

UNIVERSITY CURRICULUM COMMITTEE

Minutes #3 approved (2015 Supplement & 2016-2018 Undergraduate Catalog)

September 17, 2014

Members Present: Bochrath, Cook, Kaesberg, Kennedy, Latham, Lippert, Lieberman, Morey, Neisler, Rosenthal, Standard, Temple, Trefzger

Members Absent: Dustin, Prud'homme, Shim, Shriavastava, Willard

Guests Present: Tony Lorschach, Teaching and Learning; Jess Ray, Registrar

1. Temple convened the meeting at 3:06 p.m.
2. **INTRODUCTIONS:** Members and the guests introduced themselves.
3. **APPROVAL OF MINUTES:** #2 September 10, 2014.

Lieberman moved to approve the minutes and Morey seconded. A few minor corrections were needed. The minutes, as amended, were approved by acclamation of the committee.

4. PROPOSAL ACTION:

MKT MAJOR IN MARKETING (Revise)

Neisler and Shim

INTEGRATED MARKETING COMMUNICATION SEQUENCE (Revise)

PROFESSIONAL SALES SEQUENCE (Revise)

Neisler moved to approve the proposal to revise the Major in Marketing, the Integrated Marketing Communication Sequence, and the Professional Sales Sequence; Cook seconded. Temple asked if there was further discussion. Cook asked if the department had submitted a request to revise course prerequisites (to add MKT 190 as the option to 230) and Ryburn answered that it had been done. The proposal was approved by acclamation of the committee. Catalog copy follows:

MAJOR IN MARKETING

- **68 required hours including 44 hours in required core and non-business courses and 24 hours in Marketing major required and elective courses.**
- **The 44 hours of required core and non-business courses include the following: BUS 100; ACC 131, 132, 270; FIL 185, 240; MKT 190 or 230; MQM 100, 220, 227, 385; ECO 105; ENG 145.13; MAT 121 or 145.**
- **Marketing major required courses (9 hours): MKT 231, 232, 338.**
- **Marketing major elective courses: (15 hours selected from): MKT 233, 234, 236, 245, 310, 311, 324, 325, 326, 329, 331, 332, 333, 334, 335, 337, 339, 345, 350, 398.01, 398.03, 398.04. NOTE: Up to 3 hours of MKT 287 and 398.01 may be counted as part of the 12 hours listed above.**
- **The senior year's work (last 30 hours) must be completed in residence at Illinois State University.**

Students may choose to major with a general Marketing degree or specialize in one of the following sequences:

Integrated Marketing Communication Sequence:

- **The 44 hours of required core and non-business courses include the following: BUS 100; ACC 131, 132, 270; FIL 185, 240; MKT 190 or 230; MQM 100, 220, 227, 385; ECO 105; ENG 145.13; MAT 121 or 145.**
- **Marketing major required courses (9 hours): MKT 231, 232, 338.**
- **Required sequence courses: MKT 233, 333.**

- **Integrated Marketing Communication elective courses: (9 hours selected from): MKT 234, 331, 332, 339.05, 339.09, 398.04 (3 hours); COM 178.**
NOTE: Up to 3 hours of MKT 287 and 398.04 may be counted as part of the 9 hours listed above.
- **The senior year's work (last 30 hours) must be completed in residence at Illinois State University.**

Professional Sales Sequence:

- **The 44 hours of required core and non-business courses include the following: BUS 100; ACC 131, 132, 270; FIL 185, 240; MKT 190 or 230; MQM 100, 220, 227, 385; ECO 105; ENG 145.13; MAT 121 or 145.**
- **Marketing major required courses (9 hours): MKT 231, 232, 338.**
- **Required sequence courses: MKT 234, 334.**
- **Professional Sales sequence elective courses: (9 hours selected from): MKT 311, 324, 325, 326, 329, 398.03.**
NOTE: Up to 3 hours of MKT 287 and 398.03 may be counted as part of the 9 hours listed above.
- **The senior year's work (last 30 hours) must be completed in residence at Illinois State University.**

MKT ADVANCED MARKETING ANALYTICS SEQUENCE (New) Cook and Kaesberg

Cook reported that the department provided appropriate text for the proposal (when asked if the program was over the 62 maximum hours allowed beyond General Education). The proposal has been edited to change the answer to the question about the hours from “no” to “yes” and the text provided was added. Cook noted that some proposals for programs that are over 62 hours (beyond General Education) are approved and some are not. She suggested further discussion about this in the future.

