

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 & SOCIAL SCIENCES

1. Department of Anthropology and Geography

a. Geographic Information Systems Minor (Form B – ID# 321)

A minor in geographic information systems (GIS) is designed to give students a broad understanding of the geographic concepts that underpin GIS and related geospatial technologies, as well as develop practical skills in utilizing these technologies to address applications in a wide range of disciplines and domain areas. The structure of this minor goes beyond ‘software knowledge’ and introduces students to fundamental theories related to spatial thinking and geographic information, and provides training in the tools and techniques required to utilize GIS and geospatial technologies in professional settings. In addition, students will explore the social and cultural impacts of the increasing use of these technologies in both the public and private sectors. Students must earn a grade of ‘C’ or better in all 18-21 credit hours required by the GIS minor.

Program Requirements (18-21 Credits)

Core Foundation Requirements (6-7 Credits)

Complete the following course:

- GEOG 200 - Digital Earth (3 credits)

Choose one from the following:

- GEOG 204 - Introduction to Geographic Information Systems GIS (3 credits)

- MSCI 331 - Introduction to Geographic Information Systems (GIS) and Remote Sensing (3 credits) AND
- MSCI 331L - Introduction to Geographic Information Systems Laboratory (1 credit)

Methods Elective (3-4 Credits)

Choose one from the following:

- GEOG 310 - Digital Cartography (3 credits)
- GEOG 311 Q - Earth Observation (3 credits)
- **GEOG 312 – Spatial Analysis Using GIS (3 credits)**
- PHYS 432 - Remote Sensing of the Environment (3 credits) AND
- PHYS 432L - Remote Sensing of the Environment Laboratory (1 credit)

Electives (9-10 Credits)

Choose three from the following:

- ARTD 201 - Graphic Design I (3 credits)
- CSCI 225 - Introduction to Relational Database and SQL (3 credits)
- GEOG 310 - Digital Cartography (3 credits)
- GEOG 311 Q - Earth Observation (3 credits)
- **GEOG 312 – Spatial Analysis Using GIS (3 credits)**
- **GEOG 316 – GIS for Government (3 credits)**
- GEOG 399 - Independent Study (1 to 6 credits)
- GEOG 400 - Geospatial Intelligence (3 credits)
- GEOG 450 - Digital Heritage: Historical Digital Reconstruction (3 credits)
- **GEOG 456 Q – Video Game Worlds (3 credits)**
- GEOG 491 - Special Topics in Geography/GIS (3 credits)
- PHIL 315 - Technology and Human Values (3 credits)
- POLI 495 - Internship in Political Science (3 credits)
- PHYS 432 - Remote Sensing of the Environment (3 credits) AND
- PHYS 432L - Remote Sensing of the Environment Laboratory (1 credit)

Total Credits Required: 18-21 Credits

Academic Affairs (moved and seconded in committee)

Proposals for new undergraduate courses:

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of English

a. ENGL 392 – Writing in Professional and Public Settings (Form C – ID# 331)

Proposed catalog description: ENGL 392 - Writing in Professional and Public Settings (3 credits) (ENGL 101 and ENGL 102 with a grade of ‘C’ or better). This class studies the types of writing that happen in the 21st century workplace, where close attention to audience, context and purpose guide a writer’s decisions. The class considers a wide range of workplaces including corporations, government agencies, non-profit organizations, and educational institutions. Course methods approach textual creation from an ethical and rhetorical perspective, considering ways texts interweave the following variables: specialist and general knowledge; information, education and persuasion; public and community relations; and, importantly, citizenship and morality. Students analyze and create texts for both print and digital channels, including internal and external messages, public service announcements, features, and institutional profiles. S.

Course Prefix/Number: ENGL 392

Course Title: Writing in Professional and Public Settings

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

Repeatable for Credit: No

Course Equivalencies: None

Pass/Fail Grading: No

Prerequisite(s): ENGL 101 and ENGL 102 with a grade of ‘C’ or better

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: Spring

Considered for the Core Curriculum: No

2. Department of Languages and Intercultural Studies

a. RUSS 211 – Intermediate Russian Studies II (Form C – ID# 300)

Proposed catalog description:

Course Prefix/Number: RUSS 211
Course Title: Intermediate Russian Studies II
Primary Goal: This course may be taken as an elective
Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): RUSS 210
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: Classroom
Semester(s) offered: Fall, Spring, Summer
Considered for the Core Curriculum: No

b. RUSS 212 – Russian Phonetics and Diction (Form C – ID# 302)

Proposed catalog description: RUSS 212 – Russian Phonetics and Diction (3 credits) (Prereq: RUSS 115 or by placement) Study of the sound system, pronunciation rules and intonation patterns in Russian. This course is designed for students with some prior knowledge of the language, but not native speakers. Students with several years of experience with the language and/or heritage speakers should contact the instructor. F, S, Su.

