

Undergraduate Curriculum Council
January 30, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXXI, Meeting 1 (16-1)
Minutes – Approved by Curriculum Council on February 6, 2014; Accepted by Deans' Council and
Provost on February 14, 2014

A. PRELIMINARIES

1a. Attendance:

Members: David Blakeman (Chair), Jim Bigelow, Mike Hansen, Beverly Hewett, Jeff Hill, Mary Hofle, Greg Murphy, Wendy Ruchti, Sandra Shropshire, Keane Shuler (ASISU), Tara Young

Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink

Absent: John Dudgeon

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Karen Portillo; Margaret Johnson

1c. Guests: Shirley Bame and Cathy George, Grad. Students (via videoconference)

2. Minutes – deferred until next time.

3. Report from the Executive Committee: did not meet.

4. Current Committee Activities:

GERC met Tuesday, January 28. Jim DiSanza, ISU's liaison to the SBOE's task force, attended and spoke on SBOE's new Gen Ed policies and competency rubrics which are almost completed. The rubrics were developed by task forces made up of faculty members from each of the eight higher education institutions in Idaho. All ISU's Gen Ed courses have to be reevaluated against these new rubrics, which must be implemented in the 2015-16 undergraduate catalog. GERC will discuss the logistics involved when they meet again in two weeks. Jim DiSanza will be invited to attend UCC's meeting next week to provide more information.

5. Information from Academic Affairs: nothing reported

6. Information from the Chair:

Blakeman welcomed a new member: Sandra Shropshire as the Library representative for this semester.

7. Information from the Faculty Senate:

Senators have been discussing and giving feedback on the faculty grievance policy and the Intellectual Property policy drafts. They also appointed Board chairs and faculty members to serve on the pool for the Academic Dishonesty Board and Scholastic Appeals Board.

8. Other related information or questions: none

B. UNFINISHED BUSINESS – none discussed

C. NEW BUSINESS

1. University Library Committee (ULC) – should it continue to be a subcommittee reporting to UCC, or should it be its own entity attached to the Library?

The University Library Committee (ULC) plans to update their bylaws, and their chair had asked for clarification whether the committee was still a subcommittee of this council or not. Committee reporting lines had become unclear after the Faculty Senate and its council structure was dissolved a few years ago. Blakeman will check with Academic Affairs for elucidation. Some discussion ensued; there does need to be some line of communication from the ULC with this council and the Graduate Council, especially regarding financial recommendations about the purchase of library books, journals and reference materials, since those acquisitions and subscriptions have considerable impact on academic programs.

2. Nominations for next year's Officers: Chair, Vice Chair, Secretary
Wendy is resigning from UCC at the end of the semester; her college is finding a replacement. Please email nominations to Blakeman. Brief discussion of duties of chair, vice chair and secretary. The chair does get a course release for each semester.
3. Website Committee – to work with the administrative assistant on appearance and elements of new UCC website
Jim Bigelow will chair the committee, please consider volunteering to help generate ideas.
4. Replacements for UCC members rotating off this spring – need candidates for college elections
This council needs members who are willing to participate, carefully and critically review proposals and follow up with their colleges.
5. Proposal process – what worked, what needs improvement? Revise forms and instructions accordingly? Communicate with departments and colleges this spring.
Suggestions and comments were:
 - Submit electronic versions only, no hard copy
 - Hard to follow threads in Moodle, too easy to miss comments. Useful for communicating questions or things that need to be followed up on. Perhaps use Google docs instead? Ask ITRC about various options.
 - Organize proposals by college on Moodle to help keep better track of them.
 - Set up Moodle so UCC reps can upload documents to their college's section.
 - Divide up work among members to make workload more manageable.
 - Standardize the proposal form. Hunt will work on drafting some example forms
 - Have colleges and departments work with their UCC reps as proposals are developed so inconsistencies and questions are resolved before proposal is submitted.
 - Collect all infrastructure review and impact statements before submitting.
 - Create a checklist for UCC reps of all the details they are responsible for checking in each proposal. Hunt volunteered to draft a preliminary checklist to be fine tuned over time.
 - Ensure Deans understand what they are signing, and don't sign proposal until UCC rep signs off
 - UCC reps submit the completed proposals for their colleges and units
 - Find an easy way to publish what UCC is doing and the process so campus community can follow and be informed
 - Add Associate Deans to UCC's Moodle page so they can view (not edit) proposals under review
 - Provide updated and better sample proposals on the UCC website
 - Write up a description of new process and send out to deans and colleges
6. BSHS credit question

Under “Print Options” in the eCatalog: selecting “Download PDF of this page” will allow you to print the current page, including the revisions that have already been made. Selecting “Download a PDF of the 2013-2014 Undergraduate Catalog”, however, will open a PDF of the old catalog. Any revisions that have been made will not appear.

7. UCC bylaws review, GERC minutes – GERC bylaws need to be changed to reflect that UCC accepts their minutes, not approves.

D. ADJOURNMENT: 4:38 p.m

Undergraduate Curriculum Council
February 6, 2014 -- 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 2 (16-02)
Minutes – Approved by Curriculum Council on February 27, 2014; Accepted by Deans’ Council and
Provost on March 17, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (Acting Chair), David Blakeman, Mike Hansen, Beverly Hewett, Greg Murphy, Karen Portillo, Wendy Ruchti, Jenny Semenza (for Sandra Shropshire), Keane Shuler (ASISU), Tara Young

Ex-Officio: Margaret Johnson, JoAnn Hertz, Chris Hunt, Corey Zink

Absent: Mary Hofle

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Jeff Hill, Sandra Shropshire, Emily White

1c. Known Guests: Jim DiSanza

2. Minutes for **December 12, 2013** and **January 30, 2014**

Two corrections were made: a minor punctuation error corrected on Dec. 12 minutes and clarified phrasing for BSHS section on Jan. 30 minutes.

Council unanimously **approved** the minutes for **December, 12, 2013**

Council unanimously **approved** the minutes for **January 30, 2014 as amended**

3. Report from the Executive Committee: Eligibility of faculty

Greg Murphy is now a department chair, though he also teaches. Discussion whether he is eligible to serve on UCC. Tabled until next meeting. Review bylaws of this Council, Faculty Senate and other councils to see what their eligibility requirements are.

4. Current Committee Activities: nothing to report

5. Information from Academic Affairs:

Update on University Library Committee (ULC) reporting requirements. Provost wants UCC’s recommendation about this. The Library uses ULC as advisory body for Library business; is there really a connection? Yes, it is important for UCC and university community to see ULC minutes since they affect all academic programs, especially regarding budget allocation. Discussion. ULC bylaws and Academic Affairs website at a minimum should be updated to reflect the actual reporting structure. All council and committee minutes somehow should be made readily available for the university community to access.

Council unanimously voted to **recommend** the University Library Committee change their bylaws **to remove the formal reporting relationship with this Council**, and that the Academic Affairs website be updated accordingly.

6. Information from the Chair: Council Membership Difficulties

Discussion ensued about the difficulties in getting faculty members to serve on this and other important university councils. Blakeman will meet with the Provost to discuss possible solutions.

7. Information from the Faculty Senate: they did not meet this week.

8. UCC Website committee update:

Corey Zink volunteered to help Jim Bigelow and Catherine Read on this subcommittee.

9. Other related information or questions:

David; Moodle page update vs. Google docs usage –

Members discussed the merits of using Google Docs as a forum for this council's representatives to tweak proposals under development before the proposals are submitted to this council as ready for review. Discussion ensued ending with the executive committee agreeing to develop working proposal document. Further discussion postponed until next meeting.

Guest Speaker: Jim DiSanza, ISU's liaison with SBOE's task force on General Education reform.

DiSanza reported on the SBOE's revamped statewide General Education program. The reason for the changes was to bring Idaho's Gen Ed requirements more into line with national Learning and America's Promise (LEAP) standards and improve transferability of Gen Ed credits among Idaho's universities and colleges. Faculty representatives from all eight higher education institutions in Idaho served on the task forces to develop Competency Guidelines and Assessment Rubrics for each discipline area: Written Communication, Oral Communication, Math, Humanities, Physical Sciences, and Social Sciences. Copies of the guidelines were distributed to council members as information items.

Each institution is now directed to evaluate each of its Gen Ed courses against these new Competency Guidelines to ensure the guidelines are met. At ISU, GERC will have to repeat the process it just completed, this time using the new guidelines. Each institution will post its Gen Ed courses on a statewide web portal so students can go online and verify their Gen Ed courses will transfer from one institution to another. Courses that are automatically transferable will be designated as GEM (General Education Matriculation) courses. DiSanza emphasized the process of developing the Competency Guidelines was entirely faculty-driven once the SBOE formed the task forces.

In addition to the six shared Gen Ed discipline areas, each institution will require 6 credits of coursework in competency areas of its own choosing. ISU has chosen Critical Thinking and Cultural Diversity as its two "flexible" areas. If a student transfers from one Idaho university or college to another before completing all 36 Gen Ed courses, the new institution can choose to accept the flexible credits or not at its discretion. If a student has completed all 36 Gen Ed credits before transferring, the credits transfer in their entirety and the student will not be required to take any additional Gen Ed courses.

Johnson reported that SBOE's Gen Ed policy III.N will be on SBOE's February agenda for the first reading, and will be considered for approval in the April SBOE meeting.

Policy III.V is not ready to go to SBOE yet, the Registrars are still working on it.

DiSanza answered members' questions, then left the meeting.

B. UNFINISHED BUSINESS

1. Update on University Library Committee (ULC) reporting requirements -- dealt with above.
2. Nominations for next year's Officers: Chair, Vice Chair, Secretary
Deferred until next time.

3. Replacements for UCC members rotating off this spring. Hewett, as Council Secretary, will be sending out letters to Colleges to request replacements.
4. Update on Proposal process update -- not ready yet, so nothing to report.
 - a. Hunt -- revised proposal form update
 - b. Hunt -- check list for proposal review

C. NEW BUSINESS

1. Council unanimously accepted GERC's minutes for **October 29, 2013** and **November 5, 2013** with a couple of minor typos corrected.

Next meeting was scheduled for **Thursday, February 20, 2014**.

D. ADJOURNMENT: 4:40 p.m.

Undergraduate Curriculum Council
February 20, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 3 (16-03)
Minutes – Approved by Curriculum Council on February 27, 2014; Accepted by Deans’ Council and Provost on March 17, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow, David Blakeman (Chair), Mike Hansen, Beverly Hewett, Jeff Hill, Mary Hofle, Greg Murphy, Karen Portillo, Wendy Ruchti, Sandra Shropshire, Keane Shuler (ASISU), Tara Young

Ex-Officio: JoAnn Hertz, Chris Hunt

Absent: Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Margaret Johnson

1c. Known Guests: none

2. Minutes for **February 6, 2014**

Attendance was corrected. Council **tabled the minutes** to rephrase item 6 and review again next meeting.

