

University Courses & Curricula Committee 2015-2016

January 27th, 2015
Talley Student Union 4140
12:30pm-2:30pm

Call to Order 12:30pm

- Welcome and Instructions, Chair Dr. Scott Despain
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of UCCC January 13th, 2016 Minutes
- Course and Curricular Business
- PackPlanner demo with Charles Cliff (R&R)

New Business

- Review of the Consent Agenda

Presenter	Action	Type	Notes
Driscoll	HI 420 <i>European Diplomatic History</i>	Drop	Drop Course
	HI 435 <i>Europe Since 1945</i>	Drop	Drop Course
	HI 480 <i>Scientific Revolution: 1300-1700</i>	Drop	Drop Course
	PSY 201 <i>Controversial Issues in Psychology</i>	Drop	Drop Course
	PSY 220 <i>Orientation to Psychology</i>	Drop	Drop Course
Tarpy	CALS Courses Not Taught in 5 Years	Drop	See Attached for Full List

College of Education			
Presenter	Reviewers	Action	Type
Hessling	Banks, Currie, Ferguson	13 SCIEDBS—13SCIEDES	Revision: 8 semester display & removal of Middle Grades collaborative math/science program
	Black, Lindsay, Trivedi	13MTHEDBS—13MTHEDMSM, 13MTHEDCPS, 13MTHEDMS, 13MTHEDMA, 13MTHEDSD, 13MTHEDST	Revision: 8 semester displays & removal of ECI 305 from all 6 curricula

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

University Courses and Curricula Committee – January 13th, 2015

Talley Student Union 4140

Call to Order: 12:32 PM

Members Present: Chair, Scott Despain, David Auerbach, Peter Hessling, Mian Wu, Andy Nowel, Catherine Driscoll, Shweta Trivedi, Kathleen Rieder, Maria Oliver-Hoyo, Betty Black, Elizabeth Fath, Edwin Lindsay, Debbie Currie, Scott Ferguson, Amanda Beller.

Ex-Officio Members Present: Rebecca Swanson, Li Marcus, Sarah Howard, Charles Cliff, Brittany Mastrangelo, Kevin Burge.

Guests: Dr. Jodi Hall, Dr. Karen Keene

Welcome and Introductions

- **Remark from Chair Dr. Scott Despain**

Welcome Back and Thank You from Barbara Kirby. A few guests—Jodi Hall and Karen Keene. Maria is subbing for Alton. Rep from RR is Kevin Burge. Welcome. Goal this semester: have projector repaired or replaced.

- **Approval of UCCC December 9th, 2015 Minutes**

- Approved , One abstention

New Business:

- **Consent Agenda-- Approved Unanimously**

- **Course and Curricular Business**

- **BAE 200 *Computer Methods in Biological Engineering* Approved, One abstention**

Discussion: Members thought the course looked good, but wondered why there was a question mark in CIM for the final SIS Program Code. Members think an electronic posting statement is a good thing to have for Moodle, and requested that the final letter grades and ranges should read “greater than or equal to”.

- **17LSFY—17BAI *B.A in Biology Intended* Approved Unanimously**

Discussion: The action was presented and approved without further discussion.

- **11AGEDNRS, 11EXTEDAEY, 11PSSPAE Approved, One Abstention**

Discussion: The action was presented and approved without further discussion.

- **ENG 382 *Film and Literature* Approved, One abstention**

Discussion: The action was presented and approved without further discussion.

- **FLA 318 *Egyptian Culture through Film* Approved, One Abstention**

Discussion: The action was presented and approved without further discussion.

- **HI 252 *American History II* Approved, One Abstention**

Discussion: Members discussed the workings of courses such as this one, which are “offered upon demand” because they can be taught but are typically used to give transfer students credit.

Li will follow up with History about the grading method change and the intent “upon demand.” Members believe some new nomenclature could be used to identify courses of this type and noted that the grades in syllabus are set up without inequalities. Member are reminded that this course does not fulfill the University requirement for diversity. If a transfer student takes this course, they cannot take HI 254 for credit.

- HI 337 *Spy vs. Spy: Cold War Intelligence History* **Approved, One Abstention**
Discussion: Members discussed the numbering system of the History department, which uses the 200-level for generic courses and specified courses at the 300-level.
- SW 490 *Field Seminar* **Approved, One abstention**
Discussion: The action was presented and approved without further discussion.
- SW 491 *Community-Based Field Practicum* **Approved, one abstention**
Discussion: Guest, Dr. Jodi Hall reminded the members that the crediting body and university have separate requirements of hours, so in this course students can be allowed extra time for competency. In other words, they could get to 450 hours and take an extra week of class, which makes up the 30 hours. One member noted that the syllabus and evaluation form mention two separate grading methods and suggested that they be updated to match.
- ECI 423 *Methods for Teaching Modern Foreign Languages K-12* **Approved, One Abstention**
Discussion: Members noted the extra hour and approved without further discussion.
- EMS 470 *Methods & Materials for Teaching Mathematics* **Approved, One abstention**
Discussion: Members suggested the inclusion of an electronic posting statement for Moodle.

Meeting Adjourned at: 1:18 PM

Respectfully Submitted by Sarah Howard

HI 420: European Diplomatic History

In Workflow

1. 16HI UG Director of Curriculum (kimler@ncsu.edu)
2. 16HI UnderGrad Head (david_zonderman@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
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17. PeopleSoft (ldmihalo@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 30 Nov 2015 22:24:40 GMT
William Kimler (kimler): Approved for 16HI UG Director of Curriculum
2. Tue, 01 Dec 2015 15:19:44 GMT
David Zonderman (dazonder): Approved for 16HI UnderGrad Head
3. Tue, 01 Dec 2015 20:59:21 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Tue, 12 Jan 2016 14:29:44 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Tue, 12 Jan 2016 16:07:38 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Tue, 12 Jan 2016 16:10:50 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Tue, 12 Jan 2016 16:26:40 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Mon, 30 Nov 2015 22:19:50 GMT

Viewing: HI 420 : European Diplomatic History

Changes proposed by: kimler

Course Prefix

HI (History)

Course Number

420

Dual-Level Course

No

Cross-listed Course

No

Title

European Diplomatic History

Abbreviated Title

Europe Diplomat HI

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

CIP Discipline Specialty Number

54.0101

CIP Discipline Specialty Title

History, General.

