

UNIVERSITY CURRICULUM COMMITTEE  
October 30, 2014

The University Curriculum Committee met on Thursday, October 30, 2014, at 3:00 p.m. in the Dean's Conference Room.

Members present:

Dr. Melinda Anderson  
Dr. Curtis Armstrong  
Dr. Julie Baker  
Dr. Rita Barnes  
Dr. Jeff Boles  
Dr. Kristine Craven  
Ms. Edith Duvier  
Dr. Steve Frye  
Dr. Bahman Ghorashi  
Dr. Mark Groundland  
Dr. Mike Harrison  
Dr. Sharon Huo  
Dr. Steve Isbell  
Dr. Wayne Johnson  
Dr. Christy Killman

Dr. Robert Kissell  
Dr. Roy Loutzenheiser  
Dr. Allan Mills  
Dr. Ted Pelton  
LTC Stephen Peterson  
Dr. Mohan Rao  
Dr. James Raymondo  
Dr. Jeff Roberts  
Dr. Joe Roberts  
Dr. Mark Stephens  
Dr. Jeremy Wendt  
Dr. Ken Wiant  
Dr. Brenda Wilson  
Ms. Jerri Winningham  
Ms. Lydia Cantrell

Members absent:

Dr. Pedro Arce  
Dr. Doug Bates  
Mr. Ward Doubet  
Dr. Kurt Eisen  
Dr. Ahmed Elsayy  
Ms. Julie Galloway  
Dr. Melissa Geist  
Dr. Ben Mohr  
Dr. Richard Rand  
Dr. Joseph Rencis  
Dr. Thomas Riley

Dr. Paul Semmes  
Dr. Jennifer Shank  
Dr. Doug Talbert  
Ms. Janet Whiteaker  
Mr. Chris Wilson  
Ms. Hannah Dugger  
Mr. Alex Martin  
Ms. Maggie Wall  
Ms. Maggie Schaper  
Ms. Sarah Stanley

Official Representatives:

Ms. Cari Williams for Ms. Hill  
Ms. Denise Burgess for Dr. Hodum  
Dr. John Shriner for Dr. Robinson

Ms. Kim Hanna for Ms. Russell  
Dr. Bruce Greene for Dr. Mullens  
Dr. Zac Wilcox for Dr. Stein

**SUMMARY OF PROCEEDINGS**

1. Approval of course additions and changes from the School of Nursing
2. Approval of new concentration in Secondary Education (non-licensure) from the Department of Curriculum and Instruction
3. Approval of degree name change (Early Childhood Education) from the Department of Curriculum and Instruction

4. Approval of new concentration in Early Childhood Education (non-licensure) from the Department of Curriculum and Instruction
5. Approval of course additions and changes from the Department of Curriculum and Instruction
6. Approval of program name change (Special Education SE Interventionist K-8) from the Department of Curriculum and Instruction
7. Approval of curriculum deletion and changes from the Department of Curriculum & Instruction
8. Approval of course changes from the Department of Curriculum and Instruction
9. Approval of curriculum changes from the School of Agriculture
10. Approval of course and curriculum changes from the Department of Biology
11. Approval of course changes from the Department of Chemistry
12. Approval of course additions, deletions and curriculum changes from the Department of English
13. Approval of course additions from the Department of Communication
14. Approval of curriculum changes from the Department of Psychology
15. Approval of FLST 2520 as General Education Core Course in Humanities/Fine Arts from the General Education Committee

## **PROCEEDINGS**

### **1. Approval of Agenda as Revised**

Dr. Cravens requested that the Nursing proposal (item #10) be moved to Item #3 – moving all other items down one position.

**Motion.** Dr. Loutzenheiser moved to approve the agenda as revised. The motion was seconded by Dr. Johnson and carried.

### **2. Approval of September 25, 2014 minutes**

**Motion.** Dr. Raymondo moved to approve the September 25<sup>th</sup> minutes as submitted. The motion was seconded by Dr. Frye and carried.

### **3. Approval of Course Additions and Changes from the School of Nursing**

In two memorandums dated October 22, 2014, approval was requested for the following:

#### Course Addition:

NURS 3060 Breastfeeding and Lactation Management Lec. 2, Credit 2

This elective course in nursing for students of all disciplines is designed to introduce and provide in-depth knowledge on breastfeeding and human lactation.

**Motion.** Dr. Shriner moved to approve the addition effective Fall 2015. The motion was seconded by Dr. Isbell and carried.

#### Course Addition and Changes:

NURS 4431: Health Care of Communities Lab Lab 9, Credit 3.

Co-Requisite: NURS 4430

Prerequisites:

(Course or Test: [NURS 4000](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4001](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4100](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4101](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4230](#)

Minimum Grade of D

May not be taken concurrently.)

**CATALOG DESCRIPTION:**

Organization and delivery of nursing care to individuals, families, and groups in a variety of community health care settings.

Course Changes:

NURS 4430 Health Care of Communities Lec. 3, Credit 3

*Change* Co-requisite from NURS 4351 to NURS 4431. Prerequisites remain the same (see below).

**Corequisites:**

~~[NURS 4351](#)~~ NURS 4431

**Prerequisites:**

General Requirements:

(Course or Test: [NURS 4000](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4001](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4100](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4101](#)

Minimum Grade of D

May not be taken concurrently.

and

Course or Test: [NURS 4230](#)

Minimum Grade of D

May not be taken concurrently.)

NURS 4351-Health Care of Communities: Lab Lab 9, Credit 3

**Change to:**

NURS 4350 Health Care of Communities (for RN-BSN Students) Lec. 4, Credit 4

Focus on the dynamics and nursing needs of individuals, families, communities, national, and international groups. (for RN-BSN Students)

NURS 4351-Health Care of Communities: Lab (for RN-BSN Students) Lab 9, Credit 3

Organization and delivery of nursing care to individuals, families, and groups in a variety of community health care settings. (for RN-BSN Students)

**Motion.** Dr. Hanna, representing Ms. Russell, moved to approve the addition and changes effective Fall 2015. The motion was seconded by Dr. Anderson.

**4. Approval of B.S.ED. Secondary Education New Concentration (non-licensure) from the Department of Curriculum and Instruction**

In a memorandum dated September 30, 2014, approval was requested for the following:

Program Addition:

Establish a concentration in Secondary Education (non-licensure) within the College of Education Bachelors Program.

(Program of study on file in the Office of the Provost)

**Motion.** Dr. Wendt moved to approve the addition effective Fall 2015. The motion was seconded by Dr. Groundland and carried.

**5. Approval of Degree Program Name Change from the Department of Curriculum and Instruction**

In a memorandum dated June 4, 2014, approval was requested for the following:

Program Name Change:

From: Child and Family Studies

To: Early Childhood Education

**Motion.** Dr. Wendt moved to approve the change effective Fall 2015. The motion was seconded by Dr. Boles and carried.

**6. Approval of New Degree Concentration in Early Childhood Education (non-licensure) from the Department of Curriculum and Instruction**

In a memorandum dated September 30, 2014, approval was requested for the following:

New Degree Concentration:

Establish a concentration in Early Childhood Education (non-licensure) within the Education Bachelors Program, B.S.

**Motion.** Dr. Wendt moved to approve the concentration effective Fall 2015. The motion was seconded by Dr. Killman and carried.

## **7. Approval of Course Additions and Changes from the Department of Curriculum and Instruction**

In a memorandum dated September 30, 2014, approval was requested for the following:

### Course Additions:

ECED 4221. Early Intervention Field Experience Lab. 1. Credit 1.

Prerequisite: ECED 4210. Co-requisite: ECED 4220. Gain perspectives of children, families, and professionals in the early intervention system. Field experience focuses on family/professional interactions and implementation of IFSP goals.

ECED 4260. Early Childhood Program Leadership, Administration, and Assessment  
Lec. 8. Credit 8.

Prerequisite: CFS 2400/2410. Course content focuses on early childhood leadership skills, administration, and assessment. Participants gain knowledge and skills in the planning, implementation, and evaluation of early childhood programs. In addition, assessment of administrator knowledge, skills, and experience will be conducted.

ECED 4270. Early Childhood Internship I Lab. 5. Credit 5.