3. Report from the Executive Committee:

The committee met on February 18, 2014 and discussed officer nominations. Ballots will be handed out for members to vote later in the meeting. Results will be announced in the next meeting. Bigelow is working on a single page Google Docs spreadsheet for UCC members to use within the council to track curriculum proposals in process, in conjunction with the Moodle site. UCC reps will be the primary reviewers responsible for all proposals in their areas. Discussion ensued on how the new process would work within the council. Bottom line, proposals are not to be submitted to the administrative assistant until they are complete and signed off by the UCC rep and college dean. Discussion whether to impose an earlier deadline for receipt by UCC reps so they have time to ensure proposals are complete before the September 20th deadline for proposal submissions. The deadlines are required to ensure the Registrar’s Office has sufficient time to enter approved proposals into the eCatalog and Banner. Blakeman reported Arts & Letters is working on replacing John Dudgeon, who has a scheduling conflict again this semester.

The Council **unanimously voted** to have **Greg Murphy officially step down from UCC** in accordance with this council’s bylaws, since he has been appointed a department chair and is now ineligible to serve on this council. Murphy graciously acceded and left the meeting.

4. Current Committee Activities:

Council unanimously accepted **GERC** minutes for **November 11, 2013** and **January 28, 2014**

5. Information from Academic Affairs:

Provost and Deans’ Council have **accepted** the following:

UCC’s minutes for December 12, 2013 and January 30, 2014

GERC’s minutes for October 29, 2013 and November 5, 2013

6. Information from the Chair:

Blakeman is scheduling a meeting with the Provost and other council chairs to discuss the difficulty of getting faculty representatives to serve on councils.

7. Information from the Faculty Senate:

Dr. Howard Grimes, Vice President for Research and Economic Development, and David Alexander, ISU General Counsel, met with Faculty Senate; the draft Intellectual Property policy has been revised to incorporate faculty feedback, particularly to protect faculty copyrights of their original classroom materials. The revised policy will be released for a second 30-day review and comment period before being submitted to the SBOE for approval.

Ms. Selena Grace, Vice President for Institutional Effectiveness, and Dr. Margaret Johnson, Vice President for Academic Affairs, updated Senators on the current progress toward accreditation self-reporting requirements, SBOE's new statewide General Education guidelines, and the SBOE's plans for remedial instruction reform currently under way.

8. UCC Website committee update: have not met, nothing to report as yet

9. Other related information or questions:

Hertz noted the new list of Gen Ed courses did not reflect the new prefixes that had been approved in department name change proposals. There was also some question whether equivalent courses should be listed together instead of separately. Young will check with the Associate Dean of Arts and Letters to ascertain the preferred listing style. The posted Gen Ed list will be updated accordingly.

B. UNFINISHED BUSINESS

1. Eligibility of faculty / dept. chairs to serve on UCC – dealt with above.
2. Update on University Library Committee (ULC) reporting requirements – taken care of last meeting.
3. Nominations and election of next year's Officers: Chair, Vice Chair, Secretary
Ballots were passed around, members voted, and Hewett collected them. The Executive Committee will count the ballots and announce the results next meeting.
4. Update on replacements for UCC members rotating off this spring.
Hewett will send letters to Colleges requesting replacements.
5. Update on Proposal process revisions
 - a. Chris; revised proposal form update
 - b. Chris; Check list for proposal review
 - c. draft of revised process for developing and submitting curriculum and course proposals

Hunt distributed copies of his drafts, which were based on the Graduate Council proposal forms. Council members discussed the forms and suggested some changes. Hunt will incorporate those suggestions and have a revised form ready for next meeting. He requested council members to closely review Form A and make sure it covers all the information UCC needs when reviewing proposals; send further suggestions to him to include in his revisions. He outlined what his next steps would be. Blakeman mentioned the Registrar's Office is catching quite a few errors as they enter the information into the eCatalog. Hopefully the new forms will standardize the format and help eliminate errors.

C. NEW BUSINESS – none to discuss

The next meeting was scheduled for **Thursday, February 27, 2014**

D. ADJOURNMENT: 4:42 p.m.

Undergraduate Curriculum Council
February 27, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 4 (16-04)
Minutes – Approved by Curriculum Council on 13 March 2014; Accepted by Deans’ Council and
Provost on March 27, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow, David Blakeman (Chair), Mike Hansen, Jeff Hill, Mary Hofle, Karen Portillo, Wendy Ruchti, Sandra Shropshire, Keane Shuler (ASISU), Tara Young

Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Beverly Hewett, Margaret Johnson

1c. Known Guests: none

2. Council approved the Minutes for **February 6, 2014** and **February 20, 2014**

3. Election results of next year’s Officers: Chair, Vice Chair, and Secretary

Jim Bigelow was elected to be the new Chair, Mary Hofle was elected Vice Chair, and Karen Portillo was elected Executive Secretary. They will all be invited to the next Executive Committee meeting to help them transition into their new positions.

4. Report from the Executive Committee:

The Executive Committee met on Tuesday, February 25, 2014. They discussed the Google Doc tracking spreadsheet and the new proposal forms and suggested some changes. The new Council website is under construction. The website subcommittee will meet next week to flesh out the site.

4. Current Committee Activities:

Council accepted **GERC’s** minutes for **February 11, 2014**

5. Information from Academic Affairs: no report.

6. Information from the Chair: no meeting next week.

7. Information from the Faculty Senate:

Information only: Minutes for January 13, 2014, January 27, 2014 and February 10, 2014

Blakeman noted that Senate had been requested by Academic Affairs to come up with standardized definitions for Academic Program Components. Members reiterated they appreciated receiving Faculty Senate’s minutes as a way of staying informed of their activities. This council’s minutes are shared with Faculty Senate as well.

Faculty Senate met on Monday, February 24, 2014. The Registrar, Laura McKenzie, informed Senators of the impact of faculty submitting late grades and grade changes. Students and athletes are adversely affected, often losing scholarships, financial aid, are disenrolled from courses when their prerequisites are not properly recorded, etc. Late grades also generate a huge amount of paperwork for the Registrar’s office, plus the expense of sending documentation to various organizations to change the submitted records. It takes 13-16 minutes to complete the paperwork involved for **each** late grade or grade change.

The Co-chairs will ask ASISU to assign a representative to attend Faculty Senate meetings. Senators also discussed the State Senate's gun bill #1254 and sent out an informal poll to all faculty to solicit faculty opinion about the measure. Senators are working on several updated policy drafts which they hope to have completed soon.

8. UCC Website committee update – given above
9. Other related information or questions:

ASISU would like UCC's and faculty input on replacing the "T" on the Red Hill: what replacement logo should be installed and where it should be put on campus. UCC suggested this topic be brought up with Faculty Senate; this would more under their purview. Bigelow is on the Safety Committee; he said a committee is being set up to figure out what to do and where to put the replacement.

B. UNFINISHED BUSINESS

1. 2. Update on Proposal process revisions
 - a. Chris; revised proposal form update
 - b. Chris; Check list for proposal review
 - c. draft of revised process for developing and submitting curriculum and course proposals

Hunt had incorporated the suggested changes received so far into his revised draft forms. He has contacted IT and the Library and got their input on impact questionnaires. New proposal tracking cover page. Hertz read aloud the suggestions she had written up as Central Academic Advising impacts. Discussion ensued and members suggested other changes.

C. NEW BUSINESS

Hunt distributed a spreadsheet listing the status of proposals approved by UCC last semester. He is awaiting approvals from Deans and others before his office can finish inputting the catalog changes. Next week he will start enlisting UCC reps to help expedite approvals to move proposals through the process.

The next meeting was scheduled for **Thursday, March 13, 2014**

D. ADJOURNMENT: 4:05 p.m.

Undergraduate Curriculum Council

March 13, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 5 (16-05)

Minutes – Approved by Curriculum Council on April 3, 2014; Accepted by Deans' Council and the Provost on April 21, 2014

A. PRELIMINARIES

1a. Attendance:

Members: David Blakeman (Chair), Mike Hansen, Beverly Hewett, Jeff Hill, Mary Hofle, Karen Portillo, Wendy Ruchti, Sandra Shropshire, Keane Shuler (ASISU), Tara Young

Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Jim Bigelow, Margaret Johnson

1c. Known Guests: none

2. Council unanimously **approved** its minutes for **February 27, 2014**

3. Report from the Executive Committee: did not meet, nothing to report

4. Current Committee Activities:

Council members' questions were answered, and the Council accepted **BAS/BAT** minutes for **November 15, 2013** and **GERC's** minutes for **February 25, 2014**

5. Information from Academic Affairs: No report.

6. Information from the Chair:

Moodle page has been updated. Blakeman set up a new 2014 discussion forum for new proposals coming in. Ruchti explained that she hadn't been getting Moodle emails, found that she had to "subscribe" to each forum. Blakeman and Hewett will check to see if it is possible to force subscriptions so everyone will get the emails again.

7. Information from the Faculty Senate:

Information only: Minutes for **December 2, 2013** and **February 24, 2014**

Faculty Senate met on Monday, March 10, 2014. Brian Sagendorf and Lori Johnson explained the reasons behind the recent change to faculty contracts to now include Winter Break as part of the academic year instead of being an off-contract period. The change was made to put ISU into compliance with grant funding agencies regarding salary compensation requirements. Further information can be found in ISUPP Research Policy #7020 *Compensation in Excess of Base Salary*. There was some discussion about how the proposed new state law to allow guns on campus would affect ISU and its nuclear research programs. ISU is preparing its 7-year accreditation reports. Senators considered Emeriti nominations and made their recommendations. They also approved an Undergraduate Catalog policy change recommendation to lower the resident credit requirement from 32 credits down to 28 credits for Bachelor degrees. Discussion continued on the Constitution and Faculty Senate bylaws.

8. UCC Website committee presentation – Zink and Read

A prototype of the new UCC website under development was projected onscreen so members could view what it will look like. Zink and Read explained what they had come up with so

far and how they envisioned it would function. Members made suggestions on content and layout which will be incorporated. Read will work with ISU's website technicians to get the site up and running. The current UCC website restricts access to internal ISU community; members discussed whether that restriction should be continued. Consensus leaned toward not restricting access, but members acknowledged the final decision might be made higher up the approval chain.

9. Other related information or questions: none

B. UNFINISHED BUSINESS

1. Update on Proposal process revisions
 - a. Chris; revised proposal form update
 - b. Chris; Check list for proposal review
 - c. draft of revised process for developing and submitting curriculum and course proposals
Hunt distributed a handout listing the proposals in process that still need approvals, updated as of this morning. He asked UCC members to follow up with the department chairs in the units that have not signed off on their proposals and get them to do so. He will take care of proposals awaiting Deans' signatures. White explained the online approval process, how the rollback button works, and how comments need to be submitted to her in writing, preferably by email so she has a written record of the changes that need to be made.