Term Offering

Spring and Summer

Year Offering**Effective Date**

Spring 2016

Previously taught as Special Topics?

No

Course Delivery**Grading Method**

Graded with S/U option

Credit Hours

3

Course Length

weeks

Contact Hours

(Per Week)

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)**Course Is Repeatable for Credit**

No

Instructor Name

Instructor Title**Course Prerequisites, Corequisites, and Restrictive Statement**

Prerequisite: 3 hours of History

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16HI	History majors and minor	Elective

Catalog Description

Survey of major events in European international relations, including the Congress of Vienna in 1815, the unification of Germany, World War I and II, the origins of the Cold War, European unification, and the crisis of the Soviet bloc. Credit will not be given both for HI 420 and HI 520

Justification for each revision:**Does this course have a fee?**

No

Is this a GEP Course?

Yes

GEP Categories

Humanities
Global Knowledge

Humanities

Open when gep_category = HUM

Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 1:

Obj. 1) Engage the human experience through the interpretation of culture.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 2:

Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 3:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:

Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Please complete at least 1 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:

Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:

Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

- a. If seats are restricted, describe the restrictions being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

HI 420 was last offered in Spring 2009. Retirements and changes in faculty resources and available expertise have led to circumstances that do not allow the teaching of these courses in the foreseeable future. Other regularly offered, advanced, European History courses are available to fulfill curriculum electives and for Global Knowledge GEP.

Course Reviewer Comments

Key: 3048

HI 435: Europe Since 1945

In Workflow

1. 16HI UG Director of Curriculum (kimler@ncsu.edu)
2. 16HI UnderGrad Head (david_zonderman@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
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Approval Path

1. Mon, 30 Nov 2015 22:24:43 GMT
William Kimler (kimler): Approved for 16HI UG Director of Curriculum
2. Tue, 01 Dec 2015 15:20:49 GMT
David Zonderman (dazonder): Approved for 16HI UnderGrad Head
3. Tue, 01 Dec 2015 20:59:53 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Tue, 12 Jan 2016 14:29:51 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Tue, 12 Jan 2016 16:07:45 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Tue, 12 Jan 2016 16:10:55 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Tue, 12 Jan 2016 16:26:44 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Mon, 30 Nov 2015 22:20:59 GMT

Viewing: HI 435 : Europe Since 1945

Changes proposed by: kimler

Course Prefix

HI (History)

Course Number

435

Dual-Level Course

No

Cross-listed Course

No

Title

Europe Since 1945

Abbreviated Title

Europe Since 1945

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

CIP Discipline Specialty Number

54.0101

CIP Discipline Specialty Title

History, General.

Term Offering

Fall Only

Year Offering

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Instructor Title**Course Prerequisites, Corequisites, and Restrictive Statement**

Prerequisite: 3 hrs. of History

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16HI	History majors and minor	Elective

Catalog Description

Survey of European politics, society, and culture from 1945 to the present day focusing equally on Eastern and Western Europe. Begins with the Cold War division of the continent and gives special attention to the years immediately following the end of the Second World War, to the revolts of 1968, to the fall of Communism in 1989-1991, and to the Wars of Yugoslav Succession, 1991-1999.

Justification for each revision:**Does this course have a fee?**

No

Is this a GEP Course?

Yes

GEP Categories

Humanities
Global Knowledge

Humanities

Open when gep_category = HUM

Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 1:

Obj. 1) Engage the human experience through the interpretation of culture.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 2:

Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 3:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:

Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Please complete at least 1 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:

Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:

Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

- a. If seats are restricted, describe the restrictions being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

HI 435 was last offered in Fall 2009. Retirements and changes in faculty resources and available expertise have led to circumstances that do not allow the teaching of these courses in the foreseeable future. Other regularly offered, advanced, European History courses are available to fulfill curriculum electives and for Global Knowledge GEP.

Course Reviewer Comments

Key: 3056

HI 480: Scientific Revolution: 1300-1700

In Workflow

1. 16HI UG Director of Curriculum (kimler@ncsu.edu)
2. 16HI UnderGrad Head (david_zonderman@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
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17. PeopleSoft (ldmihalo@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 30 Nov 2015 22:24:46 GMT
William Kimler (kimler): Approved for 16HI UG Director of Curriculum
2. Tue, 01 Dec 2015 15:22:14 GMT
David Zonderman (dazonder): Approved for 16HI UnderGrad Head
3. Tue, 01 Dec 2015 21:00:36 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Tue, 12 Jan 2016 14:29:58 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Tue, 12 Jan 2016 16:07:49 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Tue, 12 Jan 2016 16:10:58 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Tue, 12 Jan 2016 16:26:47 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Mon, 30 Nov 2015 22:22:37 GMT

Viewing: HI 480 : Scientific Revolution: 1300-1700

Changes proposed by: kimler

Course Prefix

HI (History)

Course Number

480

Dual-Level Course

No

Cross-listed Course

No

Title

Scientific Revolution: 1300-1700

Abbreviated Title

Sci Revolution

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

CIP Discipline Specialty Number

54.0101

CIP Discipline Specialty Title

History, General.

Term Offering

Year Offering

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Instructor Title

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: 3 hrs. of History

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16HI	History majors and minor	Elective

Catalog Description

Factors behind dramatic scientific changes of the seventeenth century. Role of mathematics and experiment. Interaction of the new science with trends in philosophy, religion, alchemy, magic, medicine, and with institutional, educational, political, economic and technological factors. Credit will not be given for both HI 480 and HI 580.

Justification for each revision:

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Interdisciplinary Perspectives

Interdisciplinary Perspectives

Open when gep_category = INTERDISC

Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:

Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:

Obj. 2) Identify and apply authentic connections between two or more disciplines.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:

Obj. 3) Explore and synthesize the approaches or views of two or more disciplines.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please answer these additional questions.

1. Which disciplines will be synthesized, connected, and/or considered in this course?

2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

- a. If seats are restricted, describe the restrictions being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information

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Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

HI 480 was last offered in Spring 2009. Retirements and changes in faculty resources and available expertise have led to circumstances that do not allow the teaching of these courses in the foreseeable future. Other regularly offered, advanced, History of Science courses are available to fulfill curriculum electives and for Interdisciplinary Perspectives GEP.

