for manuscript and grant proposal submissions. Students gain a broad understanding of effective academic writing, the journal manuscript submission and review process, the grant process, and public scholarship. F, S, Su.

**Course Prefix/Number:** PHDE 895  
**Course Title:** Manuscript and Grant Writing  
**Primary Goal:** This course may be taken as a cognate or 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:** 10  
**Prior enrollment in course:** n/a  
**Method of delivery:** Hybrid  
**Semester(s) offered:** Fall, Spring, Summer

COLLEGE OF SCIENCE

**1. Department of Mathematics and Statistics**

**a. STAT 604 – Applied Statistics for Research I (Form C – ID# 434)**

**Proposed catalog description:** STAT 604 - Applied Statistics for Research I (3 credits) (Prereq: Enrollment in a CCU graduate program or permission of the instructor.) An applied introduction to statistical tools for research using R. Topics include graphical and numerical summaries, sampling and study design, parametric and nonparametric inference for one and two populations, relative risk, odds ratios, the basics of ANOVA, parametric and nonparametric correlation and simple linear regression. Computers and R will be used extensively. F.

**Course Prefix/Number:** STAT 604

**Course Title:** Applied Statistics for Research I

**Primary Goal:** This course may be taken as an elective

**Repeatable for Credit:** No

**Course Equivalencies:** None

**Pass/Fail Grading:** No

**Prerequisite(s):** Enrollment in a CCU graduate program or permission of the instructor

**Corequisite(s):** None

**Number of credits:** 3 credits

**Cross-listing(s):** None

**Course Restriction(s):** None

**Estimated enrollment:** 12

**Prior enrollment in course:** n/a

**Method of delivery:** Classroom

**Semester(s) offered:** Fall

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

Proposals for Changes in a Graduate Course:

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

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

**a. EDIT 690 - Seminar in Instructional Technology**

**Proposed revision(s):** Change to prerequisites; Change to course description (Form A – ID# 469)

**FROM:** EDIT 610, EDIT 630, EDIT 640, EDIT 650 **TO:** None

**Proposed Course description:**

EDIT 690 - Seminar in Instructional Technology (3 credits) - This course requires three capstone experiences for program candidates in their final semester – (1) a supervised clinical experience in instructional technology leadership where students collaborate with decision-makers to design, develop, implement, manage, and evaluate instructional technology training for adult professionals in approved placements, (2) the development of an online portfolio documenting mastery of all content, pedagogical, technological, and professional knowledge targeted in the program learning outcomes, and (3) the completion of the M.Ed. comprehensive exam. F, S.

**b. EDEQ 626 - Culturally Responsive Methods and Materials**

**Proposed revision(s):** Change to prerequisites; Change to course number (Form A – ID# 460)

**FROM:** Graduate student with educator certification, EDEQ 624 or permission of instructor **TO:** None; **FROM:** EDEQ 626 **TO:** EDEQ 726

**c. EDEQ 624 - Framework for Equitable Education**

**Proposed revision(s):** Change to prerequisites; Change to course number (Form A – ID# 470)

**FROM:** Graduate student with educator certification **TO:** None; **FROM:** EDEQ 624 **TO:** EDEQ 724

**d. EDEQ 625 - Application of Differential Instruction**

**Proposed revision(s):** Change to prerequisites; Change to course number (Form A – ID# 471)

**FROM:** EDEQ 624 or permission of instructor **TO:** None; **FROM:** EDEQ 625 **TO:** EDEQ 725

**e. EDEQ 628 - STEM Methods and Materials for Diverse Students**

**Proposed revision(s):** Change to prerequisites; Change to course number (Form A – ID# 472)

**FROM:** Graduate student with educator certification, EDEQ 624, or permission of instructor **TO:** None; **FROM:** EDEQ 628 **TO:** EDEQ 728