Hunt will work with Read on finalizing a proposal form for the Council to review next time.

C. NEW BUSINESS

1. Course numbering change from ART 2210/CMP 2210 to ART2250/CMP 2250
Young explained that when the Mass Communication department merged with the Communication and Rhetoric department to become Communication, Media and Persuasion, the new CMP department assigned the third digit in the course numbers to designate which academic program the course belonged to. Courses numbered "xx5x" designated journalism courses, and photography belonged under journalism. Young verified neither the CMP nor Art departments cared whether the cross-listed course numbers were the same or not; Art was willing to change their number if need be. However, the Dean's office wanted the course numbers to match. However, the catalog deadline has already passed and publications are headed to the printers; it is too late to make this cosmetic change for the upcoming catalog. It is not a simple number change; it would impact many other things that are already put in place. Hunt pointed out that course numbering is actually the Registrar's responsibility, since those numbers drive everything related to Degree Auditing, grading, and other functions the Registrar's Office has to fulfill. Blakeman will send a memo to the departments and Dean to let them know it is too late to make this change; **the course will stay listed as ART 2210/CMP 2250.**
2. Proposal #1 and Proposal #2
Council accepted and immediately **tabled** the two proposals. Ruchti will put them into the new format; a third proposal is in process. These will be good proposals to test the new proposal process and see how well it works and what tweaks to make.

Next meeting: Thursday, April 3, 2014

D. ADJOURNMENT: 4:40 p.m.

**Undergraduate Curriculum Council
April 3, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 6 (16-06)**

**Minutes – Approved by Curriculum Council on April 17, 2014; Accepted by Deans' Council and the
Provost on May 6, 2014**

A. PRELIMINARIES

1a. Attendance:

Members: David Blakeman (Chair), Jim Bigelow, Michele Brumley, Mike Hansen, Mary Hofle, Karen Portillo, Wendy Ruchti, Keane Shuler (ASISU)

Ex-Officio: JoAnn Hertz, Margaret Johnson, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Bev Hewett, Jeff Hill, Chris Hunt, Sandra Shropshire, Emily White, Tara Young

1c. Known Guests: Jenny Semenza for Sandra Shropshire

Members welcomed a new member, Michele Brumley, from the College of Arts & Letters, and introduced themselves.

2. Council approved their minutes for **March 13, 2014**

3. Report from the Executive Committee: Didn't meet, no report

4. Current Committee Activities:

GERC minutes for **March 11, 2014** – not received yet, deferred until next time.

5. Information from Academic Affairs:

Provost has accepted UCC minutes for February 27, 2014 and GERC minutes for February 25, 2014. New SBOE GEM guidelines sent to UCC, GERC and Faculty Senate as information items – these are the ones up for SBOE to make a second reading.

Johnson said that if need to have GERC and /or UCC members work over summer to finish up Gen Ed evaluation, there would be some funds to pay small stipends. She stipulated that any work done over the summer would have to be approved by entire GERC committee in the fall. Blakeman mentioned that GERC still needs to elect a chair & vice chair for fall.

6. Information from the Chair:

Blakeman asked members to check with their departments and colleges and get a sense of what proposals are in the works, and add them to the Google Docs tracking spreadsheet so the Council will know what's coming forward soon. Bigelow has a few changes he will make to the spreadsheet, then will share it with all council members. Blakeman clarified that the new forms should be used once they are finalized, but until then, proposals will be accepted on the old forms.

7. Information from the Faculty Senate:

Information only: Minutes for **March 10, 2014** and **March 17, 2014**

Faculty Senate met on Monday, and approved Faculty Senate Bylaws, Faculty Constitution and Ombuds Office charter, to be forwarded to Academic Affairs for administrative review and the next steps. It still required review and an all-faculty vote to ratify it. Senators agreed to change their meeting schedule so that the Provost can attend on April 7th to present the Program Prioritization plan. The Senate will meet on April 7 and April 21, canceling the April 14 and April 28 meetings.

Shuler added that according to ASISU's President, ISU will require a second, more stringent concealed carry permit before one is allowed to bring a gun on campus.

8. UCC Website committee – no update to report – slight mention.
9. Other related information or questions: none.

B. UNFINISHED BUSINESS

1. Update on Proposal process revisions
 - a. Discussion and review of new proposal forms

Ruchti and Hunt had worked on the forms and proposals over spring break. The checklist was found to be redundant with the Google Doc spreadsheet, but members might want to use it for their own purposes. The spreadsheet was projected onscreen so members could see how the tracking flow worked. Members' suggested several changes to the form and instructions. The instructions make it explicit that signatures of department chairs and Deans signify they have carefully reviewed the proposal, and considered big-picture things like program prioritization and budgets. Academic Affairs will provide council members information about when State proposals are required. Hertz reminded that deleting a course removes the course entirely from the catalog, not just from a particular program.
2. Council **approved Proposal #1 EDUC 4470** to change the course title from "Manipulative Mathematics" to "Advanced Mathematics Methods". ([Appendix 1](#))
3. Proposal #2 PEAC 1125 new course. **Tabled** to get vote count, missing information.

C. NEW BUSINESS – none to discuss.

Blakeman will let us know when next meeting will be, whether next week or not.

D. ADJOURNMENT: 5:05 p.m.

APPENDIX

1. **Proposal #1 EDUC 4470** to change the course title from “Manipulative Mathematics” to “Advanced Mathematics Methods”.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

For UCC’s use only:

Proposal No.	# 1	UCC Decision	APPROVED	Date:	04/03/2014
UCC Catalog Year	2015-16	Provost Decision	APPROVED	Date:	05/06/2014
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				
UCC Rec’d Date:	04/01/2014	Processed Date:	04/01/2014	UCC Agenda	04/3/2014
UCC Description:	EDUC 4470/5570 title change to Advanced Mathematics Methods				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

PROPOSAL:

Proposal Title:	EDUC 4470 Title Change
College:	Education
Department:	Educational Foundations
Proposal Originator (PO):	Cory A. Bennett
Email:	benncor3@isu.edu
Phone:	ext. 6058

Approval Required	Signature	Date
UCC Representative:	see original forms	
Department Chair / Program Director:	see original forms	
Dean or Designee:	see or see original forms	

Overview of Proposed Changes:	This proposal seeks a change in the title of EDUC 4470, Manipulative Mathematics, to Advanced Mathematics Methods and the course number to EDUC4470/5570 . While manipulatives are a primary and critical tool that
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	teachers should use to diagnose and remediate student learning, it is not the only tool; other tools need to be considered. In addition, the curriculum of this course has historically addressed advanced teaching methods for mathematics educators. Thus, the proposed change to the title is more appropriate and reflective of the broader tools that are also addressed within the course. And, the proposed change to the course number allows for educators pursuing an advanced degree to further their understandings of teaching mathematics.
How will this improve how the University and the Department or Program fulfills their mission?	In making these changes, the College of Education will be better able to fulfill its mission and vision in “preparing and supporting professionals who are reflective, ethical, lifelong learners” and “promoting professional development in our community, region, and state; delivery of outreach programs, pre-service and in-service courses, and workshops.”
What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous vote March 14, 2014 8 yes-0 no

Part B: Course Change(s)

To **propose a change to an existing course**, include this table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	
Course Number:	4470	4470/5570
Short Course Title:	Manipulative Mathematics	Advanced Mathematics Methods
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability:	none	
Course Description:	Study of methods for teaching mathematics through the modern math approach stressing manipulations. Consideration is given to diagnostic and remedial procedures for exceptional children. D	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	

Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	D	
Rationale for Change: The proposed changes are more appropriate and reflective of the broader diagnostic and remediation tools for mathematics educators and allows for educators pursuing an advanced degree to further their understandings of teaching mathematics.		

Part C: Curriculum Change(s)

None

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator must send the document with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact.

University Library Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

PO NOTE: AS this proposal only involves an existing course, no additional library resources are anticipated.

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?	X	
Will students need to make use of library services in Meridian?	X	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and past from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Sandra Shropshire <shrosand@isu.edu>

Mon, Feb 3, 2014 at 8:27 AM

To: Cory Bennett <benncor3@isu.edu>

Cc: fsenate <fsenate@isu.edu>

Hello Cory:

As this is a course title change, I would anticipate there being no effect on the Library.

Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGNATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? NA		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester? <20		
What is your anticipated scheduling of courses using this technology? This course is offered every semester.		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		

Are there other technology needs related to instruction that will be required to deliver this course?		
---	--	--

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and past from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines <gainrand@isu.edu>

Tue, Jan 21, 2014 at 2:32 PM

To: Cory Bennett <benncor3@isu.edu

Cory,

No concerns from ITS. Thanks for checking.

Randy

Advising Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGNATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and past from e-mail from Advising Representative):

Does Advising anticipate that it can support this change?

•

5:23 PM (18 hours ago)

Joann Hertz

Hi Wendy, EDUC 4470 - no advising concerns

Best wishes,

JoAnn

Student Information Systems (SIS) Questionnaire

No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and past from e-mail from Advising Representative):

Does SIS anticipate that it can support this change?

From Chris Hunt 2/24/14: EDUC 4470 - Any student who took the course under the previous title and did poorly, and then takes the course with the new title will need to petition to have the grade replaced. This also means that a student would be able to earn credit for the course under the old title and the new title.

PO Response: Yes, this is understood and what was intended.

Other University Departments

NO other departments will be impacted by this proposed change.

Undergraduate Curriculum Council

April 17, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 7 (16-07)

Minutes – *Approved by Curriculum Council on May 1, 2014; Accepted by Deans' Council and Provost on May 29, 2014*

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow, Michele Brumley, Mike Hansen, Beverly Hewett, Jeff Hill, Mary Hofle, Karen Portillo, Wendy Ruchti, Sandra Shropshire, Keane Shuler (ASISU), Tara Young

Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: David Blakeman; Margaret Johnson

1c. Known Guests: none

2. Council approved its minutes for **April 3, 2014** with 4 abstentions.

3. Report from the Executive Committee:

Executive Committee met on Tuesday, April 15, 2014 and decided to expedite Proposal #4 from the Chemistry department.

EXPEDITED PROPOSAL:

Council unanimously **approved Proposal #4** ([Appendix 1](#)) from the **Chemistry** department to drop CHEM 4447 from the B.A. degree requirements. Students may still take CHEM 4447 as an elective towards their degree.

