Wright State University

10-21-2004

Undergraduate Curriculum and Academic Policy Committee Minutes, October 21, 2004

Undergraduate Curriculum
and
Academic Policy Committee

Minutes
of
October 21, 2004 Meeting

Present: Jeanne Fraker, Scott Graham, Brian Happy, Rashida Hussain, Nathan Klingbeil, Joe Law, Henry Limouze, Carol Loranger, KT Mechlin, Richard Mercer, Tom Sav, Karen Wilhoit.

Approved Minutes of September 22, 2004. Official Minutes corrected to include Karen Wilhoit as Present.

UCAPC Subcommittee Reports

Writing Across the Curriculum Committee: Joe Law, WAC Chair, reported that the committee held an electronic meeting and approved a class cross-listed with ENG 330 as a WI course meeting the WAC requirements.

University General Education Committee: Henry Limouze, UGEC Chair, reported on the actions undertaken by the committee as captured in the following minutes:

UGEC Minutes, October 1, 2004
UGEC Minutes, October 15, 2004

Course Inventory and Modification Requests

CECS

Approved Inventories: ISE 490 (deleted the CEG 490 non-existent but "expected" cross-listed course).
Approved Modifications: ISE 481

CEHS

Approved Modifications: EDE 303*, EDE 317*, EDE 301*
* Minor changes to the submissions, including grammatical corrections and the deletion of "Course Objectives" and "See Syllabus" on the Request forms being that the latter two items cannot be entered into the Registrar database.

COLA

Approved Inventories: ART 402 (added the missing "ART" to the prerequisite courses and changed "Dept." to "Department" in the official catalog description).
Approved Modifications: PLS 445 (deleted the course title from the prerequisite).

Program Changes

CEHS

Approved B.A. Early Childhood Education (corrected the GE Program Area IV from "12" to "4" credit hours) as follows:

B.A. Early Childhood Education

COLA

> Approved B.A. African & African American Studies as follows:
>> **B.A. African & African American Studies**

New Programs

CECS

> Approved Certificate Program in Innovation and Entrepreneurship in High Technology (made grammatical corrections and deleted the notation that "None of the courses in the proposal have a prerequisite" being that prerequisites do exist). Following the UCAPC meeting, the CECS revised the proposal and it is approved as follows:
>> **Certificate Program in Innovation and Entrepreneurship in High Technology**

COLA

> Approved Minor in Teaching English to Speakers of Other Languages (TESOL) as follows:
>> **Minor in Teaching English to Speakers of Other Languages (TESOL)**

Reminder to Colleges

Colleges submitting curriculum and policy proposals for review by the committee need to submit the original and 19 copies at least 8 working days in advance of scheduled meetings. For the November 18 meeting, proposals must be received by 5:00 p.m. November 8. Proposals received later than noted will be placed on future committee agendas.

UCAPC HOME

University General Education Committee
Meeting of October 1, 2004

Present: Carl Brun (CoLA), Susan Carrafiello (Honors), Mindy Diesslin (CoSM), Jeanne Fraker (UVC), Lillie Howard (Provost), Dan Ketcha (CoSM), Joe Law (WAC), David Reynolds (CECS), Henry Limouze (CoLA, Chair)

1. Minutes from September 17 were approved.

2. The committee considered the revised assessment plan submitted by Area One Mathematics faculty. The committee decided to give the plan operational approval. Small changes will be requested, but the plan is essentially ready to implement.

3. The committee considered the new assessment plan submitted for Area Six. This plan received extensive and detailed commentary. The commentary will be summarized and sent to the college Associate and Assistant Deans who prepared it (Deans Nelson, Doll, and Holdcraft). The committee will ask for more specific information about implementation, clarification on the exit interview as an instrument for assessment, and the possible use of student writing in assessment, among other topics.

4. Vice President Howard asked the committee to look at the General Education Questionnaire, which has not been revised recently and does not reflect the new learning objectives of each GE area. The committee will take this subject up at the next meeting. The committee will also review summaries of results of last year's questionnaire. Further business for the next meeting includes the issue of GE faculty development and the questionnaire to be distributed to UVC 101 instructors asking them about collaboration among the faculty involved in teaching linked GE courses.

The meeting adjourned at 12:00 noon.

