Agenda
Faculty Senate Meeting
September 21, 2017

I.   **Call to order and Roll Call**

II.   **Approval of Minutes from the April 11, 2017 meeting**

III.   **Report from the Executive Committee**

IV.   **Report from the Academic Affairs Committee** *(See the attachment for complete proposals. See the appendix for supporting materials).*

   1. School of Business
   Item A. Add ECON 341
   Item B. Add Healthcare Informatics Major
   Item C. Change listing of programs in the School of Business

   2. School of Education
   Item A. Add EDUC 201
   Item B. Add the word MAJOR
   Item C. Add the description of MINOR
   Item D. Modify corequisites for EDUC 190
   Item E. Modify course description for EDUC 305
   Item F. Modify prerequisite for EDUC 310
   Item G. Modify prerequisite for EDUC 311
   Item H. Modify prerequisite for EDUC 322
   Item I. Modify prerequisite for EDUC 420

V.   **Report from the Graduate Council**
   1. School of Education
   Item A. Add EDUC 540 and 541
   Item B. Add EDUC 626, 627, 628, 629
   Item C. Add M.A.T. in Teaching and Learning
   Item D. Add program requirements for M.A.T. in Teaching and Learning
   Item E. Modify admission requirements for all School of Education Graduate Programs
   Item F. Delete EDUC 610, 616, 620, 623, 724, 731, 732, 733, 734, 744, 748, 794, 795

VI.   **Old Business**

VII.   **New Business**

VIII.   **Announcements**

IX. Adjournment

Attachment to the Faculty Senate Agenda – September 21, 2017

IV. Report from the Academic Affairs Committee

1. **Proposal from the School of Business**

   A.   Page 135 of the 2017 – 18 Catalog

           ADD the below Healthcare Economics course to the BUSINESS ECONOMICS
           COURSES section

           341 Healthcare Economics (3) (Prerequisite: 203). Examines how the behavior of
           consumers, producers, and insurers is affected by the unique nature of healthcare
           markets. Emphasis is placed on government intervention, the effects of uncertainty,
           asymmetric information, and the impact of externalities.

Rationale: Healthcare Economics is an integral part of any healthcare program and this course
will be offered to meet the needs of students studying the Healthcare industry. No new faculty is
needed for this proposal.

   B.   Page 141 of the 2017-18 Catalog

           ADD a new major to the School of Business

HEALTHCARE INFORMATICS (HCI)
Coordinator: Dr. Hari K Rajagopalan

MISSION STATEMENT
The Healthcare Informatics (HCI) major (Bachelor of Science) is offered in collaboration with
School of Health Sciences, the Department of Political Science, Department of Psychology,
Department of Sociology, and the School of Business. The HCI baccalaureate degree will use the
two track option to prepare knowledgeable and skillful professionals to assume leadership
positions in private and public healthcare organizations. Within an organization, HCI graduates
will be able to manage and administer health information systems that span across divisions,
departments, and businesses and help analyze and interpret the data.

PROGRAM DESCRIPTION
The Healthcare Informatics major emphasizes the development of knowledge and skill in
information management in private and public healthcare organizations. The required courses
along with the general education curriculum will prepare graduates to advance to handling the
multiple leadership roles in management of information and information technology within
healthcare organizations. This program has two specific tracks, the Healthcare Informatics with
Information Management (HCIM) track focuses upon human resource management, finance,
operations and organization development, preparing students for healthcare information
management. The Healthcare Informatics with Information Technology (HCIT) track focuses

upon information technology and systems, preparing students to build and use software and hardware systems to manage, retrieve, and analyze data to drive improvements in patient care.