4. Current Committee Activities:

Council accepted **GERC's** minutes for **March 11, 2014** and **March 18, 2014**

Bigelow reported GERC was working to ensure ISU's Gen Ed courses meet the new SBOE-mandated GEM requirements. GERC needs to develop a process for ensuring all changes or modifications to existing Gen Ed courses are reviewed and approved by GERC before UCC approves the corresponding curriculum proposal.

5. Information from Academic Affairs:

Johnson could not make today's meeting, so no report.

6. Information from the Chair:

Replacements starting Fall 2014: College of Tech has elected a replacement for David Blakeman. Other colleges are working on their elections, but no word yet on replacements.

7. Information from the Faculty Senate:

The Provost attended Senate's April 7th meeting and gave them an update on the Program Prioritization process. No specific details given about the results, just the methodology used.

8. UCC Website committee – website is up, live, and functional! <http://www.isu.edu/ucc>

The new website was projected onscreen and Read gave a short demonstration of the site. Documents and information can now be posted to the website, though much work remains to be done on the individual pages. There will be a portion of the UCC's website will be restricted to ISU faculty and staff only. The old Curriculum Council website will soon be

decommissioned; after that, only the Registrar's Office and the Faculty Senate office will be able to access it for archive information.

9. Other related information or questions:

Bigelow will update the Google Doc tracking spreadsheet to make sure all UCC members have access to post proposal information from their colleges and units. Members were given a short demonstration of the spreadsheet and how information should be entered.

B. UNFINISHED BUSINESS

1. Update on Proposal process revisions

Council discussed and reviewed the new proposal forms for approval. Once approved, UCC college representatives will need to explain the new process and forms to their college dean and chairs.

Council unanimously **approved** the new **UCC Proposal Form** ([Appendix 3](#)), and requested it be posted to the new website.

Council **approved** the **Proposal Instructions** ([Appendix 4](#)), pending the addition of information about GERC and the statement regarding cross-listing. Requested the instructions be posted to the new website.

2. Council unanimously **approved Proposal #2** ([Appendix 2](#)) from the **Sports Science and Physical Education** department to add PEAC 1125 as a new course.

C. NEW BUSINESS

1. Council voted to accept and **immediately table Proposal #3** EDUC 1170 Tutoring Reading to allow the course be repeated for credit.
2. Any new proposals submitted and received by UCC prior to May 1, 2014 meeting may be conducted via email vote prior to end of semester. May 1, 2014 will be the last formal meeting for this 2013-2014 Council.

D. ADJOURNMENT: 4:15 p.m.

Next meeting scheduled for Thursday, **May 1, 2014** (No meeting on April 24th)

APPENDICES

- Proposal #4** from the Chemistry department to drop CHEM 4447 (cross-listed as BIOL 4447) from the B.A. in Chemistry degree requirements. Students may still take CHEM 4447 as an elective towards their degree.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 4	UCC Decision	APPROVED		Date:	4/17/2014
UCC Catalog Year	2015-16	Provost Decision			Date:	
State Proposal?	No	State Decision	N/A		Date:	N/A
Gen Ed course?	No	GERC Decision	N/A		Date:	N/A
Graduate catalog?	No		N/A			N/A
UCC Rec'd Date:	04/10/2014	Processed Date:	04/14/2014	UCC Agenda	04/17/2014	
UCC Description:	CHEMISTRY B.A. degree – drop BIOL/CHEM 4447 from the B.A. degree requirements					
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes			

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL:

To be completed by the proposal originator:

Proposal Title:	Chemistry B.A. Degree – change in degree requirements
College:	Science & Engineering
Department:	Chemistry
Proposal Originator (PO):	Rene Rodriguez, Department Chair
Email:	rodrene@isu.edu
Phone:	ext. 2613

Approval Required	Signature	Date
UCC Representative:	see original proposal – signed by Jeff Hill	04/07/2014
Department Chair / Program Director:	see original proposal – Rene Rodriguez	03/14/2014
Dean or Designee:	see original proposal – R. Brey	04/10/2014

Department or Program:

Contact(s): Rene Rodriguez, Department Chair, x2613

Proposal Summary: The BA in Chemistry degree currently requires either BIOL 4432 (1 semester 3 credits) or CHEM 4445 & 4447 / BIOL 4445 & 4447 (2 semester 6 credits). The department requests that this requirement is changed to either BIOL 4432 (1 semester 3 credits) or CHEM 4445 (1 semester 3 credits). [CHEM 4445 & 4447 are equivalent to BIOL 4445 & 4447.]

Please make sure your proposal summary covers the following information;

The purpose of this proposal is to:

Make a substantive change to a course(s) or a curriculum

Create a new prefix, course(s) or curriculum

A state proposal has also been submitted for this requested change (new curriculum, new program, new name for degree or department, or discontinuance of any of these)

Request that a course be considered as fulfilling a General Education Requirement (in which case, add the General Education Course Approval Form)

~~~~~  
~~~~~

What is being changed?

The BA in Chemistry degree currently requires either BIOL 4432 (1 semester 3 credits) or CHEM4445 & 4447 (2 semester 6 credits). The department requests that this requirement is changed to either BIOL 4432 (1 semester 3 credits) or CHEM4445 (1 semester 3 credits).

Why is this change proposed?

This change will provide flexibility and choices in satisfying the biochemistry requirements for BA students. This change will also reduce the number of credits taken by students.

How will this improve how the University and the Department or Program fulfill their mission?

This change will reduce confusion and give students added flexibility to plan BA in Chemistry without adding additional credits or having to schedule a year-long course.

Faculty Vote:

What was your faculty's vote on this matter?

The faculty vote was unanimous (9 in favor, 0 opposed and 0 abstention) in favor of the proposal at the department faculty meeting on 12-11-2013.

I. REVIEWED BY SPECIFIC COLLEGE UCC REPRESENTATIVE – [] yes [] no
UCC rep. name Jeffrey Hill

What other departments or programs use this course?

Biology offers BIOL4432 and co-list BIOL/CHEM4445 & 4447.

Part B: Course Change(s)

No Changes

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

The BA in Chemistry degree currently requires either BIOL 4432 (1 semester 3 credits) or CHEM 4445 & 4447 / BIOL 4445 & 4447 (2 semester 6 credits). The department requests that this requirement is changed to either BIOL 4432 (1 semester 3 credits) or [CHEM 4445](#) (1 semester 3 credits). [CHEM 4445 & 4447 are equivalent to BIOL 4445 & 4447.]

Current Catalog Text:

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
MATH 1170 or MATH 1160	Calculus I Applied Calculus	3-4
PHYS 1111 & PHYS 1113 & PHYS 1112 & PHYS 1114	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
PHYS 2211 & PHYS 2213 & PHYS 2212 & PHYS 2214	Engineering Physics I and Engineering Physics I Laboratory and Engineering Physics II and Engineering Physics II Laboratory	10
CHEM 2211 & CHEM 2213	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 2232 & CHEM 2234	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
BIOL 4432	Biochemistry	3
OR		
BIOL 4445 & BIOL 4447	Biochemistry I and Biochemistry II	6

CHEM 3341 & CHEM 3342	Topics in Physical Chemistry and Topics in Physical Chemistry	6
OR		
CHEM 3351 & CHEM 3352	Physical Chemistry and Physical Chemistry	6
CHEM 3391	Seminar	1

Electives

Students must take 8 additional upper-division (3000-4000 level) credits in chemistry, approved by the department and not to include [CHEM 4491](#). No more than 2 credits of [CHEM 3311](#) and 2 credits in [CHEM 4481-CHEM 4482](#) may be used to satisfy these electives. If the [BIOL 4445-BIOL 4447](#) or [CHEM 4445-CHEM 4447](#) sequence is taken, 3 credits may be used to satisfy elective credits. No more than 40 credits in chemistry will count toward graduation in this - program.

Proposed Catalog Text:

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
MATH 1170 or MATH 1160	Calculus I Applied Calculus	3-4
PHYS 1111 & PHYS 1113 & PHYS 1112 & PHYS 1114	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
PHYS 2211 & PHYS 2213 & PHYS 2212 & PHYS 2214	Engineering Physics I and Engineering Physics I Laboratory and Engineering Physics II and Engineering Physics II Laboratory	10
CHEM 2211 & CHEM 2213	Inorganic Chemistry I and Inorganic Chemistry I Laboratory	4
CHEM 2232 & CHEM 2234	Quantitative Analysis and Quantitative Analysis Laboratory	4
CHEM 3301 & CHEM 3303	Organic Chemistry I and Organic Chemistry Laboratory I	4
CHEM 3302 & CHEM 3304	Organic Chemistry II and Organic Chemistry Laboratory II	4
BIOL 4432	Biochemistry	3
OR		
BIOL CHEM 4445 & BIOL 4447	Biochemistry I and Biochemistry II	6-3
CHEM 3341 & CHEM 3342	Topics in Physical Chemistry and Topics in Physical Chemistry	6
OR		
CHEM 3351 & CHEM 3352	Physical Chemistry and Physical Chemistry	6
CHEM 3391	Seminar	1

Electives

Students must take 8 additional upper-division (3000-4000 level) credits in chemistry, approved by the department and not to include [CHEM 4491](#). No more than 2 credits of [CHEM 3311](#) and 2 credits in [CHEM 4481-CHEM 4482](#) may be used to satisfy these electives. If the ~~[BIOL 4445-BIOL 4447](#)~~ or [CHEM 4445](#) and [CHEM 4447](#) sequence is taken, 3 credits may be used to satisfy elective credits. No more than 40 credits in chemistry will count toward graduation in this - program.

Other considerations

Do you Need to Send a Copy to the College of Education? No

Department response:

According to the "Summary of Requirements for a Bachelor of Arts or a Bachelor of Science degree in Secondary Education" page, CHEM 4445 does not appear in the Chemistry major or minor for Secondary Education students.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the subject line for the email, "Infrastructure Review Request – [proposal name]."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

What, if any, adjustments will need to be made within the program, department, and/or college to accommodate this change?

No adjustments will be required because this change will make the catalog consistent with actual practice.

II. Information Technology Services:

- a. 282-2499 or 282-2873 (Chief Information Officer Information Technology Services- Randy Gaines)
- Will your program or course be taught outside of Pocatello? No Yes – Then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?
 - Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): N/A
 - Will access to student computer labs be necessary? No Yes If so, will any specific software be needed? N/A
 - Identify specific classroom support needs (projector, computer, internet connectivity, etc.): N/A
 - Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: N/A
 - Will ITS support be needed for server, installation, maintenance, backup, etc.? No

III. **Educational Technology Services** (Video Classroom Network, Web Conferencing, Moodle, etc.)

a. 282-2499 or 282-2873 (Chief Information Officer Information Technology Services- Randy Gaines)

- How many students are expected per semester? 20-55
- What is your anticipated scheduling of courses using this technology? None.
- Will you be installing your own video conferencing systems to deliver this course? No

- Will you use Moodle to:
 1. administer your course (syllabus, gradebook, etc.) Yes
 2. reduce seat-time required in your course, or No
 3. be fully online with no seat-time required No

- Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS? No
- Is Web conferencing required to deliver this course? No
- Are there other technology needs related to instruction that will be required to deliver this course? No

From: **Randy Gaines** <gainrand@isu.edu>

Date: Wed, Feb 19, 2014 at 11:57 AM

Subject: Re: Biochemistry Changes

To: Joshua Pak <pakjosh@isu.edu>

No concerns from ITS/ETS.

