

11 March 2022

TO: Faculty Senate

FROM: Peter Chaillé, Chair, Undergraduate Curriculum Committee

RE: April 2022 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal, as well as Budget Committee comments on program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

School of Business

Change to Existing Program

E.1.b.1

- Post-Baccalaureate Certificate in Accounting – Reduce minimum credits from 49 credits to 47 credits

Changes to Existing Courses

E.1.b.2

- Actg 360 Management Accounting, 4 credits – change credit hours to 2 credits

E.1.b.3

- BTA 350 Business Problem Solving with Analytics and Visualization, 4 credits – change prerequisite

E.1.b.4

- BTA 415 Database Management, 4 credits – change prerequisite

E.1.b.5

- BTA 419 Business Analytics with Programming, 4 credits – change prerequisite

E.1.b.6

- BTA 420 Systems Analysis and Design, 4 credits – change prerequisite

College of Education

New Courses

E.1.b.7

- *BBE 422 Human Development and Learning in Multicultural/Multilingual Communities, 4 credits
Utilizes an interdisciplinary approach to view human development and learning processes across identity and culture. Drawing from fields such as education, psychology, anthropology, and sociology, students

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

will critically explore the socialization process children undergo within their multilingual/multicultural families and communities. The interaction between the institutions of families, communities, and schools is the focus for future bilingual educators. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.8

- *BBE 442 Elementary Mathematics Methods for Dual Language Learners, 3 credits
Emphasizes meaningful understanding of elementary-level mathematics content with a particular focus on issues of social justice and equity in mathematics teaching and learning. Situates teaching, learning, and assessment within the context of state and national standards as well as research proven practices for working with all students and in particular, English language learners. Focuses on strategies for developing competence with teaching through problem solving and teaching students in a developmentally appropriate, culturally responsive manner. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.9

- *BBE 444 Culturally Responsive Learning Environment, 3 credits
Grounded in the principle that “cultural relevance” is a vital component in environments to engage students’ cognitive processing for learning. Students will explore designing the social, physical, and instructional environment to incorporate cultural information and processes to scaffold learning. Course participants will engage in problem solving, establishing expectations, agreements, routines, and organizational procedures with attention to communal awareness, authentic relationships, and collaboration with staff, administrators, and families. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.10

- *BBE 448 Biliteracy Development for Dual Language Learners, 3 credits
Designed for bilingual preservice teacher candidates to help them understand and guide the literacy development of emerging bilingual and dual language elementary students in acquiring skills needed for reading and writing in two languages. Candidates will examine and compare literacy development across two languages and explore instructional practices that make connections to students’ cultural and linguistic assets, as well as the cultural wealth of their families and communities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.11

- *BBE 452 Integrating Arts in Elementary Methods, 3 credits
Students will consider how integrating the arts into various content areas strengthen learning across the curriculum and nurture students' culture and identity. Emphasizes inquiry processes in the content areas and project-based approaches to teaching and integrating arts into grades PreK-8. Specific attention paid to engagement strategies as well as non-verbal supports for second language comprehension. Developing and articulating a cogent rationale for alternative key strategies is a key component in this course of study. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.12

- *BBE 454 Technology and Education, 3 credits
Use of digital tools to enhance teacher productivity and support the teaching and learning cycle of planning, instruction, and assessment. Candidates will engage in hands-on professional development to explore and apply technology to foster elementary emerging bilingual and dual language learner's inquiry, communication, collaboration, creation, visual design and production of media. Topics will include media literacy and digital citizenship within linguistically and culturally diverse settings. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.13

- *BBE 462 Science Methods for Elementary Dual-Language Learners, 3 credits
Emphasis on effective methods and practices for developing integrated, interdisciplinary units of instruction. Explore approaches to teaching science at the elementary grades and integrating science content and processes with content and processes from other content areas (e.g., literacy, mathematics, the arts). Learn how to connect effective science lessons to relevant standards and objectives while advancing language and literacy for English Learners. Employ the natural curiosity of all children to teach the scientific method and the design cycle through culturally relevant activities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.14

- *BBE 472 Literacy Development in the Content Area, 3 credits
Course designed for bilingual and bicultural preservice teacher candidates to help them guide elementary students in developing literacy in the content areas. Emphasis on acquiring the specific knowledge and literacy skills in reading, writing, thinking, and speaking for content area achievement. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

E.1.b.15

- *BBE 474 Biliteracy Assessment for Dual Language Learners 1-3 credits

Designed for bilingual preservice teacher candidates to help them understand and guide the assessment of literacy development of emerging bilingual and dual language elementary students. Candidates will examine and compare various language and literacy assessment instruments that will enable them to monitor the development across two languages and related literacy skills. Topics of dyslexia and other common literacy phenomena in bilingual communities will be explored. The course may be repeated for up to 3 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program and passing grade in BBE 448.