Prerequisites: ECED 4210, ECED 4220, ECED 4221, ECED 4260. Co-requisite: ECED 4280. Supervised work experience in an early childhood related field with professional-level responsibilities.

ECED 4280. Early Childhood Internship II Lab. 7. Credit 7.

Prerequisites: ECED 4210, ECED 4220, ECED 4221, ECED 4260. Co-requisite: ECED 4270.

Continued, supervised work experience in an early childhood related field with professional-level responsibilities.

*ECED 4230(5230)*. Early Intervention I Lec. 3. Credit 3.

Prerequisite: CFS 2400/2410. Methods of service delivery for infants and toddlers with developmental delays and their families. Effective consultation, trans-disciplinary collaboration, service coordination, family centeredness, and culturally responsive practices.

*ECED 4240(5240)*. Early Intervention II Lec. 3. Credit 3.

Prerequisite: ECED 4210(5210). Co-requisite: ECED 4221. Best practices in early intervention for a variety of special needs. Methods and curriculum development to enable effective reciprocal relationships with families.

*ECED 4290(5290)*. Community Connections Lec. 3. Credit 3.

Prerequisite: CFS 2400/2410. Survey of community resources for families and young children, with an emphasis on federal, state, and local programs.

**Motion.** Dr. Wendt moved to approve the additions effective Fall 2015.

Due to the change in course content and credit hours, Ms. Burgess suggested assigning new course numbers changing ECED 4210(5210) to ECED 4230(5230); ECED 4220(5220) to ECED 4240(5240); and ECED 4250(5250) to ECED 4290(5290) and list as new courses.

Dr. Wendt agreed and gave new course numbers (as shown above in italics).

Dr. Groundland seconded and motion and the motion carried.

## **8. Approval of Program Name Change from the Department of Curriculum and Instruction**

In a memorandum dated September 9, 2014, approval was requested for the following:

### Program Name Change:

From: Special Education SE Interventionist K-5

To: Special Education SE Interventionist K-8

**Motion.** Dr. Wendt moved to approve the change effective immediately. The motion was seconded by Dr. Joe Roberts.

It was requested that the effective date be changed to Fall 2015. Dr. Wendt and the seconder accepted this as a friendly amendment. A vote was taken and the motion carried.

## **9. Approval of Curriculum Deletion and Changes from the Department of Curriculum and Instruction**

In a memorandum dated September 9, 2014, approval was requested for the following:

### Curriculum Deletion:

#### **Course Deletion:**

#### **1. MDS/ESL:**

- A. Remove LING 4531(5531) or TEAE 4501 requirement

### Curriculum Changes:

#### **1. MDS/ESL:**

- A. **From:**  
LING 4511(5511). Intro to Descriptive Ling (credit 3) or  
TEAE 4500. (credit 3)

**To:**  
LING/**ENGL** 4511. Intro to Descriptive Ling (credit 3) or  
TEAE 4500. (credit 3)

- B. **From:**  
FREN 3510-France: The County & the People (credit 3) OR  
GERM 3520-Germany: The Country & the People (credit 3) OR  
SPAN 3510-Spain: The Country & the People (credit 3) OR  
SPAN 3550-Latin Amer: The Countries & the Peoples (credit 3)

**To:**  
**Choose six semester hours from the following:**  
FREN 3510-France: The County & the People (credit 3)  
GERM 3520-Germany: The Country & the People (credit 3)  
SPAN 3510-Spain: The Country & the People (credit 3)  
SPAN 3550-Latin Amer: The Countries & the Peoples (credit 3)

#### **2. SEED/Mathematics:**

- A. **From:**

ENGL 2230-British Literature (credit 3) OR  
ENGL 2330-World Literature (credit 3) OR  
SPAN 2550-Latin American Culture & Civiliz. (credit 3)

**To:**

ENGL 2230-British Literature (credit 3) OR  
ENGL 2330-World Literature (credit 3)

**B. From:**

ECON 2010-Principles of Microeconomics (credit 3) OR  
GEOG 1120-Human Geography (credit 3) OR  
POLS 1000-American Government (credit 3) OR  
PSY 2010-General Psychology (credit 3) OR  
SOC 1010-Introduction to Sociology (credit 3) OR  
SOC 1100-Introduction to Anthropology (credit 3) OR  
ANTH 1100-Introduction to Anthropology (credit 3) OR  
AGBE 2010-World Food and Society (credit 3) OR  
GEOG 1130-Geography of Natural Hazards (credit 3)

**To:**

Gen Ed Social/Behavioral Science (credit 3)

\*This is listed both Freshman and Sophomore year. Please change both.

**C. From:**

ART 1030-Art Appreciation (credit 3) OR  
MUS 1030-Music Appreciation (credit 3)

**To:**

Gen Ed Humanities/Fine Arts (credit 3)

**3. SEED/Economics:**

**A. From:**

ANTH 1100-Introduction to Anthropology (credit 3) OR  
SOC 1100-Introduction to Anthropology (credit 3)

**To:**

ANTH 1100-Introduction to Anthropology (credit 3) OR  
SOC 1100-Introduction to Anthropology (credit 3) OR  
SOC 1010-Introduction to Sociology (credit 3)

**4. SEED/Geography:**

**A. From:**

ANTH 1100-Introduction to Anthropology (credit 3)

**To:**

ANTH 1100-Introduction to Anthropology (credit 3) OR  
SOC 1100-Introduction to Anthropology (credit 3) OR

SOC 1010-Introduction to Sociology (credit 3)

**B. From:**

HIST 4730(5730)-The Modern Middle East (credit 3) OR  
HIST 4740(5740)-History of Japan (credit 3) OR  
HIST 4750(5750)-History of China (credit 3) OR  
HIST 4760(5760)-Vietnam: It's Wars & Their Aftermath (credit 3)

**To:**

HIST 4710-History of Africa (credit 3) OR  
HIST 4730(5730)-The Modern Middle East (credit 3) OR  
HIST 4740(5740)-History of Japan (credit 3) OR  
HIST 4750(5750)-History of China (credit 3) OR  
HIST 4760(5760)-Vietnam: It's Wars & Their Aftermath (credit 3) OR  
HIST 4790(5790)-Latin America Studies (credit 3)

**5. SEED/History:**

**A. From:**

ANTH 1100-Introduction to Anthropology (credit 3)

**To:**

ANTH 1100-Introduction to Anthropology (credit 3) OR  
SOC 1100-Introduction to Anthropology (credit 3) OR  
SOC 1010-Introduction to Sociology (credit 3)

**6. SEED/Political Science:**

**A. From:**

ANTH 1100-Introduction to Anthropology (credit 3)

**To:**

ANTH 1100-Introduction to Anthropology (credit 3) OR  
SOC 1100-Introduction to Anthropology (credit 3) OR  
SOC 1010-Introduction to Sociology (credit 3)

**B. From:**

HIST 4730(5730)-The Modern Middle East (credit 3) OR  
HIST 4740(5740)-History of Japan (credit 3) OR  
HIST 4750(5750)-History of China (credit 3) OR  
HIST 4760(5760)-Vietnam: It's Wars & Their Aftermath (credit 3)



**To:**

HIST 4710-History of Africa (credit 3) OR  
HIST 4730(5730)-The Modern Middle East (credit 3) OR  
HIST 4740(5740)-History of Japan (credit 3) OR  
HIST 4750(5750)-History of China (credit 3) OR  
HIST 4760(5760)-Vietnam: It's Wars & Their Aftermath (credit 3) OR  
HIST 4790(5790)-Latin America Studies (credit 3)

C. **From:**  
Elective (credit 5)

**To:**

FOED 3820-Field Exp. in Education (credit 2) in Junior Year

SPED 3000-Tchg Persons with Disab. In Reg Classroom (credit 3) in Senior Year

**7. SEED/English:**

A. **From:**  
ENG 4700-Non-Western Literature (credit 3)

**To:**

ENGL 4700-Non-Western Literature (credit 3)

**8. SEED/Physics:**

A. **From:**  
EDPY 3300-Evaluation & Guidance (credit 3)

**To:**

EDPY 2200-Educational Psychology (credit 3)

**9. SEED/French:**

A. **From:**  
FOED 3800-Field Experiences in Education (credit 1-3)

**To:**

FOED 3800-Field Experiences in Education (credit: one credit hour required)

**10. SEED/German:**

A. **From:**  
FOED 3800-Field Experiences in Education (credit 1-3)

**To:**  
FOED 3800-Field Experiences in Education (credit: one credit hour required)

**11. SEED/Spanish:**

**A. From:**  
FOED 3800-Field Experiences in Education (credit 1-3)

**To:**  
FOED 3800-Field Experiences in Education (credit: one credit hour required)

**Motion.** Dr. Wendt moved to approve the deletion and changes effective Fall 2015. The motion was seconded by Dr. Shriner and carried.

