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# The Faculty Senate of Liberty University

| Moderator | Moderator Elect | Secretary | Past Moderator | Exec. Comm. At Large | Chaplain | Parliamentarian |
|---|---|---|---|---|---|---|
| *Samuel C. Smith* | *David Croteau* | *Mary Beth Grayson* | *Don Love* | *Kurt Reesman* | *David Beck* | *John Hugo* |

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## Senate Agenda
## Friday, January 23, 2009 at 10:00 am in DH 1104

**Call to Order –** *S. Smith*

**Invocation –** *G. Leverett*

**Administrative Comments –** *B. Rist*

**Presentation of Minutes –** *M. B. Grayson*

**Reports – For Information Only**

**Undergraduate Curriculum Committee**

- **SECS Course Deletion: ENGI 320 Planning for Production (Effective Fall 2009)**
  - *Reason:* In examination of the major requirements, it was determined that the content in ENGI 320 (Planning for Production was mostly covered by ENGI 230 (Production Systems); thus, the course ENGI 320 will be deleted. This action does not affect faculty, physical, library, or financial resources.

- **Mathematics Department Changes to Course Hours, Prerequisites, and Course Descriptions (Effective Fall 2009):**

  **Change MATH 231from 3 to 4 credit hours**
  - *Present Requirements:* MATH 231 Calculus and Analytic Geometry III – 3 hours
    A continuation of MATH 132. Infinite series, power series, geometry of the plane and space, vectors, functions of several variables, multiple integrals, and an introduction to differential equations.
    Prerequisite: MATH 132 with a grade of C or better
    Not a General Education course.
    Required for mathematics and engineering majors.
  - *Modified Requirements:* MATH 231 Calculus and Analytic Geometry III – 4 hours
    A continuation of MATH 132. Geometry of vectors, paths, curvature, functions of several variables, graphs and parametric surfaces, partial derivatives, multiple integrals, curl, divergence, gradient, line and surface integrals, Green's and Stoke's Theorems.
    Prerequisite: MATH 132 with a grade of C or better
  - *Rationale:* From the proposal:
    "The School of Engineering and Computational Sciences emphasized during a meeting with the Mathematics Department in Spring 2007 that basic material on vector analysis must be covered in MATH 231. This was not a requirement prior to the advent of the Engineering Major. This material cannot be adequately covered during a 3-hour course."
    "After researching the Calculus sequence at numerous other schools, it became evident that Liberty University is, in fact, the only school in the Big South Conference that does not have a twelve-hour sequence in elementary calculus."
    This change will bring MATH 231 into line with MATH 131 and MATH 132 and will give Liberty the standard 12-hour sequence.

**Mathematics Department Course Description Change: MATH 131 Calculus and Analytic Geometry I – 4 Hours**

- *Present:*
  Description: Functions and graphs, limits, derivative, techniques of differentiation, continuity, applications of differentiation, the integral. (Concurrent enrollment in MATH 133 is required.)
  Prerequisite: MATH 121 and 122 or MATH 128 or the equivalent
- *Proposed:*
  Description: Functions and graphs, ~~exponential, logarithmic, inverse trigonometric,~~ limits, the derivative, techniques of differentiation, continuity, applications of differentiation, L'Hopital's Rule, the integral. (MATH 133 is required for mathematics majors or minors.)
  Prerequisite: MATH 128 minimum grade of C

**Mathematics Department Course Description Change: MATH 132 Calculus and Analytic Geometry II – 4 Hours**

- *Present:*
  Description: A continuation of MATH 131. Applications of integration, exponential and logarithmic functions, inverse trigonometric, hyperbolic and inverse hyperbolic functions, techniques of integration, limits involving infinity, improper integrals, infinite series.
  Prerequisite: MATH 131 or the equivalent
- *Proposed:*
  Description: A continuation of MATH 131. Techniques of integration, improper integrals, applications of integration, introduction to differential equations, parameterizations of curves, sequences, infinite series, Taylor's Theorem.
  Prerequisite: MATH 131 minimum grade of C and a basic proficiency in a computer algebra system

