

UNIVERSITY CURRICULUM COMMITTEE

Minutes #8 approved (2016-2017 Undergraduate Catalog)

December 2, 2015

Members Present: Cook, Latham, Lippert, Morey, Prud`homme, Rosenthal, Segelcke, Shim, Spreier, Standard, Stapleton, Temple, Trefzger

Members Absent: Colclasure, Dustin, Lieberman, Neisler, Willard

Guests Present: Jim Pancrazio, Language, Literatures, and Cultures; Paula Crowley, Special Education; Danielle Lindsey, Office of the Registrar

1. Temple convened the meeting at 3:05 p.m.
2. **INTRODUCTIONS:** Members and guests introduced themselves.
3. **APPROVAL OF MINUTES:** Meeting Minutes #7, November 11, 2015.

Standard moved to approve the minutes as amended, Stapleton seconded. The committee approved the minutes as amended by acclamation (with one abstention).

4. LIAISON REPORTS:

- a. Council on General Education – Lieberman – No report.
- b. Council for Teacher Education – Temple reported on the University’s 100% pass rate for the edTPA so far this year. Illinois State is one of the national leaders in the percentage of students passing the edTPA exam.
- c. Academic Affairs Committee – Lippert – No report.

5. MISCELLANEOUS:

a. Temple, Lieberman: Question about Chinese and Japanese Courses for AMALI Credit:

Temple reported that he and Lieberman met three times and then separately with Roger Thomas, Languages, Literatures, and Cultures, to discuss his request to add Chinese and Japanese language courses to the AMALI course list.

It was decided that Rosenthal would ask Roger Thomas to provide a written request addressing how the courses meet the AMALI criteria. A decision will be made based on whether the courses meet the AMALI criteria (see below).

b. Temple, Lieberman, and Stapleton: Report on AMALI Course Outcomes Document:

Temple reminded the committee that they are tasked with making recommendations to the Academic Senate regarding the current AMALI graduation requirement and whether it should stay, go, or be modified.

Background information:

AMALI GRADUATION REQUIREMENT

Students must have completed at least one course in AMALI (that is, cultures and traditions of Asia, the Middle East, Africa, Latin America, or Indigenous Peoples of the World), (Formerly Global Studies) which must meet the

following criteria: (a) the course focuses primarily upon facets of specific cultures from these regions or these cultures in general (a minimum of 75 percent of the course content must deal directly with the culture(s) from these regions); (b) exploration of the culture(s) is developed in a comparative perspective which helps the student understand and appreciate differences between the culture(s) under consideration and cultures and traditions of America; and (c) the course includes exposure to primary writings and artifacts from the culture(s).

NOTE: Several years ago the AMALI term was changed in the catalog to Global Studies without appropriate approvals. Last year, this was corrected and AMALI replaced Global Studies in the catalog. Campus Solutions continues to show Global Studies for the graduation requirement until it can be corrected at some time in the future.

Temple presented a review of the report from the AMALI faculty on course outcomes for the AMALI courses.

- What is the UCC definition of “culture”?
- The AMALI faculty perceive they have been excluded from the decision making process.
- How might the UCC help facilitate a perception and reality of inclusion?
- AMALI faculty noted that the AMALI component had been a long-term and valuable contribution to curricular diversity and internationalization at ISU as far back as the 1980s.
- Faculty reiterated the importance of AMALI graduation requirements either in terms of addressing the preponderant US/Western European perspective of undergraduate education or in terms of the growing importance of the AMALI countries or cultures.
- They stated reservations about the general vagueness of the proposal to allow a study abroad program to fulfill the current graduation requirement, noting these may be ten-day or two-week stays.
- The AMALI faculty generated the following learning outcomes:
 1. Cultural, historic, and geographical knowledge of AMALI areas of the world.
 2. Cultural imagination, empathy, personal and social responsibility in AMALI context.
 3. Existing knowledge, research, and/or perspectives in AMALI context.
 4. Development of analytical skills in AMALI context.
 5. Textual comprehension of AMALI context.
 6. Reports information effectively, takes perspective, and makes informed judgments in a variety of genres, contexts, and disciplines in AMALI context.
 7. Intercultural competency and awareness of verbal and non-verbal cultural norms of communication in AMALI areas.