Course Reviewer Comments

Key: 3091

PSY 201: Controversial Issues in Psychology

In Workflow

1. 16PSY UG Director of Curriculum (sbpond@ncsu.edu)
2. 16PSY UnderGrad Head (doug_gillan@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
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10. UCCC Meeting (lamarcus@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. CUE Coordinator (lamarcus@ncsu.edu)
13. CUE Meeting (lamarcus@ncsu.edu)
14. CUE Chair (cmashwel@ncsu.edu)
15. OUCC Final Signature (barbara_kirby@ncsu.edu)
16. OUCC Final Review (lamarcus@ncsu.edu)
17. PeopleSoft (ldmihalo@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 04 Dec 2015 00:36:05 GMT
Samuel Pond (pond): Approved for 16PSY UG Director of Curriculum
2. Mon, 07 Dec 2015 22:59:48 GMT
Douglas Gillan (djgillan): Approved for 16PSY UnderGrad Head
3. Wed, 06 Jan 2016 18:58:26 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Tue, 12 Jan 2016 14:30:06 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Tue, 12 Jan 2016 16:07:53 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Tue, 12 Jan 2016 16:11:02 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Tue, 12 Jan 2016 16:26:49 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Fri, 04 Dec 2015 00:35:06 GMT

Viewing: PSY 201 : Controversial Issues in Psychology

Changes proposed by: pond

Course Prefix

PSY (Psychology)

Course Number

201

Cross-listed Course

No

Title

Controversial Issues in Psychology

Abbreviated Title

Controv Psy Issues

College

College of Humanities and Social Sciences

Academic Org Code

Psychology (16PSY)

CIP Discipline Specialty Number

42.0101

CIP Discipline Specialty Title

Psychology, General.

Term Offering

Fall Only

Year Offering**Effective Date**

Fall 2015

Previously taught as Special Topics?

No

Course Delivery**Grading Method**

Graded with S/U option

Credit Hours

3

Course Length

weeks

Contact Hours

(Per Week)

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)**Course Is Repeatable for Credit**

No

Instructor Name**Instructor Title****Course Prerequisites, Corequisites, and Restrictive Statement**

Prerequisite: Freshman standing

Is the course required or an elective for a Curriculum?

No

Catalog Description

Students will explore contemporary controversial issues within several areas of psychology (biological, human development, cognitive processes, mental health, psychological treatment, and social psychology) and encounter the diverse approaches used by psychologists and other scientists. Students will have the opportunity to refine and use their critical thinking skills as they inquire into basic psychological concepts relevant to issues they help select and will practice confronting differing opinions responsibly and respectfully to fully contribute to and gainfully receive from the university community.

Justification for each revision:

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Social Sciences

Social Sciences

Open when gep_category = SOCSCI

Each course in the Social Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 1:

Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 2:

Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 3:

Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and or real-world problems, including the underlying origins of such problems.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

a. If seats are restricted, describe the restrictions being applied.

b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

PSY 201 was last offered in Fall 2010. Changes in faculty resources have led to circumstances that do not allow the teaching of this course in the foreseeable future. Other regularly offered psychology courses are available to fulfill the social sciences GEP requirement that this course once satisfied.

Course Reviewer Comments

Key: 4664

PSY 220: Orientation to Psychology

In Workflow

1. 16PSY UG Director of Curriculum (sbpond@ncsu.edu)
2. 16PSY UnderGrad Head (doug_gillan@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
6. CHASS Final Review UG (hope_ziglar@ncsu.edu)
7. CHASS Dean UG (dpdannel@ncsu.edu)
8. OUCC Review (lamarcus@ncsu.edu)
9. UCCC Coordinator (lamarcus@ncsu.edu)
10. UCCC Meeting (lamarcus@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (lamarcus@ncsu.edu)
14. PeopleSoft (ldmihalo@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Thu, 03 Dec 2015 14:26:50 GMT
Samuel Pond (pond): Approved for 16PSY UG Director of Curriculum
2. Mon, 07 Dec 2015 23:00:21 GMT
Douglas Gillan (djgillan): Approved for 16PSY UnderGrad Head
3. Wed, 06 Jan 2016 18:57:27 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Tue, 12 Jan 2016 14:30:13 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Tue, 12 Jan 2016 16:07:57 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Tue, 12 Jan 2016 16:11:06 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Tue, 12 Jan 2016 16:26:52 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Wed, 02 Dec 2015 22:59:13 GMT

Viewing: PSY 220 : Orientation to Psychology

Changes proposed by: pond

Course Prefix

PSY (Psychology)

Course Number

220

Cross-listed Course

No

Title

Orientation to Psychology

Abbreviated Title

Orientation to Psy

College

College of Humanities and Social Sciences

Academic Org Code

Psychology (16PSY)

CIP Discipline Specialty Number

42.0101

CIP Discipline Specialty Title

Psychology, General.

Term Offering

Fall Only

Year Offering**Effective Date**

Fall 2015

Previously taught as Special Topics?

No

Course Delivery**Grading Method**

Credit Only (S/U)

Credit Hours

1

Course Length

weeks

**Contact Hours
(Per Week)****Component Type**

Lecture

Contact Hours

1.0

Course Attribute(s)**Course Is Repeatable for Credit**

No

Instructor Name**Instructor Title****Course Prerequisites, Corequisites, and Restrictive Statement****Is the course required or an elective for a Curriculum?**

No

Catalog Description

Orientation for new or potential Psychology majors. Analysis of expectations and demands of the psychology degree programs. Exploration of the challenges and opportunities presented by various post- baccalaureate educational and career options.

Justification for each revision:**Does this course have a fee?**

No

Is this a GEP Course?

No

Consultation**Instructional Resources Statement****Course Objectives/Goals****Student Learning Outcomes****Student Evaluation Methods****Topical Outline/Course Schedule****Syllabus****Additional Documentation****Additional Comments****Justification for this request**

Given the availability of the newly created Psychology Student Development Resource Moodle that helps guide students in their personal and professional career development; and given a well-established and oft revised Advising Moodle that offers tailored academic guidance; the Psychology faculty has determined that there is no longer a need to require a one hour course titled "Orientation to Psychology" (PSY 220) in the undergraduate major curriculum. Not only will removing this large multiple section course allow the psychology department to make efficient use of its resources, but it will also remove a demand on the university's limited classroom resources.

