CURRICULUM COMMITTEE BULLETIN #1

September 23, 2003

The following curriculum information is presented to the University Community for its consideration. In accordance with the procedures of the University Curriculum Committee, objections to all proposed new courses, programs, or program/course modifications should be communicated, in writing, within two weeks of the publication date of this bulletin, to Professor Rosalie Hallbauer (Curriculum Committee), School of Journalism & Mass Communication, Professor Leonard Bliss (Graduate Council), CHUA, or Professor Gerardo Aladro (Undergraduate Council), College of Arts & Sciences.

Hearings

NAME: PROPOSAL FOR AN ADDITIONAL TRACK IN FOREIGN LANGUAGE EDUCATION
COLLEGE: COLLEGE OF EDUCATION
DATE: Friday, October 10, 2003
TIME: 12:30
PLACE: DM 441 University Park, ACI-306 Biscayne Bay Campus
CONTACT: Eric Dwyer Joint Hearing: Graduate Council, Curriculum Committee

NAME: NEW TRACK IN AN EXISTING PROGRAM: ADVANCED ATHLETIC TRAINING SPORTS MEDICINE TRACK
COLLEGE: COLLEGE OF EDUCATION
DATE: Friday, October 10, 2003
TIME: 1:00
PLACE: DM 441 University Park, ACI-306 Biscayne Bay Campus
CONTACT: Michelle Cleary Joint Hearing: Graduate Council, Curriculum Committee

CERTIFICATE PROGRAM (No Hearing)

NAME: CERTIFICATE IN PROFESSIONAL LEADERSHIP STUDIES
TYPE: Academic Certificate
COLLEGE: College of Health and Urban Affairs - Interdisciplinary Core Curriculum
OBJECTIVES: Professional leadership is a broad set of skills designed to assist graduates to successfully interact with their colleagues in the workplace and the community. Personal skill development focuses on the individual, the group, and the society. The goal of this interdisciplinary certificate program is to foster leadership in the FIU student body members. Through involvement with the campus and community, students will become engaged in their own professional leadership education.

The Certificate Program requires completion of 18 credit hours of course work. All students are required to take a common introductory course - Exploring Leadership - and two other core courses. Then students fulfill certificate requirements by taking three electives consistent with their academic and career objectives.

The Certificate of Professional Leadership Studies is administered by an interdisciplinary Coordinating Committee made up of faculty in Health and Urban Affairs and Business Administration. It is Co-Chaired by the Interdisciplinary Core Curriculum Coordinator in CHUA and the Director of the Center for Leadership Development & Civic Responsibility (Student Affairs).

CONTACT: Susan B. Himburg
CERTIFICATE PROGRAM (No Hearing)

NAME: TESOL (Teachers of English to Speakers of Other Languages)
TYPE: Professional Certificate
COLLEGE: College of Education - Department of Curriculum & Instruction
OBJECTIVES:

At present, an Endorsement in TESOL - i.e., a credential that will allow a teacher with a certification in a subject area (such as Art, Music, Math, etc.) or specification (such as Elementary Education, Early Childhood, etc.) entails five courses. Such an endorsement permits teachers in the public schools in Florida to legally teach students learning English simultaneous to their content area materials.

In the professional world of teaching English as a second or foreign language, most countries recognize a certificate, usually called by a variety of alphabetizations, including TESL, TEFL and ELT. A number of reputable institutions the world over offer certificate programs such that graduates may then work in many countries of the world. Further, the professional organization TESOL (http://www.tesol.org) has a recent professional paper regarding the minimum standards for which such a certificate program may be claimed to be of value or good standing. Perhaps the most famous of these certificate programs is the CELTA, originally designed by the ESL department at Cambridge University in English, and now serving as a model program worldwide. Content in the CELTA programs is very similar to the TESOL Endorsement model. As a result, for those students wishing to teach abroad, though not exclusively to adults - rather including young people, as well - we would like to offer a similar certificate. Such a certificate would be congruent to half a Master’s degree or six hours.

CONTACT:
Eric Dwyer

COLLEGE OF EDUCATION - DEPARTMENT OF CURRICULUM & INSTRUCTION
PROPOSAL FOR A MINOR PROGRAM

NAME: UNDERGRADUATE MINOR IN EDUCATION
CONTACT: Gail P. Gregg, Curriculum & Instruction

NAME OF ACADEMIC UNIT SUBMITTING THE REQUEST:
COLLEGE OF EDUCATION - DEPT. OF CURRICULUM & INSTRUCTION

OFFICIAL NAME OF PROPOSED PROGRAM:
UNDERGRADUATE MINOR IN EDUCATION

PRESCRIBED COURSES AND OTHER REQUIREMENTS:

Generic Professional Studies (Education Core)
- EDF 3315 Philosophical & Historical Foundations of Education 3 credits
- EDP 3004 Educational Psychology 3 credits
- EDG 3321 General Instructional Decision Making 3 credits
- ESE 4343 Secondary Classroom Management 3 credits

Special Methods (Subject Area Specific)
- Home Economics Education
  - HEE 3302 Current Development in Home Economics 3 credits
  - HEE 4104 Instruc.tions in Home Economics 3 credits
- English 6-12/TEFL/ESL
  - LAE 4335 Special Teaching Lab: English 3 credits
- Mathematics
  - MAB 4333C Special Teaching Lab: Math 3 credits
- Physics/Chemistry/Biology
  - SCE 4330 Special Teaching Lab: Science 3 credits
- Social Studies
  - SSE 4384 Special Teaching Lab: Social Studies 3 credits
- Foreign Languages
  - FLE 4314 Methods of Teaching Modern Languages in Elementary School 3 credits
  - FLE 4375 Methods of Teaching Modern Languages at the Secondary Level 3 credits
- Art Education
  - ARE 4316 Special Teaching Lab: Art K-5 3 credits
  - ARE 4341 Special Teaching Lab: Art 6-12 3 credits

SHOW EVIDENCE THAT LIBRARY AND/OR LABORATORY RESOURCES ARE AVAILABLE TO ACCOMMODATE THE PROPOSED MINOR PROGRAM:

This program would not impact library resources in any way. The College has ample technology labs and teaching labs available to accommodate Arts and Science students who will participate.

TYPES OF STUDENTS EXPECTED TO BE ATTRACTION TO THIS PROGRAM:

This program will attract Arts & Sciences students who would like to complete teacher certification requirements so that if need be, they are qualified to teach upon graduation from their undergraduate degree program.

BRIEFLY DESCRIBE THE REQUIREMENTS OF THE RELATED MAJOR PROGRAM:

The requirements of the various majors all specify a majority of course work be completed in the discipline of the major, or at the very least, a minimum of 30 hours in a content area in addition to other specified required coursework.

