

To: Dr. Scott Tollison  
Provost and Vice-President for Academic Affairs

From: Bob Sample, Ph.D.  
Chair, Undergraduate Curriculum Council

Date: 20 March 2025

Re: UCC Curricular Recommendations

*Recommend  
for*

*Approval  
5/27/25  
CST*

*Approved  
MRH  
5/27/25*

On March 7th, 2025, the Undergraduate Curriculum Council met and reviewed proposals submitted by the School of Education and the College of Arts and Science. The UCC took the following actions:

### College of Arts and Sciences

#### 1. Creating a New Course – WGS 250 – Women in Philosophy

**Description:** Only 21% of professional philosophers are women. Historically, women are missing from the canon due to their exclusion from higher education and due to prevailing stereotypes that women were deprived of rational thought. Nevertheless, women have made important contributions to philosophy. This course engages with important female figures in the history of philosophy, but it also converses with contemporary women philosophers to demonstrate how they reckon with the canon that has been passed down to them. We will ask: why have women been excluded from philosophy? What contributions have women made to philosophical thinking? How have women thought about the mind/body split? What have they said about art, technology, politics, and ethics?

**Rationale:** This course has been offered as a special topics course (PHL 299/WGS 299) for the past two years, and it has been successful. This course will also be added to the growing list of courses available to scholars and fellows in the Women's College.

**Outcome:** The UCC approved this proposal unanimously.

#### 2. Creating a New Course – PHL 250 – Women in Philosophy

**Description:** Only 21% of professional philosophers are women. Historically, women are missing from the canon due to their exclusion from higher education and

due to prevailing stereotypes that women were deprived of rational thought. Nevertheless, women have made important contributions to philosophy. This course engages with important female figures in the history of philosophy, but it also converses with contemporary women philosophers to demonstrate how they reckon with the canon that has been passed down to them. We will ask: why have women been excluded from philosophy? What contributions have women made to philosophical thinking? How have women thought about the mind/body split? What have they said about art, technology, politics, and ethics?

**Rationale:** This course has been offered as a special topics course (PHL 299/WGS 299) for the past two years, and it has been successful. This course will also be added to the growing list of courses available to scholars and fellows in the Women's College.

**Outcome:** The UCC approved this proposal unanimously.

**3. Creating a New Certificate Program – Women's College Certificate**

**Description:** Create a certificate program that combines scholarship about women and gender from a variety of disciplines into a program of study and provides knowledge and competencies relevant for a range of careers.

**Rationale:** To provide non-degree seeking students (MUW alumni in particular) an opportunity to participate in the Women's College community and enroll in related coursework.

**Outcome:** The UCC approved this proposal unanimously.

**4. Creating a New Course – HIS 379 – Terrorism and Counterinsurgency**

**Description:** Create a new course within the Department of History, Political Science, and Geography called HIS 379 Terrorism and Counterinsurgency

**Rationale:** This course will expand the department's course offerings and it will allow all students, regardless of major, the opportunity to study a topic that has had major influences on contemporary society.

**Outcome:** The UCC approved this proposal unanimously.

**5. Creating a New Course – POL 379 – Terrorism and Counterinsurgency**

**Description:** Create a new course within the Department of History, Political Science, and Geography called POL 379 Terrorism and Counterinsurgency

**Rationale:** This course will expand the department's course offerings and it will allow all students, regardless of major, the opportunity to study a topic that has had major influences on contemporary society.

**Outcome:** The UCC approved this proposal unanimously.

**6. Creating a New Course – HIS 396 – Juvenile Justice: History and Policy**

**Description:** This course provides a comprehensive exploration of the juvenile justice system, with a focus on the legal, social, and psychological aspects of juvenile delinquency and the systems designed to address it. Students will analyze the history and evolution of juvenile justice, examining key legal decisions, policies, and the role of law enforcement, courts, and corrections in the handling of juvenile offenders. Emphasis will be placed on the theories of juvenile delinquency, risk factors, and the intersectionality of race, class, and gender within the juvenile justice system. Additionally, the course will critically assess reform efforts and contemporary issues such as restorative justice, diversion programs, and the growing trend of transferring

juveniles to adult court. Students will engage in case studies, research, and practical applications to develop a deeper understanding of juvenile justice practices and the challenges faced by professionals in this field.

**Rationale:** This course will provide a new area of history study within the framework of American legal history. As such it will compliment courses such as Constitutional Law that are cross listed. The course is also an important addition to the offerings within Political Science, BS - Criminal Justice Policy concentration

**Outcome:** The UCC approved this proposal unanimously.

**7. Creating a New Course – POL 396 – Juvenile Justice: History and Policy**

**Description:** This course provides a comprehensive exploration of the juvenile justice system, with a focus on the legal, social, and psychological aspects of juvenile delinquency and the systems designed to address it. Students will analyze the history and evolution of juvenile justice, examining key legal decisions, policies, and the role of law enforcement, courts, and corrections in the handling of juvenile offenders. Emphasis will be placed on the theories of juvenile delinquency, risk factors, and the intersectionality of race, class, and gender within the juvenile justice system. Additionally, the course will critically assess reform efforts and contemporary issues such as restorative justice, diversion programs, and the growing trend of transferring juveniles to adult court. Students will engage in case studies, research, and practical applications to develop a deeper understanding of juvenile justice practices and the challenges faced by professionals in this field.