**10. Approval of Course Changes from the Department of Curriculum and Instruction**

In a memorandum dated September 9, 2014, approval was requested for the following:

**Course Changes:**

**From:**

CFS 3600. Family, Community & Professional Partnerships                      Lec. 2. Credit 2.  
Study of the development of alliances among families, childrens' and families' advocates, and professionals. The development of collaboration and communication skills, including conferencing and interviewing skills. (Same as HEC 352: Parent Education, prior to Fall 1998).

**To:**

CFS 3600. Family, Community & Professional Partnerships                      Lec. 2. Credit 2.  
Prerequisite: Full admission to the Teacher Education Program. Study of the development of alliances among families, childrens' and families' advocates, and professionals. The development of collaboration and communication skills, including conferencing and interviewing skills. (Same as HEC 352: Parent Education, prior to Fall 1998).

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

CUED 4120(5120). Materials and Methods for Teaching Speech and Theatre                      Lec. 3. Credit 3.  
Prerequisite: Full admission to the second level. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of speech and elementary and secondary school teaching of theatre.

**To:**

CUED 4120(5120). Materials and Methods for Teaching Speech and Theatre                      Lec. 3. Credit 3.  
Prerequisite: Full admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of speech and elementary and secondary school teaching of theatre.

**Delete:** “second level” wording in prerequisite.

**Add:** “Teacher Education Program” wording to prerequisite.

**From:**

ECED 3211. Practicum: Procedures for Infants, Toddlers & Preschoolers Cross-listing: ECSP 3211  
Lab.8. Credit 1.

Prerequisite: HEC 2200, CFS 2400, and ECED 3001 or the equivalents. Corequisite: ECSP 3200 or ECED 3200. Supervised teaching and intervening with infants, toddlers, and preschoolers and their families in varied educational settings.

**To:**

ECED 3211. Practicum: Procedures for Infants, Toddlers & Preschoolers Cross-listing: ECSP 3211  
Lab.8. Credit 1.

Prerequisite: HEC 2200, CFS 2400, or the equivalents; Full admission to the Teacher Education Program. Corequisite: ECED 3001, ECSP 3200 or ECED 3200. Supervised teaching and intervening with infants, toddlers, and preschoolers and their families in varied educational settings. A minimum grade of B is required to meet degree requirements.

**Delete:** ECED 3001 as a prerequisite.

**Add:** “Full admission to the Teacher Education Program” as prerequisite. Add “ECED 3001” as a corequisite. Add “A minimum grade of B is required to meet degree requirements” to course description.

**From:**

ECED 3301. Math, Science, Social Studies for the Young Child                      Lec. 7. Credit 7.  
Developmentally appropriate materials and methods for integrated learning experiences in mathematics, science and social studies. Focus is on diverse and inclusive populations ages B-8. Includes practicum experiences.

**To:**

ECED 3301. Math, Science, Social Studies for the Young Child                      Lec. 7. Credit 7.  
Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 3310.  
Developmentally appropriate materials and methods for integrated learning experiences in mathematics, science and social studies. Focus is on diverse and inclusive populations ages B-8.

**Delete:** Includes practicum experiences.

**Add:** Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 3310.

**From:**

ECED 3310. Practicum: Concepts for Young Children                      Lab. 4. Credit 1.  
Corequisite: READ 3311. Full admission to the Teacher Education Program. Supervised teaching of integrated learning experiences in appropriate settings for preschooler-Grade 4 students.

**To:**

ECED 3310. Practicum: Concepts for Young Children                      Lab. 4. Credit 1.  
Corequisite: ECED 3301. Full admission to the Teacher Education Program. Supervised teaching of

integrated learning experiences in appropriate settings for preschooler-Grade 4 students. A minimum grade of B is required to meet degree requirements.

**Delete:** READ 3311 as a corequisite.

**Add:** Corequisite: ECED 3301. Add "A minimum grade of B is required to meet degree requirements." to course description.

**From:**

ECED 4000. Developmentally Appropriate Practices: Birth-Preschool Cross-listing: ECSP 4000  
Lec. 3. Lab. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 4100. Integrated learning experiences with emphasis on approaches, teaching strategies, and management.

**To:**

ECED 4000. Developmentally Appropriate Practices: Birth-Preschool Cross-listing: ECSP 4000  
Lec. 3. Lab. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Integrated learning experiences with emphasis on approaches, teaching strategies, and management.

**Delete:** Corequisite: ECED 4100

**From:**

ECED 4100. Developmentally Appropriate Practices: K-4 Cross-listing: ECSP 4100  
Lec. 3. Lab. 4. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 4000. Curriculum, instruction, management, and assessment for grades K-4 in diverse and inclusive settings. Includes practicum.

**To:**

ECED 4100. Developmentally Appropriate Practices: K-4 Cross-listing: ECSP 4100  
Lec. 3. Lab. 4. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Curriculum, instruction, management, and assessment for grades K-4 in diverse and inclusive settings. Includes practicum. A minimum grade of B is required to meet degree requirements.

**Delete:** Corequisite: ECED 4000

**Add:** "A minimum grade of B is required to meet degree requirements." to course description.

**From:**

ECED 4870. Student Teaching I Cross Listing: ECSP 4870 Credit 5.

Corequisite: ECED 4880 and ECED 4890. Activities directly related to teaching performance, planning and presenting lessons, directing study, and managing the classroom.

**To:**

ECED 4870. Student Teaching I Cross Listing: ECSP 4870 Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 4880 and ECED 4890. Activities directly related to teaching performance, planning and presenting lessons, directing study, and managing the classroom. *A minimum grade of B is required to meet degree requirements.*

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECED 4880 Student Teaching II Cross Listing: ECSP 4880                      Credit 5.  
Corequisite: ECED 4870 and ECED 4890. Continuation of ECED 4870 in a different setting.

**To:**

ECED 4880 Student Teaching II Cross Listing: ECSP 4880                      Credit 5.  
Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 4870 and ECED 4890.  
Continuation of ECED 4870 in a different setting.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECED 4890 Student Teaching Seminar    Credit 2.  
Corequisite: ECED 4870 and ECED 4880. Seminar on issues of student teaching with special emphasis on classroom management.

**To:**

ECED 4890 Student Teaching Seminar    Credit 2.  
Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECED 4870 and ECED 4880.  
Seminar on issues of student teaching with special emphasis on classroom management.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECSP 3001. Cross listing ECED 3001    Lec. 3. Credit 3.  
Prerequisite: Admission to the Teacher Education Program, HEC 2200. Survey of developmentally appropriate curricula for young children through age five with emphasis on creative activities, books and materials, toys, teacher-made resources, software, and specialized curricula for children with special needs.

**To:**

ECSP 3001. Cross listing ECED 3001    Lec. 3. Credit 3.  
Prerequisite: Full admission to the Teacher Education Program, HEC 2200. Survey of developmentally appropriate curricula for young children through age five with emphasis on creative activities, books and materials, toys, teacher-made resources, software, and specialized curricula for children with special needs.

**Add:** "Full" wording to admission requirement.

**From:**

ECSP 3211. Practicum: Procedures for Infants, Toddlers & Preschoolers Cross-listing: ECED 3211 Lab.1. Credit 1.  
Prerequisite: HEC 2200, CFS 2400, and ECED 3001 or the equivalents. Corequisite: ECSP 3200 or ECED 3200. Supervised teaching and intervening with infants, toddlers, and preschoolers and their families in varied educational settings.

**To:**

ECSP 3211. Practicum: Procedures for Infants, Toddlers & Preschoolers Cross-listing: ECED 3211  
Lab.1. Credit 1.