- **Mathematics Department Course Description Change: MATH 231 Calculus and Analytic Geometry III – 4 Hours**
  - *Present:*
    Description: A continuation of MATH 132. Infinite series, power series, geometry of the plane and space, vectors, functions of several variables, multiple integrals, and an introduction to differential equations.
    Prerequisite: MATH 132 or the equivalent
  - *Proposed:*
    Description: A continuation of MATH 132. Geometry of vectors, paths, curvature, functions of several variables, graphs and parametric surfaces, partial derivatives, multiple integrals, curl, divergence, gradient, line and surface integrals, Green's and Stoke's Theorems.
    Prerequisite: MATH 132 minimum grade of C

## Old Business

- **SB1108-01 (Second Read) English & Modern Languages - New Specialization in Linguistics (Effective Fall 2009)**

CURRICULUM

| | |
|---|---|
| Foundations: | |
| **LING 213 Introduction to Linguistics | 3 |
| LING 305 Linguistic Analysis | 3 |
| Theory/Application | |
| *LING 451 Phonetics and Phonology | 3 |
| *LING 452 Morphology and Syntax | 3 |
| Application (choose two): | |
| **LING 280 Field Language Learning | 3 |
| **LING 300 Cultural Anthropology | 3 |
| **LING 453 World Languages | 3 |
| | 18 |

*new courses
**presupposes change from MLAN to LING prefix

**New Courses**

**LING 451: Phonetics and Phonology—3 credits**

DESCRIPTION: This course concerns the analysis and voice production of sound systems that compose individual human languages. The purpose is to equip students to analyze and describe in phonological terms the inherent sound patterns and systematic variations that make up comprehensible speech, as the foundation for a written language.
RATIONALE: The TESOL/linguistics graduate will confront languages different from English. The more students know of language sounds and the analysis of sound systems, the better they can be in guiding future students in pronouncing English correctly, in understanding the reasons for particular pronunciation errors from particular speakers, and in personal learning of other languages.

**LING 452: Morphology and Syntax—3 credits**
DESCRIPTION: This course provides a comprehensive introduction to morphological/syntactic theory and analysis. It requires students to formulate hypotheses and test them against data from English and other languages. Prerequisite: MLAN 305
RATIONALE: The well-rounded student of language needs a broad understanding of the many possible structures found in modern languages. This course will provide a basis for expanding and deepening knowledge and skills gained in MLAN 305.

- **PREFIX CHANGE in conjunction with Linguistics Minor**

Rationale
1) The linguistics minor needs a LING prefix.
2) The TES/FL major, now with an MLAN prefix, needs a central group, at least, of TESL prefix courses to properly designate it as a TES/FL program.
3) The LING prefix will have the same broad application that the MLAN prefix now has, and will be able to be used for LING and TESL, as well as SPAN/FREN/ and other LANG programs, where needed.

| CURRENT PREFIX | NEW PREFIX | EXISTING/NEW COURSE | PROGRAMS APPLICABLE TO |
|---|---|---|---|
| | | | |
| **MLAN 213- Introduction to Linguistics** | **LING 213** | **existing course** | **TES/FL & LING minor, & SPAN** |
| **MLAN 305- Linguistic Analysis** | **LING 305** | **revised course** | **TES/FL major & LING minor** |
| **MLAN 451- Phonetics & Phonology** | **LING 451** | **new course** | **LING minor** |
| **MLAN 452- Syntax & Morphology** | **LING 452** | **new course** | **LING minor** |
| **MLAN 453- World Languages** | **LING 453** | **existing course** | **TES/FL major & LING minor** |
| **MLAN 300- Cultural Anthropology** | **LING 300** | **existing course** | **TES/FL major & LING minor** |
| **MLAN 280- Field Language Learning** | **LING 280** | **existing course** | **TES/FL major & LING minor** |
| | | | |
| **ENGL 333- Modern Grammar** | **TESL 333** | **existing course** | **TES/FL & ENGL crosslisted** |
| **MLAN 403- Second Language Acquisition** | **TESL/SPAN 403** | **existing course** | **TES/FL & SPAN crosslisted** |
| **MLAN 405- Issues & Practices in TES/FL** | **TESL 405** | **existing course** | **TES/FL** |
| **MLAN 419/20- Curriculum & Methodology in Modern Languages** | **TESL/SPAN 419/20** | **existing course** | **TES/FL & SPAN crosslisted** |
| **MLAN 499- Internship in TES/FL** | **TESL 499** | **School existing course** | **TES/FL** |