**f. EDEQ 640 - Successful Collaboration with Diverse Families**

**Proposed revision(s):** Change to prerequisites; Change to course number (Form A – ID# 473)

**FROM:** Graduate student with educator certification, EDEQ 624, EDEQ 625, EDEQ 626, EDEQ 628, EDLL 620 or permission of instructor **TO:** None; **FROM:** EDEQ 640  
**TO:** EDEQ 740

- g. EDUC 728 - Data-Driven Decision-Making to Inform Instruction**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 487)  
**FROM:** EDUC 728 **TO:** PHDE 728
- h. EDUC 785 - Critical Studies in Diversity and Education**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 488)  
**FROM:** EDUC 785 **TO:** PHDE 785
- i. EDUC 735 – Contemporary Learning Theories and Practices**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 489)  
**FROM:** EDUC 735 **TO:** PHDE 735
- j. EDUC 750 - Contemporary Curriculum Theory**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 490)  
**FROM:** EDUC 750 **TO:** PHDE 750
- k. EDUC 790 - Strategies for Serving Rural and Urban Learners**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 491)  
**FROM:** EDUC 790 **TO:** PHDE 790
- l. EDAD 701 - Advanced Leadership and Management Theory**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 492)  
**FROM:** EDAD 701 **TO:** PHDE 701
- m. EDAD 760 - Instructional Leadership and Supervision**  
**Proposed revision(s):** Change to course prefix, Change to prerequisites (Form A – ID# 493)  
**FROM:** EDAD 760 **TO:** PHDE 760; **FROM:** EDAD 701, EDAD 789 **TO:** PHDE 701, PHDE 789
- n. EDAD 705 - Foundations of Leadership and Management in Higher Education**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 495)  
**FROM:** EDAD 705 **TO:** PHDE 705
- o. EDAD 792 - Legal Basis of Educational Organization and Administration**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 496)  
**FROM:** EDAD 792 **TO:** PHDE 792

- p. **EDAD 793 – College Teaching and Advising**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 497)  
**FROM:** EDAD 793 **TO:** PHDE 793
- q. **EDUC 800 - Ways of Knowing: Introduction to Educational Research**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 498)  
**FROM:** EDUC 800 **TO:** PHDE 800
- r. **EDAD 735 – Finance and Ethics**  
**Proposed revision(s):** Change to course prefix; Change to course number (Form A – ID# 499)  
**FROM:** EDAD 735 **TO:** PHDE 736
- s. **EDUC 810 - Qualitative Research Methods in Education**  
**Proposed revision(s):** Change to course prefix; Change to course title (Form A – ID# 500)  
**FROM:** EDUC 810 **TO:** PHDE 810; **FROM:** Qualitative Research Methods in Education **TO:** Qualitative Research Methods
- t. **EDUC 815 – Quantitative Research Methods in Education**  
**Proposed revision(s):** Change to course prefix; Change to course title (Form A – ID# 501)  
**FROM:** EDUC 815 **TO:** PHDE 815; **FROM:** Quantitative Research Methods in Education **TO:** Quantitative Research Methods
- u. **EDUC 825 - Mixed-Methods Research in Education**  
**Proposed revision(s):** Change to course prefix; Change to course title (Form A – ID# 502)  
**FROM:** EDUC 825 **TO:** PHDE 825; **FROM:** Mixed-Methods Research in Education **TO:** Mixed-Methods Research
- v. **EDAD 770 - Assessing Leadership Skills and Initiating Change**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 504)  
**FROM:** EDAD 770 **TO:** PHDE 770
- w. **EDAD 780 - Politics and Policy of Education**  
**Proposed revision(s):** Change to course prefix (Form A – ID# 505)  
**FROM:** EDAD 780 **TO:** PHDE 780
- x. **EDAD 791 - Contemporary Issues in Higher Education**



**Proposed revision(s):** Change to course prefix (Form A – ID# 506)  
**FROM:** EDAD 791 **TO:** PHDE 791

**y. EDUC 899 - Dissertation**

**Proposed revision(s):** Change to course prefix (Form A – ID# 507)  
**FROM:** EDUC 899 **TO:** PHDE 899