There was a lively discussion including remarks from James Pancrazio, faculty member from Languages, Literatures, and Cultures who was representing the AMALI faculty, and Paula Crowley from Special Education. Pancrazio mentioned that there is a group of faculty working on course outcomes study abroad experiences. It was recommended that Dr. Pancrazio meet with that group to discuss how outcomes may or may not overlap. Pancrazio requested and received a copy of the course outcome document from the other committee. Dr. Crowley urged UCC to get a recommendation to the Senate quickly because we all want our graduates to be prepared to be global citizens. She said that “students are ready for this.”

c. Rosenthal: Survey Questions for Writing in the Disciplines and AMALI

Based on recommendations from University Assessment Services, Rosenthal handed out a revised draft of the survey questions that, pending more input from the UCC, will be sent to faculty and students asking for feedback on the AMALI graduation requirement and the proposed Writing in the Disciplines (WID) issues:

EMAIL with link to survey:

The University Curriculum Committee is exploring two possible changes to undergraduate degree requirements. Would you please provide feedback on the following options concerning AMALI (formerly "Global Studies") and Writing in the Disciplines?

Written comments are particularly appreciated.

Your comments will inform any recommendation for change that UCC would make to the Academic Senate.

AMALI survey question:

Current requirement: Currently, ISU undergraduates must complete one AMALI course in order to graduate. That course is defined as "cultures and traditions of Asia, the Middle East, Africa, Latin America, or Indigenous Peoples of the World," which must meet the following criteria: (a) the course focuses primarily upon facets of specific cultures from these regions or these cultures in general (a minimum of 75 percent of the course content must deal directly with the culture(s) from these regions); (b) exploration of the culture(s) is developed in a comparative perspective which helps the student understand and appreciate differences between the culture(s) under consideration and cultures and traditions of America; and (c) the course includes exposure to primary writings and artifacts from the culture(s)." Supporting documentation for option A can be found at: URL.

Proposed revised requirement: Students would complete one AMALI course as above OR student would complete a minimum of one 3 credit hour course abroad, regardless of destination. Supporting documentation for option B can be found at: URL.

I prefer:

- Current Requirement
- Proposed Requirement
- Other

Writing in the Disciplines survey question:

Current requirement: Currently, ISU has no standard undergraduate writing requirement beyond English 101 and a course in the Language in the Humanities category of General Education. Transfer students fulfill this requirement by taking Composition I and II as part of the IAI transferable core curriculum.

Proposed requirement: Proposed new graduation requirement: All undergraduate students must complete two writing in the disciplines (WID) courses in order to graduate. The requirement is designed to increase students' proficiency in writing in the major field and to prepare students for the kinds of writing they will need for career fields related to their major.

A writing-intensive designation signifies that writing constitutes a substantive component of both the learning and the assessment in the course. In a writing-intensive course

- the development of student writing is a stated outcome
- writing is a valued and repeated part of the assigned work
- writing is discussed in terms of disciplinary or field-specific conventions and expectations
- students revise and improve their writing through feedback
- writing typically comprises more than 30% of the final grade.

Supporting documentation for option B can be found at: URL.

I prefer:

- _ Current Requirement
- _ Proposed Requirement
- _ Other

There will be more discussion about these two issues at a future UCC meeting.

6. STAFF REPORT:

Rosenthal:

- He will send to advisors the document regarding the changes to the Associate Degree (A.S.) that was recently mandated. The document will be on the Academic Senate agenda soon.
- He received department responses about the Advanced Placement changes and will send them to Ryburn so she can distribute them to the committee.

Ryburn: There are no proposals ready for review at this time. The next meeting will be announced in January after the start of the spring semester.

7. **ADJOURNED:** Temple called for adjournment, the committee agreed by acclamation, and adjourned at 4:25 p.m. The next meeting will be called in January 2016 on a date to be announced.

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

New Courses:

BUS

285 BUSINESS FUNDAMENTALS EXAM
0 sem. hr.

The exam covers all the topics included in the business core curriculum. A minimum score is required. Prerequisite: Concurrent registration in MQM 385.

HSC

305 PUBLIC HEALTH LEADERSHIP
3 sem. hrs.

Examination of theoretical foundations, concepts, styles and practice of leadership in public health. Prerequisite: HSC 190.

MUS

226 FOREIGN LANGUAGE DICTION FOR SINGERS - ITALIAN/GERMAN
2 sem. hrs.

Explores Italian and German lyric diction through continued proficiency using the symbols and corresponding sounds of the International Phonetic Alphabet. Prerequisites: Successful completion of MUS 127; Performance major or concurrent registration in MUS 137, 237, or 437; or consent of the department.