RATIONALE FOR BILL:
"The proposed Minor in Linguistics was designed by Paul Muller and myself (Clive McClelland) several years ago before adequate faculty was in place. Our aim was/is to have a supplement to our TESL program that would allow TESL majors, or any major, to more adequately prepare for cross-cultural work. Also, he and I together have thought that this Minor could be a stepping-stone to having the Wycliffe Bible Translators set up a training program here at Liberty. Dr. David Ross, head of the Graduate Institute of Applied Linguistics, Wycliffe's training arm, visited Liberty in 2007 to discuss this and other possible training that could feed trainees into their program in Dallas. […] The two new courses, LING 451 and LING 452, were piloted…as MLAN 497 in 2006 and 2007.
Also included in this proposal is a change of prefix, from MLAN to LING to better reflect actual course content and connection to this Linguistics Minor."

- **SB1108-02 (Second Read) School of Communication: New Course Proposals (proposed effective date Fall 2009)**
  - **New Course: COMS 486**

DESCRIPTION: COMS 486—Media Bias—3 credits
An examination of the manipulation and bias in mainstream American media. This course provides students with the New Media exposure necessary to combat the social engineering of mainstream journalism, thereby contributing to a more vibrant and balanced national dialogue.
RATIONALE: The preservation and growth of our Judeo-Christian culture relies, in part, upon media that both shape and reflect that worldview. This, however, requires that individuals—both within and outside the media—be willing to confront the bias of American media outlets. The basic premise of the course is that aware news/information consumers

and participants can counter mainstream media falsehoods and open the public discourse to truthful representations of reality.

- **New Course: COMS 490**
  DESCRIPTION: COMS 490 Crisis Communication—3 credits
  The course will examine modern crisis communication, and provide the students with exposure to and practice in organizational communication, gathering information and providing analysis, and oral and written communication skills, essential for handling crisis situations. Prerequisite: senior status
  RATIONALE: Sooner or later, government employees will find themselves thrust into the limelight, or at least tasked with the responsibility of representing their area of responsibility to their constituents during a time of crisis. Their job will be to foster communication and understanding between themselves and the various "publics" they serve, both internal and external. Public speaking, writing and disseminating the news, gathering information and providing analysis—are all integral parts of crisis communication skills needed by any public individual, from a U.S. Senator to a local school board member for all crisis situation, whether large or small.

- **SB1108-03 (Second Read) SECS - Two New Course Proposals (Effective Fall 2009 [pilots offered in Spring 2009])**

  - **New Course: CSCI 466**
    DESCRIPTION: CSCI 466 Modern Cryptography—3 hours
    Study of modern cryptographic techniques. Covers basic cryptographic concepts, including symmetric key, public key, hash functions, digital signatures, and message authentication codes.
    Prerequisites: CSCI 215 and MATH 321 or approval of instructor.
    RATIONALE: Security is vitally important in modern computing systems. One important aspect of computer security is that of cryptography. This course helps students learn the current cryptographic techniques in use, and how they function. Students should be able not only to understand the techniques but also to know which techniques apply to different situations and how to apply them securely.

  - **New Course: CSCI 482**
    DESCRIPTION: CSCI 482 Applied Software Engineering—3 credits
    A hands-on experience that requires students to apply the skills and knowledge gained throughout the Computer Science program. A team solution of a real-world project is required.
    Prerequisites: CSCI 481 + Senior status
    RATIONALE: The activities in this course are intended to provide a hands-on experience that will allow the students to apply the various skills and knowledge they have gained throughout their Computer Science program.
    Teams of two to three persons will be formed at the beginning of the course. Software is nearly always developed by teams so this kind of experience is crucial for career preparation.
    A real-world project submitted by a ministry, some component of the university, or an associated business organization will be identified for each team. These projects will be selected to emphasize the software development process, as well as result in a viable product.