Thanks for checking,

Randy

IV. **Library:**

a. University Librarian (Dean) 282-2671 (Karl Bridges)

- Will students be required to use the Library's existing electronic resources? Yes but no change from current practice.
- Will students be required to use the Library's existing print resources? Yes but no change from current practice.
- Will students need to make use of library services in Pocatello? Yes but no change from current practice. Idaho Falls? No Meridian? No
- Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? No Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)
- Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal? No

(To be completed by the Library)

- Does the Library anticipate that its services and collection at present can support this change?

From: Karl Bridges [mailto:bridkarl@isu.edu]
Sent: Friday, April 11, 2014 10:37 AM
To: Sandra Shropshire
Subject: Fwd: Biochemistry Changes

I see no effect on the library, but for your consideration and comment...

Sandra Shropshire Apr 11 (3 days ago)
to **Karl**, Jeff, me

I concur with the assessment of Mr. Bridges. The Library should not be affected by this change.
Sandra Shropshire

V. Advising

- a. Director Central Academic Advising 282-4601 (JoAnn Hertz)

From: **Joann Hertz** <hertjoan@isu.edu>
Date: Wed, Feb 19, 2014 at 2:06 PM
Subject: Re: Biochemistry Changes
To: Joshua Pak <pakjosh@isu.edu>

Hi Joshua,
No advising concerns.
Best wishes,
JoAnn Hertz

- b. COT Director of Student Services 282-3087 (Corey Zink)
Via phone call to UCC Administrative Assistant 4/17/2014:

No advising concerns,
Corey Zink

VI. Registrar's office

- a. Associate Registrar 282-4946 (Chris Hunt)

From: **Christopher Hunt** <huntchri@isu.edu>
Date: Fri, Feb 28, 2014 at 10:32 AM
Subject: Re: Biochemistry Changes
To: Joshua Pak <pakjosh@isu.edu>, Jeffrey Hill <hilljeff@isu.edu>

Josh,
I don't see any student information system issues with your proposal.
Best Regards,
Chris Hunt
Associate Registrar

2. **Proposal #2** from the Sports Science and Physical Education department to add PEAC 1125 as a new course.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDEGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 2	UCC Decision	APPROVED	Date:	4/17/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No		N/A		N/A
UCC Rec'd Date:	4/3/2014	Processed Date:	4/4/2014	UCC Agenda	4/17/2014
UCC Description:	PEAC 1125 new course				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

Proposal Title:	PEAC 1125 Course addition
College:	Education
Department:	Sport Science and Physical Education
Proposal Originator (PO):	John Fitzpatrick
Phone:	4852
Email:	fitzjoh2@isu.edu

Approval Required	Signature	Date
UCC Representative:	see original form	
Department Chair / Program Director:	see original form	
Dean or Designee:	see original form	

Overview of Proposed Changes:	Add a new PEAC activity course: PEAC 1125 FITNESS TREND_____ (will be followed by specific trending course content title, as in same procedure for scheduler as ENGL 1115)
How will this improve how the University and	This course will give students the opportunity to be introduced to current fitness trend and activity.

the Department or Program fulfills their mission?	
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous via e-mail - 10 yes - finalized on October 4

Part B: Course Change(s)

To **proposal a new course**, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

Subject Code:	PEAC
Course Number:	1125
Short Course Title:	PEAC 1125 Fitness Trend _____ (will be followed by specific trending course name)
Long Course Title:	Fitness Trend
Credit Hours:	1
Contact Hours:	1
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability:	Yes, for up to 8 credits
Course Description:	Introduction to specific activity in the fitness field.
Prerequisites:	none
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	F, S, Su
Rationale:	The field of fitness changes rapidly within the academic year, adding new fitness activities that peak quickly. This gives the SSPE department and the PEAC program the ability to react and adapt a course to meet those trends.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

No Changes are proposed.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator must send the document with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact.

University Library Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

----- Forwarded message -----

From: **Karl Bridges** <bridkarl@isu.edu>

Date: Thu, Nov 21, 2013 at 12:22 PM

Subject: Re: Course proposal

To: John Fitzpatrick <fitzjoh2@isu.edu>, Susan Roth <rothsusa@isu.edu>, Sandra Shropshire <shrosand@isu.edu>

Thanks. This is fine with the library. No impacts on us.

Information Technology Services Impact Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? NA		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? <20		
What is your anticipated scheduling of courses using this technology? This course is offered every semester.		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		X
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

----- Forwarded message -----

From: **Randy Gaines** <gainrand@isu.edu>

Date: Thu, Nov 21, 2013 at 12:18 PM

Subject: Re: Impact statement

To: John Fitzpatrick <fitzjoh2@isu.edu>

John,

No concerns from ITS/ETS.

Randy

Advising Impact Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and past from e-mail from Advising Representative):

Does Advising anticipate that it can support this change?

•

Joann Hertz 5:23 PM (18 hours ago)

to me, Christopher

Hi Wendy,
PEAC - minor edit - see attached in red
Best wishes,
JoAnn

Note: We fixed the minor edit- Changed 115 to 1115.

Student Information Systems (SIS) Impact

No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and paste from e-mail from Advising Representative):

Does SIS anticipate that it can support this change?

From Chris Hunt on Feb 24, 2014: PEAC 1125 - The proposal requests that the course be repeatable up to 8 credits. Current ISU policy limits the application of activity courses towards a degree to 8 credits, and this is enforced in graduation and degree audit. Does PE intend that students should only repeat the class 8 times?

PO Note: Answer from John Fitzpatrick is yes, they would like it repeatable for up to 8 credits.

Other University Departments

No other university departments are impacted.

=====

3. New blank **Proposal Form** for Undergraduate Curriculum Catalog Change Proposals

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	#	UCC Decision		Date:	
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	Yes/No/Letter	State Decision		Date:	
Gen Ed course?	Yes/No	GERC Decision		Date:	
Graduate catalog?	Yes/No				
UCC Rec'd Date:		Processed Date:		UCC Agenda	
UCC Description:					
Catalog Editors: Course changes?		Curriculum Changes?			

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	
College:	
Department:	
Proposal Originator (PO):	
Email:	
Phone:	

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and	

the Department or Program fulfills their mission?	
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, or if a **new General Education course** is being proposed, a **separate proposal** must be sent to the General Education Requirements Committee (GERC). Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>

	<u>Current</u>	<u>Changes</u>
Subject Code:		
Course Number:		
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

Subject Code:	
---------------	--

Course Number:	
Short Course Title: (30 character max, including spaces; no punctuation)	
Long Course Title:	
Credit Hours:	
Contact Hours:	
Default Grading Mode:	
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	
Course Description:	
Prerequisites:	
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	
Rationale:	

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	
Course Number:	
Short Course Title:	
Rationale:	

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

New Proposed Catalog Copy (clearly show changes from the original):

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		
Will students be required to use the Library’s existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
--	-----	----

Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?		
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?		
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?		

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Does CoTech Advising have any academic concerns with the proposal?

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Will a State Proposal or Letter be required? (Specify which, please)

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

=====

4. New **instructions** for writing and submitting Undergraduate Curriculum Catalog Change Proposals.

Instructions for Undergraduate Catalog Change Proposals

The Undergraduate Curriculum Council (UCC) at Idaho State University exercises, at the University level, the faculty's primary responsibility for the fundamental area of undergraduate curricula. The UCC's approval is required for all curricular and program changes that are to appear in the Undergraduate Catalog. The UCC's functions include, but are not limited to:

- Identification of potential confusion with existing programs, courses, and degrees due to the proposed title of the new program, course, or degree;
- Identification of potential dilution of existing programs, courses, or degrees;
- Prevention of duplication with existing programs, courses, or degrees;
- Detection of possible conflict with accrediting standards applying to existing programs, courses, and degrees;
- Evaluation of transfer policies and standards for award of Idaho State University credit; and
- Continued evaluation of the *Undergraduate Catalog*.

General Instructions for Completing a Catalog Change Proposal

Please read through all the instructions before starting a new Catalog Change Proposal.

- The Proposal Originator (PO) should work with their College's Undergraduate Curriculum Council (UCC) representative from the beginning of the process, and ultimately must have the UCC representative's signature on the proposal document, indicating that the process is complete and the proposal is ready for submission. If you are unsure who your college representative is, please consult the UCC website <http://www.isu.edu/ucc/members.shtml>. Your UCC rep will let you know if your college has a particular process that you need to follow.
- Please see the new Undergraduate Curriculum Council website at <http://isu.edu/ucc/> for the due dates for proposals for the current academic year.
- All proposals must be completed and submitted as a Word document to your UCC representative, although the signature page may be submitted as a PDF scanned document. The UCC representative will submit the proposal to the UCC's administrative assistant for processing.
- Once UCC and the Provost have approved a proposal, the proposal will be sent for final review and approval by the Proposal Originator (PO), the department chair, the dean, and the Provost. Any questions prior to UCC approval should be directed to your college's UCC representative.

Instructions for Completing Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview (Part A) is required for all proposals, including all signatures. This Curriculum Proposal Introduction serves to introduce and overview the curriculum proposal.

By signing the proposal, Deans, chairs, and departments are indicating that they have read, understood, and considered the impacts on their students, faculty and programs.

Department Vote and Chair signature: The Proposal Originator (PO) must record the department faculty's vote on the proposal, including the date and numbers of yes/no votes, and secure the department chair's signature indicating that the department has read, understands, and has considered the impacts on their students, faculty and programs. The department chair's signature signifies that their college strategic plan, program prioritization and budget recommendations have been considered.

Dean's Signature: Do not secure this signature until the proposal is complete and ready for submission, thus ensuring that the dean has all appropriate information concerning impacts and any changes due to impact. However, the UCC encourages the PO to work closely with the Dean throughout the process of proposing major Catalog changes. The Dean's signature signifies that their college strategic plan, program prioritization and budget recommendations have been considered.

Instructions for Completing Part B: Course Change(s)

Use Part B: Course Change (s) for adding a new course, permanently deleting a course from the catalog, or any changes to current courses (description, repeatability, grading mode, coreq or prereq, etc.).