Cook moved to approve the proposal for the new Advanced Marketing Analytics Sequence and Kaesberg seconded. With no further discussion needed, the committee approved the sequence by acclamation. The proposal and executive summary memo will be submitted to the Academic Senate for review. Proposed catalog copy follows:

Advanced Marketing Analytics Sequence:

- **The 44 hours of required core and non-business courses include the following: BUS 100; ACC 131, 132, 270; FIL 185, 240; MKT 190 or 230; MQM 100, 220, 227, 385; ECO 105; ENG 145.13; MAT 120, 121, 144 or 145.**
- **Marketing major required courses (9 hours): MKT 231, 232, 338.**
- **Required sequence courses (9 hours): ACC 271 or IT 244; MKT 245, 345.**
- **Advanced Marketing Analytics elective courses (9 hours selected from): ACC 263, 366; GEO 303; IT 344; MKT 311, 339.13, 398.05 (3 hours). NOTE: Up to 3 hours of MKT 287 and 398.05 may be counted as part of the 9 hours listed above.**
- **The senior year's work (last 30 hours) must be completed in residence at Illinois State University.**
- **All courses required in the major must be completed with a grade of C or better.**

MKT MINOR IN BUSINESS ANALYTICS (New) Cook and Kaesberg

Cook moved to approve the proposal for the new Minor in Business Analytics and Kaesberg seconded. With no further discussion needed, the committee approved the minor by acclamation. The proposal and

executive summary memo will be submitted to the Academic Senate for review. Proposed catalog copy follows:

MINOR IN BUSINESS ANALYTICS

- **27 hours are required. (Courses requiring prerequisites, if not already taken, may result in an increase in hours.)**
- **Foundation Courses (9 hours): MQM 100 or equivalent, MKT 190 or 230, IT 150 or MS Competency.**
- **Required courses (9 hours): ACC 271 or IT 244; MKT 232 or equivalent; MKT 245.**
- **Advanced Applied Elective Courses (9 hours selected from): ACC 263, 366, GEO 303; IT 344, 345; MKT 311, 339.13, 345,**
- **NOTE: A qualifying internship with approval by the Marketing Chairperson may count for up to three hours toward the Minor.**
- **NOTE: At least half (with a minimum of nine) of the credit hours for a minor must be distinct from any hours the student counts toward a major within the same department or school.**

TCH MAJOR IN MIDDLE LEVEL TEACHER EDUCATION (Revise) Dustin and Kennedy

Kennedy summarized last week's discussion of the proposal to revise the Major in Middle Level Teacher Education. Kennedy moved to approve the proposal, Temple seconded. With no further discussion needed, the committee approved the proposal by acclamation. Catalog copy follows:

Middle Level Teacher Education Programs

Degree Offered: B.S., B.S. in Ed.

Program Admission Requirements for New and Continuing Students:

Admission to this academic program is limited and is based on space availability and the competitiveness of the applicant pool. Factors that may be considered include, but are not limited to: courses completed, cumulative GPA, hours completed, personal interview or written statement, and samples of work completed. For additional information on minimum requirements for admission and the application and selection process, visit IllinoisState.edu/majors or contact the undergraduate advisor for the intended major.