227 FOREIGN LANGUAGE DICTION FOR SINGERS: FRENCH
2 sem. hrs.

Explore French lyric diction through continued proficiency using the symbols and corresponding sounds of the International Phonetic Alphabet. Prerequisites: Successful completion of MUS 127;

Performance major or concurrent registration in MUS 137, 237, or 437; or consent of the department.

Revised Courses:

ATK

(Revised description, prerequisite)

320 PROGRAMMING DYNAMIC MEDIA 3 sem. hrs.

Programming concepts using a graphical, dataflow environment for media-based performance, interactive installation, and generative art/sound. Prerequisite: Arts Technology major or consent of the instructor.

MUS

(Changed title, description and revised prerequisites)

127 INTRODUCTION TO DICTION: THE INTERNATIONAL PHONETIC ALPHABET (IPA) 2 sem. hrs.

Introduction to International Phonetic Alphabet (IPA) symbols and corresponding sounds as applied to the Italian, German, and French languages. Formerly *FOREIGN LANGUAGE DICTION FOR SINGERS*. Prerequisite: Concurrent registration in MUS 137, 237, or 437; or consent of the department.

Deleted Course:

MUS

128 DICTION FOR SINGERS: ITALIAN AND ENGLISH 2 sem. hrs.

Italian and English stage diction for singers, using the International Phonetic Alphabet. Prerequisites: MUS 126 or concurrent registration in MUS 126, 137, or 237.

Decimalized Course:

PHY

380A80 TOPICS IN CONTEMPORARY PHYSICS: BIOPHYSICS OF NEUROLOGICAL SYSTEMS 3 sem. hrs.

Biophysical principles of cell signaling and communication, including mathematical modeling, computer simulations and hands-on lab activities. Prerequisites: Completion of 75 hours. Consent of the instructor.

Editorial Requests:

FCS

111 INTRODUCTION TO TEACHING FAMILY AND CONSUMER SCIENCES 3 sem. hrs.

Introduction to family and consumer sciences teaching profession; emphasis on planning curriculum, observing programs, professionalism, diversity, and history of the field. Includes Clinical Experience: 20 hours, Type 1. Formerly *INTRODUCTION TO THE FAMILY AND CONSUMER SCIENCES EDUCATOR ROLE*. Prerequisite: FCS 101.

232 RESOURCE MANAGEMENT FOR INDIVIDUALS AND FAMILIES

3 sem. hrs.

Problem solving approach to the use of managerial components and their functional relationships to the complexities of today's living. Prerequisites: FCS 101. Major or minor only or consent of the instructor.

306 PSYCHOSOCIAL CARE OF CHILDREN AND FAMILIES IN HEALTHCARE ENVIRONMENTS

3 sem. hrs.

Application of human development theories and developmentally appropriate practices to the psychosocial care of children and families in healthcare environments. Includes Clinical Experiences. Formerly *SEMINAR IN CHILD LIFE STUDIES*. Prerequisite: FCS 231 or 250 or 251 or 254 or consent of the instructor.

307 ADVANCED CHILD DEVELOPMENT APPLICATIONS

3 sem. hrs.

Application of research in the development and guidance of infants, toddlers and preschool age children as related to family and society. Includes Clinical Experience: 32 hours. Prerequisite: FCS 250 or 251 or 254.

335 FAMILY LIFE EDUCATION METHODS

3 sem. hrs.

Introduction to the profession of family life education and the development, implementation and evaluation of family life education programming. Prerequisites: FCS 231 and junior standing.

345 INTERIOR DESIGN BUSINESS PRACTICES

2 sem. hrs.

Practices and procedures of professional design firms. Emphasis on business ownership, programming, purchasing procedures, billing hours, contracts and business forms. Prerequisite: FCS 340.

363 BEREAVEMENT, GRIEF AND LOSS

3 sem. hrs.

Examination of concepts and relevant issues of bereavement, grief and loss. Prerequisites: FCS 231, 310 or 364, and junior standing or consent of the instructor.

HON**102 HONORS SEMINAR**

1-4 sem. hrs.

Interdisciplinary sessions for students in the Honors Program. Presented by one or more specialists on the topic, explores a semester theme. May be repeated if topic is different; maximum 6 hours. Formerly IDS 102 *HONORS COLLOQUIUM*. Topics are listed below.

HON**102A17 HONORS MINDSET SEMINAR**

1 sem. hr.