**Rationale:** This course will provide a new area of history study within the framework of American legal history. As such it will compliment courses such as Constitutional Law that are cross listed. The course is also an important addition to the offerings within Political Science, BS - Criminal Justice Policy concentration

**Outcome:** The UCC approved this proposal unanimously.

**8. Modifying an Existing Curriculum – BA/BS in Interdisciplinary Studies**

**Description:** We would like to remove the BA and BS in Interdisciplinary Studies from the bulletin. We intend to keep the Interdisciplinary Studies minors, which are more focused and thematic.

**Rationale:** A major in Interdisciplinary Studies doesn't make sense anymore with the ability to double count classes for second majors, and minors. It is also misunderstood outside of the department as a catch-all major, which is definitely not what it is. Finally, we're finding that the major is almost too flexible for students, who tend to flail around with all of the options and take longer to graduate.

**Outcome:** The UCC approved this proposal unanimously.

**School of Education**

**1. Creating a New Course – ED 301 – Education Seminar**

**Description:** This course is a program requirement designed to help undergraduate education students navigate the first semester of professional education courses and the accompanying field experience requirements.

**Rationale:** Developed as a result of the School of Education's marketing, recruitment, and retention processes as an important student support measure for clearer explanation of program progression through the specifics of teacher education preparation.

**Outcome:** The UCC approved this proposal unanimously.

**2. Creating a New Course – LDR 270 – Career Readiness through Emotional Intelligence**

**Description:** Career Readiness through Emotional Intelligence is a three credit-hour course taught for students interested in developing highly desired professional skills. The seminar uses an Emotional Intelligence framework paired with a student-specific learning plan to help students strengthen areas of emotional competencies and professional development.

**Rationale:** Emotional Intelligence is a primary predictor of leadership performance and is utilized by employers to hire and train employees. This course will provide students with the knowledge of Emotional Intelligence and how that knowledge can benefit them inside the classroom, in co-curricular activities, and also in a workplace setting.

**Outcome:** The UCC approved this proposal unanimously.

**3. Modifying an Existing Curriculum – Early Childhood Education**

**Description:** The Faculty in the Department of Education is recommending a name change from Early Childhood Development to Early Childhood Education and have made courses inactive and added new courses and changed the course sequence to the program.

**Rationale:** There is a societal push to improve early childhood education due to the positive outcomes of children who take part in quality preschool opportunities as compared to those who do not. A licensed program in Early Childhood Education will help reach this need for our public school PreK-4 programs and other preschool options throughout communities.

**Outcome:** The UCC approved this proposal unanimously.

**4. Modifying an Existing Curriculum – Elementary Education**

**Description:** The Faculty in the Department of Education is recommending changes to their course sequence, have deleted a course and added a course for Elementary Education.

**Rationale:** From data obtained from a culminating assessment in the elementary education program and from surveying our graduates, building connections with families and communities has been a weakness in the program. ED 317 Strengthening Family and Community Connections has been added to the curriculum and ED 411 Methods and Materials in Language Arts will be phased out. In addition, to better prepare our teacher candidates for the Foundations of Reading Test, required for licensure from the Mississippi Department of Education, the reading courses in the sequence of courses has been revised.

**Outcome:** The UCC approved this proposal unanimously.

**5. Create a New Course – ED 417 – Behaviors in Early Childhood**

**Description:** This course stresses developmentally appropriate techniques and materials fostering successful behavior development and learning in young children, 3 through age 8. The purpose is to gain an understanding of behaviors of young

children, behavior guidance, assessing, teaching and nurturing prosocial behaviors and development of appropriate behavioral expectations for very young children.

**Rationale:** The course description is the same for ED 317 Behaviors in Education. The name is being updated to Social-Emotional Behaviors in Early Childhood and the level is being changed to a 400-level course (ED 417).

**Outcome:** The UCC approved this proposal unanimously.

**6. Modifying an Existing Course – ED 318 – Strengthening Family and Community Connections**

**Description:** ED 417 needs a 300-level course number since it will be in the junior year for elementary and early childhood education majors.

**Rationale:** In the courses of study for elementary and early childhood education, this course will be a junior-level course.

**Outcome:** The UCC approved this proposal unanimously.

**7. Inactivating an Existing Course – ED 206 – Developing Critical Analytical and Intuitive Thinking**

**Description:** This course is no longer offered and has been replaced with other courses in the Course of Study for both elementary education and early childhood education.