- **SB1108-04 (Second Read) SECS - Major Changes (Effective Fall 2009)**
  - **Computer Science Major Changes**

    - Change course number of CSCI 415 Software Engineering to CSCI 481. The title would remain the same. This would make this Capstone course numbering consistent with other SECS capstone courses.
    - Add a new course CSCI 482 Applied Software Engineering to the major core requirements. This new course and its rationalization are described in the accompanying Form II submittal.
    - Add three hours to the major to be chosen from either CSCI 465 Technical Aspects of Information Security or CSCI 466 Modern Cryptology. These three hours are required to exceed the minimal hours requirement for ABET accreditation. The option of either of two security courses is intended to give the LU major a "slant" toward an emerging field of importance in technology...information security.
    - Move MATH 250 Introduction to Discrete Mathematics and MATH 350 Discrete Mathematics from the core courses to Directed Courses. This will make it clearer to our accrediting body that these courses count toward the required Mathematics/Science accreditation component.
    - Edit the current +++Any CSCI 300/400 Electives line to say +++Any CSCI 300/400 or any ENGS 300/400. This will strengthen the major by requiring electives from the Computer Science program or the related Software Engineering major.
    - Add a Lab Science to Directed Courses to be chosen from the list:
      i. BIOL 101/103 Principles of Biology (4 hrs)
      ii. BIOL 102/104 Principles of Human Biology (4 hrs)
      iii. BIOL 200 Foundations of Biology (4 hrs)

iv. CHEM 121 General Chemistry I (4 hrs)

The additional four hours are needed to satisfy our accrediting requirement for 30 hours of Mathematics/Science.

The above change the number of hours in the core from 48 to 45, the number of hours of Directed Courses from 7 to 17 (giving 33 hours of Math/Science) and the total number of hours for the program from 120 to 127.

In addition:

1. Crosslist CMIS 340 Studies in Information Security as CSCI 340

2. Crosslist CMIS 325 as CSCI 325 with a name and course description change of CSCI 325. The course content remains the same.

   a. Previous CSCI 325 name: *File Processing and Database Structures*
      Previous CSCI 325 description: A study of file organization and data management concepts. Topics include: data structures, access methods, and storage devices. A survey of several data base management models, along with algorithms and data structures is covered.
   b. Proposed CSCI 325 name: *Database Management Systems*
      Proposed CSCI 325 description: The study of database management systems, database architecture, design, queries, applications, administration and implementation. The course will focus on data normalization, SQL (queries), and the use of relational technology for building database applications. Projects will be assigned to provide hands-on experience with the SQL language and relational database management software packages.

3. Change the pre-requisite of *CSCI 111 Introduction to Programming* from*:*
   *CSCI 110 and Math 121 or higher* to
   *CSCI 110/ ENGR 110 and Math 121 or higher*
4. Change the pre-requisite of *CSCI 345 Introduction to Unix* from:
   *None* to
   *CSCI 112 or CMIS 212*.

- **SB1108-05 (Second Read) SECS - Minor Changes (Effective Fall 2009)**
  - **Computer Science Minor Changes**

**Present Requirements**

Currently, the minor requires CSCI 111, 112, 215, and six hours of electives for a total of 15 hours.

**Modified Requirements**

Recent (May, 2008) changes to pre-requisites for the CSCI 111 course require the addition of CSCI 110 to the minor. Currently CSCI 110 is a hidden pre-requisite in the minor. In addition, Math 250 is a standard basic mathematics course in Computer Science programs.

The new minor would require 21 hours of the following:

CSCI 110 – Computing Foundations and Ethics
CSCI 111 - Introduction to Programming
CSCI 112 – Advanced Programming
CSCI 215 – Data Structures and Algorithms
CSCI xxx – Six hours of upper level Computer Science
MATH 250 - Introduction to Discrete Mathematics

## New Business

- **SB0109-01 (First Read) Department of History – New Course Proposal (Effective Fall 2009)**

Course Description:

HIUS 390 History of Virginia—3 credit hours
A study of Virginia History from before the settlement of Jamestown to the present.

Prerequisite: HIUS 221 or 222

Rationale:

(From Proposal) The History Department has been considering adding a course on Virginia History for several years, but its Three Year Review in 2007-8 and NCATE report in the same year gave it renewed emphasis. The department found that it is one of the few History Departments in the state of Virginia that does not offer a similar course. Even more important, the department did a review of the Virginia Department of Education Standards of Learning for Social Studies in Elementary Schools and found that Virginia history is the curriculum for fourth graders. The department had no course or combination of courses that prepare Elementary Education majors with a Social Science concentration to teach Virginia history.