MAJOR

A major in Healthcare Informatics requires
1. 48 hours of General Education requirement which include PSY 206/216 as one of the science requirements
2. 16 hours of Introductory Healthcare and Information Science courses, which include NURS 211, SOC 201, SOC/IPHC 375, POL/IPHC 215, PSY/IPHC 314, and MIS/CS 225.
3. 39 hours of core courses which include BUS 305, MIS 327, MIS 337, MGT 351, MGT 355, MGT 356, MGT 357, MGT 373, IPHC 450, 12. PSY 302, 13. IPHC 334, APRN 506, IPHC 457
4. Majors in **Healthcare Informatics Information Management (HCIM)** track are required to take 9 hours of MGT 352, MGT 353 and ECON 341 and select an additional 9 hours from IPHC 448, FIN/IPHC 451, MGT/IPHC 456, and IPHC 445.
5. Majors in **Healthcare Informatics Information Technology** (**HCIT**) track are required to take 9 hours of CS 190, CS 226, and CS 227 and select an additional 9 hours from CS 313, CS 340, MIS 347, MIS 447. MIS 467

ADMISSION REQUIREMENTS

Students seeking a degree of Healthcare Informatics enter as pre-HCI students. This type of program is often called a 2 + 2 program because applicants must complete 64 semester hours of coursework to apply to the HCI program. Admission into the final two years of study in the Healthcare Informatics program is competitive. The HCI Admission committee will review applicants for overall academic success. Students must meet the following requirements to be accepted into the HCI program:

- Completion of 64 hours of course work, including 48 hours of General Education and 16 hours of Introductory Healthcare and Information Science courses, with a GPA of 2.5 or better.
- Cumulative GPA of 2.5 on a 4.0 scale for all courses taken at FMU
- Three positive, signed professional references (preferably instructors or employers)

MINOR

No minor in Healthcare Informatics is offered.

COLLATERAL

No collateral in Healthcare Informatics is offered.

Rationale: Please see the feasibility study attached for this program as rationale. No new faculty is required for this program. Only one new course (Econ 341 Healthcare Economics) is needed for this curriculum.

C. Page 131 of the 2017-18 Catalog

CHANGE

FROM

The School of Business offers programs which lead to the following degrees:
Bachelor of Business Administration
Bachelor of Arts in Economics
Bachelor of Science in Economics
Bachelor of Science in Computer Science

TO

The School of Business offers programs which lead to the following degrees:
Bachelor of Business Administration
Bachelor of Arts in Economics
Bachelor of Science in Economics
Bachelor of Science in Computer Science
<mark>Bachelor of Science in Healthcare Informatics</mark>

2. **Proposal from School of Education**

A. **ADD on page 147:**

EDUC 201, Politics in Education (3) This course is for non-majors and examines the status of the U.S. Education system, past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts. Emphasis will be placed on key institutions (e.g., school boards, state governments, Congress, executive branch agencies, and court(s) and actors (e.g. elected officials, parents, teachers, unions, and the general public) shaping the American PreK-12 education system. The course will explore how American society handles conflicting visions of what schools should and should not be doing, and what the specific changes in political and governance processes might improve public education.

Rationale for A: This course is for non-majors and can be counted in the new Education minor or as an elective. It is an effort to build interest in education and recruit students into education to aid with the teacher shortage.

B. **ADD on page 143:**

The word "**MAJOR**" after the first paragraph under REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM

C. **ADD on page 143** :

After numbered list and "Students will be informed via their university email account upon completion of these requirements."

MINOR
A minor in Education requires 18 hours to include the following courses: EDUC 190, 201, 305, 311, 322, and 420

Rationale for B and C: This minor is designed for those individuals who have an interest in public education. It will prepare students in terms of background of education in this state and country, politics in education, theory, planning, as well as introduce students to learning disabilities. This is again an effort to spark interest in education across disciplines.

D.   **MODIFY** on page 147

FROM:
190 Foundations of Education (3) (Corequisite: 191) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

TO:
190 Foundations of Education (3) (Corequisite: 191 for <mark>majors only</mark>) F, S. This course is required of all candidates seeking licensure, including transfer students. Teacher candidates will be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Students who have SC Teacher Cadet credit are not required to take this course. The purchase of LiveText is a course requirement.

E.   **MODIFY** on page 147**:**

FROM:
305 Foundations of Curriculum and Instruction (3) F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socioeconomic status. Education 305 is a prerequisite for Education, Early Childhood Education, Elementary Education, and Middle Level Education courses above Education 305. The purchase of LiveText is a course requirement.