NAME OF ACADEMIC UNIT MAKING THE REQUEST:
College of Education - Department of Curriculum and Instruction

JUSTIFICATION:

At the present time, the College of Education is experiencing a decrease in enrollments. This minor will help to increase FTE's in the College. In addition, the District (MDCFPS) (as is the Nation) is experiencing a shortage in certified teachers - this minor will produce graduates who are certifiable upon graduation.
### COLLEGE OF EDUCATION - PROGRAM CHANGE - MODERN LANGUAGE EDUCATION - Contact: Eric Dwyer

#### Old Program
**Modem Language Education**  
Master's of Science in TESOL

**Admission Requirements**
- Bachelor's degree
- A GPA of 3.0 in the last 60 semester hours of upper division coursework completed at a regionally accredited four-year institution
- Submission of a personal statement
- Submit a portfolio of work
- Two letters of recommendation

**GPA**
- * = ESLQ Endorsement course

**Prerequisite Course**
- 3 credits General Language

**Required Courses**
- 16 credits at graduate level
  - EDF 5411 Foundations of Educational Research
  - EDR 6404 Social, Philosophical, and Historical Foundations of Education
  - EDF 6211 Educational Psychology: Applied Foundations
  - Language Education requirement (18 credits

**Electives**
- Core Language Education:
  - ESL 5071 Cross-cultural Studies
  - TESL 4540 Foundations of Language Learning
  - LHN 5471 History of English Grammar
  - LHN 5541 General Phonology/Phonetics
  - LHN 5546 Sociolinguistics
  - LHN 5693 Foundations of Linguistics
  - LHN 5711 Language Acquisition
  - LHN 5723 Teaching Accent Reduction
  - LHN 5812 Phonetics
  - LHN 6071 General Linguistics
  - LHN 6072 General Linguistics
  - LHN 6073 General Linguistics
  - LHN 6074 General Linguistics
  - LHN 6075 General Linguistics

**New Program**
**Foreign Language Education**  
Master's of Science in TESOL

**Admission Requirements**
- Bachelor's degree in the language of specialization or a Bachelor's degree including 30 upper division credit hours in the language of specialization
- Three letters of recommendation

**GPA**
- * = ESLQ Endorsement course

**Prerequisite Course**
- 3 credits General Language

**Required Courses**
- 16 credits at graduate level
  - EDF 5411 Foundations of Educational Research
  - EDR 6404 Social, Philosophical, and Historical Foundations of Education
  - EDF 6211 Educational Psychology: Applied Foundations
  - Language Education requirement (18 credits

**Electives**
- Core Language Education:
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  - TESL 4540 Foundations of Language Learning
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  - LHN 5541 General Phonology/Phonetics
  - LHN 5546 Sociolinguistics
  - LHN 5693 Foundations of Linguistics
  - LHN 5711 Language Acquisition
  - LHN 5723 Teaching Accent Reduction
  - LHN 5812 Phonetics
  - LHN 6071 General Linguistics
  - LHN 6072 General Linguistics
  - LHN 6073 General Linguistics
  - LHN 6074 General Linguistics
  - LHN 6075 General Linguistics

### COLLEGE OF EDUCATION - PROGRAM CHANGE - EXCEPTIONAL STUDENT EDUCATION - Contact: Patricia Barbetta

#### Department of Educational and Psychological Studies

<table>
<thead>
<tr>
<th>Old Program: Varying Exceptionalities</th>
<th>New Program: Exceptional Student Education</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Studies Core</td>
<td>Professional Studies Core</td>
<td>Changes</td>
</tr>
<tr>
<td>FDIC 5414 Instructional Strategies for the Classroom Teacher</td>
<td>EDO 5414 Instructional Strategies for the Classroom Teacher</td>
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<tr>
<td>EDP 5053 Educational Psychology</td>
<td>EDP 5053 Educational Psychology</td>
<td>Same</td>
</tr>
<tr>
<td>EDF 5517 History of American Education</td>
<td>EDF 5517 History of American Education</td>
<td>Same</td>
</tr>
<tr>
<td>TSL 5371 Special Methods for TESOL 3</td>
<td>TSL 5371 Special Methods for TESOL 3</td>
<td>Same</td>
</tr>
<tr>
<td>TSL 5142 Curriculum Development in ESL</td>
<td>TSL 5142 Curriculum Development in ESL</td>
<td>Same</td>
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<tr>
<td>EEX 6051 Educational Needs of Students w/ Exceptionalities</td>
<td>EEX 6051 Educational Needs of Students w/ Exceptionalities</td>
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<tr>
<td>EEX 6106 Acquisition of Speech and Language Skills</td>
<td>EEX 6106 Acquisition of Speech and Language Skills</td>
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<tr>
<td>EEX 6227 Educational Assessment</td>
<td>EEX 6227 Educational Assessment</td>
<td>Same</td>
</tr>
<tr>
<td>EEX 5608 Behavioral Approaches to Learning and Classroom Management</td>
<td>EEX 5608 Behavioral Approaches to Learning and Classroom Management</td>
<td>Same</td>
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<tr>
<td>EEX 5771 Personal and Social Services for Students with Disabilities</td>
<td>EEX 5771 Personal and Social Services for Students with Disabilities</td>
<td>New Course</td>
</tr>
<tr>
<td>EEX 5060 Language Needs/Curriculum for Students with Disabilities</td>
<td>EDP 5060 Language Needs/Curriculum for Students with Disabilities</td>
<td>New Course</td>
</tr>
<tr>
<td>EEX 6259 Reading for Students w/ Exceptionalities</td>
<td>EEX 6259 Reading for Students w/ Exceptionalities</td>
<td>Same</td>
</tr>
<tr>
<td>EEX 5766 Instructional and Assistive Technology in Special Education</td>
<td>EEX 5766 Instructional and Assistive Technology in Special Education</td>
<td>Same</td>
</tr>
<tr>
<td>RED 4150 Teaching Primary Reading</td>
<td>RED 4150 Teaching Primary Reading</td>
<td>Same</td>
</tr>
</tbody>
</table>
## CURRICULUM COMMITTEE BULLETIN #1, September 23, 2003