Academic Requirements:

To register for TCH 130, the Middle Level Teacher Education program entry course, students must have achieved:

- 1. A minimum cumulative and major GPA of 2.50.**
- 2. A minimum grade of C in both ENG 101 and COM 110.**
- 3. All sections of the State of Illinois Test of Academic Proficiency (TAP) passed (see following description).**

Students should contact their Teaching and Learning advisors for additional information. State of Illinois Test of Academic Proficiency (TAP):

All middle level teacher education majors are required to pass all sections of the State of Illinois Test of Academic Proficiency (TAP) before registering for TCH 130. For this reason

students should take the State of Illinois Test of Academic Proficiency (TAP) (fee required) as early as possible.

MAJOR IN MIDDLE LEVEL TEACHER EDUCATION

Professional Requirements:

- 43 hours in Professional Education required. Leading to Illinois Professional Educator License: Middle Level Grades 5-9.
- Required courses: TCH 101, 130, 207, 233, 296, 306, 333, 394, 395, 396, 399.55 (12 hours of Student Teaching); EAF 228 or 231 or 235.
- In addition, effective February 1, 2012 students who are applying for their Illinois Professional Educator License or additional endorsements must have a grade of C or better in all coursework required as part of their licensure program. This includes all endorsement areas, major courses and professional education.

Content Area Requirements:

School of Teaching and Learning advisors will assist the Middle Level Teacher Education major in planning coursework in both the primary and secondary content areas.

Unlike preparation for senior high school teaching, the middle school demands broad preparation across the several disciplines that constitute a subject area at this level. To meet these broad field demands in their selected teaching areas, pre-service teachers in the Illinois State program are guided through coursework that is specifically attuned to the curriculum requirements of the middle school.

A primary feature of the Middle Level Teacher Education program is the experience that the pre-service teacher gains in working with young adolescent youth in the school environment. Simultaneously with the coursework in the categories previously described, the candidate in the program engages in a variety of clinical experiences working with students in middle schools. Candidates that begin their last year in the program during the fall semester will be placed in a year-long partnership program for their senior year teacher education experience. Partnership schools may be located in any area of Illinois. In fulfilling its strong commitment to young adolescent education, Illinois State University works closely with these schools to provide maximal opportunities for majors in the development of teacher-student interaction skills.

Candidates completing the Middle Level professional education requirements above must also choose two additional areas of specific endorsement in a specific content area. Those areas include: Mathematics, English Language Arts, Social Studies, Science, or English Language Learner (EL).

Middle Level Content Area Endorsement Options:

(Candidates must complete the requirements below for a minimum of two areas)

Middle Level Mathematics Endorsement (29 hours): MAT 119, 130.01, 131, 202, 302, 309, 312, and 314.

Middle Level English Language Arts Endorsement (27 hours): ENG 110, 128 or 145, 130, 243, 272; TCH 235, 236, 237, and 238.

Middle Level Science Endorsement (26 hours): BSC 101.01; CHE 110; GEO 102, 207 and 211; PHY 105 and 205; TCH 239 and 351.

Middle Level Social Science Endorsement (28 hours): ECO 105; GEO 135; HIS 104; POL 106; TCH 352; and from Group I Western Civilization (select one): HIS 101 or 102; from Group II US

History (select one): HIS 135 or 136; and Group III (select two): GEO 205, 215, or 235; HIS 220, 222, 223, 241, 246, 257, 258, 259, 261, 262.

Middle Level English Learner Endorsement (18 hours): ENG 143; TCH 248, 249, 320, 334 and 398 (required for all MLE majors).

Illinois State Board of Education licensure and endorsement requirements are subject to change. Students should consult their advisors for any changes in state requirements.

A teacher education candidate for initial Professional Educator License must earn a grade of C or better in student teaching in order for the Dean of the College of Education to recommend that the Evaluations Office send to the candidate the proper documentation to apply for the appropriate Professional Educator License be issued by the Illinois State Board of Education.