Include the appropriate table(s) for course changes, additions of new course(s), or deleting course(s). If multiple courses will be changed, added, or deleted, list one course change/addition/deletion per table, then copy and repeat the appropriate table for additional courses. For instructions on the meaning of the course descriptors in this part, please see the information below:

Subject Code:	
Course Number:	
Short Course Title:	The short course title appears on the student transcript and is used in the processing of repeated courses. The short course title can be no more than 30 characters, including spaces. No punctuation or special characters can be used. Changing the short course title will affect repeat processing. Any student who took the course under the previous title and did poorly, and then takes the course with the new title will need to petition to have the grade replaced. This also means that a student would be able to earn credit for the course under both the old title and the new title.
Long Course Title:	The long course title appears in the eCatalog and on the class schedule in BengalWeb. The long course title can be no more than 100 characters, including spaces and punctuation. Punctuation or special characters can be used.
Credit Hours:	This is the number of credits or semester hours the student will earn by successfully completing the course.
Contact Hours:	This is the number of contact hours of instruction typically provided for this course. Please see the eCatalog at http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/ for more specifics about the ISU policy regarding contact hours.
Default Grading Mode:	Available default grade modes are Letter or S/U . The default grade mode must be specified, and this will be the grade mode automatically assigned to students when they register. The non-default grade mode can be used on a section, but must be specified in the course scheduling process before registration is open for the term.
Available Grading Modes:	Unless otherwise directed, all undergraduate courses also have the Audit grade mode assigned. If the course should not be audited, please specify this and the Audit grade mode will be removed. If this is done, students will not be able to audit the course. A student may choose this grade mode with the permission of the instructor with a

	<p>Schedule Change card submitted before the add/drop date for the term.</p> <p>All undergraduate courses also have the Pass/No Pass grade mode available. A student may choose this grade mode with the permission of the instructor with a Schedule Change card submitted before the add/drop date for the term. (Please see the Undergraduate Catalog policy regarding the Pass/No Pass grade at: http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/)</p> <p>If a course description says “May be graded S/U,” that course is set up with the S/U grade mode as the default. If the department wishes to offer the course with a letter grade, this must be specified in the course scheduling process before registration is open for the term.</p>
Repeatability:	A course is considered repeatable if a student may take the course multiple times and receive credit for the course multiple times. This can be limited by either the total credits the student can earn, or the number of times the student can take the course. It can also be unlimited.
Course Description:	Any course description of reasonable length is allowed.
Prerequisites:	A prerequisite course must be taken before registration is allowed. Registration for the prerequisite course in a previous term fulfills the requirement. Registration for the prerequisite course in a current term does not fulfill the requirement unless the requirement is listed as a “PRE-or-COREQ.”
Corequisites:	A student must take both Corequisite courses in the same term. The student must register for all Corequisites in the same registration transaction.
Registration Restrictions:	Registration Restrictions limit the students that can register for the course. Common registration restrictions are major restriction and class level restrictions. All undergraduate students are restricted from registering for graduate level courses.
Equivalencies :	<p>An equivalent course is one that fulfills all of the same graduation requirements. Equivalent courses can be scheduled separately or they can be scheduled together at the same time in the same classroom. In the latter case, the sections are cross-listed in the class schedule. The following restrictions apply to equivalent courses:</p> <ul style="list-style-type: none"> • Graduate and undergraduate courses may not be equivalent. • Upper division and lower division courses may not be equivalent. • A course that satisfies a general education objective may <u>not</u> be equivalent to a course that does not, or that satisfies a different general education objective. • Experimental courses are not equivalent to any course.
Fulfills General Education Objective:	Specify which objective the course fulfills.
Terms Offered:	<p>It is important to give students the most accurate information possible regarding which semesters courses will be offered. Please review the following choices for coding of this information in the catalog:</p> <ul style="list-style-type: none"> • F - Fall Semester, every year • S - Spring Semester, every year • Se - Sequential; a series of courses is presented until all have been taught. • Su - Summer Semester, every year • EF, ES, ESu - Even-numbered years, Fall, Spring, or Summer Semester • OF, OS, OSu - Odd-numbered years, Fall, Spring, or Summer Semester

	<ul style="list-style-type: none"> • D - Students should contact the Department to ask when this course will be offered. • R1 - Course is rotated every year, either Fall or Spring • R2 - Course is rotated every two years, either Fall or Spring • R3 - Course is rotated every three years, either Fall or Spring
Rationale for Change:	

Crosslisting is when multiple sections are taught in the same room at the same time. Crosslisting is a scheduling function and not a catalog function. Crosslisted sections can be equivalent or not equivalent. Please see the information above regarding equivalencies.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Changes in class fees are not part of the UCC process. Please remember to consider any class fee changes that may be required as a result of your UCC change and consult with Academic Affairs regarding the class fee process.

Instructions for Completing Part C: Program (Course of Study) Change(s)

Use Part C: Program (Course of Study) Change to indicate program or course of study catalog changes. Be sure to include the current catalog text (cut and paste from the current e-catalog), and the proposed new text. "Programs" or "Course of Study" includes the graduation requirements for any major, minor, certificate, emphasis, track, concentration, etc.

Please also use this part to indicate any changes in any catalog text concerning the Program of Study, admission requirements, major/minor/certificate/endorsement requirements, non-course requirements (such as exam requirements), and any course requirements that also fulfill General Education requirements.

Always include total credits when proposing Program of Study catalog changes.

Always use the **current e-catalog** to cut and paste current catalog requirements into this section; do not use any other source for current catalog description.

Please note: The dropping or renaming of any major, minor, concentration/track/emphasis may require the approval of the State Board of Education. For more information on whether your proposal will require approval of the State Board of Education, please see the UCC website.

Instructions for Completing Part D: Infrastructure Impacts

Infrastructure Impact Instructions: The Proposal Originator must send the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Instructions and contact information are included below. Each impacted

infrastructure support service will respond, and that response statement and any actions taken as a result of that response must be included in the proposal prior to submission. It is expected that any significant impacts be resolved and/or addressed before submission, and if necessary, sent back for department review.

Please complete the questionnaires as part of the proposal and submit the entire completed proposal to the following via e-mail.

- University Library – send to Sandra Shropshire (libmpact@isu.edu) – PO please complete the University Library Questionnaire.
- Information Technology Services – send to Randy Gaines (gainrand@isu.edu) – PO please complete the Information Technology Services Questionnaire.
- Student Information Systems: send to Registrar’s Office (reginfo@isu.edu) – no questionnaire required
- Advising – send to both JoAnn Hertz (hertjoan@isu.edu) and Corey Zink (zinkcore@isu.edu)

Please cut and paste the responses directly into the proposal before submission.

Other Department Impact Instructions: All impacted departments must be contacted via an e-mail to the department chair. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. Please cut and paste the department chair responses directly into the proposal before submission. It is expected that any major impacts be resolved, addressed, and documented before submission. **Please complete a search of the electronic catalog to find all impacted departments.**

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Undergraduate Curriculum Council

May 1, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 8 (16-08)

Minutes – *Approved by Curriculum Council via email vote on 8 May 2014; Accepted by Deans' Council and Provost on 29 May 2014*

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow, David Blakeman (Chair), Mike Hansen, Beverly Hewett, Jeff Hill, Karen Portillo, Wendy Ruchti, Sandra Shropshire, Tara Young
Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink
Admin. Asst: Catherine Read
Absent: Keane Shuler (ASISU)

1b. Pre-notified absences for this meeting: Michele Brumley, Mary Hofle; Margaret Johnson

1c. Known Guests: none

2. Council unanimously **approved** its Minutes for **April 17, 2014**

3. Report from the Executive Committee: did not meet this week.

4. Current Committee Activities:

GERC had their last meeting on April 22, 2014. They are still awaiting the final SBOE Gen Ed rubrics and Competency Guidelines. Once those are received, they will be posted to GERC's website, and a letter will go out to the departments whose Gen Ed proposals still need to address the new rubrics.

5. Information from Academic Affairs: no report

6. Information from the Chair:

Replacements starting Fall 2014: Thomas Kloss from Music will replace Tara Young. Justin Thorpe will replace Wendy Ruchti as the Education representative. Chair is still awaiting word regarding the other new representatives. Phil Homan will return in the fall to finish the 3rd year of his term for the Library. Sincere thanks to all who served on this Council this past year.

7. Information from the Faculty Senate:

Senators met Monday, April 21, 2014 and approved a recommendation for a proposed Distinguished Professor Rank policy. Senators also elected new Senate Officers for next academic year: Jenny Semenza from the Library, and Clayn Lambert from the College of Technology will serve jointly as Co-chairs continuing that leadership model for another year.

8. Other related information or questions:

Shropshire asked for clarification about the reporting line for University Library Committee. Blakeman will check and will report back.

Young reported feedback from Arts & Letters requesting a checkbox or some flag on the proposal form for expeditable proposals. Discussion ensued. The problem is that a department wouldn't know whether a proposal is expeditable or not. More importantly, trying to short-circuit the process increases the likelihood of errors or discrepancies in the catalog. The catalog deadline remains the same every year; expediting does not get it into the catalog any faster than the normal process. Expediting is a process internal to this Council as a workflow management tool; UCC will decide whether a proposal could be expedited or not.

Lots of discussion ensued about how to ensure no proposals fall through the cracks, especially for colleges that do not have a UCC representative. The Council also discussed how proposals should be handled over the summer break. Blakeman suggested members go back to their colleges and ask them to hold off submitting proposals until fall.

B. EXPEDITED -- none

C. UNFINISHED BUSINESS

1. Update on Proposal process revisions
 - a. Review and discussion of revisions to the new UCC proposal form and instructions to include GERC impact review. Members will consider the suggested changes. **Tabled** until next week's email vote.
 - b. New Sample Proposal UWBW for approval – **tabled**; will be voted on via email next week.
2. Council unanimously **approved Proposal #3** EDUC 1170 Tutoring Reading: change to allow course repeatability. ([Appendix 1](#))

D. NEW BUSINESS

1. **GERC approved Gen Ed proposals:**
 - a. Council unanimously **approved GERC Proposal #1** ANTH 2237 / 2238 / 2239 – Objective 9: Cultural Diversity ([Appendix A](#))
2. GERC Proposal Audit List – SBOE Gen Ed Compliance -- information item only. Blakeman will make sure members receive a copy for their reference.

Council accepted and immediately **tabled** the following proposals, which will be voted upon next week.

3. Proposal #5 Business Education: curriculum and course changes
4. Proposal #6 Computer Sciences: CIS to INFO prefix change, curriculum changes – still needs impact responses from Chemistry and Physics departments.

Email voting next week will open Tuesday morning and close on Wednesday afternoon to approve today's meeting minutes and the tabled items.

D. ADJOURNMENT: 4:40 pm

No meeting until Fall 2014. Advance notice will be sent in August or early September.