**COLLEGE OF EDUCATION - UNDERGRADUATE PROGRAM CHANGES - Contact: Patricia Barbetta**

Current Name: Mental Retardation  
Proposed Name: Exceptional Student Education

### Old Program: Mental Retardation  
New Program: Exceptional Student Education

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>New Program</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 1005: Introduction to Education</td>
<td>EDF 1005: Introduction to Education</td>
<td>Same</td>
</tr>
<tr>
<td>EDO 2701: Teaching Diverse Populations</td>
<td>EDO 2701: Teaching Diverse Populations</td>
<td>Same</td>
</tr>
<tr>
<td>EME 2040: Introduction to Educational Technology</td>
<td>EME 2040: Introduction to Educational Technology</td>
<td>Same</td>
</tr>
</tbody>
</table>
| **Upper Division: Professional Studies**  
| Common Core | **Upper Division: Professional Studies**  
| Common Core | **Upper Division: Program Content Courses** (cont.) |
| EDP 3004: Educational Psychology | EDP 3004: Educational Psychology | Same |
| EDF 4634: Cultural and Social Foundations of Education | EDF 4634: Cultural and Social Foundations of Education | Same |
| EDO 3321: General Instructional Decision Making | EDO 3321: General Instructional Decision Making | Same |

| **Upper Division: Program Content Courses** (cont.) | **Upper Division: Program Content Courses** (cont.) |
| EEX 3243: Instructional and Assistive Technology in Special Education | EEX 3243: Instructional and Assistive Technology in Special Education | Same |
| EEX 4240: Literacy in Special Education | EEX 4240: Literacy in Special Education | Same |
| EEX 3012: Educational Needs of Students with Disabilities | EEX 3012: Educational Needs of Students with Disabilities | Same |
| EEX 3302: Personal Foundations for Individuals with Disabilities | EEX 3300: Teaching Students with Exceptionalities in Inclusive Settings | New Course |
| SPA 3000: Acquisition of Speech and Language Skills | SPA 3000: Acquisition of Speech and Language Skills | Same |
| EEX 3231: Assessment of Students with Exceptionalities | EEX 3231: Assessment of Students with Exceptionalities | Same |
| EEX 4601: Behavioral Approaches to Classroom Learning | EEX 4601: Behavioral Approaches to Learning and Classroom Management | Same |

| **Upper Division: Program Content Courses** (cont.) | **Upper Division: Program Content Courses** (cont.) |
| EED 4112: Behavioral Approaches to Classroom Learning | EDP 3210: Classroom Management | Different Course |
| RED 4130: Teaching Primary Literacy | RED 4150: Teaching Primary Literacy | Same |
| RED 4171: Teaching Intermediate Literacy OR RED 4325: Reading in the Content Areas | RED 4325: Reading in the Content Areas | Choice Eliminated |
| MAE 4310: Teaching Elementary Math | MAE 4310: Teaching Elementary Math | Same |
| EEX 4940: Field Experience in Special Education | EEX 4940: Field Experience in Special Education | Same |
| EME 4362: Strategies for Teaching Students with Mental Handicaps | EEX 4330: Instructional Practices in Exceptional Student Education | New Course |
| EME 4421: Curriculum for Teaching Students with Mental Handicaps | EEX 4330: Instructional Practices in Exceptional Student Education | New Course |
| EED 4810: Supervised Practicum in Special Education | EEX 4810: Supervised Practicum in Special Education | Same |
| EEX 4861: Student Teaching 3 | EEX 4861: Student Teaching 3 | Same |
| EEX 4936: Student Teaching Seminar 3 | EEX 4936: Student Teaching Seminar 3 | Same |

**Total Upper Division Credits: 67**

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**Notes:**  
- The changes are primarily in the name of the programs and some course titles.  
- New courses and course titles are indicated where changes occur.  
- The course credits remain unchanged except for the total number of upper division credits.
## CURRICULUM COMMITTEE BULLETIN #1, September 23, 2003

**COLLEGE OF EDUCATION - UNDERGRADUATE PROGRAM CHANGES - Contact: Patricia Barbetta**

**Current Name:** Learning Disabilities  
**Proposed Name:** Exceptional Student Education

<table>
<thead>
<tr>
<th>Current Program: Learning Disabilities</th>
<th>Proposed Program: Exceptional Student Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division</strong></td>
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</tr>
<tr>
<td>EDF 1005 Introduction to Education</td>
<td>EDF 1005 Introduction to Education</td>
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<tr>
<td>EDG 2701 Teaching Diverse Populations</td>
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<td>EME 2040 Introduction to Educational Technology</td>
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<tr>
<td><strong>Upper Division: Professional Studies</strong></td>
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</tr>
<tr>
<td>Common Core</td>
<td>Common Core</td>
</tr>
<tr>
<td>EDP 3004 Educational Psychology</td>
<td>EDP 3004 Educational Psychology</td>
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<tr>
<td>EDF 4634 Cultural and Social Foundations of Education</td>
<td>EDF 4634 Cultural and Social Foundations of Education</td>
</tr>
<tr>
<td>EDG 3321 General Instructional Decision Making</td>
<td>EDG 3321 General Instructional Decision Making</td>
</tr>
<tr>
<td><strong>Upper Division: Program Content Courses</strong></td>
<td><strong>Upper Division: Program Content Courses</strong></td>
</tr>
<tr>
<td>ESL 3170 ESL Principles and Practices I</td>
<td>ESL 3170 ESL Principles and Practices I</td>
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<tr>
<td>ESL 4141 ESL Issues: Principles and Practices II</td>
<td>ESL 4141 ESL Issues: Principles and Practices II</td>
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<td>EEX 3243 Instructional and Assistive Technology in Special Education</td>
<td>EEX 3243 Instructional and Assistive Technology in Special Education</td>
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<td>EEX 4240 Literacy in Special Education</td>
<td>EEX 4240 Literacy in Special Education</td>
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<tr>
<td>EEX 3012 Educational Needs of Students with Disabilities</td>
<td>EEX 3012 Educational Needs of Students with Disabilities</td>
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<td>EEX 3202 Personal Foundations for Individuals with Disabilities</td>
<td>EEX 3202 Personal Foundations for Individuals with Disabilities</td>
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<tr>
<td>SPA 3000 Acquisition of Speech and Language Skills</td>
<td>SPA 3000 Acquisition of Speech and Language Skills</td>
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<td>EEX 3221 Assessment of Students with Exceptionalities</td>
<td>EEX 3221 Assessment of Students with Exceptionalities</td>
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<tr>
<td>EEX 4601 Behavioral Approaches to Classroom Learning</td>
<td>EEX 4601 Behavioral Approaches to Classroom Learning</td>
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<tr>
<td>EED 4212 Behavioral Approaches to Classroom Learning</td>
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### Upper Division: Program Content Courses (cont.)