University General Education Committee
Meeting of October 15, 2004

Present: Carl Brun (CoLA), Susan Carrafiello (Honors), Candace Cherrington (CoNH), Mindy
Diesslin (CoSM), Jeanne Fraker (UVC), Brian Happy (SG), Lillie Howard (Provost), Evan
Osborne (RSCoB), Henry Limouze (CoLA, Chair)

1. Minutes from October 1 were approved.

2. The committee reviewed the General Education Student Learning Outcomes Evaluation
Form, which has not been revised recently and does not reflect the new learning objectives of
each GE area.   The committee agreed that certain questions on the form should be kept for all
GE courses, including the following:

      1. Enhanced my ability to think critically
      3. Enabled me to organize and communicate ideas better
      9. Stimulated my desire for continued learning
      10. Contributed to my general education

The committee agreed that two questions applying to writing-intensive courses should remain
on the form:

      11. Contained writing assignments that helped me learn the material
      12. Contained writing assignments that helped improve my writing skills

And the committee agreed that some combination of two other questions might be appropriate:

      6. Increased my knowledge of the world in which we live
      8. Connected what I learned to the world around me

However, the other questions seem to apply either to the program as a whole or to specific
classes within the program. While they might be valuable on a post-graduate survey, they
seemed less appropriate on a form intended for distribution in most or all GE classes.

Instead, the committee agreed to develop five questions reflecting the GE Learning Objectives
for each area. Assignments are as follows:

      Area One—Writing: Henry Limouze
      Area One—Mathematics: Mindy Diesslin
      Area Two—Susan Carrafiello
      Area Three—Evan Osborne
      Area Four—Henry Limouze
      Area Five—Daniel Ketcha
      Area Six—Carl Brun (who may consult with Candace Cherrington, David Reynolds, and
            Will Mosier)

The committee will consider these questions at the next meeting. The committee will also
review results from the GE Student Learning Outcomes Evaluation at that time.

3. Vice President Howard updated the committee on the OBR transfer module. Several courses
and syllabuses will be resubmitted later this month. The GE website will be updated to reflect
current courses and current practice.

4. The committee discussed possible ways of studying and encouraging the networking and development of GE faculty. Brian Happy will distribute a survey to instructors teaching linked sections of UVC 100, asking them about any linking initiatives they are aware of. Evan Osborne will prepare a possible Area Three faculty workshop. Participants will be encouraged to discuss the views of "human behavior" taken in the different Area Three classes. This workshop could serve as a starting point for development of an Area Three assessment plan.

5. The November 5 meeting had to be cancelled, and November 12 turns out to be an unworkable time for many committee members. So the next meeting of UGEC will be its last scheduled meeting of the quarter, <u>Friday, November 19 at 11:00 a.m. in 158 University Hall</u>.

The meeting adjourned at 12:05 p.m.

COLLEGE OF EDUCATION AND HUMAN SERVICES
EARLY CHILDHOOD EDUCATION

Department: Teacher Education
Major Program: Early Childhood Education
Minor Pogram:
Licensure Program: Early Childhood Education

CURRENT PROGRAM		PROPOSED PROGRAM	
GENERAL EDUCATION		**GENERAL EDUCATION**	
AREA I		**AREA I**	12
ENG 101	4	ENG 101	
ENG 102	4	ENG 102	
MTH 143	4	MTH 143	
AREA II		**AREA II**	8
HST 101	3	CHOOSE 1	
HST 102	3	CLS 150	
HST 103	3	HST 101	
CHOOSE 1	3	HST 102	
ENG 204		HST 103	
PHL 204		CHOOSE 1	
REL 204		CSE	
CHOOSE 1	3	CST	
ART 214		RSE	
MUS 214		RST	
TH 214		HLT 202	
		SW 272	
		URS 200	
AREA III		**AREA III**	8
CHOOSE 1	3	CHOOSE 2	
CST 220		EC 200	
CST 230		EC 290	
CST 240		PLS 200	
CST 250		PSY 105	
CHOOSE 1	3	SOC 200	
RST 260		SOC 205	
RST 270		WMS 200	
RST 280			
RST 290			
AREA IV		**AREA IV**	4
EC 200	3	CHOOSE 1	
PLS 200	3	CLS 204	
PSY 105	4	ENG 204	
SOC 200	3	PHL 204	
		REL 204	
		ART 214	
		MUS 214	
		MUS 290	
		TH 214	
		ADDITIONAL COURSES (8 HRS): Choose 2 course from areas II, III, or IV. The courses must come from different subcategories than those selected t meet the area requirements unless they are from Area II.	
		AREA V	13.5
CHM 245	4.5	CHM 245	
PHY 245	4.5	PHY 245	
BIO 345	4.5	BIO 345	
		AREA VI	4
		ED 210	
TOTAL HOURS	59.5	TOTAL HOURS	57.5