Prerequisite: HEC 2200, CFS 2400 or the equivalents, and Full admission to the Teacher Education Program. Corequisite: ECSP 3001, ECSP 3200 or ECED 3200. Supervised teaching and intervening with infants, toddlers, and preschoolers and their families in varied educational settings. A minimum grade of B is required to meet degree requirements.

**Delete:** “and ECED 3001” from prerequisite.

**Add:** “and Full admission to the Teacher Education Program.” wording to prerequisite. Add “ECSP 3001” as corequisite. Add “A minimum grade of B is required to meet degree requirements.” to course description.

**From:**

ECSP 4000. Developmentally Appropriate Practices: Birth-Preschool Cross-listing: ECED 4000  
Lec. 3. Lab. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4100. Integrated learning experiences with emphasis on approaches, teaching strategies, and management.

**To:**

ECSP 4000. Developmentally Appropriate Practices: Birth-Preschool Cross-listing: ECED 4000  
Lec. 3. Lab. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Integrated learning experiences with emphasis on approaches, teaching strategies, and management.

**Delete:** Corequisite: ECSP 4100

**From:**

ECSP 4100. Developmentally Appropriate Practices: K-4 Cross-listing: ECED 4100  
Lec. 3. Lab. 4. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4000. Curriculum, instruction, management, and assessment for grades K-4 in diverse and inclusive settings. Practicum embedded into course.

**To:**

ECSP 4100. Developmentally Appropriate Practices: K-4 Cross-listing: ECED 4100  
Lec. 3. Lab. 4. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Curriculum, instruction, management, and assessment for grades K-4 in diverse and inclusive settings. Practicum embedded into course. A minimum grade of B is required to meet degree requirements.

**Delete:** Corequisite: ECSP 4000

**Add:** “A minimum grade of B is required to meet degree requirements.” to course description.

**From:**

ECSP 4300(5300). Assessment of Young Children Cross-listing: ECED 4300(5300) Lec. 3. Credit 3.  
Prerequisite: Admission to the Teacher Education Program, CFS 2400, CFS 2410, or consent of instructor.  
Theories, principles and practices associated with child find, assessment, and evaluation of young children, their families, and their environments.

**To:**

ECSP 4300(5300). Assessment of Young Children Cross-listing: ECED 4300(5300) Lec. 3. Credit 3.  
Prerequisite: Full admission to the Teacher Education Program, CFS 2400, CFS 2410, or consent of instructor. Theories, principles and practices associated with child find, assessment, and evaluation of young children, their families, and their environments.

**Add:** "Full" wording to admission requirement.

**From:**

ECSP 4870. Student Teaching I Cross listing: ECED 4870 Credit 5.  
Corequisite: ECSP 4880 and ECSP 4890. Activities directly related to teaching performance, planning and presenting lessons, directing study, and managing the classroom. A grade of B is required to meet degree requirements.

**To:**

ECSP 4870. Student Teaching I Cross listing: ECED 4870 Credit 5.  
Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4880 and ECSP 4890.  
Activities directly related to teaching performance, planning and presenting lessons, directing study, and managing the classroom. A *minimum* grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECSP 4871. Residency I Credit 5.  
Prerequisite: FOED 3810 grade "B" or better, Corequisite: ECSP 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A grade of B is required to meet degree requirements.

**To:**

ECSP 4871. Residency I Credit 5.  
Prerequisite: ECED 3310 and FOED 3810 grade "B" or better; Full admission to the Teacher Education Program, and full admission to Residency I. Corequisite: ECSP 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements.

**Add:** Add "ECED 3310" as a prerequisite. Add "Full admission to the Teacher Education Program and full admission to Residency I." as a prerequisite. Insert comma after "colleagues and others". Add word "minimum" to grade requirement for class.

**From:**

ECSP 4872. Professional Seminar I. Credit 5.

Corequisite: ECSP 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**To:**

ECSP 4872. Professional Seminar I. Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECSP 4880. Student Teaching II Cross-Listing: ECED 4880 Credit 5.

Corequisite: ECSP 4870 and ECSP 4890. Continuation of ECSP 4870 in a different setting. A grade of B is required to meet degree requirements.

**To:**

ECSP 4880. Student Teaching II Cross-Listing: ECED 4880 Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4870 and ECSP 4890. Continuation of ECSP 4870 in a different setting. A *minimum* grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECSP 4881. Residency II Credit 10.

Prerequisite: ECSP 4871 with a grade of B. Corequisite: ECSP 4882. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice.

**To:**

ECSP 4881. Residency II Credit 10.

Prerequisite: ECSP 4871 with a grade of B, and Full admission to the Teacher Education Program.

Corequisite: ECSP 4882. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements.



**Add:** Add “, and Full admission to the Teacher Education Program.” to prerequisite. Add “A minimum grade of B is required to meet degree requirements.” statement to description.

**From:**

ECSP 4882. Professional Seminar II Credit 2.

Corequisite: ECSP 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**To:**

ECSP 4882. Professional Seminar II Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ECSP 4890. Seminar: Student Teaching/Internship Cross-listing: CFS4890 Lec. 2. Credit 2.

Examination of important professional topics, including a personal and professional profile, a portfolio, a resume, professional behavior, and professional organizations. Analysis of personal and professional resources.

**To:**

ECSP 4890. Seminar: Student Teaching/Internship Cross-listing: ECED 4890

Lec. 2. Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4870 and ECSP 4880. Examination of important professional topics, including a personal and professional profile, a portfolio, a resume, professional behavior, and professional organizations. Analysis of personal and professional resources.

**Delete:** Cross-listing: CFS 4890

**Add:** Cross-listing: ECED 4890. Prerequisite: Full admission to the Teacher Education Program. Corequisite: ECSP 4870 and ECSP 4880.

**From:**

ELED 3140. Teaching of Social Studies Lec. 2. Credit 2.

Prerequisite: Admission to the Teacher Education Program. Corequisite: ELED 3152, ELED 4140, FOED 3800. Current practices, research, innovations, and unit method are emphasized.

**To:**

ELED 3140. Teaching of Social Studies Lec. 2. Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ELED 3152, ELED 4140, FOED 3800. Current practices, research, innovations, and unit method are emphasized.

**Add:** “Full” wording to admission requirement.

**From:**

ELED 4140. Science for Elementary Teachers Lec. 2. Credit 2.

Prerequisite: Admission to the Teacher Education Program. Corequisite: ELED 3140, ELED 3152, FOED 3800. Curricula content of elementary school science including materials and methods of developing understanding and skills in science for children.

**To:**

ELED 4140. Science for Elementary Teachers Lec. 2. Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ELED 3140, ELED 3152, FOED 3800. Curricula content of elementary school science including materials and methods of developing understanding and skills in science for children.

**Add:** "Full" wording to admission requirement.

**From:**

ELED 4871. Residency I Credit 5.

Prerequisite: FOED 3810 and grade "B" or better. Corequisite: ELED 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A grade of B is required to meet degree requirements.

**To:**

ELED 4871. Residency I Credit 5.

Prerequisite: FOED 3810 and FOED 3800 grade "B" or better, Full admission to the Teacher Education Program and full admission to Residency I. Corequisite: ELED 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements.

**Add:** Prerequisite: FOED 3800; add "Full admission to the Teacher Education Program and full admission to Residency I." to prerequisite. Add "minimum" to grade requirement for class.

**From:**

ELED 4872. Professional Seminar I Credit 5.

Corequisite: ELED 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**To:**

ELED 4872. Professional Seminar I Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ELED 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ELED 4881. Residency II

Credit 10.

Prerequisite: ELED 4871 with a grade of B. Corequisite: ELED 4882. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A grade of B is required to meet degree requirements.

**To:**

ELED 4881. Residency II

Credit 10.

Prerequisite: ELED 4871 with a grade of B. Full admission to the Teacher Education Program.

Corequisite: ELED 4882. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A *minimum* grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ELED 4882. Professional Seminar II

Credit 2.

Corequisite: ELED 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**To:**

ELED 4882. Professional Seminar II

Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: ELED 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

ESLP 4100(5100). ESL Methodology and Materials for PreK-12 Lec.3. Credit 3.