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
<th>Changes</th>
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</thead>
<tbody>
<tr>
<td>RED 4150 Teaching Primary Literacy</td>
<td>RED 4150 Teaching Primary Literacy</td>
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</tr>
<tr>
<td>RED 4311 Teaching Intermediate Literacy or RED 4325 Reading in the Content Area</td>
<td>RED 4325 Reading in the Content Area</td>
<td>Choice (Eliminated)</td>
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<tr>
<td>MAE 4310 Teaching Elementary Math</td>
<td>MAE 4310 Teaching Elementary Math</td>
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<tr>
<td>EEX 4940 Field Experience in Special Education</td>
<td>EEX 4940 Field Experience in Special Education</td>
<td>Same</td>
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<tr>
<td>ELD 4230 Strategies for Teaching Students with Learning Disabilities</td>
<td>EEX 4xxx Instructional Practices in Exceptional Student Education</td>
<td>New Course</td>
</tr>
<tr>
<td>EMR 4240 Curriculum for Teaching Students with Learning Disabilities</td>
<td>EEX 4xxx Instructional Practices in Exceptional Student Education</td>
<td>New Course</td>
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<tr>
<td>EEX 4810 Supervised Practicum in Special Education</td>
<td>EEX 4810 Supervised Practicum in Special Education</td>
<td>Same</td>
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<tr>
<td>EEX 4861 Student Teaching</td>
<td>EEX 4861 Student Teaching</td>
<td>Same</td>
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<tr>
<td>EEX 4936 Student Teaching Seminar</td>
<td>EEX 4936 Student Teaching Seminar</td>
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</tr>
</tbody>
</table>

**Total Upper Division Credits: 67**  
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### Current Program: Emotional Disturbance Handicapped

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>Proposed Program: Exceptional Student Education</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 1005 Introduction to Education 3</td>
<td>EDF 1005 Introduction to Education 3</td>
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<td>EDG 2701 Teaching Diverse Populations 3</td>
<td>EDG 2701 Teaching Diverse Populations 3</td>
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<tr>
<td>EME 2040 Introduction to Educational Technology 3</td>
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</tr>
</tbody>
</table>

### Upper Division: Professional Studies Common Core

<table>
<thead>
<tr>
<th>Upper Division: Professional Studies Common Core</th>
<th>Upper Division: Program Content Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 3004 Educational Psychology 3</td>
<td>TSL 3370 ESOL Principles and Practices I 3</td>
</tr>
<tr>
<td>EDF 4634 Cultural and Social Foundations of Education 3</td>
<td>TSL 4141 ESOL Issues: Principles and Practice II 3</td>
</tr>
<tr>
<td>EDG 3321 General Instructional Decision Making 3</td>
<td>EEX 3243 Instructional and Assistive Technology in Special Education 3</td>
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<tr>
<td>EEX 4240 Literacy in Special Education 3</td>
<td>EEX 4240: Literacy in Special Education 3</td>
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<tr>
<td>EEX 3012 Educational Needs of Students with Disabilities 3</td>
<td>EEX 3012 Educational Needs of Students with Disabilities 3</td>
</tr>
<tr>
<td>EEX 3202 Personal Foundation Transitional Services for Individuals with Disabilities 3</td>
<td>EEX 3xxx Teaching Students with Exceptionalities in Inclusive Settings 3 New Course</td>
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<tr>
<td>SPA 3000 Acquisition of Speech and Language Skills 3</td>
<td>SPA 3000 Acquisition of Speech and Language Skills 3 Same</td>
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<tr>
<td>EEX 3221 Assessment of Students with Exceptionalities 3</td>
<td>EEX 3221 Assessment of Students with Exceptionalities 3 Same</td>
</tr>
<tr>
<td>EEX 4601 Behavioral Approaches to Classroom Learning I 3</td>
<td>EEX 4601 Behavioral Approaches to Learning and Classroom Management I 3 Same</td>
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### Upper Division: Program Content Courses (cont.)

<table>
<thead>
<tr>
<th>Upper Division: Program Content Courses (cont.)</th>
<th>Lower Division</th>
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</thead>
<tbody>
<tr>
<td>EED 4312: Behavioral Approaches to Classroom Learning I 3</td>
<td>EDF 3218: Classroom Management 3</td>
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<tr>
<td>RED 4150 Teaching Primary Literacy 3</td>
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<tr>
<td>RED 4311: Teaching Intermediate Literacy OR RED 4321 Reading in the Content Areas 3</td>
<td>RED 4325 Reading in the Content Areas 3 Choice Eliminated</td>
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<tr>
<td>MAE 4310 Teaching Elementary Math 3</td>
<td>MAE 4310 Teaching Elementary Math 3 Same</td>
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<tr>
<td>EEX 4940 Field Experience in Special Education 00</td>
<td>EEX 4940 Field Experience in Special Education 00 Same</td>
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<tr>
<td>ELD 4230 Strategies for Teaching Students with Emotional Handicaps 3</td>
<td>EEX 3xxx Instructional Practices in Exceptional Student Education I 3 New Course</td>
</tr>
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<td>EEM 4240 Curriculum for Teaching Students with Emotional Handicaps 3</td>
<td>EEX 4xxx Instructional Practices in Exceptional Student Education II 3 New Course</td>
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<tr>
<td>EEX 4810 Supervised Practicum in Special Education 1</td>
<td>EEX 4810 Supervised Practicum in Special Education 1 Same</td>
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<tr>
<td>EEX 4861 Student Teaching 9</td>
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</tr>
<tr>
<td>EDG 4936 Student Teaching Seminar 3</td>
<td>EEX 4936 Student Teaching Seminar 3 Same</td>
</tr>
</tbody>
</table>

**Total Upper Division Credits: 67**
The College of Business would like to request a Degree Code for an Entrepreneurship concentration in the Evening MBA (major code 0001) due to the formation of the new Center for Global Entrepreneurship & Innovation. The center is being developed jointly by FIU's colleges of Business and Engineering with significant participation from other academic units.

The Evening MBA consists of a total curriculum of 55 credit hours. Twelve (12) credit hours are required elective courses. In order to fulfill the requirements of a concentration, students must select four courses in one specialized area of study.

In collaboration with the center, the Management and International Business Department is currently offering graduate entrepreneurial classes that are cross-listed with the College of Engineering. The following selections include:

**Entrepreneurship and New Venture Initiation**

<table>
<thead>
<tr>
<th>Advanced Business Plan Development*</th>
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<tbody>
<tr>
<td>Family Owned Business*</td>
</tr>
<tr>
<td>High-Technology Product and Service Development*</td>
</tr>
<tr>
<td>Innovation in Management*</td>
</tr>
</tbody>
</table>

* New course proposal submitted.

Future plans are already in progress to offer the following courses:

**Entrepreneurial Finance**

Growing the Small & Medium Size Business

Managing Intellectual Property (Patents, copyrights, trademarks)

Entrepreneurial Project Development (Class specifically designed to put our graduate students in high tech start-ups working on "real" projects).