**Rationale:** This course is no longer offered and has been replaced with other courses in the Course of Study for both elementary education and early childhood education.

**Outcome:** The UCC approved this proposal unanimously.

**8. Inactivating an Existing Course – ED 294 – Media Literacy Education**

**Description:** This course was an elective for elementary education students but no student has ever taken this course.

**Rationale:** This course was an elective for elementary education students but no student has ever taken this course.

**Outcome:** The UCC approved this proposal unanimously.

**9. Inactivating an Existing Course – ED 298 – Instructional Technology II**

**Description:** This course was an elective for elementary education students but no student has ever taken this course.

**Rationale:** This course was an elective for elementary education students but no student has ever taken this course.

**Outcome:** The UCC approved this proposal unanimously.

**10. Inactivating an Existing Course – ED 299 – Special Topics in Education**

**Description:** This course was used in a time when the elementary education program was in a transition. Now there is a clear course of study that students must complete for their degree and licensure. This course is no longer needed.

**Rationale:** This course is no longer offered and has been replaced with other courses in the Course of Study for both elementary education and early childhood education.

**Outcome:** The UCC approved this proposal unanimously.

**11. Inactivating an Existing Course – ED 307 – Children's Literature in Early Childhood**

**Description:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Rationale:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Outcome:** The UCC approved this proposal unanimously.

**12. Inactivating an Existing Course – ED 309 – Mathematics in Early Childhood**

**Description:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Rationale:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Outcome:** The UCC approved this proposal unanimously.

**13. Inactivating an Existing Course – EDS 313 – Introduction to Special Education**

**Description:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Rationale:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Outcome:** The UCC approved this proposal unanimously.

**14. Inactivating an Existing Course – ED 317 – Behaviors in Early Childhood**

**Description:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Rationale:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Outcome:** The UCC approved this proposal unanimously.

**15. Inactivating an Existing Course – ED 319 – Early Childhood Language and Literacy**

**Description:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Rationale:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in

the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Outcome:** The UCC approved this proposal unanimously.

**16. Inactivating an Existing Course – ED 320 – Developmentally Appropriate Materials and Methods in Early Childhood Education**

**Description:** Early childhood development courses will no longer be offered and have been replaced with early childhood education courses that reflect current trends in the profession and can lead to a teaching license issued by the Mississippi Department of Education.

**Rationale:** Developmentally Appropriate Materials and Methods in Early Childhood Education

**Outcome:** The UCC approved this proposal unanimously.

**17. Inactivating an Existing Course – EDS 330 – Procedures for the Resource Room**

**Description:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Rationale:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Outcome:** The UCC approved this proposal unanimously.

**18. Inactivating an Existing Course – EDS 414 – Practicum in the Elementary Resource Room**

**Description:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Rationale:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Outcome:** The UCC approved this proposal unanimously.

**19. Inactivating an Existing Course – EDS 415 – Practicum in the Secondary Resource Room**

**Description:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Rationale:** All courses with an EDS prefix are no longer offered and have been replaced with courses with the ED prefix for the special education add-on license.

**Outcome:** The UCC approved this proposal unanimously.

**20. Inactivating an Existing Course – ED 449 – Instructional Assessment Practice and Procedures**

**Description:** This course needs to be made inactive since it is no longer taken by students.

**Rationale:** This course was designed to be taken as an undergraduate to obtain a teacher license via an alternate route. Undergraduate students are now allowed by university policy to take graduate courses their last semester. Undergraduate students seeking an alternate route to licensure, now take ED 549 that goes towards licensure and their Masters of Arts in Teaching degree. This course is no longer taken by students.

**Outcome:** The UCC approved this proposal unanimously.

**21. Inactivating an Existing Course – ED 451 – Managing the Instructional Environment**

**Description:** This course needs to be made inactive since it is no longer taken by students.

**Rationale:** This course was designed to be taken as an undergraduate to obtain a teacher license via an alternate route. Undergraduate students are now allowed by university policy to take graduate courses their last semester. Undergraduate students seeking an alternate route to licensure, now take ED 549 that goes towards licensure and their Masters of Arts in Teaching degree. This course is no longer taken by students.

**Outcome:** The UCC approved this proposal unanimously.

**22. Inactivating an Existing Course – ED 499 – Instructional Assessment Practice and Procedures**

**Description:** This course is no longer needed.

**Rationale:** This course was used in a time when the elementary education program was in a transition. Now there is a clear course of study that students must complete for their degree and licensure. This course is no longer needed.

**Outcome:** The UCC approved this proposal unanimously.

**The next UCC meeting will be Friday, April 4th at 1:30 p.m. via Zoom.**

Respectfully submitted,

A handwritten signature in black ink, appearing to read "RC Sample". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

RC Sample, Assoc. Prof. of Microbiology, Chair UCC  
Department of Sciences and Mathematics