TO:

305 Foundations of Curriculum and Instruction (3) F, S, SU. This course provides foundations in learning and motivation theory, classroom management, and individual differences in students. Special emphasis is on cognitive functioning and classroom interaction as influenced by gender, community, and socioeconomic status. The purchase of LiveText is a course requirement.

F. MODIFY on page 148:

FROM:

310 Using Technology Effectively in the Classroom (3). F, S, SU.
(Prerequisite: Admission to Professional Education Program) Designed for education majors, this course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources
for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_ announcements.

TO:

310 Using Technology Effectively in the Classroom (3). F, S, SU.
(Prerequisite: Admission to Professional Education Program) Designed for education majors, This course provides a hands-on approach for using technology to enhance classroom instruction. Students are introduced to microcomputer software applications, hardware and web applications. Topics include computer fundamentals, word processing, electronic spreadsheets, databases, and other microcomputer applications. Practical applications include planning instructional and teacher resources
for a classroom setting utilizing a variety of software, hardware, and web applications. This course is aligned with International Society for Technology in Education standards – ISTE standards. This course could require up to 10 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_ announcements.

G. <u>**MODIFY**</u> on page 148:

<div align="center"><u>**FROM:**</u></div>

311 Foundations of Instructional Planning and Assessment (3) (Prerequisite: Admission to Professional Education Program) F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

<div align="center"><u>**TO:**</u></div>

311 Foundations of Instructional Planning and Assessment (3) ~~(Prerequisite: Admission to Professional Education Program)~~ F, S, SU. This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered.

H. <u>**MODIFY**</u> on page 148:

<div align="center"><u>**FROM:**</u></div>

322 Foundations in the Instruction of Reading (3) (Prerequisite: Admission to Professional Education Program; ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

<div align="center"><u>**TO:**</u></div>

322 Foundations in the Instruction of Reading (3) (~~Prerequisite: Admission to Professional Education Program~~; ECE majors must take this course in Block A). This course is an overview of reading-related theories, skills and instructional practices. Teacher candidates will receive an introduction to the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. Home/school connections, diversity and the role of professional development will be emphasized throughout the course.

I. **MODIFY** on page 149

FROM:

420 Introduction to the Exceptional Learner (3) (Prerequisite: Admission to Professional Education Program). This course is designed for prospective teachers with a concentration in learning disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_announcements.

TO:

420 Introduction to the Exceptional Learner (3) (Prerequisite: Admission to Professional Education Program). This course is designed for prospective teachers with a concentration in learning disabilities.
It will provide an introduction and overview of the nature and needs of exceptional learners who are included in general education classrooms. Pre-service teachers will be exposed to theoretical bases and practical experiences to work with students with a variety of exceptionalities such as learning disabilities, intellectual disabilities, autism, attention deficit hyperactivity disorders, etc. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence based practices and interventions. This course could require up to 15 field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines: www.fmarion.edu/academics/news_and_announcements.

Rationale for D-I: Corequisites and Prerequisites are being adjusted to allow courses to count toward a minor in Education

V. Report from the Graduate Council

1. **Proposal from School of Education**

    A. **ADD** on page 187 of the current catalog the following:

EDUC 540 Nature and Needs of Gifted and Talented Students (3) This course is intended to introduce candidates to the major topics regarding the specialized nature of gifted and talented students along with the unique educational needs of the gifted learner. The major definitions, concepts, theories and theorists will be explored as well as the history of gifted and talented education. The course will also introduce differentiation of instruction and of curriculum to meet the needs of the gifted and talented learner. The course forms a firm foundation upon which candidates will develop a working knowledge of identifying the unique needs of gifted and talented students, as well as developing methods to better meet these needs.

EDUC 541 Curriculum for the Gifted and Talented (3) This course is designed to prepare teachers to organize and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented students. Teachers will explore history and rational of gifted education, curriculum models, instructional strategies, and assessments to meet the specific needs and abilities of gifted and talented students. Current technology will be employed in researching, presenting, and writing lesson plans and units of study. The South Carolina Best Practice Manual for Gifted and Talented Students will provide the foundation for this course.