E.1.b.16

- *BBE 480 Inquiry and Reflective Practitioner, 2-8 credits

This three-term course occurs as teacher candidates prepare for and complete their student teaching field experience. The course is designed to help candidates implement the cycle of planning, teaching, and assessment. As future bilingual teachers, they will engage in reflective practice as well as explore and inquire into educational practices within multilingual and multicultural settings. The inquiry process and skills of a reflective practitioner are critical in working with learners, families, and communities. The course may be repeated for up to 8 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.17

- *CE 421 Theoretical and Computational Soil Mechanics, 4 credits
Presents a theoretical framework for soil properties and soil behavior. Topics include Cauchy stress tensors, Hooke's elastic theory, plasticity theory, Mohr-Coulomb soil model, and modified Cam clay elasto-plastic soil model. Part of the course uses computer simulations of geotechnical laboratory tests with FLAC software to apply geomechanical theory. Prerequisite: CE 341

E.1.b.18

- *CS 440 Deep Learning: Computational Structures and Programming, 4 credits

Deep learning is a powerful tool for machine learning systems. This class provides an introduction to this topic and will focus on classic as well as emerging deep learning techniques. Topics studied include multi-layer perceptrons, convolution neural networks, long-short term

memory, attention mechanisms, autoencoders, generative adversarial networks, and natural language models. The class will focus on learning concepts and applying them via several programming assignments. Prerequisite: CS 350.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.b.19

- B.A./B.S. in Biology – Add option to Physics requirement

E.1.b.20

- B.A./B.S. in Women’s Studies – Update core requirements

E.1.b.21

- Post-Baccalaureate Certificate in Women’s Studies – Update core requirements and increase minimum credits from 40 credits to 44 credits

New Courses

E.1.b.22

- BSt 301 Women in African History, 4 credits
Surveys the rich and deeply layered history of African women, especially from an African perspective. We will examine the historical forces that shaped, and continue to shape, African women’s lives, as well as the ways in which African women have been agents in the making of their own histories. This course illuminates the critical role which African women, of varying nationalities, classes, ethnicities, religions, and regions, have played in African and global history. This is the same course as Hst 301 and may be taken only once for credit.

E.1.b.23

- BSt 333 Protests and People Power in Contemporary Africa, 4 credits
Analyzes Africa’s protest and social movements in the contemporary period using both historical events and scholarly analysis. It provides a multi-faceted account of Africa’s protest and activism politics as rooted in its historical and geographical specificities while centering the discourse on “people power.” We will examine much broader questions of social and historical significance like the relation between human agency and historical change, contestations of power, voice[s] of the people, gender, rights, continuity and discontinuity, and new forms of protest like digital protests.

E.1.b.24

- BSt 368 Gender and Sexualities in Africa, 4 credits
Examines gender and sexualities in Africa from an African perspective. We will explore, among other things, the complex, and oftentimes

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

contradictory, meanings attached to gender and sexuality in various African contexts, the notions of gendered and sexualized identifications, the different historical and social constructions of gender and sexualities in African societies. The course asks how sub-Saharan African contexts challenge Western or Global North conventional conceptualizations of gender and sexualities. Expected Preparation: A general knowledge of African history is recommended.

E.1.b.25

- ChLa 305 Latinx Youth Cultures, 4 credits
Multidisciplinary examination of Latinx youth cultures and expressions to interrogate questions of gender, Latinx identities, white supremacy, sexism, homophobia, and transphobia. Class will examine how Latinx youth have been instrumental in shaping and changing their communities through their resilience, creativity, and activism.

E.1.b.26

- ChLa 420 Chicanx Families, 4 credits
Multidisciplinary examination of Chicanx families to explore how Chicanx writers, scholars, and artists have defined and revised notions of family, kinship, gender, patriarchy, and power. Prerequisite: Upper division standing.

E.1.b.27

- Hst 200 Topics in History Wars, 4 credits
Explores, analyzes, and assesses impassioned public debates about the past for different periods of history. Considers historical debates where facts are contested or do not seem to matter, the role of credentialed experts in contemporary debates, and the place of historical methodologies. Case studies are used to examine how contested collective memories address the past, help us to understand the present, and illuminate the importance of historical practice. Course may be repeated up to three times for credit.

E.1.b.28

- Hst 301 Women in African History, 4 credits
Surveys the rich and deeply layered history of African women, especially from an African perspective. We will examine the historical forces that shaped, and continue to shape, African women's lives, as well as the ways in which African women have been agents in the making of their own histories. This course illuminates the critical role which African women, of varying nationalities, classes, ethnicities, religions, and regions, have played in African and global history. This is the same course as BSt 301 and may be taken only once for credit.