*****************************************************************************

COLLEGE OF BUSINESS - PROPOSED CHANGES IN THE MS IN FINANCE PROGRAM - Contact: Shahid Hamid

<table>
<thead>
<tr>
<th>Old Program</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 6428 Corporate Finance</td>
<td>FIN 6428 Corporate Finance</td>
</tr>
<tr>
<td>FIN 6456 Quantitative Methods in Fin Analysis</td>
<td>FIN 6456 Quantitative Methods in Fin Analysis</td>
</tr>
<tr>
<td>FIN 6515 Securities Analysis</td>
<td>FIN 6515 Securities Analysis</td>
</tr>
<tr>
<td>FIN 6426 Financial Markets and Institutions</td>
<td>FIN 6426 Financial Markets and Institutions</td>
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<tr>
<td>FIN 6525 Portfolio Theory</td>
<td>FIN 6525 Portfolio Theory</td>
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<tr>
<td>FIN 6538 Financial Futures and Fixed Income Invest</td>
<td>FIN 6538 Financial Futures and Fixed Income Invest</td>
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<tr>
<td>FIN 6644 Global Financial Strategy</td>
<td>FIN 6644 Global Financial Strategy</td>
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<tr>
<td>FIN 6426 Financial Management Policies</td>
<td>Core courses</td>
</tr>
<tr>
<td>FIN 6436 Capital Budgeting</td>
<td>FIN 6426 Financial Management Policies</td>
</tr>
<tr>
<td>FIN 6326 Commercial Banking</td>
<td>FIN 6436 Capital Budgeting</td>
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<td>FIN 6326 Commercial Banking</td>
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<td>OR</td>
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<td></td>
<td>FIN 6550 Behavioral Finance</td>
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<td></td>
<td>B) FIN 6426 Financial Management Policies</td>
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<tr>
<td></td>
<td>FIN 6xxx Advanced Financial Risk Management</td>
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<td></td>
<td>FIN 6xxx Advanced Investment</td>
</tr>
</tbody>
</table>

Note: Students are required to have **FIN 6428 Corporate Finance** taken ACG 6026 or equivalent by the end of the first semester as pre-requisite or co-requisite for the program.
COLLEGE OF BUSINESS - MASTER OF SCIENCE IN FINANCE/MASTER OF BUSINESS ADMINISTRATION JOINT DEGREE PROGRAM - Contact Shamil Hamid

MASTER OF SCIENCE IN FINANCE/MASTER OF BUSINESS ADMINISTRATION JOINT DEGREE PROGRAM

The Department of Finance and the MBA program in the the Alvah H. Chapman Jr. Graduate School of Business at Florida International University are proposing a joint degree program culminating in both a Master of Business Administration degree (MBA), and a Master of Science in Finance degree (Fast Track-MSF). Under the joint degree program, a student can obtain both degrees in significantly less time than it would take to obtain both degrees if pursued consecutively. The joint degree program will use existing faculty, courses, and resources. Important criteria relating to the joint degree program are as follows:

1. Candidates to the joint degree program must meet the entrance requirements established by each individual program. Candidates must indicate on the application their intention to pursue the joint degree option. Students deciding to pursue the joint degree option after having been admitted to one program will indicate this intention only on their second application.

2. Applications for a joint degree will not be accepted from candidates who have already completed either degree. MBA or Fast Track MSF students must apply and be admitted by no later than the second to last semester in which they are expected to complete their original degree requirements.

3. Candidates must satisfy all requirements for each degree. To obtain the MSF degree, the student will be required to take eleven (11) finance courses. This includes the two finance courses in the MBA core program, plus nine finance courses from the MSF fast track program, for a total of 33 credit hours. Three of these nine MSF courses will be used to satisfy part of the elective requirements of the MBA program. To obtain the MBA degree, the student will have to fulfill all the MBA program requirements. The two degrees will have 5 common courses. Courses transferred between degrees must be completed with a grade point average of 3.0 or higher. MSF courses transferred to meet MBA elective credit must be 6000 level courses approved by the University Curriculum Committee. Directors of the MBA and MSF degree programs may adjust these exact course requirements as a result of future changes to the MBA or MSF curriculums.

4. Joint degree candidates will not receive either degree until all requirements for both programs have been satisfied. Students deciding against completing a second degree must satisfy all first degree program requirements as if the student had never been a joint degree candidate. Subject to prior approval, graduate students are normally allowed six (6) credit hours from graduate level courses offered by other units of the University as counting toward single degrees.

5. The joint degree program will begin with the Spring 2004 semester.

6. With the joint degree program students will take a total of 73 credit hours to get both degrees. Without the joint degree program students will need to take 88 credit hours to get both degrees. Thus, MBA students will require only an additional 18 credits to get the MSF degree. MSF students will require only an additional 40 hours to get an MBA degree.

<table>
<thead>
<tr>
<th></th>
<th>MSF program</th>
<th>MBA program</th>
<th>Net Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA core finance courses</td>
<td>6 credit</td>
<td>6 credit</td>
<td>6</td>
</tr>
<tr>
<td>MSF Fast Track common courses</td>
<td>9 credit</td>
<td>9 credit</td>
<td>18</td>
</tr>
<tr>
<td>MSF Fast Track other courses</td>
<td>18 credit</td>
<td></td>
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<tr>
<td>MBA pre-core</td>
<td>9 credit</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>MBA core non-finance courses</td>
<td>25 credit</td>
<td>25 credit</td>
<td></td>
</tr>
<tr>
<td>MBA non-finance elective</td>
<td>3 credit</td>
<td>3 credit</td>
<td></td>
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<tr>
<td>MBA PDS courses</td>
<td>3 credit</td>
<td>3 credit</td>
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</tr>
</tbody>
</table>

Net Total courses
The document contains information about program changes in journalism, with changes mainly in the advertising track and minor changes to the journalism track. The changes are proposed and include new course requirements and course eliminations. The justification for these changes is noted at the end of the document.
## Public Relations

### School Requirements (9 credits)
- MGC 3104C: Mass Communication Orientation
- MGC 3104C: Writing Strategies for Reaching a Mass Audience
- MGC 3104C: Mass Media and Society
- MGC 4200: Mass Communication Law and Ethics

### Track Requirements (26 credits)

#### Track Requirements (27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGC 3104C</td>
<td>3</td>
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<tr>
<td>ADV 3000</td>
<td>3</td>
</tr>
<tr>
<td>VIC 3002</td>
<td>3</td>
</tr>
<tr>
<td>RTV 3300</td>
<td>3</td>
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<tr>
<td>ADV 3300</td>
<td>3</td>
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<tr>
<td>MGC 4800</td>
<td>3</td>
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<tr>
<td>PUR 4100</td>
<td>3</td>
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<tr>
<td>PUR 4101</td>
<td>3</td>
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<tr>
<td>PUR 4106</td>
<td>3</td>
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<tr>
<td>MGC 4418</td>
<td>3</td>
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<tr>
<td>MGC 4936</td>
<td>3</td>
</tr>
<tr>
<td>MGC 4945</td>
<td>3</td>
</tr>
<tr>
<td>PUR 4934</td>
<td>3</td>
</tr>
</tbody>
</table>