CURRICULUM CONTENT			CURRICULUM CONTENT		
AED 431	4		AED 431	4	
COM 103	3		COM 103	3	
EDT 280	3		EDT 280	4	
CHOOSE 1	3		CHOOSE 1	4	
GEO 201			GEO 201		
GEO 202			GEO 202		
GEO 203			GEO 203		
GL 345	4.5		GL 345	4.5	
HED 331	4		HED 331	4	
HPR 281	4		HPR 281	4	
HST 211	3		HST 211	3	
HST 212	3		HST 212	3	
MTH 243	4		MTH 243	4	
MTH 244	4		MTH 244	4	
MUS 365	4		MUS 365	4	
			SM 145	3	
SM 145	3		EDE 230 *	4	
TOTAL HOURS	**46.5**		**TOTAL HOURS**	**52.5**	

CURRENT PROGRAM   **PROPOSED PROGRAM**

PROFESSIONAL EDUCATION			PROFESSIONAL EDUCATION		
			EDE 200 **	1	
EDE 221	1		EDE 221 **	1	
EDE 223	1		EDE 223 **	1	
EDE 225	1		EDE 225 **	1	
EDE 227	1		EDE 227 **	1	
EDE 230	3				
EDE 231	3		EDE 231 **	3	
EDE 300	3				
EDE 301	3		EDE 301 *	4	
EDE 302	3		EDE 302 *	4	
EDE 303	3		EDE 303 *	4	
EDE 307	3		EDE 307 **	3	
EDE 315	3		EDE 315 *	4	
EDE 317	3				
			EDE 318 *	4	
EDE 321	1		EDE 321 **	1	
EDE 323	1		EDE 323 **	1	
			EDE 401 **	3	
EDE 464	3		EDE 464 **	4	
EDS 459	3				
ED 311	4		ED 311 **	4	
ED 315	3				
ED 316	3		ED 316 **	4.5	
ED 317	3		ED 317 **	4.5	
ED 327	3				
ED 407	4.5		ED 407 **	4.5	
ED 411	4		ED 411 **	4	
ED 415	4.5		ED 415 **	4.5	
ED 417	3		ED 417 **	4	
EDE 419	10-12		EDE 419 **	10	
EDE 440	3.5		EDE 440 **	3	
TOTAL HOURS	**87.5-89.5**		**TOTAL HOURS**	**83**	
TOTAL PROGRAM HOURS	**193.5-195.5**		**TOTAL PROGRAM HOURS**	**193**	

*Changes have been approved and progressed past CEHS.

**Changes have been approved but held in TED for additional review.

July 26, 2004

Dear Committee

I am writing to ask your approval of our request that the 2.5 GPA currently required for admission into the African and African American Studies major be lowered to 2.0. Faculty who teach courses for the AFS program support this request. Our reason for this change is straightforward.

When the AFS major was first organized and approved by the Ohio Board of Regents in 2000, our vision was that although not a typical requirement in colleges, departments, and programs across our university, a 2.5 admission requirement would not impair AFS' ability to attract majors. Over the past four years, this dream has proven to be unrealistic in the light of the GPA backgrounds of the student population from which AFS draws its students.

Please be certain that lowering the AFS admission requirement will not mean a denigration of the academic rigor of the program and its courses. Indeed, the same high standards that have marked the program from its beginning will remain in place.

Lowering AFS' GPA admission requirement to 2.0 will have at least two important consequences. It will place our major in line with the majority of admission requirements across the university. It will make the major open to greater numbers of our university's students.

By making the major open to greater numbers of students, and by requiring these students to follow the same rigorous academic program that has always been the standard of AFS, it is conceivable that there will be a positive impact on the academic records of more of our students.

AFS faculty seeks your approval of this petition.