Rationale: These courses count towards beginning GT endorsement for SC.

    B. **ADD** on page 185:

EDUC 626 Concepts and Methods in Education (3). (Prerequisite: Admission to M.A.T. in Teaching and Learning; Corequisite: Education 627) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

EDUC 627 Practicum: Concepts and Methods in Education (1) (Prerequisite: Admission to the M.A.T. in Teaching and Learning; Corequisite: Education 626) This course is designed to provide future educators in the M.A.T. program with the opportunity to apply theories and concepts through practical experiences in public schools. Candidates will focus on examining how content can best be presented to students. Consideration of methods and application in the student's major content teaching field is emphasized. A SLED background check is required prior to any non-residency field placement.

EDUC 628 Planning for Teachers (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning Program) This course is designed to develop an understanding of effective instructional

planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

EDUC 629 Classroom Management and Supervision (3) (Prerequisite: Admission to M.A.T. in Teaching and Learning). This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.

Rationale: These courses will need to be added, as they are a part of the new MAT in Teaching and Learning.

C. **ADD** on page 181 in first column under GRADUATE EDUCATION PROGRAMS under bullet number 2:

3. Master of Arts in Teaching and Learning (M.A.T.) with a major in a specific content area. Completion of this degree will lead to initial South Carolina teacher licensure

D. **ADD** on page 183 under MASTER OF ARTS IN TEACHING

PROGRAM FOR MASTER OF ARTS IN TEACHING AND LEARNING
Coordinator: Dr. James Ritter

Students must complete 42 graduate hours.

Education Foundation Core …………………………………...……9 Hours
    Education 611 Solving Instructional Problems Using Technology (3)
    Education 621 Understanding Learning Differences (3)
    Education 622 Assessment of Learning and Behavior (3)

Literacy Preparation …………………………………… ……..………....14 Hours

    Education 637 Foundations of Reading (3)
    Education 638 Assessment of Reading (3)
    Education 639 Practicum: Assessment of Reading (1)
    Education 737 Content Area Reading and Writing (3)
    Education 745 Teaching Reading and Written Language to Divergent and Exceptional
        Learners (3)
    Education 746 Practicum: Teaching Reading and Written Language to Divergent and
        Exceptional Learners (1)

Pedagogical Preparation …………………………………………….……..10 Hours

> Education 626 Concepts and Methods in Education (3)
> Education 627 Practicum: Concepts and Methods in Education (1)
> Education 628 Planning for Teachers (3)
> Education 629 Classroom Management and Supervision (3)

Supervised Student Teaching Experience ……………………………………….9 Hours

> Education 770 Supervised Internship

Rationale: This is the new program of study for MAT Teaching and Learning.

E. **MODIFY** on page 181 under ADMISSION REQUIREMENTS FOR ALL SCHOOL OF EDUCATION GRADUATE PROGRAMS

> FROM:

> 3. Submit appropriate recent (within five years) test scores on Graduate Record Examination or the Miller Analogies Test or a passing South Carolina score on the PRAXIS II (PLT) exam. A copy of a valid South Carolina teaching license may be used in lieu of test scores for M.Ed. programs

> TO:

3. Submit current (taken within the last five years) passing scores on the appropriate test for the degree program applied:

> a. M.Ed. Instructional Accommodation: GRE, Miller's Analogy, or current teaching licensure

> b. M.Ed. Learning Disabilities: current teaching license

> c. M.A.T. Learning Disabilities: GRE, Miller's Analogy, or Praxis II (PLT)

> d. M.A.T. Teaching and Learning: Praxis II (Specialty Core/Content Area) for the discipline for which licensure is being sought

> **Rationale for E:** Because options for accepted tests vary by degree, to make it clearer for students, this information is being put in list form.

F. **DELETE** on pages 184-188:

610 Collaboration and Management Solutions for Education (3) F, S.
This course will examine the conflicts in school settings from a variety of perspectives, examining these situations at both the individual and systemic levels. The goal is to enable

participants to objectively identify the nature of the problem and the relevant interests of various parties, to explore alternatives with firm foundations in research, and to formulate possible strategies for resolving the situation constructively.