APPENDICES

A. GERC-approved Gen Ed proposal:

GERC Proposal #1: ANTH 2237 / 2238 / 2239 – Objective 9: Cultural Diversity.

1. Proposal #3 School Psychology, Literacy, and Special Education: EDUC 1170 Tutoring Reading: change to repeatable credits

For UCC's use only:

Proposal No.	# 3	UCC Decision	APPROVED	Date:	05/01/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	04/03/2014	Processed Date:	04/10/2014	UCC Agenda	04/17/2014, 5/1/14
UCC Description:	EDUC 1170 change to repeatable credits				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL:

Proposal Title:	EDUC 1170 Tutoring Reading – change to repeatable credits
College:	Education
Department:	School Psychology, Literacy, and Special Education
Proposal Originator (PO):	David Mercaldo and Stacey Moffit (instructor)
Email:	mercdavi@isu.edu
Phone:	ext. 4262

Approval Required	Signature	Date
UCC Representative:	see original proposal – signed by Wendy Ruchti	03/12/2014
Department Chair / Program Director:	see original proposal – signed by David Mercaldo	03/12/2014
Dean or Designee:	see original proposal – signed by Deb Hedeem	03/13/2014

Overview of Proposed Changes:	<p>Change EDUC 1170: Tutoring Reading (1 Cr.) to be repeatable for up to 2 credits unless otherwise approved by instructor. Enrollment must be approved by instructor.</p> <p>As it is currently, retaking the class does not negatively affect the students' grade, but they do not get additional credit. The grade in the previous course is replaced by the new grade for purposes of calculating GPA, but in this case</p>
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	that doesn't really have any effect as the course has an S/U grade. However, students would be motivated to retake the class if they were to receive additional credit. EDUC 1170 students become America Reads tutors. Potentially, the more students that take the class, the more America Reads tutors ISU could send out to elementary schools.
How will this improve how the University and the Department or Program fulfills their mission?	Students will have more authentic service learning opportunities.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous, 6 yes, 0 no, February 27, 2014

Part B: Course Change(s)

To **propose a change to an existing course**, include this table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	
Course Number:	1170	
Short Course Title:	Tutoring Reading	
Long Course Title:		
Credit Hours:	1cr.	
Contact Hours:	1/week	
Default Grading Mode (S/U)	S/U	
Available Grading Modes:	S/U	
Repeatability:	none	up to two credits
Course Description:	Intensive reading strategies for the tutelage of children or adults. Interactive learning, lecture and demonstrations enable candidates to provide basic tutoring skills in literacy. Meets tutoring requirements for America Reads and other volunteer reading initiatives. Graded S/U. D	Intensive reading strategies for the tutelage of children or adults. Interactive learning, lecture and demonstrations enable candidates to provide basic tutoring skills in literacy. Meets tutoring requirements for America Reads and other volunteer reading initiatives. Instructor approval required for registration. Can be repeated for up to 2 credits. Graded S/U. D
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	NO	
Terms Offered:	D	

Rationale for Change:

As it is currently, retaking the class does not negatively affect the students' grade, but they do not get additional credit. The grade in the previous course is replaced by the new grade for purposes of calculating GPA, but in this case that doesn't really have any effect as the course has an S/U grade. However, students would be motivated to retake the class if they were to receive additional credit. EDUC 1170 students become America Reads tutors. Potentially, the more students that take the class, the more America Reads tutors ISU could send out to elementary schools.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

No curriculum changes are being proposed.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator must send the document with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact.

University Library Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

PO Note: This course is not a new course, so we will not need more additional library support than we already have.

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and past from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

March 13, 2014

Hi Wendy:

Upon review of the attached document, I find that there should be no effect on the Library from the change.

Sandi

Sandra Shropshire
Associate University Librarian
Collections & Special Projects

Information Technology Services Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGNATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? NA		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? <20		
What is your anticipated scheduling of courses using this technology? This course is offered every semester.		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?	X	
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X

Are there other technology needs related to instruction that will be required to deliver this course?		X
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TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and past from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

5:30 PM (6 minutes ago)

Randy Gaines

to me

I have no concerns from ITS.

Thanks,
Randy

Advising Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and paste from e-mail from Advising Representative):

Does Advising anticipate that it can support this change?

From Joann Hertz,
Hi Wendy,

ED 1170 - repeatable for up to how many credits? See attached in red
Proposer NOTE: This has now been added to the description above.

Student Information Systems (SIS) Questionnaire

No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and paste from e-mail from Advising Representative):

Does SIS anticipate that it can support this change?

From Chris Hunt 4/24/14: ED 1170 - As JoAnn pointed out, is there a limit to the number of repeats or credits earned by repeat?

Proposer note: This has now been addressed to make this repeatable up to two credits unless approved by instructor.

Other University Departments

PO Note: No other departments are affected by this proposal.

Undergraduate Curriculum Council

May 6-7, 2014 – virtual meeting via electronic communication

Volume XXX, Meeting 9 (16-09)

**Minutes – Approved by Curriculum Council on 9 May 2014 via email; Accepted by Deans' Council
and Provost on 2 July 2014**

A. PRELIMINARIES

- 1a. Attendance: Jim Bigelow, David Blakeman, Michele Brumley, Mike Hansen, Bev Hewett, Jeff Hill, Karen Portillo, Sandra Shropshire, Keane Shuler
Absent: Mary Hofle, Wendy Ruchti, Tara Young
Admin. Asst: Catherine Read
- 1b. Pre-notified absences for this meeting: JoAnn Hertz, Chris Hunt, Margaret Johnson, Emily White, Corey Zink
- 1c. Known Guests: none

2. Council approved their Minutes for **May 1, 2014**

3. Report from the Executive Committee: none

B. EXPEDITED – none this week

C. UNFINISHED BUSINESS

2. **GERC Gen Ed Proposal Audit List** – SBOE Gen Ed Compliance. ([Appendix A](#))
Council reviewed and **accepted** without comment.

3. Council **approved Proposal #5** from the **Organizational Learning and Performance** department for Business Education course and curriculum changes. ([Appendix 1](#))

4. Council **approved Proposal #6** from **Computer Science** to change CIS to INFO prefix , and curriculum changes. ([Appendix 2](#))

5. Council **accepted the Sample Proposal** UWBW Underwater Basketweaving to be posted to the UCC website as an example for filling out the new Undergraduate Curriculum Catalog Change Proposal form. ([Appendix 3](#))

D. NEW BUSINESS – none

D. ADJOURNMENT

No meeting until Fall 2014. Advance notice will be sent in August or early September.

APPENDICES

A. GERC Gen Ed Proposal Audit List – SBOE Gen Ed Compliance

General Education Course Audit per new SBOE competency guidelines

Approved by GERC: April 8, 2014

Based on our comparison of ISU's current General Education Objectives with the new statewide ones generated by the SBOE task forces, and assuming the new competency guidelines are approved by the SBOE in April with no substantive changes, we have found the following courses will need to have revised proposals and/or addenda submitted for approval by GERC. GERC will request revised proposals be submitted by Friday, September 19, 2014.

Objective 1, Written Communication:

ENGL 1102: a revised proposal including how the course meets learning objective 5, "address readers' biases and assumptions with well-developed, evidence-based reasoning."

Objective 2, Oral Communication

COMM 1101: GERC members find that this course proposal did not explicitly address learning objective 6, "effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others," though the competency guidelines call for courses to meet only 5 of the 6 learning objectives, which COMM 1101 does. Since this is ISU's only course to fulfill the Objective, GERC will send a letter alerting COMM that they may choose to submit a revised proposal if they want to.

Objective 3, Mathematics

MATH 1127: a revised proposal showing how the course meets learning objectives 2 ("Represent and interpret information/data") and 4 ("Apply quantitative reasoning to draw appropriate conclusions and support them").

MATH 1153: a revised proposal showing how the course meets learning objective 3 ("Select, execute and explain appropriate strategies/procedures when solving mathematical problems") and perhaps strengthen how it meets learning objective 1 ("Read, interpret, and communicate mathematical concepts").

MGT 2216: a revised proposal showing how the course meets learning objective 3 ("Select, execute and explain appropriate strategies/procedures when solving mathematical problems") and perhaps strengthen how it meets learning objective 1 ("Read, interpret, and communicate mathematical concepts").

Objective 4, Humanities, Fine Arts & Foreign Languages

EDUC 1110: a revised proposal showing how the course meets at least 5 of the 7 learning objectives; or, if department so chooses, a new proposal of the course for Objective 6, Social & Behavioral Sciences.

HONS 1102: this course proposal was remanded for revision by GERC in fall 2013, and will need to be revised and re-submitted anyway -- this time, following the format of the new learning objectives, which we think it is likely to meet.

LANGs 1101-1102: will need an addendum to the original proposal showing how the language courses meet a 5th learning objective from the SBOE list (we see they meet 2,3,4,7 so far).

Objective 5, Physical & Natural Sciences

PHYS 1111-1114, 2211-2214 (remanded), 1152-3 (approved): revised proposals for all PHYS courses showing how the courses meet new learning outcomes 3 (“Interpret and communicate scientific information via written, spoken, and/or visual representations”) and/or 5 (“Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and analysis”). For the formerly remanded PHYS 1111-4, 2211-4, revised proposals will also need to better show how the courses meet all learning objectives.

CHEM 1101 (rejected), 1103: revised proposals as per GERC’s findings in fall 2013, in particular showing how the courses teach the scientific method.

Objective 6, Social Science

ANTH 1100 (remanded): revised proposal with better description of how the course meets at least 4 of the 5 new SBOE learning objectives.

HIST 1101-2, 1111-2: revised proposals with better description of how the courses meet at least 4 of the 5 new SBOE learning objectives.

TGE 0135: revised proposal with better description of how the course meets at least 4 of the 5 new SBOE learning objectives.

PSYCH 1101: revised proposal with better description of how the course meets at least 4 of the 5 new SBOE learning objectives.