- **SB0109-02 (First Read) Department of History – Changes to History Major with International Studies Specialization (Effective Fall 2009)**

| *Present:* | *Proposed (includes updated list of Third World Courses):* |
|---|---|
| Choose 7 – at least 2 from each group: | Choose 7 – at least 2 from each group, 4 must be history courses: |
| Int'l Policy Issues/U.S. Foreign Policy<br>GOVT 403, 425; GEOG 410; HIUS 370, 480 | Int'l Policy Issues/U.S. Foreign Policy<br>GOVT 403, 425; GEOG 410; HIUS 370, 480 |
| Third World<br>GOVT 338; HITW 471, 472, 441, 450 | Third World<br>GOVT 334, 335; HITW 320, 441, 450, 460, 471, 472 |
| Modern Europe<br>GOVT 330, 332; HIEU 370, 380, 390, 450, 460, 485 | Modern Europe<br>GOVT 330, 332; HIEU 370, 380, 390, 450, 460, 485 |

Rationale: The current requirements could allow a history major to graduate without taking a majority of history classes. The department believes that since a student is majoring in history, a majority of his/her courses in the International Specialization should be history courses.

The new list of courses under the Third World cluster reflects the most up to date list of courses that could fulfill that requirement.

- **SB0109-03 (First Read) Department of History – Changes to Social Sciences Major (Effective Fall 2009)**

| *Present:* | | *Proposed:* | |
|---|---|---|---|
| Under History Requirements: | | Under History Requirements (Add HIUS 222 and HIST 490): | |
| HUIS 221 or 222 | 3 | HIUS 221 | 3 |
| HIST 470 | 3 | HIUS 222 | 3 |
| HIST 300 or 419/420 | 3 | HIST 470 | 3 |
| | | HIST 300 or 419/420 | 3 |
| | | HIST 490 | 3 |
| Under Econ/Geog Support Courses: | | Under Econ/Geog Support Courses (Drop ECNC 110 and HIST 360; add ECNC 213): | |
| ECNC 110 | 3 | ECNC 213 | 3 |
| HIUS 360 | 3 | GEOG 200 | 3 |
| GEOG 200 | 3 | **GEOG_____ | 3 |
| **GEOG_____ | 3 | | |
| Under Investigative Studies: | | Under Investigative Studies (Require GOVT 200): | |
| GOVT 200/PSYC 101 or 210/ SOCI 200 or 201 | 3 | GOVT 200 | 3 |
| Under Government Courses: | | Under Government Courses (6 hours): | |
| GOVT 220 | 3 | GOVT 220 | 3 |
| **GOVT_____ | 3 | **GOVT_____ | 3 |
| **GOVT_____ | 3 | | |
| ** Must be 300/400 level | | ** Must be 300/400 level | |

*Rationale*: All of the proposed changes originate from the History Department's 2007-8 Third Year Review and its 2007 NCATE report.

The History Department believes that its Social Science majors should take all of its survey offerings (GEOG 200, HIEU 201, HIEU 202, HIUS 221, and HIUS 222) as foundational courses. HIUS 222 is the only foundational course currently not required.

Students currently majoring in Social Sciences do not have to take a capstone course like history majors. Adding HIST 490 – Senior Seminar (an existing course) would provide the department the opportunity to examine how prepared its Social Sciences majors are for graduation. Furthermore, with the university's emphasis on assessment, the department needs a capstone course in each of its majors where it can meet its assessment responsibilities. Adding HIST 490 would provide that course for this major.

ECNC 213 – Principles of Economics I (Micro) will provide more depth in economics proper than either ECNC 110 and HIUS 360 and places emphasis on Free Enterprise, a key component of one of the History Department's Learning Outcomes.

Adding GOVT 200 will strengthen the students' backgrounds in the free enterprise system and constitutional government, key parts of the department's Learning Outcomes.

With all of these changes, the total hours for the major will remain 120.

- **SB0109-04 (First Read) Department of History – Changes to Social Sciences Major with Teacher Licensure (Effective Fall 2009)**

*Present:*

Under History Requirements:

| | |
|---|---|
| HUIS 221 or 222 | 3 |
| HIST 470 | 3 |
| HIST 300 or 419/420 | 3 |