Course Prefix/Number: RUSS 212
Course Title: Russian Phonetics and Diction
Primary Goal: This course may be taken as an elective
Repeatable for Credit: No
Course Equivalencies: None
Pass/Fail Grading: No
Prerequisite(s): RUSS 115 or by placement
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, Summer
Considered for the Core Curriculum: No

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 202 - Microeconomics**

Proposed revision(s): Other Course Change (Form A – ID# 190)

Course Action(s): Add course to CORE

COLLEGE OF EDUCATION AND SOCIAL SCIENCES

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

a. **EDPE 304 – Teaching Team Sports**

Proposed revision(s): Other Course Change (Form A – ID# 343)

Course Action(s): Change to prerequisites: **FROM:** Admission to the Professional Program in Teacher Education **TO:** None; Change to corequisites: **FROM:** EDPE 411 **TO:** None

Proposed catalog description:

EDPE 304 - Teaching Team Sports (3 credits) Course provides the teacher candidate with current best practice in teaching team sports to students in K-12 schools. Course requires the development of personal competence in select team sports/skills and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. S.

b. **EDPE 411 Q – Middle School Physical Education Pedagogy**

Proposed revision(s): Other Course Change (Form A – ID# 354)

Course Action(s): Change to corequisite: **FROM:** EDPE 304 **TO:** None

Proposed catalog description:

EDPE 411 Q - Middle School Physical Education Pedagogy (4 credits) (Prereq: Admission to the Professional Program in Teacher Education and EDPE 410) Foundations and practices in teaching middle school physical education. Course studies the development and assessment of motor and fitness skills for early adolescent students, curriculum development, and planning and implementing instruction at the middle school level. The teacher candidate also develops pedagogical skills through self-assessments and the required 30 hour field experience in the middle schools. S.

c. EDPE 305 – Teaching Lifetime Activities

Proposed revision(s): Other Course Change (Form A – ID# 356)

Course Action(s): Change to prerequisites: **FROM:** Admission to the Professional Program in Teacher Education **TO:** None; Change to corequisites: **FROM:** EDPE 412 **TO:** None

Proposed catalog description:

EDPE 305 - Teaching Lifetime Activities (3 credits) Course provides the teacher candidate with current best practice in teaching lifetime physical activities to students in K-12 schools. Course requires the development of personal competence in select team lifetime activities and pedagogical skills including peer teaching, lesson and unit planning, skill analysis, and the use of assessment and technology. F.

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Languages and Intercultural Studies

a. ITAL 210 – Intermediate Italian I

Proposed revision(s): Other Course Change (Form A – ID# 308)

Course Action(s): Change to prerequisites: **FROM:** ITAL 115 or by placement exam **TO:** ITAL 115 or permission of the instructor; Change to course description; Change to terms offered

Proposed catalog description:

ITAL 210 - Intermediate Italian I (3 credits) (Prereq: ITAL 115 or permission of the professor) Intensive review of fundamental language skills in preparation for advanced-level coursework. This course is designed for students with some prior knowledge of the language, but not native speakers. Students with several years of experience with the language and/or heritage speakers should contact the instructor. F, S, Su.

b. ITAL 211 – Intermediate Italian II

Proposed revision(s): Other Course Change (Form A – ID# 237)

Course Action(s): Change to course description; Change to terms offered

Proposed catalog description: ITAL 211 - Intermediate Italian II (3 credits) (Prereq: ITAL 210 or by placement) This course is designed for students with some prior knowledge of the language, but not native speakers. Students with several years of experience with the language and/or heritage speakers should contact the instructor. F, S, Su.