THD THEATRE EDUCATION SEQUENCE (Revise)

Standard and Morey

Standard reported that the proposal has been edited and the changes made that were suggested at the last meeting (adding 8 hours to the STT 399 course and changing the answer to the question asking if the program is over 62 hours beyond General Education from “no” to “yes”). She added that the program hours (64) did not change as a result of this program revision.

Standard moved to approve, Morey seconded. With no further discussion, the committee approved the proposal, as amended, by acclamation. Catalog copy follows:

Theatre Teacher Education Sequence:

- **42 hours in Theatre and Dance required. Part of entitlement program leading to a professional educator license: secondary 6-12 endorsement.**
- **Required courses: THD 101, 102 (2 hours), 103, 104, 110, 113/313, 130, 160, 185 (2 hours), 237, 240, 280, 285 (2 hours), 385, and 1 course selected from THD 261, 340, 341, or 362.**
- **Students are required to enroll in THD 185/285 for a minimum of 1/2 credit hour their first semester and to complete a total of 4 credit hours of prescribed field activities in Theatre Education as a part of their program.**
- **The School recommends that students who plan to teach in high school take COM 123 and 223.**
- **The School strongly recommends that Theatre Teacher Education candidates complete an endorsement in a second teaching field.**
- **To qualify for licensure, students must complete the Professional Education Requirements: EAF 228 or 231 or 235; TCH 212, 216, 219; PSY 215; 8 hours of STT 399 Student Teaching.**
- **NOTE: All Teacher Education students are required to pass the State of Illinois Test of Academic Proficiency (TAP) in reading, writing and mathematics before registering for TCH 216 and 219. For this reason, students should take the State of Illinois Test of Academic Proficiency (TAP) (fee required) as early as possible.**

5. PROPOSAL DISCUSSION:

TCH MAJOR IN ELEMENTARY EDUCATION (Revise)

Lieberman and Lippert

Tony Lorschbach was present from the School of Teaching and Learning. Lieberman distributed handouts and presented a review of the proposal to revise the Major in Elementary Education.

- The School of Teaching and Learning proposes the revision of the Major in Elementary Education in order to align with Illinois State Board of Education changes in licensure.
- Courses required for the Middle Level Endorsement (PSY 302; TCH 233.01; and 18 hours in content area) were deleted.

- They designated specific General Education courses and content courses to meet state requirements.
- Letters of support for the courses outside of the school were provided.
- They added a 9-12 course elective option, which will allow students to pursue one of five endorsements or areas of focus: English Learner Endorsement, Reading Teacher Endorsement, Bilingual Teacher Endorsement, Special Education Focus and Diverse Learner Focus.
- A rationale for the changes was provided, which was “to align with the 2010 ISBE Illinois Professional Teaching Standards and 2013 ISBE Standards for Elementary Teachers. The proposed revisions more fully integrate and backward map Common Core Standards, edTPA, and the Danielson Framework (based on student and partnership feedback). They fulfill the State of Illinois graduation requirements for all Teacher Education majors. The changes also allow students the choice of endorsement tracks to enhance their licensure and employability.”
- They reworded the catalog copy to reflect the mandated 2014 move from “certification” to “Professional Educator License” with areas of endorsement.
- They changed the grade span configuration from K-9 certification to 1-6 grade endorsement. Middle Level Education can no longer be an endorsement on an elementary license; it must be a stand-alone endorsement area. Previously, to make sure that Elementary Education students met the requirements of the Middle Level Endorsement, the program had 24 hours built in to provide 6 hours of middle level methods and 18 hours of required content area.
- Provision in this revision has also been made in cooperation with the Department of English to provide students an undergraduate, elementary focused option for completing an English Learner Endorsement. According to Illinois School Code, all teachers in classrooms with between 1-9 English Language Learners must have the EL endorsement.
- The School indicated that there will be some impact on General Education requirements for candidates in the revised Elementary Education program. They also noted that additional instructional positions will be needed to support this revision for both course changes and additional clinical supervision needed. They are working with the College of Education and the Provost Office as enrollment numbers become more predictable.