Prerequisite: Admission to the Teacher Education Program. Current approaches, methodologies, techniques, and materials for teaching ESL primarily in preK-12 situations; developing literacy skills appropriate for age and language proficiency levels.

**To:**

ESLP 4100(5100). ESL Methodology and Materials for PreK-12 Lec.3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Current approaches, methodologies, techniques, and materials for teaching ESL primarily in preK-12 situations; developing literacy skills appropriate for age and language proficiency levels.

**Add:** "Full" wording to admission requirement.

**From:**

ESLP 4200(5200). ESL Assessment: Reading and Writing Lec. 3. Credit 3.  
Prerequisite: ESLP 4100 (5100), LING 4511(5511), and SEED 4125 (5125) or CUED 4150. Assessing proficiency for ESL placement and eventual integration into school curriculum (mainstreaming) with special emphasis on language literacy skills: reading and writing.

**To:**

ESLP 4200(5200). ESL Assessment: Reading and Writing Lec. 3. Credit 3.  
Prerequisite: Full admission to the Teacher Education Program. ESLP 4100 (5100), and LING 4511 (5511). Assessing proficiency for ESL placement and eventual integration into school curriculum (mainstreaming) with special emphasis on language literacy skills: reading and writing.

**Delete:** “and SEED 4125 (5125) or CUED 4150” as prerequisite.

**Add:** “Full admission to the Teacher Education Program” as prerequisite.

**From:**

ESLP 4300(5300). Field Experience in ESL Credit 3.  
Prerequisite: ESLP 4100 (5100) and ESLP 4200 (5200), or consent of instructor. Teaching ESL in preK-12 under supervision of experienced ESL staff: writing objectives, planning lessons, materials evaluation, testing.

**To:**

ESLP 4300(5300). Field Experience in ESL Credit 3.  
Prerequisite: Full admission to the Teacher Education Program; ESLP 4100 (5100) or consent of instructor. Teaching ESL in preK-12 under supervision of experienced ESL staff: writing objectives, planning lessons, materials evaluation, testing.

**Delete:** “and ESLP 4200(5200)” from prerequisite.

**Add:** Add “Full admission to the Teacher Education Program.” to prerequisite.

**From:**

FOED 1820. Introductory Field Experience ~~Lab. 3.~~ Credit 1.  
Corequisite: FOED 2011. Observational field experience of FOED 2011 content conducted in an-authentic educational settings appropriate for licensure area(s). For all licensure majors, not available for freshmen.

**To:**

FOED 1820. Introductory Field Experience Credit 1.  
Corequisite: FOED 2011. Observation and discussion of authentic educational settings appropriate for licensure area(s). For all licensure majors, not available for freshmen. A minimum grade of B is required to meet degree requirements.

**Delete:** Lab. 3.; Delete “Observational field experience of FOED 2011 content conducted in an” phrase.

**Add:** “Observation and discussion of” phrase. Add “A minimum grade of B is required to meet degree requirements.” to course description.

**From:**

FOED 1822. Introductory Field Experience and Orientation ~~Lab. 3.~~ Credit 1.  
Corequisite: FOED 2011. Observational field experience of FOED 2011 content conducted in authentic educational settings appropriate for licensure area(s). For freshmen only.

**To:**

FOED 1822. Introductory Field Experience and Orientation Credit 1.  
Corequisite: FOED 2011. Observation and discussion of authentic educational settings appropriate for licensure area(s). For freshmen only. A minimum grade of B is required to meet degree requirements.

**Delete:** Lab. 3.; Delete “Observational field experience of FOED 2011 content conducted in” phrase.

**Add:** “Observation and discussion of” phrase. Add “A minimum grade of B is required to meet degree requirements.” to course description.

**From:**

FOED 2011. Introduction to Teaching and Technology Lec. 2. Credit 2.  
Corequisite: FOED 1820, all licensure majors. FOED 1822, for freshmen only. An overview of school in America, the role and responsibility of the teacher, and an introduction to instructional technology principles and practices.

**To:**

FOED 2011. Introduction to Teaching and Technology Lec. 2. Credit 2.  
Corequisite: FOED 1820, all licensure majors. FOED 1822, for freshmen only. An overview of school in America, the role and responsibility of the teacher, and an introduction to instructional technology principles and practices. A minimum grade of B is required to meet degree requirements.

**Add:** “A minimum grade of B is required to meet degree requirements.” to course description.

**From:**

FOED 3010. Integrating Instructional Technology into the Classroom Lec. 3. Credit 3.  
Prerequisite: FOED 2011 or the equivalent. Using, integrating and evaluating instructional technology in today’s classroom. Requirement: A minimum of grade of B to demonstrate a candidate’s competency in technology integration prior to student teaching.

**To:**

FOED 3010. Integrating Instructional Technology into the Classroom Lec. 3. Credit 3.  
Prerequisite: FOED 2011 or the equivalent. Using, integrating and evaluating instructional technology in today’s classroom. Requirement: A minimum of grade of B to demonstrate a candidate’s competency in technology integration prior to Residency I.

**Delete:** “student teaching” wording from description.

**Add:** “Residency I” wording to description.

**From:**

FOED 3800. Field Experiences in Education Lab. 4-12. Credit 1-3.  
Prerequisite: Full admission to the Teacher Education Program. Supervised work experiences in public schools stressing the translation of theory into practice.

**To:**

FOED 3800. Field Experiences in Education Lab. 4-12. Credit 1-3.

Prerequisite: Full admission to the Teacher Education Program. Supervised work experiences in public schools stressing the translation of theory into practice. A minimum grade of B is required to meet degree requirements.

**Add:** "A minimum grade of B is required to meet degree requirements." to course description.

**From:**

FOED 3810. Field Experiences in Education Lab. 4-12.

Supervised work experiences in public schools stressing the translation of theory into practice.

**To:**

FOED 3810. Field Experiences in Education Lab. 4-12. Credit 1-2.

Prerequisite: Full admission to the Teacher Education Program. Supervised work experiences in public schools stressing the translation of theory into practice. A minimum grade of B is required to meet degree requirements.

**Add:** Credit 1-2.; Prerequisite: Full admission to the Teacher Education Program. "A minimum grade of B is required to meet degree requirements." to course description.

**From:**

FOED 3820. Field Experiences in Education Lab. 4-12.

Supervised work experiences in public schools stressing the translation of theory into practice.

**To:**

FOED 3820. Field Experiences in Education Lab. 4-12. Credit 1-2.

Prerequisite: Full admission to the Teacher Education Program. Supervised work experiences in public schools stressing the translation of theory into practice. A minimum grade of B is required to meet degree requirements.

**Add:** Credit 1-2. Prerequisite: Full admission to the Teacher Education Program. "A minimum grade of B is required to meet degree requirements." to course description.

**From:**

FOED 3830. Field Experiences in Education Lab. 4-12.

Supervised work experiences in public schools stressing the translation of theory into practice.

**To:**

FOED 3830. Field Experiences in Education Lab. 4-12. Credit 1.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: CUED 4150. Supervised work experiences in public schools stressing the translation of theory into practice. A minimum grade of B is required to meet degree requirements.

**Add:** Credit 1. Prerequisite: Full admission to the Teacher Education Program.  
Corequisite: CUED 4150. "A minimum grade of B is required to meet degree requirements." to course description.

**From:**

READ 3313. Literacy for Special Populations Lec. 5. Credit 5.

Prerequisite: or corequisite: Admission to teacher education required. This course is an integration of concepts fundamental to the development of literacy from birth through middle grades. It includes a study of language development and communication skills, language arts, content area reading, and the assessment and selection of appropriate instructional strategies based upon student need.

**To:**

READ 3313. Literacy for Special Populations Lec. 5. Credit 5.

Prerequisite: FOED 3810 and Full admission to the Teacher Education Program. This course is an integration of concepts fundamental to the development of literacy from birth through middle grades. It includes a study of language development and communication skills, language arts, content area reading, and the assessment and selection of appropriate instructional strategies based upon student need.

**Delete:** "or corequisite: Admission to teacher education required." wording.

**Add:** Prerequisite: FOED 3810 and Full admission to the Teacher Education Program.

**From:**

SEED 4120(5120). Materials and Methods of Teaching English Lec. 3. Credit 3.