### Course Electives from the following (6 credits)
- MGC 3100
- MGC 3200
- MGC 3300
- MGC 3400
- MGC 3500
- MGC 3600
- MGC 3700
- MGC 3800
- MGC 3900

**JUSTIFICATION:** Information will be included in PUR 4101

**NEW:**

**VIC 3002 Visual Design for Media**

**RTV 3201 Videography Basic**

(delete from track requirements)

**JUSTIFICATION:** Information will be included in PUR 4101

Two Department Electives from the following (6 credits)

(Add: JOU 3003 Introduction to Journalism)

**JUSTIFICATION:** including VIC/RTV in PUR 4101 allows for greater breadth via electives

*These are the track core courses which must be completed within the first 18 hours of the program.* No student will be allowed to register for other courses until these core courses are completed. MGC 3104C must be completed with a grade of "C" or higher within the first two semesters of the upper division program.

**Liberal Arts Requirements (7 credits)**

**STUDENTS MUST SELECT ONE COURSE FROM EACH OF THE FOLLOWING SUBJECT AREAS:**

- Economics
- Psychology
- Speech Communication
- In order to meet the 3 credit upper division requirement, these credits must be in addition to the requirement for Communication.

**If 3000/4000 already taken, may take political science/religious studies courses instead.**

**Arts of Communication (15 credits)**

In consultation with an advisor, the student must take 15 upper division, 4000-level hours in one area of emphasis during the School. These courses should relate to the student's career exploration. Several traditional areas of specialization are as follows.
Proposal for Change in Graduate Admissions Requirements
Master of Science Degree Program in Educational Leadership
(Major Code: 0182)

The faculty in the Educational Administration/Leadership program area proposes to effect a change in the admissions requirements for the Master of Science (M.S.) degree program in Educational Leadership. Under the proposed new admissions requirements, the Graduate Record Examination (GRE) will not be considered as a criterion for admission to the program, as other factors will be taken into consideration in admissions decisions.

Current Requirements
1. A baccalaureate degree and a grade point average of at least 3.0 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework;
2. A minimum combined score of 800 on the verbal and quantitative portions of the Graduate Record Examination (General Test); and
3. At least three years of successful full-time teaching experience and a regular Florida teaching certificate.

Proposed Requirements
1. A baccalaureate degree and a grade point average of at least 3.25 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework;
2. At least three years of successful full-time teaching experience prior to application for admission to the program;
3. Two letters of recommendation from individuals who can comment on the applicant’s leadership potential and qualifications for successfully participating in the program;
4. A current resume (curriculum vitae), including education, professional preparation, and employment history, and
5. A brief written statement (approximately 250 words) articulating the applicant’s professional career goals and aspirations.

Rationale
1. For students in the Educational Administration/Leadership program, GRE scores have not been useful as predictors of various aspects of graduate performance at the master’s degree-level. This lack of validity in predicting performance is especially the case the longer an individual is past receipt of the baccalaureate degree. Moreover, minority group members tend to perform better in the program than would be predicted by their scores on the GRE.
2. The GRE, as a standardized test, does not adequately address many of the program’s learning objectives, hence, lack of content validity is an issue when using the GRE as an admissions criterion.
3. The proposed admissions requirement of a minimum grade point average of 3.25 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework (superceding the current requirement of a 3.0 grade point average) represents the commitment of the program faculty to recruit and admit students with stronger academic records (as indicated by grade point average).
4. The required (a) letters of recommendation, (b) current resume (curriculum vitae), and (c) brief written statement are intended to provide an indicative profile of an applicant’s personal and professional qualifications, career performance, leadership potential and/or ability, and communication skills.
Proposed for Change in Graduate Admissions Requirements

Education Specialist Degree Program in Educational Leadership

(Major Code: 0187)

The faculty in the Educational Administration/Leadership program area proposes to effect a change in the admissions requirements for the Education Specialist (Ed.S.) degree program in Educational Leadership. Under the proposed new admissions requirements, the Graduate Record Examination (GRE) will not be considered as a criterion for admission to the program, as other factors will be taken into consideration in admissions decisions.

****************************************

Current Requirements

1. A baccalaureate degree and a grade point average of at least 3.0 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework;
2. A master’s degree (or equivalent) and a grade point average of at least 3.25 (on 4.0 scale),
3. A minimum combined score of 800 on the verbal and quantitative portions of the Graduate Record Examination (General Test),
4. At least three years of successful full-time teaching experience and a regular Florida teaching certificate.

Proposed Requirements

1. A master’s degree (or equivalent) and a grade point average of at least 3.25 (on 4.0 scale);
2. At least three years of successful full-time teaching experience prior to application for admission to the program;
3. Two letters of recommendation from individuals who can comment on the applicant’s leadership potential and qualifications for successfully participating in the program;
4. A current resume (curriculum vitae), including education, professional preparation, and employment history; and
5. A brief written statement (approximately 250 words) articulating the applicant’s professional career goals and aspirations.

****************************************

Rationale

1. For students in the Educational Administration/Leadership program, GRE scores have not been useful as predictors of various aspects of graduate performance at the Education Specialist degree level. This lack of validity in predicting performance is especially the case the longer an individual is past receipt of the baccalaureate degree. Moreover, minority group members tend to perform better in the program than would be predicted by their scores on the GRE.

2. The GRE, as a standardized test, does not adequately address many of the program’s learning objectives; hence, lack of content validity is an issue when using the GRE as an admissions criterion.

3. The required (a) letters of recommendation, (b) current resume (curriculum vitae), and (c) brief written statement are intended to provide an indicative profile of an applicant’s personal and professional qualifications, career performance, leadership potential and/or ability, and communication skills.
NEW COURSES AND COURSE CHANGES, LISTED BY SCHOOL, COLLEGE AND UNIT:
COLLEGE OF BUSINESS: NEW COURSE REQUESTES, LISTED BY DEPARTMENT:

FINANCE:

FIN 5XXX  **Financial Markets & Analysis**  3 credits

FIN 6XXX  **Advanced Financial Risk Management**  3 credits
- This course examines advanced issues in options and financial engineering, including quantitative aspects of options models, credit risk instruments, and how to develop new securities.
  - Prerequisites: FIN 6487 or equivalent

FIN 6XXX  **Advanced Investments**  3 credits
- This course examines advanced topics in equity and fixed income investments as well as portfolio theory.
  - Emphasis is on theories and applications in the valuation and management of equity and fixed income instruments both locally and globally.
  - Prerequisites: FIN 6516 and FIN 6538 or equivalent.