Questions/Comments:

- The reviewers noted that there was not a letter of support from the Department of Economics for the addition of ECO 103 and 105. Latham answered that they have verbal support at the department and college level. Rosenthal added that he could provide the support documentation if necessary.
- Latham mentioned that Illinois State University has the only stand-alone Middle Level program. Years ago, they had to make room for middle level endorsement (24 hours) in the Elementary Education program. Now, the state has asked for the middle level endorsements to be a separate program, which meant that they had 24 hours to use to revamp the Elementary Education program. Middle level content that was in the Elementary Education program exists in the Major in Middle Level Education.
- The reviewers asked that the catalog copy on the proposal be edited to remove the asterisk before MAT 201 and to remove the sentence * “6 hours of MAT 130, 152, or 202 are Department of Math prerequisites for MAT 201.” Ryburn will edit the proposal.
- There was discussion about the list of General Education courses. It was suggested to remove the list of General Education courses and instead have a list of “Elementary Education General Education” courses.

With no further discussion, the proposal to revise the Elementary Education Program will be an action item on the next meeting agenda.

4. LIAISON REPORTS:

- a. Council on General Education – Lieberman- No report.

- b. Council for Teacher Education – Temple reported that the CTE met and discussed edTPA and that they were told that ISU is a national leader in implementation. Other non-curricular issues were discussed.
- c. Academic Affairs Committee – Lippert reported that the committee discussed the revision of graduation requirements, writing across the curriculum, and Global Studies. After open forums they will discuss these issues again. The committee provided feedback responding to a Higher Learning report and Rosenthal presented the dual degree document to the committee.

6. MISCELLANEOUS:

Morey reported that she had attended a Mennonite College of Nursing curriculum committee meeting.

7. STAFF REPORT:

- a. Global Studies Course Request: THD 271 Studies of Non-Western Film. UCC approval is required. Kaesberg moved to approve THD 271 as a Global Studies course, Kennedy seconded and without further discussion needed, the course was approved by acclamation of the committee.
 - b. Ryburn – There are proposals to review on October 1, 2014.
8. **ADJOURNED:** Neisler moved to adjourn the meeting and Morey seconded. The meeting was adjourned at 3:54 p.m. The next meeting will be held on October 1, 2014.

9. **INFORMATION:** The University Curriculum Committee Executive Secretary approved the following:

New Courses:

SED

394 TEACHING YOUNG ADOLESCENTS WITH DISABILITIES
3 sem. hrs.

This course examines disability categories and characteristics, legal mandates, instructional methods, and appropriate modifications for MLE students. Includes 20 hours of clinical experience. Also offered as TCH 394. Prerequisites: Concurrent registration in TCH 207, 233 and 296.

TCH

101 INTRODUCTION TO MIDDLE GRADES EDUCATION
1 sem. hr.

Foundational knowledge in becoming a teacher in grades 5-8. Introductory course for middle level education majors. Prerequisite: Middle Level major only.

207 LITERACY INSTRUCTION IN CULTURALLY AND LINGUISTICALLY DIVERSE MIDDLE LEVEL CLASSROOMS
3 sem. hrs.

This course prepares teacher candidates to engage in culturally responsive research-based practices to support diverse learners in middle level classrooms. Prerequisites: Concurrent registration in TCH 233, 296 and 394.

TCH**235 FOUNDATIONS OF READING IN MIDDLE LEVEL EDUCATION
3 sem. hrs.**

Theoretical bases for reading instruction as it relates to the teaching of reading to early adolescent learners. Field experience required.

**236 TEACHING LITERACY THROUGH ADOLESCENT LITERATURE
3 sem. hrs.**

Focus on genres of adolescent literature to teach the literacy skills required in middle level English language arts classrooms.

**237 ENGLISH LANGUAGE ARTS WRITING METHODS FOR MIDDLE SCHOOL
3 sem. hrs.**

This course explores English language arts writing methods for the middle school classroom. Prerequisites: Admission to Professional Studies; TCH 235.