COLLEGE OF SCIENCE

1. Department of Marine Science

a. MSCI 303 - Aquaculture

Proposed revision(s): Other Course Change (Form A – ID# 280)

Course Action(s): Remove course from catalog

Graduate Council *(moved and seconded in committee)*

Proposal for change(s) in a graduate program:

COLLEGE OF EDUCATION

1. Department of Foundations Curriculum and Instruction

a. Master of Education in Special Education, M.Ed. (Form B – ID# 341)

Degree Requirements (33 -39 Graduate Credit Hours)

State Certification Requirement (0-3 Graduate Credits)

Choose from one of the following:

- EDSP 692 – Foundations and Services for Exceptional Learners (3 credits)
- EDSP 200 Q – Foundations of Special Education (3 credits)

CORE COURSES (18 Credits Hours)

- EDSP 600 - Applied Behavior Analysis (3 credits)
- EDSP 606 - Instructional Design in Special Education (3 credits)

- EDUC 607 - Research for Today's Schools (3 credits)
- EDSP 630 - Single-case Research (3 credits)
- EDSP 640 - Behavior Management (3 credits)
- EDSP 641 - Comprehensive Assessment for Exceptional Learners (3 credits)

CONCENTRATION COURSES (15-21 Credits Hours)

Choose one concentration:

Twice-Exceptional (Gifted and Talented and Learning Disabilities (~~15~~ 21 Credit Hours)

- EDUC 608 - The Nature and Needs of Gifted and Talented Students (3 credits)
- EDUC 609 - Introduction to Curriculum and Instruction for Gifted and Talented Students (3 credits)
- **EDSP 635 – Advanced Topics in Special Education (3 credits)**
- **EDSP 645 – Literacy Instruction for English Learners and Students with High Incidence Disabilities (3 credits)**
- EDSP 690 - Specific Learning Disabilities (SLD): Nature and Needs (3 credits)
- EDSP 691 - Instructional Procedures for Students with Learning Disabilities (3 credits)
- EDSP 697*LD - Practicum in Learning Disabilities (3 credits)

Twice-Exceptional (Gifted and Talented and Emotional Disabilities (~~15~~ 21 Credit Hours)

- EDUC 608 - The Nature and Needs of Gifted and Talented Students (3 credits)
- EDUC 609 - Introduction to Curriculum and Instruction for Gifted and Talented Students (3 credits)
- **EDSP 635 – Advanced Topics in Special Education (3 credits)**
- **EDSP 645 – Literacy Instruction for English Learners and Students with High Incidence Disabilities**
- EDSP 670 - Characteristics of Learners with Emotional and Behavioral Disabilities (3 credits)
- EDSP 671 - Method/Procedures for Learners with Emotional and Behavioral Disorders (3 credits)
- EDSP 697*ED - Practicum in Emotional/Behavioral Disabilities (3 credits)

Emotional Disabilities (15 Credit Hours)

- EDSP 635 - Advanced Topics in Special Education (3 credits)
- EDSP 645 - Literacy Instruction for English Learners and Students with High Incidence Disabilities (3 credits)
- EDSP 670 - Characteristics of Learners with Emotional and Behavioral Disabilities (3 credits)

- EDSP 671 - Method/Procedures for Learners with Emotional and Behavioral Disorders (3 credits)
- EDSP 697*ED - Practicum in Emotional/Behavioral Disabilities (3 credits)

Intellectual Disabilities (15 Credit Hours)

- EDSP 635 - Advanced Topics in Special Education (3 credits)
- EDSP 645 - Literacy Instruction for English Learners and Students with High Incidence Disabilities (3 credits)
- EDSP 680 - Characteristics of Individuals with Intellectual Disabilities (3 credits)
- EDSP 681 - Methods for Teaching Students with Intellectual Disabilities (3 credits)
- EDSP 697*ID - Practicum in Intellectual Disabilities (3 credits)

Learning Disabilities (15 Credit Hours)

- EDSP 635 - Advanced Topics in Special Education (3 credits)
- EDSP 645 - Literacy Instruction for English Learners and Students with High Incidence Disabilities (3 credits)
- EDSP 690 - Specific Learning Disabilities (SLD): Nature and Needs (3 credits)
- EDSP 691 - Instructional Procedures for Students with Learning Disabilities (3 credits)
- EDSP 697*LD - Practicum in Learning Disabilities (3 credits)

Severe Disabilities (15 Credit Hours)

- EDSP 610 - Characteristics of Students with Severe Disabilities (3 credits)
- EDSP 615 - Instruction of Students with Severe Disabilities (3 credits)
- EDSP 620 - Language and Communication Skills of Students with Severe Disabilities (3 credits)
- EDSP 635 - Advanced Topics in Special Education (3 credits)
- EDSP 697*SD - Practicum in Severe Disabilities (3 credits)