Course Reviewer Comments

Key: 4665

CALS Courses Not Taught in Five Years

GEP Course =

SUBJECT	CAT NBR	CAREER	CRSE ID	LAST OFFERED	GEP	COURSE TITLE	Drop Course by February 1, 2016
AEE	470	UGRD	000275	Spring 2009	N	Agricultural Communications	DROP
ALS	295	UGRD	000446	No offering on file with SIS	N	Special Topics in Agriculture and Life Sciences	DROP
ARE	436	UGRD	001159	Spring 2003	N	Environmental Economics	DROP
CS	398	UGRD	031822	No offering on file with SIS	N	Independent Study in Crop Science	DROP
ENT	450	UGRD	017626	Spring 2012	N	Challenges in Plant Resource Protection	DROP
ENT	460	UGRD	023878	No offering on file with SIS	N	Fundamentals of (Pest) Risk Analysis	DROP
PB	277	UGRD	002026	Fall 2008	Y	Space Biology	DROP
PB	330	UGRD	022758	Spring 2011	N	Evolutionary Biology	DROP (CL with BIO)
PB	476	UGRD	031422	No offering on file with SIS	N	Applied Bioinformatics	DROP
PO	152	AGI	017518	No offering on file with SIS	N	Poultry Commercial Applications	DROP
PO	422	UGRD	017541	Fall 2007	N	Incubation and Hatchery Management	DROP
PP	450	UGRD	017626	Spring 2011	N	Challenges in Plant Resource Protection	DROP
PP	460	UGRD	023878	Fall 2011	N	Fundamentals of (Pest) Risk Analysis	DROP

TO: Ellen Vasu

FROM: Penny Shumaker Jeffrey, Undergraduate Program Coordinator Science Education

RE: SED 8 semester Display Balancing and Mismatched Courses

DATE: January 11, 2016

The proposed revisions for both the mismatched 8 semester display for the science education Earth Sciences undergraduate program and the middle grades collaborative math/science program have been adjusted to address inaccuracies.

Below is the requested revision that will be sent to UCCC.

Proposed revision with justification

1. Science Education Earth Sciences Undergraduate program: MEA 451 is not offered in Spring semester so it was moved to Fall semester of Junior Year. To balance credit hours, Earth Science Elective was moved from Fall semester Junior year to Spring semester Junior year. The 8 semester display has been balanced to address this change.

Proposed effective date: Fall 2016

2. Middle Grades collaborative math/science program: This program is no longer being used and can be removed.

Proposed effective date: Fall 2016

Impact on students currently in the program

1. This change allows for the moving of MEA 451 into the Junior year Fall semester and Earth Science Elective into the Junior year Spring semester without making one semester unduly heavy.
2. There is no impact on students because they can obtain dual licensure by completing the middle school program through mathematics education.


Impact on other Departments/Programs

1. There is no impact on other departments or programs since this course has been regularly offered Fall semester.
2. There is no impact on other departments or programs.

SIGNATURE PAGE

SCIENCE EDUCATION (BS): EARTH SCIENCE (9-12 LICENSURE) (13SCIEDBS-13SCIEDES)
CURRIULUM

RECOMMENDED BY:




HEAD, DEPARTMENT/PROGRAM

1/14/16

DATE

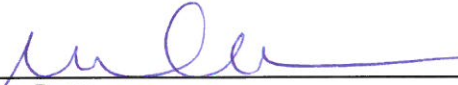
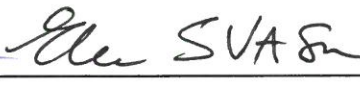
ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

1-14-16

DATE

COLLEGE DEAN

1.14.16

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Science Education (BS): Earth Science (9-12 Licensure) (13SCIEDBS-13SCIEDES)

Semester Display Effective Date: 7.2011

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
ED 100 Intro to Education ⁵	2	MEA 202 Geology II Historical ^{B,9}	3
MEA 101 Phy Geology ^{B,9}	3	MEA 211 Geology II Historical Lab ^{B,9}	1
MEA 110 Phy Geology Lab ^{B,9}	1	CH 201 Quant Chemistry ^{B,9}	3
CH 101 Chem-A MolecScience ^{B,9}	3	CH 202 Quant Chemistry Lab ⁹	1
CH 102 Molecular Chem Lab ^{B,9}	1	MA 231 Calc Life & Manage Sci B OR	3-4
MA 131 Calc Life & Manage Sci A OR	3-4	MA 241 Calc Life & Manage Sci A ^A	
MA 141 Calculus I ^A		Social Sciences Reqt ^{4,D}	3
ENG 101 Acad. Writing & Res ^H	4	HES_*** Health & Exercise Studies Course ^E	1
	17-18		15-16
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MEA 410 Intro to Mineralogy & Petrology ⁹	4	MEA 200 Intro to Oceanography ⁹	3
PY 211 College Physics I ⁹	4	PY 212 College Physics II ⁹	4
COM 110 Public Speaking	3	ED 204 Intro to 21st Century Teaching ⁵	2
GEP Addtl. Breadth Reqt. ^F	3	EMS 205 ntro to Teach Math & Sci ⁵	2
Hist/Phil of Science Elective ¹	3	EDP 304 Educational Psychology ^{5,D}	3
HES_*** Health & Exercise Studies Course ^E	1	GEP Humanities Reqt. ^C	3
	18		17
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MEA 130 Intro to Weather & Climate ⁹ OR	3	MEA 451 Structural Geology⁹	
MEA 311 The Global Atmosphere ⁹		BIO 183 Intro Bio Cell/Molecula Bio ⁹	4
BIO 181 Intro Bio: Ecol/Evol/Div ⁹	4	ED 311 Class Assessment Princ & Pract ⁵	2
EMS 373 Instr. Materials in Science ⁵	3	ED 312 Class Assess. Princ. & Pract. Lab ⁵	1
ELP 344 School & Society ⁵	3	EMS 375 Methods of Teach Sci I ^{3,5}	3
MEA 451 Structural Geology ⁹	4	ECI 416 Teach Except Students Mainstr Class ⁵	3
Earth Science Elective ^{7,9}		Earth Science Elective ^{7,9}	3
	17		16
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
EMS 475 Methods of Teach Science ^{2,5}	3	EMS 476 Student Teaching in Science ^{6,5}	10
PY 123 Stellar Astron. ⁹ OR PY 124 Solar Sys. Astron. ⁹	3	EMS 495 Sr. Seminar in Math & Science Ed. ^{6,5}	2
GEP Humanities Reqt. ^C	3		
ES 200 Climate Change & Sustainability ^{8,G,9}	3		
Free Electives	2-4		
	14-16		12
Minimum Credit Hours Required for Graduation ^{*I,J,K} :			128