Prerequisite: Admission to Teacher Education Program; CUED 4150; FOED 3830; READ 4411 (5411); and SPCH 2410. Corequisite: FOED 3820. Prerequisite or corequisite: Prerequisite or Corequisites: Any two of the following: ENGL 3810, ENGL 3820, ENGL 3910, or ENGL 3920; and READ 3350. Principles, objectives, techniques, and evaluation in secondary school teaching of English.

**To:**

SEED 4120(5120). Materials and Methods of Teaching English Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program; READ 4411 (5411); and SPCH 2410. Corequisite: FOED 3820. Prerequisite or Corequisites: Any two of the following: ENGL 3810, ENGL 3820, ENGL 3910, or ENGL 3920; and READ 3350. Principles, objectives, techniques, and evaluation in secondary school teaching of English.

**Delete:** Prerequisite: Admission to Teacher Education Program; CUED 4150; FOED 3830;

Delete extra wording "Prerequisite or corequisite:"

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SEED 4122(5122). Materials and Methods of Teaching Mathematics Lec. 3. Credit 3.

Prerequisite: Admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of mathematics.

**To:**

SEED 4122(5122). Materials and Methods of Teaching Mathematics Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of mathematics.

**Add:** "Full" wording to admission requirement.

**From:**

SEED 4123(5123). Materials and Methods of Teaching the Sciences Lec. 3. Credit 3.

Prerequisite: Admission to the Teacher Education Program. Corequisite: FOED 3820 Principles, objectives, techniques, and evaluation in secondary school teaching of the sciences.

**To:**

SEED 4123(5123). Materials and Methods of Teaching the Sciences Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: FOED 3820 Principles, objectives, techniques, and evaluation in secondary school teaching of the sciences.

**Add:** "Full" wording to admission requirement.

**From:**

SEED 4124(5124). Materials and Methods of Teaching Social Studies Lec. 3. Credit 3.

Prerequisite: Admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of social studies.

**To:**

SEED 4124(5124). Materials and Methods of Teaching Social Studies Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of social studies.

**Add:** "Full" wording to admission requirement.

**From:**

SEED 4125(5125). Materials and Methods of Teaching Foreign Language Lec. 3. Credit 3.

Prerequisite: Admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of foreign languages.

**To:**

SEED 4125(5125). Materials and Methods of Teaching Foreign Language Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: FOED 3820. Principles, objectives, techniques, and evaluation in secondary school teaching of foreign languages.

**Add:** "Full" wording to admission requirement.

**From:**

SEED 4422(5422). Teaching Secondary Mathematics Using Technology Lec. 3. Credit 3.

Prerequisite: full admission to the second level. Exploring technologies specific to mathematics teaching and appropriate applications of these technologies in the classroom.

**To:**

SEED 4422(5422). Teaching Secondary Mathematics Using Technology Lec. 3. Credit 3.



Exploring technologies specific to mathematics teaching and appropriate applications of these technologies in the classroom.

**Delete:** Prerequisite: full admission to the second level.

**From:**

SEED 4871. Residency                      Credit 5.

Prerequisite: FOED 3820 grade "B" or better. Corequisite: SEED 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A grade of B is required to meet degree requirements.

**To:**

SEED 4871. Residency I    Credit 5.

Prerequisite: FOED 3820 grade "B" or better, Full admission to the Teacher Education Program and full admission to Residency I. Corequisite: SEED 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program, and full admission to Residency I. Add word "minimum" to grade requirement for class.

**From:**

SEED 4872. Professional Seminar I                      Credit 5.

Corequisite: SEED 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**To:**

SEED 4872. Professional Seminar I                      Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SEED 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SEED 4881. Residency II                                      Credit 10.

Prerequisite: SEED 4871 with a grade of B. Corequisite: SEED 4882. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice.

**To:**

SEED 4881. Residency II Credit 10.

Prerequisite: SEED 4871 with a grade of B. Full admission to the Teacher Education Program.

Corequisite: SEED 4882. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A *minimum* grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program. Add "A grade of B is required to meet degree requirements." to course description.

**From:**

SEED 4882. Professional Seminar II Credit 2.

Corequisite: SEED 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**To:**

SEED 4882. Professional Seminar II Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SEED 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 3000. Teaching Persons with Disabilities in the Regular Classroom Lec. 3. Credit 3.

Prerequisite: Full admission to the second level. Alternatives in educational assessment, materials, methods, and procedures for the regular classroom teacher.

**To:**

SPED 3000. Teaching Persons with Disabilities in the Regular Classroom Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Alternatives in educational assessment, materials, methods, and procedures for the regular classroom teacher.

**Delete:** "Full admission to the second level" as prerequisite.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 3030. The Education of Persons with Learning Disabilities Lec. 3. Credit 3.

Prerequisite: SPED 2010. This course will provide an intensive study of background information and current perspectives in specific learning disabilities. Concepts of neurological dysfunction, dyslexia, perceptual impairments, etc., are reviewed from an interdisciplinary perspective. Emphasis on knowledge, comprehension, and evaluation of these concepts as they apply to education and behavior management strategies. Considerations in diagnosis and educational programming are developed.

**To:**

SPED 3030. The Education of Persons with Learning Disabilities Lec. 3. Credit 3.

Prerequisite: SPED 2010. Full admission to the Teacher Education Program. This course will provide an intensive study of background information and current perspectives in specific learning disabilities. Concepts of neurological dysfunction, dyslexia, perceptual impairments, etc., are reviewed from an interdisciplinary perspective. Emphasis on knowledge, comprehension, and evaluation of these concepts as they apply to education and behavior management strategies. Considerations in diagnosis and educational programming are developed.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 3050. Universal Design for Special Education Lec. 5. Credit 5.

Prerequisite: SPED 2010; admission to teacher education required. This course is designed to provide candidates with an extensive overview of research based strategies for improving student outcomes through universally designed planning of environment, instruction, and assessment. The course will also focus on service delivery models, methods, and procedures for including the use of state and federal mandates.

**To:**

SPED 3050. Universal Design for Special Education Lec. 5. Credit 5.

Prerequisite: SPED 2010; Full admission to the Teacher Education Program. This course is designed to provide candidates with an extensive overview of research based strategies for improving student outcomes through universally designed planning of environment, instruction, and assessment. The course will also focus on service delivery models, methods, and procedures for including the use of state and federal mandates.

**Delete:** "admission to teacher education required" wording as prerequisite.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4030. Applied Behavior Analysis for Teachers Lec. 3. Credit 3.

Prerequisite: Admission to the Teacher Education Program. Overview of the principles of behavior applied to instructional management.

**To:**

SPED 4030. Applied Behavior Analysis for Teachers Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Overview of the principles of behavior applied to instructional management.

**Add:** "Full" wording to admission requirement.

**From:**

SPED 4100. Collaboration and Inclusive Practice Lec. 3. Credit 3.

Prerequisite: SPED 2010, SPED 4050 (5050), admission to teacher education required. Corequisite: Residency I. This course is designed so candidates can gain research-based and practical knowledge of inclusion, collaboration, and co-teaching. It is designed for the special educator who will be working in resource or inclusive settings in the local education agency.

**To:**

SPED 4100. Collaboration and Inclusive Practice

Lec. 3. Credit 3.

Prerequisite: SPED 2010, SPED 4050 (5050), Full admission to the Teacher Education Program.

Corequisite: Residency I. This course is designed so candidates can gain research-based and practical knowledge of inclusion, collaboration, and co-teaching. It is designed for the special educator who will be working in resource or inclusive settings in the local education agency.

**Delete:** "admission to teacher education required" wording as prerequisite.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4200(5200). Teaching Students with Autism Spectrum Disorders

Lec. 3. Credit 3.

Within the context of persons with ASD, this course is designed to provide the student with a model of the teaching process progressing from identification, to instructional design, to the use of research-validated methods for instructional delivery and the provision of needed educational, social, academic, and behavioral supports.

**To:**

SPED 4200(5200). Teaching Students with Autism Spectrum Disorders

Lec. 3. Credit 3.