MANAGEMENT AND INTERNATIONAL BUSINESS:

MAN 5XXX  **Managing in the 21st Century**  3 credits
- This course is designed to identify important problems for managers in the 21st century. Includes responding to global issues, such as shift manufacturing trends; workplace ethics and diversity; cultural attitudes; the impact of new technologies.

MAN 5XXX  **Strategic Business Planning**  3 credits
- This course focuses on clarifying ideas and processes for developing viable strategic plans. Students will develop a venture concept for an existing corporation and write a plan for implementation, including corporate culture, task environment, external environment.

MAN 6XXX  **Advanced Business Plan Development**  3 credits
- This course is designed to help the student develop an effective written implementation plan for a new business venture; it deals with the critical decisions and actions that entrepreneurs must make in both planning and executing a new venture.

MAN 6XXX  **Family Owned Businesses**  3 credits
- This course addresses the special issues facing family-owned and managed firms and gives an appreciation for the special dynamics in such firms and how to be professional manager in such organizations.

MAN 6XXX  **High-Technology Product & Service Development**  3 credits
- This course presents the systematic process of product and service development in conjunction with the evolution of team projects, culminating (with a business plan class) in a venture capital and funding forum for new high-tech start-ups. Adopts a business and management emphasis to create world-class products/internet services.

MAN 6XXX  **Innovation in Management**  3 credits
- This course explores the process of managing innovation. In today’s global market place, competition from all over the world forces firms to continuously upgrade their product offerings and ways of doing business. This course discusses how to be more creative, how to manage creatively, and how to implement innovation.

MAN 6XXX  **Leadership in a Global Environment**  3 credits
- This course is designed to provide the student with a clear understanding of current thinking in the area of leadership. It focuses on the holistic nature of leadership and the impact leaders have on individuals, groups, and organizations.
BUSINESS, Continued:

MARKETING:

MAR 5XXX  **Marketing and Sales Strategies**  
This course discusses the nature and scope of marketing, and explores problems facing firms in developing existing markets and opening new ones. Includes sales skills and strategies and controlling sales operations.  
Prerequisites: Bachelor degree or equivalent

COLLEGE OF BUSINESS: CHANGE/DELETION REQUEST, LISTED BY DEPARTMENT:

MANAGEMENT AND INTERNATIONAL BUSINESS:

MAN 6317  **Critical Thinking in Human Resource Management**  
Change from 2 to 3 credits.

MAN 6367  **Career and Succession Planning**  
New Description: This course is based on an integrated “systems thinking” model used to create and manage employee succession planning and leadership development processes. It also focuses on management of employee well-being including safety, security, mental and attitudinal and health-related outcomes.  
Change from 2 to 3 credits.

COLLEGE OF EDUCATION: NEW COURSE REQUESTS, LISTED BY DEPARTMENT:

CURRICULUM & INSTRUCTION:

TSL 6XXX  **Language Teaching Abroad**  
1-6 credits  
On-line course for students of foreign language teaching with employment abroad, including reflective practices and cross-cultural experiences.

EDUCATIONAL & PSYCHOLOGICAL:

EEX 3XXX  **Instructional Practices in Exceptional Student Education I**  
3 credits  
This course includes the theoretical basis and principles of appropriate instructional practices and techniques for students with mild disabilities, IEP planning, and curriculum development.  
Prerequisites: EEX 3012, EEX 3221, SPA 3000, EDP 3218

EEX 3XXX  **Teaching Students with Exceptionalities in Inclusive Settings**  
3 credits  
This course focuses on the foundations of inclusive education, characteristics of students with disabilities, instructional strategies, and collaboration among educators and parents.

EEX 4XXX  **Instructional Practices in Exceptional Student Education II**  
3 credits  
This course includes the principles of effective instructional practices and strategies for students with mild disabilities, and requires implementation of these strategies in the field.  
Prerequisite: EEX 3XXX, IP ESE I, EEX 3012, EEX 3221, EDP 3218, SPA 3000  
Corequisites: EEX 4810

EEX 5XXX  **Instructional Practice in Exceptional Student Education I**  
3 credits  
This course includes the theoretical basis and principles of appropriate instructional practices and techniques for students with mild disabilities, IEP planning, and curriculum development.  
Prerequisites: EEX 6051, EEX 6227, EEX 6106, EDP 5319

EEX 5XXX  **Instructional Practices in Exceptional Student Education II**  
3 credits  
This course includes the principles of effective instructional practices and strategies for students with mild disabilities, and requires implementation of these strategies in the field.  
Prerequisites: EEX 6051, EEX 5XXX, EEX 6227, EEX 6106, EDP5319, EEX 5XXX (ESE I).

EEX 5XXX  **Teaching Students with Exceptionalities in Inclusive Settings**  
3 credits  
This course focuses on the foundations of inclusive education, characteristics of students with disabilities, instructional strategies, and collaboration among educators and parents.
HEALTH, PHYSICAL EDUCATION, AND RECREATION:

PET 6526 Advanced Athletic Training/Sports Medicine seminar II 1-6 credits
This seminar is designed for the second year graduate student who wishes to gain in-depth understanding of the current trends and professional development in the field of athletic training.
Prerequisites: Advanced ATISM Seminar I and permission of instructor

PET 6XXX Physical Assessment, Measurement, and Evaluation Workshop 1-6 credits
The workshop will provide the student with a working knowledge and basic theory in physical assessment, measurement, and evaluation laboratory teaching and develop skills associated with each.
Prerequisite: Permission of Instructor

COLLEGE OF HEALTH AND URBAN AFFAIRS: NEW COURSE REQUESTS, LISTED BY DEPARTMENT:

GRADUATE NURSING:
NGR 691X Research Project 3 credits
Development of competency in scientific inquiry for non-thesis students through participation in an ongoing research project.
Prerequisite: HIS 6910 or NGR 5810; NGR 5110

HEALTH & URBAN AFFAIRS CORE:
HIS 3XXX Exploring Leadership: Yourself, Your Organization and Your Community 3 credits
This course is an interactive exploration of personal leadership development through current theories and models of leadership from three perspectives including individual, group, and society.

OCCUPATIONAL THERAPY:
OTH 5202L Occupational Development: Infancy Through Adolescence Lab 1 credits
Lab to accompany OTH 5202.
Corequisites: OTH 5202

OTH 5203 Occupational Development: Adulthood and Aging 3 credits
Exploration of occupational development from young adulthood through the geriatric years.