Under Econ/Geog Support Courses:

| | |
|---|---|
| ECNC 110 | 3 |
| HIUS 360 | 3 |
| GEOG 200 | 3 |
| **GEOG_____ | 3 |

Under Investigative Studies:

| | |
|---|---|
| GOVT 200/PSYC 101 or 210/ SOCI 200 or 201 | 3 |

Under Government Courses:

| | |
|---|---|
| GOVT 220 | 3 |
| **GOVT_____ | 3 |
| **GOVT_____ | 3 |

** Must be 300/400 level

*Proposed:*

Under History Requirements (Add HIUS 222 and HIST 490):

| | |
|---|---|
| HIUS 221 | 3 |
| HIUS 222 | 3 |
| HIST 470 | 3 |
| HIST 300 or 419/420 | 3 |
| HIST 490 | 3 |

Under Econ/Geog Support Courses (Drop ECNC 110 and HIST 360; add ECNC 213):

| | |
|---|---|
| ECNC 213 | 3 |
| GEOG 200 | 3 |
| **GEOG_____ | 3 |

Under Investigative Studies (Require GOVT 200):

| | |
|---|---|
| GOVT 200 | 3 |

Under Government Courses (6 hours):

| | |
|---|---|
| GOVT 220 | 3 |
| **GOVT_____ | 3 |

** Must be 300/400 level

*Rational:* All of the proposed changes originate from the History Department's 2007-8 Third Year Review and its 2007 NCATE report.

The History Department believes that its Social Science majors should take all of its survey offerings (GEOG 200, HIEU 201, HIEU 202, HIUS 221, and HIUS 222) as foundational courses. HIUS 222 is the only foundational course currently not required.

Students currently majoring in Social Sciences do not have to take a capstone course like history majors. Adding HIST 490 – Senior Seminar (an existing course) would provide the department the opportunity to examine how prepared its Social Sciences majors are for graduation. Furthermore, with the university's emphasis on assessment, the department needs a capstone course in each of its majors where it can meet its assessment responsibilities. Adding HIST 490 would provide that course for this major.

ECNC 213 – Principles of Economics I (Micro) will provide more depth in economics proper than either ECNC 110 and HIUS 360 and places emphasis on Free Enterprise, a key component of one of the History Department's Learning Outcomes.

Adding GOVT 200 will strengthen the students' backgrounds in the free enterprise system and constitutional government, key parts of the department's Learning Outcomes.

With all of these changes, the total hours for the major will remain 129.

- **SB0109-05 (First Read) Department of History – Changes to Education Majors with Social Sciences Concentration (Effective Fall 2009)**

  **Majors Affected:** The Social Science concentration of…
  - B.S. in Elementary Education Integrated Studies: English and Social Science
  - B.S. in Elementary Education Integrated Studies: Math and Social Science
  - B.S. in Elementary Education Integrated Studies: Science and Social Science
  - B.S. in Elementary Education Integrated Studies: Spanish and Social Science
  - B.S. in Special Education Integrated Studies: Social Science

*Present:*

CONCENTRATION: Social Science (15 hours)

| | |
|---|---|
| ECNC 110 Survey of Economics OR HIUS 360 American Economic History | 3 |
| HIUS 312 Era of the American Revolution | 3 |
| HIUS 310, 420, or 430 | 3 |
| HIST 470; HITW 471, 472, 441, or 450 | 3 |
| GOVT 421 American Constitution History OR GEOG 420 Regional Studies in Geography | 3 |

*Proposed:*

Under Investigative Studies on the Degree Completion Plan, students will have to take GEOG 200.
Under the Core area for Social Science, students will have to 15 hours including the following classes/options:

| | |
|---|---|
| HIEU 201 | 3 |
| HIUS 222 | 3 |
| HIST 470, or HITW 320, 450, or 460 | 3 |
| HIUS 310, 312, or 390* | 3 |
| GOVT 200, 220, or 421 | 3 |

* HIUS 390 History of Virginia is the preferred course for students planning to teach in Virginia.

*Rational:* All of the proposed changes originate from the History Department's 2007-8 Third Year Review and its 2007 NCATE report. Furthermore, the changes are being recommended after consulting with Drs. Karen Parker and Michelle Goodwin from the School of Education.

After a careful review of the Virginia Department of Education Standards of Learning for the Social Sciences in Elementary Education, the department determined the old Core cluster of Social Science courses did not adequately prepare future teachers for meeting the SOLs. The new cluster provides greater breadth with its emphasis on foundational courses. This is particularly important in preparing teachers to teach in elementary school.

The department determined that one area of particular weakness was in Virginia History. The department has approved the creation of HIUS 390 – History of Virginia and added to this core sequence.

## Prayer

## Adjournment