Prerequisite: Full admission to the Teacher Education Program. Within the context of persons with ASD, this course is designed to provide the student with a model of the teaching process progressing from identification, to instructional design, to the use of research-validated methods for instructional delivery and the provision of needed educational, social, academic, and behavioral supports.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4870. Student Teaching I

Credit 5.

Corequisite: SPED 4880 and SPED 4890. Activities directly related to teaching performance; planning and presenting lessons, directing study, and managing the classroom. A grade of B is required to meet degree requirements.

**To:**

SPED 4870. Student Teaching I

Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4880 and SPED 4890. Activities directly related to teaching performance; planning and presenting lessons, directing study, and managing the classroom. A *minimum* grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4871. Residency I

Credit 5.

Prerequisite: FOED 3810 grade "B" or better. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A *minimum* grade of B is required to meet degree requirements.

**To:**

SPED 4871. Residency I Credit 5.

Prerequisite: FOED 3810 grade "B" or better, Full admission to the Teacher Education Program and full admission to Residency I. Corequisite: SPED 4872. Performance based clinical experience in authentic settings involving planning appropriate instruction based on student's needs, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program and full admission to Residency I. Corequisite: SPED 4872. Add word "minimum" to grade requirement for class.

**From:**

SPED 4872. Professional Seminar I Credit 5.

Corequisite: SPED 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**To:**

SPED 4872. Professional Seminar I Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4871. Seminar for residency I candidates to develop curriculum, identify effective instructional strategies, and implement appropriate assessment methods to support and meet the needs of all learners.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4880. Student Teaching II Credit 5.

Corequisite: SPED 4870 and SPED 4890. Continuation of SPED 4870 in a different setting. A grade of B is required to meet degree requirements.

**To:**

SPED 4880. Student Teaching II Credit 5.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4870 and SPED 4890. Continuation of SPED 4870 in a different setting. A *minimum* grade of B is required to meet degree requirements.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4881. Residency II Credit 10.

Prerequisite: SPED 4871 with a grade of B. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice.

**To:**

SPED 4881. Residency II Credit 10.

Prerequisite: SPED 4871 with a grade of B, and Full admission to the Teacher Education Program. Performance based full time clinical experience in authentic settings involving planning appropriate instruction based on student's needs, demonstrating effective instructional strategies, creating a positive learning environment, communicating and collaborating with colleagues and others, effectively assessing student learning and reflecting on practice. A minimum grade of B is required to meet degree requirements.

**Add:** Prerequisite: and Full admission to the Teacher Education Program. Add "A minimum grade of B is required to meet degree requirements." statement to description.

**From:**

SPED 4882. Professional Seminar II Credit 2.

Corequisite: SPED 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**To:**

SPED 4882. Professional Seminar II Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4881. Seminar for residency II candidates supporting professional development in areas of planning, assessment, instruction, classroom management, communication and reflection.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**From:**

SPED 4890. Seminar: Education and Society Credit 2.

Corequisite: SPED 4870 and SPED 4880. Seminar on issues related to the interrelationships among school, culture, and society; a historical, philosophical, and sociological analysis.

**To:**

SPED 4890. Seminar: Education and Society Credit 2.

Prerequisite: Full admission to the Teacher Education Program. Corequisite: SPED 4870 and SPED 4880. Seminar on issues related to the interrelationships among school, culture, and society; a historical, philosophical, and sociological analysis.

**Add:** Prerequisite: Full admission to the Teacher Education Program.

**Motion.** Dr. Wendt moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Killman.

Ms. Burgess suggested adding the word "minimum" to the sentence "A *minimum* grade of B is required to meet degree requirements" to ECSP 4870; ECSP 4880; ELED 4881; ECED 4870; SEED 4881; SPED 4870; SPED 4880. (Changes are shown in italics in the description changes)

Dr. Wendt and Dr. Killman accepted this as a friendly amendment to the motion. A vote was taken and the motion carried.

### **11. Approval of Curriculum Changes from the School of Agriculture**

In a three memorandums dated September 9 and 19, 2014, approval was requested for the following:

Curriculum Changes – Agricultural Engineering Technology (Sept. 9 memo)

**From:** Upper-division Agriculture Electives Credit 6<sup>2</sup>

Attached footnote: No more than one course from any Agriculture discipline. (AGBE, AGED, AGET, AGHT, AGRN, and ANS)

**To:** Upper-division Agriculture Electives Credit 6<sup>2</sup>

Attached footnote: <sup>2</sup> Select course from any Agriculture discipline.

**From:** AGBE 4030 - Agribusiness Management

**To:** BMGT 3510 – Management and Organization Behavior

**Motion.** Dr. Bruce Greene, representing Dr. Mullens, moved to approve the change effective Fall 2015. The motion was seconded by Dr. Anderson and carried.

Curriculum Change – Animal Science (ANSC) (Sept. 19 memo)

ADDITIONS:

Required 3-credit course, ANS 3310, Meat, Dairy, and Poultry Products

CHANGES:

From: Required 6-credits in Upper Division Agriculture Elective from any agriculture discipline (AGBE, AGED, AGET, AGHT, AGRN and ANS)

*Attached footnote: <sup>2</sup>No more than one course from any agriculture discipline. (AGBE, AGED, AGET, AGHT, AGRN and ANS)*

To: Required 3-credits in Upper Division Agriculture Elective from any agriculture discipline (AGBE, AGED, AGET, AGHT, AGRN, ANS and ATOU)

*Attached footnote: <sup>2</sup> Upper division course from any agriculture discipline. (AGBE, AGED, AGET, AGHT, AGRN, ANS and ATOU)*

From: Mathematics (6-7 hrs) Select two; 1130, 1530, 1630, 1830, 1910

To: Mathematics (6 hrs) Select two; 1130, 1530, 1630, 1830

From: **Chemistry (11 – 12 hrs)**

1010 or 1110

1020 or 1120

CHEM 3005 or 3710

To: **Chemistry (12 hrs)**

1010 or 1110

1020 or 11203

CHEM 3005

From: Computer **Science (3 hrs)**  
1100 or DS 2810 3

To: Computer **Science (3 hrs)**  
DS 2810 3

From: Electives (3 - 5 hrs)

To: Electives (3 hrs)

**Motion.** Dr. Greene moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Anderson and carried.

Curriculum Change – Animal Science (ANS2) Pre-Veterinary Science (Sept. 19 memo)

ADDITIONS:

Required 3-credit course, ANS 3330, Anatomy and Physiology of Livestock Animals

DELETIONS:

Required 3-credit course in an Upper Division Agriculture Elective from any agriculture discipline (AGBE, AGED, AGET, AGHT, AGRN and ANS)

*Attached footnote: <sup>1</sup>No more than one course from any agriculture discipline. (AGBE, AGED, AGET, AGHT, AGRN and ANS)*

CHANGES:

From: Mathematics (6-7 hrs) Select two; 1130, 1530, 1630, 1830, 1910

To: Mathematics (6 hrs) Select two; 1130, 1530, 1630, 1830

**Motion.** Dr. Greene moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Anderson and carried.

## **12. Approval of Course and Curriculum Changes from the Department of Biology**

In a memorandum dated October 9, 2014, approval was requested for the following:

### Course Changes:

Add BIOL 2110 (General Botany) as a prerequisite to BIOL 4330/5330 (Plant Ecology)

FROM:

BIOL 4330/5330 - Plant Ecology Lec. 2. Lab. 3. Credit 3.

Prerequisite: BIOL 3130 or WFS 3130 . Biotic and abiotic factors affecting the distribution and abundance of plant species and the role of plants in ecosystem structure and function.



TO:

BIOL 4330/5330 - Plant Ecology Lec. 2. Lab. 3. Credit 3.

Prerequisite: BIOL 2110 and BIOL/WFS 3130. Biotic and abiotic factors affecting the distribution and abundance of plant species and the role of plants in ecosystem structure and function.

**Motion.** Dr. Kissell moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Mills and carried.

Curriculum Changes:

Add AGRN 3210/3220 (Soils and Soils Laboratory) to the list of directed electives for the Environmental Biology Concentration in the Biology degree.

FROM:

BIOL 4330 (5330) - Plant Ecology Credit: 3. Or

GEOL 4150 (5150) - Geomorphology Credit: 4. Or

GEOL 4711 (5711) - Hydrogeology Credit: 4.