1. Choose one from HI 321, HI 322, HI 341, HI 480, PHI 340, or STS 301 (Fulfills 3 hours of GEP Interdisciplinary Perspectives).
2. Offered only in the Fall semester.
3. Offered only in the Spring semester.
4. Choose a course from the GEP Social Science list EXCEPT PSY course. Social Science elective may NOT be a Psychology course.
5. A grade of C (2.0) or better is required for all ECI, ELP, and ED courses, EDP 304, EMS 373, EMS 476, EMS 495. B- or better is required for EMS 205, EMS 375, and EMS 475.
6. Offered only in the spring semester. Prior admission to the Professional Semester is required.
7. Choose from MEA 300, MEA 415, MEA 440, MEA 450, MEA 465, MEA 470, MEA 481, MEA 493
8. Fulfills 3 hours of GEP Interdisciplinary Perspectives and GK
9. A grade of C (2.0) or better is required for core content courses, up to two courses with a grade below a C is permitted.

*** General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

*Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 131 or MA141, MA 231 or MA 241***

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

*Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **CH 101, CH 102, MEA 101, MEA 110, CH 201, CH 202, BIO 181, BIO 183, PY 211, PY 212, MEA 102, MEA 111, MEA 130 or MEA 311, MEA 200, MEA 451, MEA 410, PY 123 or 124***

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

*Choose from the University approved GEP Humanities course list. **See sophomore year spring semester & senior year fall semester.***

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

*Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **Social Science Requirement and EDP 304***

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

X Humanities/Social Sciences/Visual and Performing Arts

G. Interdisciplinary Perspectives (5-6 credit hours)

*Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **History & Philosophy of Science Elective , ES 200***

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

*Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **None***

J. Global Knowledge (GK)

*Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite . The following course(s) completed as part of the Major requirements may fulfill this requirement: **ES 200***

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

TO: Ellen Vasu

FROM: Allison McCulloch, Undergraduate Program Coordinator Mathematics Education

RE: MED 8 semester Display Balancing and Mismatched Courses

DATE: January 12, 2016

The 8 semester displays for each of the mathematics education undergraduate programs has been adjusted to address the mismatched semesters as listed in the course catalogue. EMS 470 was revised to be listed as being offered in both Fall and Spring. ECI 305 has been removed from all curricula. MA 351 was moved on the displays in which it was shown in a semester not consistent with the course catalogue.

Below are the requested revisions that will be sent to UCCC as soon as I have been informed of approval of our changes to EMS 470.

Proposed revisions with justification

Revision #1

EMS 470 has been approved as a 15 week course and we propose to move it to the semester prior to student teaching. This will allow for a full semester student teaching experience with no additional course work during that time. The 8 semester displays have been balanced to address this change.

Proposed effective date: Fall 2016

Impact on students currently in the program

This change allows for a more focused professional semester. Students will have more time to address the requirements of edTPA. (edTPA is a performance based standardized assessment developed by Stanford University and adopted by NC State as a requirement for teacher licensure.) In addition, it will make the possibility of participating in student teaching abroad programs more accessible.

Impact on other Departments/Programs

There is no impact on other departments or programs.

Revision #2

Removal of ECI 305 from all 6 mathematics education curricula. This course has not been offered in many years and the courses we have been using as substitutions do not adequately meet the vision of this requirement. Our approved revision of EMS 470 includes a unit on equity

and diversity to help meet this need. In addition, the College ED courses that have been added to the programs since this course was last offered also include explicit attention to issues of equity and diversity.

Proposed effective date: Fall 2016

Impact on students currently in the program

This change allows for the moving of EMS 470 into the semester prior to student teaching without making one semester unduly heavy.


Impact on other Departments/Programs

There is no impact on other departments or programs since this course has not been offered for quite some time.

SIGNATURE PAGE

MATHEMATICS EDUCATION (BS): MIDDLE GRADES (13MTHEDBS-13MTHEDMSM)
CURRIULUM

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM


DATE 1/14/16

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE 1/14/16



COLLEGE DEAN

DATE 1.14.16

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Mathematics Education (BS): Middle Grades (13MTHEDBS-13MTHEDMSM)

Semester Display Effective Date: 6.2014

FRESHMAN YEAR					
Fall Semester		Credit	Spring Semester		Credit
MA 141, Calculus I ^{A,6}	4		MA 241, Calculus II ^{A,2}	4	
CH 100, Chemistry and Society ^{B,1} OR	4		BIO 105, Biology in the Modern World ^{B,1}	3	
CH 101/102 Chemistry: A Molecular	4		BIO 106 Biology in the Modern World Lab ^{B,1}	1	
Science ^{B,1} /General Chemistry Laboratory ^{B,1}	1		COM 112 Interpersonal Communication ^D	3	
ENG 101, Academic Writing & Research ^H	2		GEP Interdisc. Persp. Req ^{G,I,J}	3	
HES_***Health & Exercise Studies Course ^E			HES_***Health & Exercise Studies Course ^E	1	
ED 100 Intro. to Education ⁵	15				15

SOPHOMORE YEAR					
Fall Semester		Credit	Spring Semester		Credit
MA 242 Calculus III ²	4		MA 225, Foundations of Adv Math ^{2,6}	3	
MA Linear Algebra Elective ^{2,7}	3		Discrete Mathematics ^{2,3} or Science ^{1,8} Elective	3	
PY 131, Conceptual Physics ^{B,1}	4		Mathematics ^{2,4} or Science Elect. ^{1,8}	3	
EMS 204 Intro to Teaching Math ⁵	2		EDP 304 Educational Psychology ^{5,D}	3	
ED 204 Intro to 21st Cent. Teaching ⁵	2		ECI 309 Teaching in Middle Grades ⁵	3	
GEP Humanities Req ^{C,I,J}	3		GEP Humanities Req ^{C,I,J}		15
	17				