Introduction to the Honors Program. Students will explore the Dimensions of Honors Learning and develop skills to undertake Honors learning throughout their undergraduate career. Formerly IDS 102A17 *HONORS FRESHMAN SEMINAR*. Materials charge optional. Prerequisite: Admission to the Honors Program.

Editorial Requests (continued):

102A70 PRESIDENTIAL SCHOLARS FRESHMAN SEMINAR

1 sem. hr.

Interdisciplinary sessions for Presidential Scholar students in the Honors Program. Presented by one or more specialists on the topic, explores a semester theme. Formerly IDS 102A70.

102A87 CITY AS TEXT

1-3 sem. hrs.

Interdisciplinary course for students in the Honors Program. This course is designed to transform a student's ability to perceive a global city through the senses of a resident and as a result be able to interpret experiences in their own city with an increased perspective. May be repeated once for credit. Formerly IDS 102A87. Prerequisite: Admission to the Honors Program.

202 ADVANCED HONORS SEMINAR

3 sem. hrs.

Presented by a specialist dealing with a semester's topic for students in the Honors Program. May be repeated if topic is different (see below). Formerly IDS 202 *ADVANCED HONORS COLLOQUIUM*.

202A75 ADVANCED HONORS SEMINAR: INTERDISCIPLINARY INVESTIGATIONS

1 sem. hr.

This course for Presidential Scholars will focus on interdisciplinary connections and ways disciplines can inform and influence each other. Formerly IDS 202A75. Prerequisites: HON 102A17 or 102A70; consent of the Honors Program.

202A76 ADVANCED HONORS SEMINAR: INNOVATION AND INQUIRY

1 sem. hr.

This course for Presidential Scholars will address issues of critical thinking, problem solving, academic investigations, and research. Formerly IDS 202A76 *ADVANCED HONORS SEMINAR: CRITICAL THINKING AND INQUIRY*. Prerequisites: HON 102A17 or 102A70; consent of the Honors Program.

202A77 ADVANCED HONORS SEMINAR: LEADERSHIP IN ACTION

1 sem. hrs.

This course for Presidential Scholars will study the critical qualities of successful leaders and facilitate an applied leadership experience. Formerly IDS 202A77. Prerequisites: HON 102A17 or 102A7; consent of the Honors Program.

285 HONORS UNDERGRADUATE RESEARCH

1-6 sem. hrs.

Honors student assists a faculty member on the faculty member's research project. May be repeated; maximum of 6 hours. Formerly IDS 285. Prerequisite: Consent of Honors Program.

286 HONORS UNDERGRADUATE RESEARCH II

1-6 sem. hrs.

Continuation of IDS 285. May be repeated; maximum of 6 hours. Formerly IDS 286. Prerequisite: HON 285.

299 HONORS INDEPENDENT STUDY

1-6 sem. hrs.

Intensive work in a special area of the student's major or minor. Each individual project is to culminate in a comprehensive written report or examination. Maximum of 6 hours may be applied

toward graduation. Limit of 9 hours HON 299 and 395 combined may count toward graduation. Prerequisites: Consent of the instructor, department or school, and the Honors Program.

395 HONORS THESIS

1-6 sem. hrs.

Intensive research in a special area of the student's major. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Maximum of 6 hours may be applied toward graduation. Limit of 9 hours of HON 299 and 395 combined may count toward graduation. Formerly IDS 395. Prerequisites: Consent of instructor, department or school, and the Honors Program. The same prerequisites apply to the following discipline-specific Honors Thesis courses.

395A01 HONORS THESIS: ECONOMICS

1-6 sem. hrs.

Intensive research in Economics. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A01. Prerequisites: Consent of the instructor, department and the Honors Program.

395A02 HONORS THESIS: ENGLISH

1-6 sem. hrs.

Intensive research in English. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A02. Prerequisites: Consent of the instructor, department and the Honors Program.

395A03 HONORS THESIS: PSYCHOLOGY

1-6 sem. hrs.

Intensive research in Psychology. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A03. Prerequisites: Consent of the instructor, department and the Honors Program.

395A04 HONORS THESIS: MATHEMATICS

1-6 sem. hrs.

Intensive research in Mathematics. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly 395A04. Prerequisites: Consent of the instructor, department and the Honors Program.

395A05 HONORS THESIS: COMMUNICATION SCIENCES AND DISORDERS

1-6 sem. hrs.