Changes to Existing Courses

E.1.b.29

- Anth 304 Social Theory, 4 credits – change title to Identity and Society

E.1.b.30

- Bi 211 Principles of Biology: Molecular Cell Biology & Genetics, 4 credits – change title to Principles of Biology: Biology of Cells and change description

E.1.b.31

- Bi 212 Principles of Biology: Development, Evolution & Ecology, 4 credits – change title to Principles of Biology: The biology of organisms and change description

E.1.b.32

- Bi 213 Principles of Biology: Organisms, Biodiversity & Conservation, 4 credits – change title to Principles of Biology: Evolution and ecology of living organisms and change description

E.1.b.33

- BSt 211 Introduction to African Studies, 4 credits – remove cross-listing with UnSt 233 and Intl 211

E.1.b.34

- Hst 101 History of Western Civilizations, 4 credits – change title to Age of Empires: The Medieval World and change description

E.1.b.35

- Hst 102 History of Western Civilizations, 4 credits – change title to Early Modern Europe and the World and change description

E.1.b.36

- Hst 103 History of Western Civilizations, 4 credits – change title to Modern Europe and the World and change description

E.1.b.37

- WS 301 Gender and Critical Inquiry, 4 credits – change title to Feminisms: Theories and Analyses

E.1.b.38

- WS 307 Resistance, Activism, and Social Change, 4 credits – change prerequisite

E.1.b.39

- WS 331U Women in the Middle East, 4 credits – change title to Women and the Middle East

E.1.b.40

- WS 349U Gender and International Development, 4 credits – change description

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.41

- WS 412 Feminist Methodologies, 4 credits – change prerequisite

E.1.b.42

- WS 471 Transnational Feminisms, 4 credits – change title to Global Feminisms, change description and prerequisite

E.1.b.43

- WS 482 Topics in Transnational Sexuality Studies, 4 credits – change title to Topics in Global Sexuality Studies and change description

Drop Existing Course

E.1.b.44

- WS 315 Feminist Analysis, 4 credits

School of Public Health**Change to Existing Program**

E.1.b.45

- B.A./B.S. in Applied Health & Fitness – Remove course from required core list, update focus area requirements, and reduce minimum credits from 75 credits to 70 credits.

New Course

E.1.b.46

- PHE 324 Health Coaching Foundations, 4 credits
Introduction to health and wellness coaching practice including helping and learning models, behavior change stage theories and evidence-based coaching modalities. Fundamentals of building effective coaching relationships including, developing rapport, nonviolent communication, appreciative inquiry, design thinking and generative moments. Students gain practical experience through live demonstrations and partner-coaching. Prerequisite: PHE 250.

Changes to Existing Course

E.1.b.47

- PHE 421 Health Coaching Strategies, 4 credits – change description and prerequisite

School of Social Work**Changes to Existing Courses**

E.1.b.48

- CFS 497 Practicum I, 5 credits – change prerequisite

E.1.b.49

- CFS 498 Practicum II, 5 credits – change prerequisite

University Studies

Changes to Existing Course

E.1.b.50

- UnSt 233 Global Perspectives, 4 credits – remove cross-listing with BSt 211, Intl 211, Intl 216, Intl 226, Intl 240, and Intl 247

College of Urban and Public Affairs

New Courses

E.1.b.51

- Intl 314U The Global City in Film, 4 credits
Critically examines urban social issues reflected in films from different countries. Course includes in-class screening, lecture and discussion, and film review writing exercises. Topics for discussion include the urban form, issues of race, gender and social class, the relationships among communities, political authority, industry, commerce, police, street gangs, criminals, public schools, and other institutions and denizens of the city. This is the same course as USP 314U and may be taken only once for credit.

E.1.b.52

- *PS 465 Politics of Russia, 4 credits
An in-depth exploration of Russian politics, history, and culture. Begins with a focus on history, and thus considers the beginnings of the Russian Empire across the centuries. Then examines the rise and fall of communism, with a particular focus on Lenin and Stalin. The final segment of the course focuses on modern Russian politics, with a particular emphasis on the strategies and success of Vladimir Putin. Prerequisite: Upper-division standing.

Changes to Existing Courses

E.1.b.53

- Intl 331U Women in the Middle East, 4 credits – change title to Women and the Middle East

E.1.b.54

- Intl 349U Gender and International Development, 4 credits – change description

E.1.b.55

- USP 314U The City in Film, 4 credits – change title to The Global City in Film, change description, and add cross-listing with Intl 314U

Drop Existing Courses

E.1.b.56

- Intl 211 Introduction to African Studies, 4 credits

* This course is part of a dual-level (400/500) course. For any revisions associated with the 500-level section please refer to the Grad Council consent agenda memo.

E.1.b.57

- Intl 216 Introduction to Asian Studies, 4 credits

E.1.b.58

- Intl 226 Introduction to European Studies, 4 credits

E.1.b.59

- Intl 240 Introduction to Latin American Studies, 4 credits

E.1.b.60

- Intl 247 Introduction to Middle Eastern Studies, 4 credits