TO:

BIOL 4330 (5330) - Plant Ecology Credit: 3. Or

GEOL 4150 (5150) - Geomorphology Credit: 4. Or

GEOL 4711 (5711) - Hydrogeology Credit: 4. Or

AGRN 3210 and AGRN 3220 – Soils and Soils Laboratory Credit: 4

**Motion.** Dr. Kissell moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Groundland and carried.

**13. Approval of Course Changes from the Department of Chemistry**

In a memorandum dated October 9, 2014, approval was requested for the following:

Course Changes:

From:

a) Undergrad version

**CHEM 4650 (5650) - General Biochemistry Laboratory** Spring. Lab. 6. Credit 2.

Prerequisite: CHEM 4610 (5610) General Biochemistry or concurrent enrollment. Laboratory techniques associated with contemporary general biochemistry to include buffer preparation, pKa determination, amino acid analysis, protein expression, separation and purification techniques, protein determination, enzymology, equilibrium and binding constant determinations, and carbohydrate analysis. The CHEM 5650 student will engage in additional procedures in some of the experiments.

b) Graduate version

**CHEM 4650 (5650) - General Biochemistry Laboratory** Spring. Lab. 6. Cr. 2.

Prerequisite: CHEM 4620 (5620) or concurrent enrollment. Laboratory techniques associated with contemporary general biochemistry to include buffer preparation, pKa determination, amino acid analysis, protein expression, separation and purification techniques, protein determination, enzymology, equilibrium and binding constant determination and carbohydrate analysis. Students enrolled in the 5000-level course will be required to complete additional work as stated in the syllabus.

To:

**CHEM 4650 (5650) - General Biochemistry Laboratory** Fall, Spring. Lab. 6. Credit 2.

Prerequisite: CHEM 4610 (5610) or CHEM 4300. Laboratory techniques associated with contemporary general biochemistry to include buffer preparation, pKa determination, amino acid analysis, protein expression, separation and purification techniques, protein determination, enzymology, equilibrium and binding constant determinations, and carbohydrate analysis. The CHEM 5650 student will engage in additional procedures in some of the experiments.

**Motion.** Dr. Boles moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Frye and carried.

**14. Approval of Course Additions, Deletions and Curriculum Changes from the Department of English**

In a memorandum dated October 1, 2014, approval was requested for the following:

Course Additions:

THEA 2155. Voice and Diction Spring (O) Lec. 3. Credit 3.

Lecture, interactive course covering basic elements of voice production and articulation.

THEA 2200. Stagecraft. Lec. 3. Credit 3. Lecture-laboratory covering basic elements of scenery construction, painting, lighting, stage-properties, and costuming.

THEA 3200. Theatrical Design. Lec. 3. Credit 3. Prerequisite: THEA 2200. THEA 3200 will explore the history, components, and creation of theatrical design. Students will gain a full understanding of the design process and concepts of scenic, lighting, costumes, and sound design. Lectures will provide the background knowledge, while the projects will provide the hands-on design experience.

Course Deletions:

THEA 2150. Oral Interpretation of Literature. Lec. 3 Credit 3.

THEA 3300. Stagecraft. Lec. 3. Credit 3.

Curriculum Changes:

In the sophomore year of the Dramatic Arts Concentration curriculum, delete ENGL 3820 and replace it with THEA 2200.

In the junior year of the Dramatic Arts Concentration curriculum, delete THEA 3300 and replace it with THEA 3200.

In the junior of the Dramatic Arts Concentration curriculum, add ENGL 3820. Change the number of elective hours from nine to six.

Delete THEA 2150 from the list of THEA Directed Electives.

Add THEA 2155 to the list of THEA Directed Electives.

**Motion.** Dr. Pelton moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Barnes and carried.

**15. Approval of Course Additions from the Department of Communication**

In a memorandum dated August 20, 2014, approval was requested for the following:

Course Additions:

SPCH 4900. Independent Study in Communication                      Credit 3.

Prerequisite: SPCH 2410. Directed readings and research for students desiring to work on topics of individual interest beyond the course offerings. Students may not take more than 6 hours TOTAL of the Independent Study toward degree requirements.

SPCH 4901. Independent Study in Communication                      Credit 6.

Prerequisite: SPCH 2410. Directed readings and research for students desiring to work on topics of individual interest beyond the course offerings. Students may not take more than 6 hours TOTAL of the Independent Study toward degree requirements

SPCH 4850. Internship    Credit 3.

Prerequisite: SPCH 2410. A supervised experience in a professional or career setting including: Communication Pedagogy, Debate, Interpersonal, Organizational, Public Relations, and Public Speaking. Students may not take more than 6 hours TOTAL of the Internship toward degree requirements.

SPCH 4851. Internship    Credit 6.

Prerequisite: SPCH 2410. A supervised experience in a professional or career setting including: Communication Pedagogy, Debate, Interpersonal, Organizational, Public Relations, and Public Speaking. Students may not take more than 6 hours TOTAL of the Internship toward degree requirements.

**Motion.** Dr. Wilson moved to approve the additions effective Fall 2015. The motion was seconded by Dr. Groundland and carried.

**16. Approval of Curriculum Change from the Department of Psychology**

In a memorandum dated October 6, 2014, approval was requested for the following:

Curriculum Change:

FROM:

Students select one from the following courses:

PSY 3140 – Experimental Social Psychology                      Lec. 2. Lab. 2. Credit 3.

Prerequisite: PSY 3110. Experimental testing of theories and models, experimental social designs and problems, and assigned and original laboratory projects.

3150 – Cognitive Psychology    Lec. 2. Lab. 2. Credit 3.

Prerequisite: PSY 2010. Experimental methods used in the study of memory, thinking and cognition.

PSY 3160 – Applied Research Methods                                      Lec. 2. Lab. 2. Credit 3.

Prerequisite: PSY 3010. Examination of methods used to research psychological questions of an applied nature in specialties such as industrial, health, consumer, and community psychology. Topics include survey, evaluation, and quasi-experimental research methods.

4140 – Heath Psychology    Lec. 2. Lab. 2. Credit 3.

Prerequisite: PSY 3110. Biopsychosocial approach to examining how stress, personality and lifestyle are related to physical health. Students will experientially explore a variety of coping strategies and relaxation techniques geared toward self-assessment and understanding. Students enrolled in the 5000-level course will be required to complete additional work as stated in the syllabus.

TO:

Students take the following course:

PSY 3020 – Information Literacy in Psychology Lec. 3. Credit 3.

Prerequisite: PSY 2010 and 3 additional PSY credits. The course emphasizes information literacy in reading, evaluating, and summarizing scientific literature in psychology. The course includes exposure to scientific writing (APA format) and basic research concepts and terminology in psychology.

**Motion.** Dr. Zachary Wilcox, representing Dr. Stein, moved to approve the changes effective Fall 2015. The motion was seconded by Dr. Mills and carried.

**17. Approval of FLST 2520 as General Education Core Course in the Humanities/Fines Arts from the General Education**

In a memorandum dated October 22, 2014, approval was requested for the following:

Adopt FLST 2520, Cultures and Peoples of North Africa, as a General Education Core Course in the Humanities/Fine Arts.

**COURSE DESCRIPTION:**

**FLST 2520. The Cultures and Peoples of North Africa. Lecture: 3. Credit: 3.**

**Prerequisites: None.** This course is an introduction to the culture, politics, geography, diversity, arts, social structures, and history of Morocco, Algeria, and Tunisia. Credit will not be given for both FLST 2520 and FLST 3520.

**COURSE CHANGE:**

This course, as approved by the University Curriculum Committee at its September 25, 2014, meeting, would be added to the approved TTU General Education core in Humanities/Fine Arts. The General Education Committee approved this course at its October 7, 2014 meeting.

**EFFECTIVE DATE, if approved by TBR:**

Fall 2015

**Motion,** Dr. Groundland moved to forward this proposal on for TBR approval. The motion was seconded by Dr. Johnson and carried.

**Other Such Matters**

Dr. Armstrong encouraged members to continue working on Faculty Credentials if they have not been completed.

Dr. Huo expressed her appreciation to Dr. Armstrong for his efforts in this endeavor.

The meeting adjourned at 3:55.