Intensive research in Speech Pathology and Audiology. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A05 *HONORS THESIS: SPEECH PATHOLOGY AND AUDIOLOGY*. Prerequisite: Consent of the instructor, department, and the Honors Program.

395A06 HONORS THESIS: ANTHROPOLOGY

1-6 sem. hrs.

Intensive research in Anthropology. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A06. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A07 HONORS THESIS: BIOLOGY

1-6 sem. hrs.

Intensive research in Biological Sciences. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A07. Prerequisites: Consent of the instructor, school, and the Honors Program.

Editorial Requests (continued):

HON

395A08 HONORS THESIS: COMMUNICATION

1-6 sem. hrs.

Intensive research in Communication. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A08. Prerequisites: Consent of the instructor, school, and the Honors Program.

395A09 HONORS THESIS: PHILOSOPHY

1-6 sem. hrs.

Intensive research in Philosophy. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A09. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A10 HONORS THESIS: ART

1-6 sem. hrs.

Intensive research in Art. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A10. Prerequisites: Consent of the instructor, school, and the Honors Program.

395A11 HONORS THESIS: HISTORY

1-6 sem. hrs.

Intensive research in History. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A11. Prerequisites: Consent of the instructor, department, and the Honors Program.

395.A12 HONORS THESIS: FRENCH

1-6 sem. hrs.

Intensive research in French. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A12. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A13 HONORS THESIS: GERMAN

1-6 sem. hrs.

Intensive research in German. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A13. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A14 HONORS THESIS: POLITICAL SCIENCE

1-6 sem. hrs.

Intensive research in Politics and Government. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A14. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A15 HONORS THESIS: SPANISH

1-6 sem. hrs.

Intensive research in Spanish. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A15. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A16 HONORS THESIS: MUSIC

1-6 sem. hrs.

Intensive research in Music. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A16. Prerequisites: Consent of the instructor, school, and the Honors Program.

395A17 HONORS THESIS: CHEMISTRY

1-6 sem. hrs.

Intensive research in Chemistry. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A17. Prerequisites: Consent of the instructor, department and the Honors Program.

395A18 HONORS THESIS: GEOGRAPHY-GEOLOGY

1-6 sem. hrs.

Intensive research in Geography-Geology. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A18. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A19 HONORS THESIS: CRIMINAL JUSTICE SCIENCES

1-6 sem. hrs.

Intensive research in Criminal Justice Sciences. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A19. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A20 HONORS THESIS: BIOCHEMISTRY/MOLECULAR BIOLOGY

1-6 sem. hrs.

Intensive research in Biochemistry/Molecular Biology. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A20. Prerequisites: Consent of the instructor, school, and the Honors Program.

395A21 HONORS THESIS: PHYSICS

1-6 sem. hrs.

Intensive research in Physics. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A21. Prerequisites: Consent of the instructor, department, and the Honors Program.

395A22 HONORS THESIS: BILINGUAL/BICULTURAL EDUCATION

1-6 sem. hrs.

Intensive research in Bilingual/Bicultural Education. Each individual project is to culminate in a comprehensive written thesis and an oral defense of the thesis. Formerly IDS 395A22. Prerequisites: Consent of the instructor, department, and the Honors Program.

IDS

194 CAREERS FOR HEALTH PROFESSIONALS

1 sem. hr.

Information and experience on careers in medicine, dentistry, osteopathy, podiatry, optometry, pharmacy, veterinary medicine, occupational therapy and physical therapy. Not for credit if had BSC 298A01. CR/NC only. Prerequisite: Consent of the pre-professional advisor.

298A02 PROFESSIONAL PRACTICE: MENTORSHIP IN HEALTHCARE PROFESSIONS

1 sem. hr.

Work in a mentorship environment with practicing professionals in specific areas of healthcare, including medicine, dentistry, optometry, and veterinary medicine. Not for credit if had BSC 298A02. CR/NC only. Prerequisites: IDS 194; a minimum 3.50 GPA and consent of the pre-professional advisor.

Editorial Requests (continued):

MQM

385 ORGANIZATIONAL STRATEGY

3 sem. hrs.

Integration of the decision-making processes involved in each of the major functional areas of business. Materials charge optional. Prerequisites: ACC 166 or ACC 270; FIL 185, 240; MQM 220, 227; MKT 230, all with grades of C or better. Senior standing. Concurrent registration with BUS 285. Business major only.

MSC

101 INTRODUCTION TO LEADERSHIP: INDIVIDUAL EFFECTIVENESS

1 sem. hr.