Sincerely,

Professor Paul R. Griffin
Director, African and African American Studies

Program Title - Undergraduate
  Certificate Program in Innovation and Entrepreneurship in High Technology

Location
  The certificate will be offered by the College of Engineering and Computer Science in conjunction with the Raj Soin College of Business at Wright State University.

Purpose
  The purpose of this Certificate Program is to enhance the technical expertise and business acumen of undergraduate students, regardless of professional pursuit. Upon completion of this Certificate Program graduates will be knowledgeable about the technical processes that drive innovation and possess the business skills required of entrepreneurs.

Rationale
  It is becoming evident that in order to maintain our economic leadership in the face of increasing globalization, the United States must concentrate on fostering innovation and entrepreneurial activities. Erica Groshen, an economist at the Federal Reserve, points out that the United States follows a fairly standard pattern of product development. "We create new products, and when they become mature, much of the production moves overseas and we move onto the next big thing." This indicates the U.S. can no longer rely on the brute force of its manufacturing sector to propel its economic growth. As the global economy has blossomed, corporations have been able to leverage the cheaper, equally effective human capital of previously untapped nations to increase productivity, dramatically reduce costs, and improve their bottom line.
  This exodus of jobs to other nations is not confined to the manufacturing sector. In the technology sector U.S. corporations are finding highly educated pools of labor in developing nations such as India. This skilled labor force, much like their manufacturing counterparts in Asia or Central America, is much cheaper than the equivalent U.S. labor.
  While this migration of jobs clearly has a short term impact on our national economy, a more disconcerting aspect of this labor market shift is the accompanying long term effects on our leadership position in innovation. With the breakneck pace of technological advance it is imperative that our labor force be equipped with both the skills needed to foster the innovation of "the next big thing," and the entrepreneurial knowledge to guide that innovation to market. A labor force with this unique combination of skills is what is needed to ensure that the U.S. economy retains its capacity to grow well into the future.
  Currently, our educational offerings are not set up so as to seamlessly combine these skills. We are producing engineers with the technical expertise to design high quality products, and businessmen who can spot market opportunities and have the training to exploit them. What we are not producing are educated individuals who have both technical expertise and a keen understanding of the business environment.
  To address this deficiency, and provide Wright State University students with the opportunity to obtain this powerful combination of skills, the College of Engineering and Computer Science, in conjunction with the Raj Soin College of Business, would like to offer this Certificate Program in Innovation and Entrepreneurship in High Technology.

Impact on Degree Programs
        The Certificate Program in Innovation and Entrepreneurship in High Technology is designed to develop competencies in the technical aspects of innovation and the business aspects of entrepreneurship. These competencies will add value to the students' respective programs by enhancing their skill sets and providing them with a more comprehensive understanding of the business challenges, both technical and economic, faced by their employers. The certificate program will not negatively impact enrollment in existing University programs.

Admission and Program Requirements
        This Certificate Program will be available to all junior and senior undergraduate students who are in good academic standing. Eligible students must have at least a 2.5 cumulative grade point average, formally apply to the Certificate Program and complete an interview with the Certificate Program's Director (or his representative). The application and interview process are designed to identify students likely to succeed in the program.
        The certificate is comprised of 23 total credit hours. These credit hours are made up of 4 four-credit hour classes, each one quarter in duration; 1 four-credit hour team project with a company, and 3 one-credit hour seminar classes, each one quarter in duration.

      Courses
        Students will be required to earn a C or better in:

- ISE 490 – Technology-Based Ventures – 4 credit hours
  Topics include advanced product development, protecting intellectual property, fostering strategic and creative thinking, effectively leading technology-driven teams.

- ISE 481 – Engineering Economy – 4 credit hours
  Course is an introduction to analytical methods and techniques for optimizing the economic outcome of technical and managerial decisions. It includes time value of money, annual costs, present worth, future value, capitalized cost break-even analysis, and valuation and depreciation.

- MGT 480 – Special Topics in Management of Innovation – 4 credit hours
  Studies fundamental concepts of strategic management and examines technological, institutional, behavioral, and management systems and their operation in the global environment.

And **one** of the following two courses:

- MKT 475 – Entrepreneurship – 4 credit hour class
  Problems and perspectives in starting new ventures. Concepts and techniques of searching for market opportunities, screening and evaluating potentials, negotiating, and financing to initiate or purchase a company. Development of individual written business plan.