616 Public School Curriculum and Organization K-12 (3) F, SU. This course is designed to supply the skills necessary to allow curricular development and to give the student a broad understanding of the scope and sequence of public school curriculum.

620 Foundations of Education (3) F, S, SU. The course introduces the student to contemporary and emerging societal problems and issues as they relate to and impact upon education. These problems and issues will be viewed from a national, state, and local perspective. This course will focus on the dynamics of educational change. The student will be expected to focus on a particular educational or societal problem/issue and assess and evaluate its instructional implications.

623 Quantitative Research Methods in Education
(3) (Prerequisite/corequisite: Education 621 or permission of the school) F, S, SU. This course will emphasize current research techniques/methodologies appropriate for the contemporary teacher. Skills in understanding and critically analyzing professional literature and in applying the findings of current research in educational settings will be emphasized. Basics of statistical analysis will be introduced. Models and designs of various types of studies will be covered, including Historical, Descriptive, and Experimental. The student will be exposed to Pre-experimental, Quasi-experimental, and True-experimental designs and the benefits of each in contemporary classroom environments. The student will also learn to use appropriate software for analyzing research data in education settings. It is recommended that students complete Education 623 within the first 12 hours of their academic program. It is required that students complete Education 623 within the first 18 hours.

724 Leadership of Early Childhood Programs
(3) SU. The major goal of this course is to have students analyze leadership responsibilities in establishing, managing, and improving appropriate programs for children from birth to age eight. Students collaborate with individuals who currently serve in leadership roles in Early Childhood programs. Topics such as diversity of staff and families, environmental assessment, professional ethics, mentoring to develop the potential of individual staff (life span development), and regulations for quality programs are studied. Information is also provided about prospective entrepreneurs' interests in owning a home or center child care business.

731 Literacy Development (3) F, S, SU. The course covers primary through middle-school reading curriculum. It develops the best of past and current literacy practice, and the best of past and current literacy research. Critical thinking is emphasized throughout, as are considerations of individual and cultural diversity. The best current available literacy technology is explained, demonstrated, and, when feasible, employed directly by students. All elements of the course are integrated, strengthened, and focused by the program principles of knowledge, reflections, and collaboration.

732 Quantitative Learning: Pre-School Through Middle School (3) F, S, SU. The course will consider a wide spectrum of methods and styles for quantitative learning in very young children, children, and early adolescents. The course will focus on these techniques as they apply to the South Carolina Mathematics Standards.

733 Concepts and Methods in Elementary Science (3) F, S, SU. This course will prepare students to teach science in the elementary school. This course emphasizes a constructivist hands-on approach that focuses on learning science through discovery.

734 Concepts and Methods in Elementary Social Studies (3) F, S, SU. Course content focuses on selected content from the social studies scope and sequence. The mastery of these concepts via inquiry, guided discovery, and other "best practice" strategies will serve as a basis to explore effective methods for social studies instruction. Course will supply the student with the latest concepts and teaching strategies in the field.

744 Quantitative Processing and the Divergent Learner (3) F, S, SU. The course will consider a wide spectrum of learning divergences with appropriate and effective diagnostic, prescriptive, and treatment techniques. The course will focus on these divergences and techniques as they apply to South Carolina Mathematics Standards.

748 Qualitative Research for Educators (3) (Prerequisite: Admission to the School of Education Graduate Program or permission of the school) F, S, SU. This course is designed to provide students an introduction to qualitative research methods for education. Through this course the students will be introduced to critical issues and strategies for conducting qualitative inquiries.

794 Capstone I: Identification and Analysis of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797 or permission of the school) F, S. This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project.

795 Capstone II: Completion and Presentation of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797, and either Education 794 or Education 798 or permission of the school) S, SU. Students will complete and present the results of their research projects.
The student will present the completed work, near the conclusion of
Education 795, to a group of his/her colleagues (typically students enrolled
in the course), the course instructor, and interested members of the School
of Education faculty.

Rationale: These courses are no longer offered.