Introduction to leadership from perspective of the member of an effective organization. Self-enhancement skills such as time management techniques, problem solving and decision-making processes, and health enrichment actions. May not be taken as a P/NP (Passing/Not Passing) course option.

102 INTRODUCTION TO LEADERSHIP: TEAMWORK

1 sem. hr.

Basic leadership fundamentals, principles, and experiences. Relevant for all organizational leaders. Purpose is to examine how the individual organizational member and the team are affected by leaders and leadership decisions. May not be taken as a P/NP (Passing/Not Passing) course option.

111 APPLIED LEADERSHIP II

2 sem. hrs.

Examines leadership within military organizations and structure. Introduces map reading fundamentals and application of land navigation principles using the lensatic compass and terrain association. Provides opportunities to exercise leadership skills to meet established goals and objectives within specific time constraints. May not be taken as a P/NP (Passing/Not Passing) course option.

112 APPLIED LEADERSHIP

2 sem. hrs.

Provides more in-depth and critical assessment of leadership within American society. Students are challenged to learn and apply leadership principles. Group research projects designed to research, examine, and analyze leaders and leadership within community context. May not be taken as a P/NP (Passing/Not Passing) course option.

220 ADVANCED LEADERSHIP AND TACTICS I

3 sem. hrs.

Provides general knowledge and understanding of advanced leadership principles, small unit offensive operations, land navigation, and the operating systems. May not be taken as a P/NP (Passing/Not Passing) course option. Prerequisite: consent of the instructor.

221 ADVANCED LEADERSHIP AND TACTICS II

3 sem. hrs.

Provides knowledge and understanding of advanced combat leadership techniques, small unit defensive operations, patrolling, and land navigation. May not be taken as a P/NP (Passing/Not Passing) course option. Prerequisites: Registration in AROTC and MSC 220 or consent of the instructor.

Editorial Requests (continued):

MSC

240 ADVANCED APPLIED LEADERSHIP I

3 sem. hrs.

Fundamental concepts of military justice; principles of court-martial and non-judicial punishment; staff principles and procedures in the Army organizational structure. Part I of a two-semester capstone experience prior to commissioning. May not be taken as a P/NP (Passing/Not Passing) course option. Prerequisite: Registration in AROTC Advanced Course or consent of the instructor.

241 ADVANCED APPLIED LEADERSHIP II

3 sem. hrs.

Introduction to professionalism and military professional responsibility. Provides students with a capstone experience in leadership studies before their transition to officership. May not be taken as a P/NP (Passing/Not Passing) course option. Prerequisite: Registration in AROTC Advanced Course or consent of the instructor.

SED

207 ASSISTIVE TECHNOLOGY FOUNDATIONS

1 sem. hr.

Definitions, laws, and consideration processes related to assistive technology for individuals with disabilities. Includes lab experiences. Materials charge optional. Not for credit if had SED 379 *ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH DISABILITIES*.

230 USING ASL AND OTHER VISUAL LANGUAGE SYSTEMS

2 sem. hrs.

Analyzing and using American Sign Language and English sign language systems. Both receptive and expressive communication required. Includes lab experience. Formerly *AMERICAN SIGN LANGUAGE II*. Materials charge optional. Prerequisite: SED 130 or consent of the department chair.

360 TRANSITION FROM SCHOOL TO ADULTHOOD

3 sem. hrs.

Use of transition assessment and self-determination opportunities in educational planning for individuals with disabilities. Includes Clinical Experiences: Approximately 10-20 hours. May require transportation. Prerequisite: SED 206; All sections of the State of Illinois Test of Academic Proficiency (TAP) must be passed.

366 TECHNOLOGY APPLICATIONS IN TODAY'S CLASSROOM

1 sem. hr.

Make data-based assistive and instructional technological decisions and engage in technology-mediated learning networks. Includes lab experiences. Materials charge optional. Prerequisites: SED 207. Admission to Professional Studies. Concurrent registration in SED 251.

SOC

106 INTRODUCTION TO SOCIOLOGY ICL

3 sem. hrs.

Critical examination of the relationship between social forces and the experiences of individuals and groups focusing on the nature of social reality, social structures, and social change.

Reactivated Course:

GEO

370 URBAN AND REGIONAL PLANNING

3 sem. hrs.

Introduction to the planning process and the major elements used in plan implementation such as zoning regulations, subdivision regulations, and the official map. Field research may be required.

Prerequisite: GEO 204 or consent of the instructor.