- MKT 480 – Special Topics in New Venture Creation – 4 credit hours
  Topics to include market research, business plan development, marketing and financing strategies, organizational structure, concepts and techniques for starting or purchasing a company, including technology commercialization.

Qualified students may take MKT 475 Entrepreneurship but credit will not be given to students taking both MKT 480 and MKT 475.

Courses will require junior or senior- level standing. Students lacking a business background will be advised to take the technology-based ventures class and the engineering economics classes before taking the two business school courses.

Team Project (ISE 499 – I&E Team Project – 4 credit hours)
Teams will be multi-disciplinary and typically multi-cultural in their make-up and include a faculty member and an industrial sponsor. Partnerships will be secured to allow the teams to collaborate with Dayton area high-tech companies. Teams will be required to generate concepts for new product development and submit a business plan. Team projects will be two or three quarters in duration.

Seminar (ISE 499 – I&E Seminar Series – 3 credit hours)
Seminars will meet once a week. Guest lecturers will provide insight on entrepreneurship and innovation. Positive role models who can share both successes and failures will be sought. Over the course of the program, students will attend 30 seminars.

Program Staffing and Coordination

The curriculum for the Certificate Program in Innovation and Entrepreneurship in High Technology includes courses offered from both the College of Engineering and Computer Science and the Raj Soin College of Business. The Program's Director, Dr. Narayanan, currently professor and chair of the Department of Biomedical, Industrial, and Human Factors Engineering; will be responsible for the administration of the Program, and the coordination of program offerings between the two Colleges. Teaching assignments will be made by the appropriate department chairs.

Costs

The projected costs of creating the Certificate Program in Innovation and Entrepreneurship in High Technology will be minimal. The Program has secured external funding from the Coleman Foundation to help offset establishment, recruitment, and assessment costs. Additionally, both Colleges have the capacity and the staff to accommodate the additional enrollment created by the Certificate Program. Finally, this Certificate will not require the University's library system to expend additional resources.

Proposed Start Date

We anticipate enrolling students in the Certificate Program beginning with the Winter, 2005 quarter.

Undergraduate Catalog Description

Objective: To enhance students' understanding of the interrelated nature of the technological and financial decisions made within today's high-tech firms.

Eligibility: This certificate is available to any undergraduate student at Wright State University who has achieved junior or senior class standing. To be accepted into this Certificate Program, the student must have a 2.5 cumulative grade point average; formally apply to the certificate program; and complete an interview with the Program's Director.

Requirements: Students seeking the Innovation and Entrepreneurship Certificate must complete 23 academic credit hours. All students seeking the certificate must take the following courses: ISE 490 Technology Based Ventures; ISE 481 Engineering Economy; MGT 480 Special Topics in Management of Innovation, and either MKT 475 Entrepreneurship or MKT 480 Special Topics in New Venture Creation.

In addition, students are expected to complete 3 one-credit hour seminar courses, as well as a four-credit hour team project with a local high-tech company. For more information please contact Dr. S. Narayanan; Department of Biomedical, Industrial, and human Factors Engineering; 207 Russ Engineering Center; (937) 775-5044; email: snarayan@cs.wright.edu.

**PROPOSAL TO THE UNIVERSITY UNDERGRADUATE CURRICULUM
AND ACADEMIC POLICY COMMITTEE**

Teaching English to Speakers of Other Languages (TESOL) Minor

I.   Program

Teaching English to Speakers of Other Languages (TESOL) Minor administered through the Department of English Language and Literatures

II.   Objectives

Open to all majors, the TESOL minor will provide the basic knowledge and skills necessary to teach English as a second or foreign language. While students can combine the TESOL courses with any major, students who have majors with an international focus will particularly benefit from the TESOL minor. Nevertheless, with its emphasis on language and culture, as well as its focus on effective teaching, TESOL enhances almost any field of study.

III. Description

The TESOL minor provides students with course work that complements majors such as foreign language, international studies, and international business. For education majors, the TESOL minor provides course work relevant to their future teaching. The TESOL minor consists of core TESOL (emphasizing teaching English as a second or foreign language) or TEFL (focusing specifically on teaching English as a foreign language) methodology/materials and theory/culture courses in addition to introductory linguistics, grammar, and assessment courses, and a four-hour practicum.

IV.   Admission Requirements

The undergraduate TESOL minor is open to any major who has completed ENG 102.