**238 LITERATURE METHODS FOR MIDDLE LEVEL EDUCATION
3 sem. hrs.**

Connects theoretical bases for effective teaching to practical applications in a middle level English Language Arts classroom. Prerequisites: TCH 235 and 236.

**239 TEACHING SCIENTIFIC INQUIRY TO MIDDLE LEVEL LEARNERS
3 sem. hrs.**

Introduces students to scientific inquiry by examining science as a way of knowing and experiencing scientific inquiry the in middle level classroom. Prerequisite: TCH 130.

**296 MIDDLE LEVEL EDUCATION CLINICAL I
3 sem. hrs.**

Middle level internship in a 5 through 8 grade setting. This is the first of two internships in the middle level program. Prerequisites: Concurrent registration in TCH 207, 233, and 394.

**334 ENGLISH LEARNERS IN THE MIDDLE LEVEL CLASSROOM
3 sem. hrs.**

This course provides methods and materials of teaching English Learners at the middle grade level. Includes 10 clinical experience hours. Prerequisites: Middle Level Teacher Education majors only; TCH 233, 248 and 249; 2.5 overall and major GPA; Admission to Professional Studies.

**394 TEACHING YOUNG ADOLESCENTS WITH DISABILITIES
3 sem. hrs.**

This course examines disability categories and characteristics, legal mandates, instructional methods, and appropriate modifications for MLE students. Includes 20 hour clinical experience. Also offered as SED 394. Prerequisites: Concurrent registration in TCH 207, 233 and 296.

**396 MIDDLE LEVEL EDUCATION CLINICAL II
3 sem. hrs.**

In this course students will reflect upon field experiences in their major programs. Not for credit if had TCH 398 Professional Practice. Prerequisites: Concurrent registration in TCH 306, 333, and 395.

Revised Courses:

TCH

(Revised title and description, changed hours)

130 BECOMING A MIDDLE GRADES TEACHER

3 sem. hr.

Explores the distinctive role of young adolescent education in the public school, contrasted with elementary and senior high school education. Formerly *INTRODUCTION TO EDUCATION OF THE YOUNG ADOLESCENT*.

(Revised prerequisites)

233 TEACHING AND LEARNING IN MIDDLE LEVEL EDUCATION

3 sem. hrs.

Organizational structure of American public education; provisions for young adolescent education; understanding the characteristics of the young adolescent student; the role of the teacher of young adolescents. Includes satisfactory completion Clinical Experiences: 20 hours, Type 5. Formerly *MIDDLE LEVEL EDUCATION AND THE YOUNG ADOLESCENT*. Prerequisites: Middle Level Teacher Education Major only; concurrent registration with TCH 207, 296 and 394. Grade of C or better in TCH 130 taken within seven years. 2.50 overall GPA. Grade of C or better in ENG 101 and COM 110. All sections of State of Illinois Test of Academic Proficiency (TAP) passed.

(Revised prerequisites)

306 LITERACY AND TECHNOLOGY ACROSS MIDDLE LEVEL DISCIPLINES

3 sem. hrs.

Study of early adolescent literacy learning and instruction. Includes satisfactory completion Clinical Experiences: 20 hours, Type 1, 6, 9, 10. Formerly *EARLY ADOLESCENCE LITERACY LEARNING*. Prerequisites: Concurrent registration with TCH 333, 395, and 396.

(Revised prerequisites)

333 MIDDLE LEVEL CURRICULUM

3 sem. hrs.

Curriculum designs, principles of curriculum development, and problems encountered by practitioners in early adolescent education. Clinical Experiences: 30 hours, Type 1-5. Prerequisites: Middle Level Teacher Education major only or consent of program coordinator. Grade of C or better in TCH 233 taken within seven years. Major and overall GPA of 2.50. Admission to Professional Studies. Concurrent registration with TCH 390, 395 and 396.