JUNIOR YEAR					
Fall Semester		Credit	Spring Semester		Credit
MA 403 Intro to Modern Algebra ²	3		MA 308 College Geometry ² OR	3	
Mathematics ^{2,4} or Science ^{1,8} Elective	3		MA 408 Foundations of Euclidean Geometry ²		
ELP 344 School and Society ⁵	3		ECI 305 Princ. of Teaching Diverse Populations⁵	3	
EMS 480 Teach Math w/ Technology ⁵	3		EMS 474 Teach Math Topics in Mid Years ⁵	3	
ED 311 Class. Assess. Princ. & Pract. ⁵	2		EMS 375 Methods in Teaching Science I ⁵	3	
ED 312 Class. Assess. Princ. & Pract.: Prof. Learn.	1		GEP Interdisciplinary Perspectives Req^{G,I,J}	2-3	
Lab ⁵	2-3		EMS 470: Methods & Materials for Teaching Math ¹¹	3	
ST 311 Introduction to Statistics ²			EMS 490 School Math from an Adv. Persp ⁵	3	
	18				15

SENIOR YEAR					
Fall Semester		Credit	Spring Semester		Credit
EMS 470: Methods & Materials for Teaching Math¹¹	3		EMS 490 School Math from an Adv. Persp⁵	3	
EMS 471: Student Teaching ¹¹	12		Mathematics ^{2,4} or Science Elect. ^{1,8}	3	
	12		ECI 306 Reading and Writing in Middle Years ⁵	3	
			ECI 416 Teaching Except. Students ⁵	3	
			GEP Addtl. Breadth Req ^{F,I,J} (HUM/SS/VPA)	3	
			GEP Interdisciplinary Perspectives Req^{G,I,J}	2-3	
					14-15

Minimum Credit Hours Required for Graduation^{*I,J,K}: 122

Major/Program Footnotes:

- At most one grade below a C- is permitted in the courses satisfying the science requirements for a student intending to license in mathematics. For a student intending to license in mathematics and science, no grades below a C are permitted in the courses satisfying the science requirements.
- At most one grade below a C is permitted in the mathematics, statistics, and computer science courses.
- One discrete mathematics elective must be selected from MA 103, MA 105, or MA 114
- Math electives must be chosen from the following, if appropriate prerequisites have been met: MA 242, MA 325, MA 335, MA

SIGNATURE PAGE

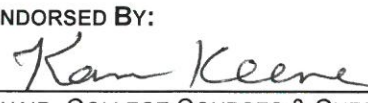
MATHEMATICS EDUCATION (BS): COMPUTER SCIENCE (13MTHEDBS-13MTHEDCPS)
CURRIULUM

RECOMMENDED BY:


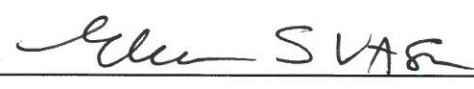


HEAD, DEPARTMENT/PROGRAM DATE 1/14/16

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE 1/14/16

COLLEGE DEAN DATE 1.14.16

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Mathematics Education (BS): Computer Science (13MTHEDBS-13MTHEDCPS)

Semester Display Effective Date: 1.2011

Fall Semester	Credit	Spring Semester	Credit
MA 141 Calculus I ^{A,5} Science ^{2,B,4}	4 4	MA 241 Calculus II ^{A,5} Science ^{2,B,4}	4 4
ENG 101 Academic Writing & Research ^H	4	CSC 116 Intro to Computing Java ⁵	3
E 115 Intro to Computing Environments ¹	1	HES ***Health & Exercise Studies Course ^E	1
ED 100 Intro to Education ⁶	2	COM 112 Interpersonal Communication ^D	3
	15		15
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 242 Calculus III ⁵	4	CSC 216 Programming Concepts - Java ⁵	3
EMS 204 Intro to Mathematics Education ⁶	2	CSC 226 Discrete Math for Computer Scientists ⁵	3
ED 204 Intro to 21 st Century Teaching ⁶	2	ECI 305 Principles for Teaching Diverse Populations⁶	3
GEP Humanities Req. ^{C,I,J}	3	EDP 304 Educational Psychology ^{D,6}	3
ST 101H Statistics by Example ^{5,3}	3	ST 305 Statistical Methods ^{5,3}	4
GEP Interdiscip. Persp. ^{G,I,J}	2-3	GEP Interdiscip. Persp.^{G,I,J}	3
	16-17		16
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 405 Linear Algebra and Matrices ⁵	3	CSC 236 Computer Org. & Assembly Lang. for Comp. Sci. ⁵	3 3
MA 403 Intro to Modern Algebra ⁵	3	MA 408 Foundations of Euclidean Geometry ⁵	3
ELP 344 School and Society ⁶	3	EMS 480 Teaching Mathematics with Technology ⁶	3
ECI 416 Teaching Exceptional Students ⁶	3	ED 311 Classroom Assessment Principles and Practices ⁶	2
Science ^{2,B,4}	3	ED 312 Classroom Assess. Princ.& Practices: Prof. Learning Lab ⁶	2
Free Electives	2	HES ***Health & Exercise Studies Course ^E	1
	17	GEP Add.I Breadth Req.- HUM/SS/VPA ^{F,I,J}	1
			3
			16
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
EMS 472 Teaching Math Topics in High School ⁶	3	EMS 470 Methods & Materials for Teaching Math⁷	3
CSC 316 Data Structures for Computer Scientists ⁵	3	EMS 471 Student Teaching ⁷	12
EMS 490 School Math from an Adv. Perspective ⁶	3		
GEP Interdiscip. Persp.^{G,I,J}	3		
GEP Humanities Req. ^{C,I,J}	3		
EMS 470 Methods & Materials for Teaching Math⁷	3		
	15		12

SIGNATURE PAGE

MATHEMATICS EDUCATION (BS): MATHEMATICS (13MTHEDBS-13MTHEDMS)
CURRIULUM

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

DATE 1/14/16

ENDORSED BY:

Kam Keene

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE 1/14/16

[Signature] SVAS

COLLEGE DEAN

DATE 1.14.16

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE _____

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE _____

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE _____

APPROVED EFFECTIVE DATE _____

Mathematics Education (BS): Mathematics (13MTHEDBS-13MTHEDMS)

Semester Display Effective Date: 1.2011

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 141 Calculus I ^{A,5}	4	MA 241 Calculus II ^{A,5}	4
Science ^{2,B,4}	4	Science ^{2,B,4}	4
ENG 101 Academic Writing & Research ^H	4	ST 101H Statistics by Example ^{5,9}	3
E 115 Intro to Computing Environments ^I	1	GEP Humanities Req. ^{C,I,J}	3
ED 100 Intro to Education ⁷	2	HES_***Health & Exercise Studies Course ^E	1
	15		15

SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 242 Calculus III ⁵	4	MA 225 Foundations of Advanced Math ⁵	3
Intro to Programming ^{3,5}	3	ST 305 Statistical Methods ^{5,9}	4
MA 351 Intro to Discrete Mathematical Models ^{5,8}	3	ECI 305 Principles for Teaching Diverse Populations⁷	3
EMS 204 Intro to Mathematics Education ⁷	2	GEP Humanities Req.^{C,I,J}	3
ED 204 Intro to 21 st Century Teaching ⁷	2	COM 112 Interpersonal Communication ^D	3
GEP Interdiscip. Persp. ^{G,I,J}	2-3	Science ^{2,B,4}	3
	16-17		16

JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 405 Linear Algebra and Matrices ⁵	3	MA 408 Foundations of Euclidean Geometry ⁵	3
MA 403 Intro to Modern Algebra ⁵	3	EMS 480 Teaching Math with Technology ⁷	3
ELP 344 School and Society ⁷	3	Mathematics Elective ^{5,6}	3
EDP 304 Educational Psychology ^{D,7}	3	ED 311 Classroom Assessment Principles & Practices ⁷	2
ECI 416 Teaching Exceptional Students ⁷	3	ED 312 Classroom Assess. Principles & Practices: Prof. Learning Lab ⁷	1 3
HES_***Health & Exercise Studies Course ^E	1	GEP Add. Breadth Req: HUM/SS/VPA ^{F,I,J}	2
	16	Free Electives	
			17

SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
Mathematics Elective ^{5,6}	3	EMS 470 Methods & Materials for Teaching Math¹⁰	3
EMS 472 Teaching Math Topics in High School ⁷	3	EMS 471 Student Teaching ¹⁰	12
EMS 490 School Math from an Adv. Perspective ⁷	3		
EMS 470 Methods & Materials for Teaching Math¹⁰	3		
GEP Humanities Req.^{C,I,J}	3		
GEP Interdiscip. Persp. ^{G,I,J}	3		
	15		12

Minimum Credit Hours Required for Graduation^{I,J,K}:

122

Major/Program Footnotes:

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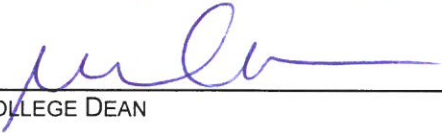
MATHEMATICS EDUCATION AND MATHEMATICS (DUAL MAJOR) (BS) (13MTHEDBS-13MTHEDMA)
CURRIULUM

RECOMMENDED BY:

 _____ DATE 1/14/16

ENDORSED BY:

Kam Keene _____ DATE 1/14/16
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

 Ellen S Vas _____ DATE 1.14.16
COLLEGE DEAN

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Mathematics Education and Mathematics (Dual Major) (BS) (13MTHEDBS-13MTHEDMA)

Semester Display Effective Date: 1.2011

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 141, Calculus I ^{A,4}	4	MA 241, Calculus II ^{A,4}	4
CH 101, Chemistry – A Molecular Science ^{B,5}	3	PY 205, Physics for Engineers & Scientists I ^{B,2,5}	4
CH 102, General Chemistry Laboratory ^{B,5}	1	Introduction to Programming ^{3,6}	3
ENG 101, Academic Writing & Research ^H	4	HES ***Health & Exercise Course ^E	1
E 115 Introduction to Computing Environments ¹	1	COM 112 Interpersonal Communication ^D	3
ED 100 Intro to Teaching in 21st Century ⁹	2		
	15		15
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 242, Calculus III ⁴	4	MA 341, Applied Differential Equations I OR MA 351 Discrete Mathematics ⁴	3
MA 225, Foundations of Advanced Math ⁴	3	MA 405, Linear Algebra and Matrices ⁶	3
PY 208, Physics for Engineers & Scientists II ^{B,2,5}	4	HES *** Health & Exercise Studies Course ^E	1
GEP Interdisc. Persp. Req ^{G, I, J}	3	EMS 204 Intro. to Teaching Mathematics ⁹	2
GEP Humanities Requirement ^{C, I, J}	3	ED 204 Intro to Teaching ⁹	2
	17	GEP Addtl. Breadth Req ^{F, I, J} (HUM/SS/VPA) ^{F, I, J}	3
		EDP 304 Educational Psychology ^{9, D}	3
			17
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 407 Introduction to Modern Algebra ⁶	3	MA 425 Mathematical Analysis I ⁶	3
MA 408 Found. of Euclidean Geometry ⁶	3	Math Elective ^{4,6,7}	3
ELP 344 School and Society ⁹	3	Math Elective ^{4,6,7}	3
ECI 305 Princ. for Teaching Diverse Populations⁹	3	EMS 480 Teaching Mathematics with Technology ⁹	3
ED 311 Class. Assess. Princ. & Pract. ⁹	2	GEP Humanities Requirement ^{C, I, J}	3
ED 312 Class. Assess. Princ & Pract.: Prof. Lab ⁹	1	MA 421 Intro to Probability ^{6,8}	3
ST 380 Probability & Stat. for the Physical Sci. ^{6,8} GEP Interdisc. Persp. Req ^{G, I, J}	3 2-3		
	17-18		18
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 426, or MA 512, or other MA Elective ^{4,6,7}	3	EMS 470: Methods & Materials for Teaching Math¹⁰	3
EMS 472 Teaching Math Topics in High School ⁹	3	EMS 471: Student Teaching ¹⁰	12
MA Elective ^{4,6,7}	3		
EMS 490 School Math from an Adv. Persp. ⁹	3		12
ECI 416 Teaching Exceptional Students ⁹	3		
GEP Interdisc. Persp. Req^{G, I, J}	2-3		
EMS 470: Methods & Materials for Teaching Math ¹⁰	3		
	18		

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MATHEMATICS EDUCATION AND STATISTICS (DUAL MAJOR) (BS) (13MTHEDBS-13MTHEDSD)
CURRIULUM

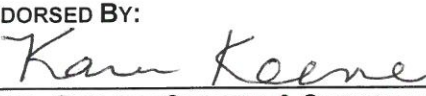
RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