V.   Program Requirements

   The TESOL minor consists of:

                                                                    hours

   ENG 478   Introduction to Linguistics   4
   (This course is the pre- or co-requisite for the
    remaining courses in the TESOL minor)

   ENG 482   Grammatical Structures of English   4
   ENG 487   TESOL Assessment   4

ED   460   TESOL Practicum   4

and either

the following three TESOL courses:

ENG 481   Theory of ESL   4
ENG 484   TESOL Methods & Materials   4
ENG 483   Sociolinguistics   4

or

the following three TEFL courses:

ENG 480   TEFL Theory & Culture   4
ENG 485   TEFL Methods & Materials   4
ENG 477   TEFL Workshop   4

              TOTAL   28

VI.   Program Quality

All the courses offered in the TESOL program are upper division and are currently offered for existing TESOL and TEFL credentials.

The courses included in the TESOL minor are the basic courses for the English Department's TESOL /TEFL programs and represent all areas recognized as core requirements for teaching English as a second or foreign language.

All courses are taught by fulltime, tenure-track faculty who are TESOL specialists.

VII. Student Performance

Students are expected to maintain high academic performance, as they are in their major and other academic work.

VIII. Curriculum Coordination

The Department of English Language and Literatures regularly offers all the courses in the TESOL minor.

IX.   Resource Coordination

Since the TESOL minor involves no new courses and will use resources currently available for the other TESOL programs, no additional resources will be required.

X.   Program Staffing

Full-time TESOL Faculty:

Dr. Deborah Crusan, Assistant Professor of English
Dr. Chris Hall, Associate Professor of English
Dr. Marguerite MacDonald, Associate Professor of English

ADDENDUM

A.   Catalog Course Descriptions

ENG 477   WORKSHOP (1 TO 6)

Intensive study of selected special topics or problems to meet the particular needs of participating students. Titles vary.

ENG 478   INTRODUCTION TO LINGUISTICS (4)

Presents a survey of the scientific study of language and focuses on describing and explaining languages in their natural environment. Includes phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics.
PREREQUISITE: ENG 102

ENG 480   STUDIES IN LANGUAGE AND LITERACY (4)

Intensive study of linguistic and/or rhetorical approaches to language. Intended to develop an understanding of language history, structure, theory, pedagogy, and context.
PREREQUISITE: ENG 478

ENG 481   THEORY OF ESL (ENGLISH AS A SECOND LANGUAGE) (4)

Presents a theoretical foundation for the study of second language acquisition, including first language acquisition, interlanguage, contrastive analysis, error analysis, language universals, communicative competence, and learning theory.
PREREQUISITE: ENG 340 OR 478

ENG 482   GRAMMATICAL STRUCTURES OF ENGLISH (4)

Develops linguistic analysis skills to help students recognize, analyze, and remediate written and spoken grammatical errors in ESL/EFL instructional contexts. Also focuses on pedagogical aspects of grammar instruction to nonnative speakers of English.
PREREQUISITE: ENG 478

ENG 483   SOCIOLINGUISTICS (4)

Examines the sociology of language, the ethnography of speaking, the variation in language structures, the social varieties of English, with their political and educational implications, and the relationship of these to second language acquisition.
PREREQUISITE: ENG 478

ENG 484   TESOL METHODS AND MATERIALS (4)

Develops skills in designing curricula through creating and adapting appropriate materials and activities, as well as evaluating and effectively using existing methodologies and materials available to the teacher of ESL/EFL.
PREREQUISITE: ENG 340 OR ENG 478

ENG 485   STUDIES IN ENGLISH EDUCATION (2 TO 4)

(Also listed as ED 420.) Focus on theoretical issues and practical problems of teaching English at all levels, including the teaching of writing and teaching of English to speakers of other languages (TESOL).
PREREQUISITE: ENG 340 OR 478

ENG 487   TESOL ASSESSMENT (4)

Investigates key concepts and underlying theories in the field of language assessment. Looks at purposes and types of assessment with a focus on the development and use of authentic assessment for English language learners.

ED 460   PRACTICUM IN ENGLISH EDUCATION (1 TO 4)

Students are assigned to an instructional class that focuses on the teaching of English to speakers of other languages (TESOL) for a supervised practicum experience. Graded pass/unsatisfactory.
PREREQUISITE: ENG 484 OR 485

B. Sample Syllabi

See attached.