(Revised prerequisites)

395 ISSUES AND STRATEGIES IN MIDDLE LEVEL TEACHING

3 sem. hrs.

Philosophy, functions, curricula of young adolescent education as implemented in middle schools. Relationships between pupils' developmental characteristics, needs, and behaviors and development of school programs. Problems, issues, evaluation and accreditation of junior high/middle schools. Clinical Experiences: 30 hours, Type 1-5. Formerly *CURRENT TOPICS AND ISSUES IN MIDDLE LEVEL EDUCATION*. Prerequisites: Middle Level Teacher Education major only or consent of program coordinator. Major and overall GPA of 2.50. Admission to Professional Studies. concurrent registration in TCH 306, 333 and 396.

Decimalized Course:

ART

371.01 DIGITAL 3D - NON-MAJORS

3 sem. hrs.

Exploration of digital 3D tools and processes. Theory and projects merge the virtual and physical form. Not for credit if had ART 359 *COMPUTER-BASED ART AND GRAPHIC DESIGN*.

Prerequisites: Non-majors only; consent of the instructor and School.

Deleted Course:

MUS

266 CHORAL METHODS I

2 sem. hrs.

This course covers vocal skill development and pedagogy; choral methods, materials, and management; and clinical teaching experiences. Includes Clinical Experience: 15 hours, Type 1-5, 9. Prerequisites: Grade of C or better in TCH 210 and 212. Music Education major or minor only. Completion of piano proficiency. Admission to Professional Studies.

Editorial Requests:

EAF (for the 2015 Supplement to the 2014-2016 Undergraduate Catalog):

228 SOCIAL FOUNDATIONS

3 sem. hrs.

Education as a social process and function, social origins of contemporary educational problems. Diverse field experience hours are required. Prerequisite: 45 hours completed.

231 INTRODUCTION TO PHILOSOPHY OF EDUCATION

3 sem. hrs.

Philosophical inquiry into educational policies and practices. Diverse field experience hours are required. Prerequisite: 45 hours completed.

235 HISTORICAL FOUNDATIONS

3 sem. hrs.

Inquiry into the history of American public schooling. Diverse field experience hours are required. Prerequisite: 45 hours completed.

FCS

(Revised description)

309 COUPLE RELATIONSHIPS

3 sem. hrs.

An interactional approach to the study of intimate pairings: establishing couple relationships and developing effective intimate pairing communication; an overview of marriage enrichment history, programs, practice, theory, and research. Prerequisite: FCS 200.

FCS

(Revised description and prerequisite)

361 FASHION HISTORY I
3 sem. hrs.

Analysis of fashion from antiquity to 1899, in relation to social and cultural environments. Emphasis on western world. Prerequisites: Junior standing.

(Revised description and prerequisite)

362 FASHION HISTORY II
3 sem. hrs.

Analysis of fashion from 1900 to today in relation to social and cultural environments. Emphasis on designers and innovators. Prerequisites: Junior standing.

(Revised description)

371 ADVANCED MERCHANDISING
3 sem. hrs.

Merchandising practices as related to current issues in management, as well as planning, developing, and presenting soft good lines. Prerequisite: FCS 369.

GEO

(Revised description)

142 HUMAN GEOGRAPHY **UST**
3 sem. hrs.

Introduction to geographic dimensions of human, political, cultural, economic, and environmental activity in the United States and within a broader world context. May not be taken under the CT/NC option. Not for credit if had GEO 140.

TCH (*For the 2015 Supplement to the 2014-2016 Undergraduate Catalog*):

(Changed title, revised description, prerequisite)

321 METHODS AND MATERIALS FOR BILINGUAL AND ENGLISH LANGUAGE LEARNERS
3 sem. hrs.

Survey of methods and development of materials for teaching bilingual/bicultural and English language learners. Formerly *BILINGUAL/BICULTURAL METHODS AND MATERIALS*. Prerequisites: Bilingual language proficiency or consent of instructor.