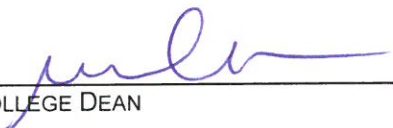

DATE 1/14/16

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE 1/14/16

COLLEGE DEAN

DATE 1.14.16

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Mathematics Education and Statistics (Dual Major) (BS) (13MTHEDBS-13MTHEDSD)

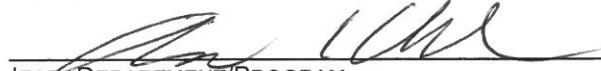
Semester Display Effective Date: 1.2011

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 141, Calculus I ^{A,5}	4	MA 241, Calculus II ^{A,5}	4
Science ^{2,B,4}	4	Science ^{2,B,4}	4
ENG 101, Academic Writing & Research ^H	4	ST 101H, Statistics by Example ⁵	3
E 115 Introduction to Computing Environments ¹	1	COM 112 Interpersonal Communication ^D	3
ED 100 Intro to Teaching in 21st Century ³	2	HES_*** Health & Exercise Studies Course ^E	1
	15		15
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 242, Calculus III ⁵	4	ST 445 Intro Stat Comp & Data Mgmt ⁵	3
MA 225, Foundations of Advanced Math ⁵	3	MA 405, Linear Algebra and Matrices ⁵	3
ST 305 Statistical Methods ⁵	4	ECI 305 Princ. for Teaching Diverse Pop. ³	3
EMS 204 Intro to Teaching Math ³	2	Science ^{2,B,4}	3
ED 204 Intro to 21st Century Teaching ³	2	GEP Interdisc. Persp. Reqt. ^G	2-3
HES_*** Health & Exercise Studies Course ^E	1	GEP Humanities Reqt. ^C	3
	16	GEP Humanities Reqt. ^C	3
			17-18
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
ST 421 Intro to Math. Statistics I ⁵	3	ST 422 Intro to Math. Statistics I ⁵	3
MA 403 Intro to Modern Algebra ⁵	3	ST 432 Intro to Survey Sampling ⁵	3
ELP 344 School and Society ³	3	EMS 480 Teaching Mathematics with Technology ³	3
EDP 304 Educ. Psychology ^{D,3}	3	ST 431 Intro to Exp. Design ⁵	3
ECI 416 Teaching Exceptional Students ³	3	ED 311 Class. Assess. Princ. & Pract. ³	2
ST 430 Intro to Regression Analysis ⁵	3	ED 312 Class. Assess. Princ & Pract.: Prof. Lab ³	1
	18	GEP Interdisc. Perspect. Reqt. ^G	3
			18
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 408 Found of Euclidean Geometry ⁵	3	EMS 470: Methods & Materials for Teaching Math ⁶	3
EMS 472 Teaching Math Topics in High School ³	3	EMS 471: Student Teaching ⁶	12
GEP Humanities Reqt. ^C	3		
GEP Addtl Breadth Req. (HUM/SS/VPA) ^F	3		12
EMS 490 School Math from an Adv. Persp. ³	3		
EMS 470: Methods & Materials for Teaching Math ⁶	3		
	15		
Minimum Credit Hours Required for Graduation ^{*I,J,K} :			126
Major/Program Footnotes:			
1. COS 100 may substitute for E 115			
2. To satisfy the science requirement, a sequence of two lab-based courses (BIO 181 and BIO 183, or CH 101/CH 102 and CH			

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MATHEMATICS EDUCATION (BS): STATISTICS (13MTHEDBS-13MTHEDST)
CURRIULUM


RECOMMENDED BY:

 _____ DATE 1/14/16

HEAD, DEPARTMENT/PROGRAM


DATE

ENDORSED BY:

 _____ DATE 1/14/16

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

 _____ DATE 1.14.16

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Mathematics Education (BS): Statistics (13MTHEDBS-13MTHEDST)

Semester Display Effective Date: 1.2011

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 141 Calculus I ^{A,5}	4	MA 241 Calculus II ^{A,5}	4
Science ^{2,B,4}	4	Science ^{2,B,4}	4
ENG 101 Academic Writing & Research ^H	4	COM 112 Interpersonal Comm. ^D	3
E 115 Intro Computing Environments ¹	1	ST 101H Statistics by Example ⁵	3
ED 100 Intro to Education ⁶	2	HES_***Health & Exercise Course ^E	1
	15		15

SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
MA 242 Calculus III ⁵	4	MA 351 Intro to Discrete Mathematical Models ^{5,7}	3
MA 225 Found.of Advanced Math ⁵	3	MA 403 Intro. to Modern Algebra ⁵	3
EMS 204 Intro to Mathematics Education ⁶	2	MA 405 Linear Algebra and Matrices ⁵	3
ED 204 Intro to 21 st Century Teaching ⁶	2	ECI 305 Princ. for Teaching Diverse Pop. ⁶	3
Introduction to Programming ^{3,5}	3	GEP Humanities Req. ^{C,I,J}	3
GEP Interdisc. Persp. ^{G,I,J}	2-3	EDP 304 Educational Psychology ^{D,6}	3
	16-17	ST 305 Statistical Methods ⁵	4
			16

JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
ST 421 Intro. to Mathematical Statistics I ⁵	3	ST 422 Intro to Mathematical Statistics II ⁵	3
MA 351 Intro to Discrete Mathematical Models ^{5,7}	3	MA 408 Found. of Euclidean Geometry ⁵	3
MA 403 Intro. to Modern Algebra ⁵	3	EMS 480 Teaching Math with Technology ⁶	3
ELP 344 School and Society ⁶	3	ED 311 Classroom Assessment Principles & Practices ⁶	2
GEP Humanities Req. ^{C,I,J}	3	ED 312 Classroom Assess. Principles & Practices: Prof. Learning Lab ⁶	1
HES_***Health & Exercise Course ^E	3	GEP Interdiscip. Persp. ^{G,I,J}	3
Science ^{2,B,4}	1	Free Elective	2
	3		
	16		17

SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
EMS 472 Teaching Math Topics in High School ⁶	3	EMS 470 Methods & Materials for Teaching Math ⁸	3
EMS 490 School Math from an Adv. Perspective ⁶	3	EMS 471 Student Teaching ⁸	12
EMS 470 Methods & Materials for Teaching Math ⁸	3		
GEP Humanities Req. ^{C,I,J}	3		
GEP Add. Breadth Req.: Hum/SS/VPA ^{F,I,J}	3		12
ECI 416 Teaching Exceptional Students ⁶	3		
	15		