OTH 5427 Neurorehabilitation Approaches in OT 3 credits
OT evaluation procedures and treatment planning for patients with CNS dysfunction.
Prerequisite: PHT 4160 or equivalent
Corequisite: OTH 5427L

OTH 5427L Neurorehabilitation Approaches in OT Lab 1 credits
Lab to accompany OTH 5427.
Prerequisite: PHT 4160 or equivalent
Corequisite: OTH 5427

OTH 5505 Pediatric Health and Dysfunction in Occupational Therapy 3 credits
Investigation of pediatric health and dysfunction issues encountered by Occupational Therapists.
Corequisites: OTH 5505L

OTH 5505L Pediatric Health and Dysfunction in OT Lab 1 credits
Lab to accompany OTH 5505.
Corequisites: OTH 5505

OTH 5840 Fieldwork Level I 3 credits
Practicum fieldwork experience in an approved setting.
COLLEGE OF HEALTH AND URBAN AFFAIRS, Continued:

OTH 5846 Fieldwork Level II
Three-month internship in an approved setting.
Prerequisite: Completion of didactic coursework
6-12 credits

OTH 5847 Fieldwork Level II
Three-month internship in an approved setting.
Prerequisite: Completion of didactic coursework
6-12 credits

OTH 5849 Fieldwork Experience
Internship in a specialized treatment setting.
Prerequisite: Completion of didactic coursework
1-20 credits

OTH 5XXX Occupation and Health
Concepts of purposeful activities, occupation, and health will be explored in relation to self and the OT profession.
3 credits

OTH 5XXX Infusing Occupation into Community Based Practice
The evaluation and promotion of community based programming to serve non-traditional client populations.
3 credits

OTH 6706 Occupational Therapy Management
Study of administrative issues in OT in relation to licensing, certification, documentation, supervision, and professional roles.
3 credits

OTH 6772 Evidence Based Practice and Critical Appraisal
An in-depth investigation of the tools and resources for systematically locating and reviewing research evidence.
3 credits

OTH 6973 Master's Project Implementation
Implementation and completion of the Master’s Project.
Prerequisite: OTH 6972
3 credits

OTH 6XXX The Role of Occupational Therapy and Assistive Technology
This course provides the student with in-depth information about assessment for AT and recommendation of appropriate equipment.
3 credits

COLLEGE OF HEALTH AND URBAN AFFAIRS: CHANGE/DELETION REQUESTS, LISTED BY DEPARTMENT:

OCCUPATIONAL THERAPY:

OTH 5202 Occupational Development: Infancy Through Adolescence
New Description: Occupation during infancy, childhood, and adolescence. Includes social, cultural, and environmental factors on Occupational Competence.
Change credits from 4 to 2.
4 credits

OTH 6972 New Description: OTH 6973 Master's Project Development
Development and planning of Master's Project.
Credits Changes from 1-6 to 3
1-6 credits

SCHOOL OF HOSPITALITY MANAGEMENT: COURSE CHANGE/DELETION, LISTED BY DEPARTMENT:

HOSPITALITY/TOURISM MANAGEMENT:

FSS 4106 Purchasing and Menu Planning
New Prerequisite: FSS 3230
3 credits
HOSPITALITY MANAGEMENT, Continued:

HFT 3423 Hospitality Information Technology
New Prerequisite: HFT 3444 or permission. 3 credits

HFT 3454 Food & Beverage Control
New Prerequisites: Delete HFT 3403. 3 credits

HFT 3603 New Description: HFT 3600 Hospitality Industry Law 3 credits

HFT 4221 Human Resources Management
New Prerequisites: HFT 3210 3 credits

HFT 4224 Human Relations in the Hospitality Industry
New Prerequisites: HFT 3210 3 credits

HFT 4240 Managing Service Organizations
New Prerequisites: HFT 3503 or HFT 4509; HFT 3210, senior status only 3 credits

HFT 4293 Hotel Foodservice Operations
New Prerequisites: HFT 3210 or HFT 3000 3 credits

HFT 4470 Resort Development
New Prerequisites: HFT 3403 3 credits

HFT 4474 Management Accounting
New Prerequisites: Delete HFT 4464 3 credits

HFT 4493 Foodservice Computer Systems
New Prerequisites: HFT 3423 or permission 3 credits

HFT 4502 Role of Market Research in Visitor Industry
New Prerequisites: HFT 3503 or permission 3 credits

HFT 4509 New Title: Tourism Destination Marketing
New Prerequisites: Delete HFT 3503; Add HFT 4502 3 credits

HFT 4520 Personal Sales Tactics for the Hospitality Industry
New Prerequisites: HFT 3503 or HFT 4509 3 credits

HFT 4524 Sales Management for the Hospitality Industry
New Prerequisites: HFT 3503 or HFT 4509 3 credits

HFT 4545 Leadership Training for Team Building
New Prerequisites: HFT 3210 3 credits

HFT 4701 Sustainable Tourism Practices
New Prerequisites: HFT 3210 or HFT 3713 3 credits

HFT 4714 Implementation & Management of Tourism Projects
New Prerequisites: HFT 3700 or equivalent or HFT 3713 3 credits

HFT 4727 Travel Industry Law
New Prerequisites: HFT 3210 3 credits

HFT 4733 Tour Productions & Distributions
New Prerequisites: HFT 3760, HFT 3403, HFT 3423, HFT 3713, HFT 3503, or HFT 4509 3 credits
CURRICULUM COMMITTEE BULLETIN #1, SEPTEMBER 23, 2003

HOSPITALITY MANAGEMENT, Continued:

**HFT 4735 Destination and Cultures**

New Prerequisites: Delete prerequisite

3 credits

**HFT 4754 Exposition & Events Management**

New Prerequisites: HFT 3210

3 credits

**HFT 4762 Airline Management**

New Prerequisites: HFT 3760 or permission

3 credits

**HFT 4805 New Description: Recreational and Non-Commercial Foodservice**

New Prerequisites: HFT 3263; Add HFT 3000

Management of various non-commercial and contract foodservice operations including business and industry, hospital/medical center, school/college, and recreational.

3 credits

**HFT 4809 New Description: Management of Foodservice Industry Segments**

3 credits

SCHOOL OF JOURNALISM AND MASS COMMUNICATION: COURSE CHANGE/DELETION LISTED BY DEPARTMENT:

ADVERTISING AND PUBLIC RELATIONS:

**PUR 4101 Publications Editing and Design**

New Description: Understanding the visual theories behind the design, editing and production of PR materials for print, broadcast and multimedia. Special attention given to the aspects of digital pre-production layouts and typography.

3 credits

JOURNALISM AND BROADCASTING:

**RTV 3263 Video Post Production**

New Prerequisite: RTV 3262 & RTV 3207; removal of the full admission requirement.

3 credits

**RTV 4202 Videography Advanced**

New Prerequisites: RTV 3263;
Corequisite: RTV 4206; full admission to upper division program.

3 credits

**RTV 4206 Advanced Video Workshop**

New Prerequisites: RTV 3263;
Corequisite: RTV 4202; full admission to upper division program

3 credits