1. Proposal #5: Organizational Learning and Performance: Business Education Course and Curriculum Changes

For UCC's use only:

Proposal No.	# 5	UCC Decision	APPROVED	Date:	05/07/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No ?	State Decision	N/A ?	Date:	N/A ?
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	4/24/2014	Processed Date:	4/24/2014	UCC Agenda	5/1/2014
UCC Description:	Business Education Course and Curriculum Changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Business Education Course and Curriculum Changes
College:	Education
Department:	Organizational Learning and Performance
Proposal Originator (PO):	Brenda Jacobsen
Email:	jacobren@isu.edu
Phone:	x4967 or 380-5663(cell)

Approval Required	Signature	Date
UCC Representative:	See original form – signed by Wendy Ruchti	04/24/2014
Department Chair / Program Director:	See original form – signed by Karen Wilson Scott	04/22/2014
Dean or Designee:	See original form – signed by Deb Hedeem	04/24/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No ??	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	To align the Business Education program requirements with the updated Certificate and Endorsements Requirements for Business Technology Education under the Idaho Administrative Code under Education, Board of and Department of (08), then Rules Governing Uniformity (08.02.02): http://adminrules.idaho.gov/rules/current/08/0202.pdf Page 9, approved 4-

	<p>4-13</p> <p>In summary, this proposal</p> <p>1) creates three new courses: BED 3341: Leadership in PTSOs I, BED 3342: Leadership in PTSOs II, and BED 3343: Leadership in PTSOs III</p> <p>2) deletes the following five courses: BED 1100 Electronic Keyboarding, BED 1102 Intermediate Keyboarding, BED 3310 Microcomputers in Business Education, BED 3320: Clerical Procedures, BED 3330: Advanced Microcomputers in Business Education</p> <p>3) changes the curriculum in three courses of study: Business Education Secondary Single Subject, Business Education secondary teaching major, and Business Education Secondary teaching minor.</p> <p>This proposal will replace outdated course catalog offerings including BED 1102, BED 3320, BED 3310 and BED 3330 with existing university courses that align with the new Idaho Administrative Code, and give the teacher education candidate a wider variety of courses to choose from, along with a deeper understanding of the core curriculum they will in turn be teaching in the classroom. The department engages in the preparation of professional educators who are reflective, ethical, lifelong learners. As a part of this mission, the department is committed to standards based practice and assessments and to the integration of current technologies, content, and pedagogical expertise to effectively promote depth of student learning. These changes assist our efforts in these areas.</p>
<p>What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>During the April 22, 2014, meeting of the department of Organizational Learning and Performance (OL&P) convened to review the 2015-16 Undergraduate Catalog Proposal, OL&P faculty unanimously voted in favor of the proposal, as revised. The vote was: 6-0</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, or if a **new General Education course** is being proposed, a **separate proposal** must be sent to the General Education Requirements Committee (GERC). Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

1) Propose a new course: **BED 3341**: Leadership in Career Technical Student Organizations I

Subject Code:	BED
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Course Number:	3341
Short Course Title:	Leadership in CTSOs I
Long Course Title:	Leadership and Advising in Career Technical Student Organizations I
Credit Hours:	1
Contact Hours:	16
Default Grading Mode:	Letter Grading
Available Grading Modes:	Letter grading only
Repeatability:	No
Course Description:	This course emphasizes the development, operation, and evaluation of career and technical student organizations. Students participate as a collegiate member and involve themselves with content area post-secondary and secondary competitive events program. Leadership skills are developed through instruction in planning, implementation and supervision of career and technical student organizations. Students will actively assist, up to 6 hours in the CTSO secondary program. Students are responsible for arranging and financing travel to appropriate CTSO events.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F / S
Rationale for Change:	To align the Business Education program requirements with the updated Certificate and Endorsements Requirements for Business Technology Education under the Idaho Administrative Code under Education, Board of and Department of (08), then Rules Governing Uniformity (08.02.02): http://adminrules.idaho.gov/rules/current/08/0202.pdf Page 9, approved 4-4-13

2) Propose a new course: **BED 3342: Leadership in Career Technical Student Organizations II**

Subject Code:	BED
Course Number:	3342
Short Course Title:	Leadership in CTSOs II
Long Course Title:	Leadership and Advising in Career Technical Student Organizations II

Credit Hours:	1
Contact Hours:	16
Default Grading Mode:	Letter Grading
Available Grading Modes:	Letter only
Repeatability:	No
Course Description:	This course emphasizes the development, operation, and evaluation of career and technical student organizations through active involvement at the secondary and post-secondary level. Students participate as a collegiate member and involve themselves with content area post-secondary CTSO competitive events program. Students will actively assist, up to 8 hours, in supervising a regional CTSO. Students are responsible for arranging and financing travel to appropriate CTSO events.
Prerequisites:	BED 3341
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F / S
Rationale for Change:	To align the Business Education program requirements with the updated Certificate and Endorsements Requirements for Business Technology Education under the Idaho Administrative Code under Education, Board of and Department of (08), then Rules Governing Uniformity (08.02.02): http://adminrules.idaho.gov/rules/current/08/0202.pdf Page 9, approved 4-4-13

3) Propose a new course: **BED 3343: Leadership in Career Technical Student Organizations III**

Subject Code:	BED
Course Number:	3343
Short Course Title:	Leadership in CTSOs III
Long Course Title:	Leadership and Advising in CTSOs III
Credit Hours:	1
Contact Hours:	16
Default Grading Mode:	Letter Grading

Available Grading Modes:	Letter only
Repeatability:	No
Course Description:	This course emphasizes the development, operation, and evaluation of career and technical student organizations. Students participate as a collegiate member and involve themselves with content area post-secondary CTSO competitive events program, and are actively involved in the supervision of a secondary regional chapter and/or a state Secondary CTSO conference. Students will actively assist, up to 8 hours, in supervising a regional CTSO.
Prerequisites:	BED 3341
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F / S
Rationale for Change:	To align the Business Education program requirements with the updated Certificate and Endorsements Requirements for Business Technology Education under the Idaho Administrative Code under Education, Board of and Department of (08), then Rules Governing Uniformity (08.02.02): http://adminrules.idaho.gov/rules/current/08/0202.pdf Page 9, approved 4-4-13

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Propose to Delete a Course: **BED 1100** Electronic Keyboarding

Subject Code:	BED
Course Number:	1100
Short Course Title:	Electronic Keyboarding, page 138.
Rationale:	Course has not been used in years, does not meet the updated Certificate and Endorsement Requirements for Business Technology Education.

Propose to Delete a Course: **BED 1102** Intermediate Keyboarding

Subject Code:	BED
Course Number:	1102
Short Course Title:	Intermediate Keyboarding, page 138.
Rationale:	Course has not been used in years, does not meet the updated Certificate and Endorsement Requirements for Business Technology Education.

Propose to Delete a Course: **BED 3310** Microcomputers in Business Education

Subject Code:	BED
Course Number:	3310
Short Course Title:	Microcomputers in Business Education, page 138.
Rationale:	Course has not been used in years, does not meet the updated Certificate and Endorsement Requirements for Business Technology Education.

Propose to Delete a Course: **BED 3320**: Clerical Procedures

Subject Code:	BED
Course Number:	3320
Short Course Title:	Clerical Procedures, page 138.
Rationale:	Course has not been used in years, does not meet the updated Certificate and Endorsement Requirements for Business Technology Education.

Propose to Delete a Course: **BED 3330**: Advanced Microcomputers in Business Education

Subject Code:	BED
Course Number:	3330
Short Course Title:	Advanced Microcomputers in Business Education, page 138.
Rationale:	Course has not been used in years, does not meet the updated Certificate and Endorsement Requirements for Business Technology Education.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste in current e-catalog copy)

Business Education Single Subject Major

ACCT 2201	Principles of Accounting I	3 cr
BED 1102	Intermediate Keyboarding	3 cr
BED 3310	Microcomputers in Business Education	3 cr
BED 3320	Clerical Procedures	2 cr
BED 3330	Advanced Technology in Business Education	3 cr
BED 3332	Methods in Business Education	3 cr
CFS 4470	Consumer Economics	3 cr
ECON 2201	Principles of Macroeconomics	3 cr
ECON 2202	Principles of Microeconomics	3 cr
MGT 2261	Legal Environment	3cr
HRD 4401	Foundations of Occupational Ed	3 cr
HRD 4444	Career Guidance and Special Needs in Professional-Technical Education	3 cr
HRD 4468	Teaching Cooperative Education and School-to-Work	3 cr
Plus two elective courses approved by advisor		6 cr

Proposed Catalog Copy:

Secondary Single Subject Teaching Major in Business Education (45 credits)

Choose one of the following: ACCT 2201 Principles of Accounting I (3 cr.) ACCT 3303 Accounting Concepts (3 cr.) BT 0120 Concepts of Accounting (3 cr.)* BT 0147 Accounting Applications (3 cr.)* BT 0148 Payroll Procedures (3 cr.)* BT 0171 Computerized Accounting (3 cr.)*	3 cr.
BED 3332 Methods in Business Education	3 cr.
OLP 4401 Foundations of Professional-Technical Education	3 cr.
BED 3341 Leadership in CTSO's I	1 cr.
BED 3342 Leadership in CTSO's II	1 cr.
BED 3343 Leadership in CTSO's III	1 cr.
ENGL 3308 Business Communications	3 cr.
BT 0144 Document Processing*	3 cr.
CMP 2231 Introduction to Graphic Design	3 cr.
Select two of the following: ECON 2201 Principles of Macroeconomics (3 cr.) ECON 2202 Principles of Microeconomics (3 cr.) CFS 4470 Consumer Economics (3 cr.)	6 cr.
Select 18 credits from recommended and approved courses	18 cr.
Total:	45 cr.

*Note that only 8 BT credits can be applied toward your degree.

Recommended and approved courses:

ACCT 2202 Principles of Accounting II	3 cr
BA 1110 World of Business	3 cr
BED 4485 Independent Study in Business Education	3 cr
CMP 2202 Photo, Graphic and Video Editing	3 cr
CMP 3335 Typography and Layout	3 cr
INFO 1110 Web Development Essentials I	3 cr
INFO 1120 Web Development Essentials II	3 cr
INFO 3301 Information Systems and Problem Solving	3 cr
INFO 4430 E-Business and Web Development	3 cr
COUN 1115 Career and Life Planning	1 cr
CFS 4470 Consumer Economics	3 cr
ECON 1100 Economic Issues	3 cr
ECON 2202 Principles of Microeconomics	3 cr
ECON 3301 Macroeconomic Theory	3 cr
ECON 3302 Microeconomic Theory	3 cr
ECON 3323 Economic History	3 cr
ECON 3331 Money and Banking	3 cr
FIN 1115 Personal Finance	3 cr
FIN 3303 Financial Concepts	3 cr
MGT 2261 Legal Environment of Organizations	3 cr
MGT 3303 Management Concepts	3 cr
MGT 3312 Individual & Organizational Behavior	3 cr
MGT 4462 Issues in Business and Society	3 cr
MKGT 2200 Introduction to Advertising	3 cr
OLP 4402 Occupational Analysis and Course Construction	3 cr
OLP 4403 Methods of Professional Technical Education	3 cr

Current Catalog Copy (Paste in current e-catalog copy)**Business Education Major**

ACCT 2201 Principles of Accounting I	3 cr
BED 1102 Intermediate Keyboarding	3 cr
BED 3310 Microcomputers in Business Education	3 cr
BED 3320 Clerical Procedures	2 cr
BED 3330 Advanced Technology in Business Education	3 cr
BED 3332 Methods in Business Education	3 cr
CFS 4470 Consumer Economics	3 cr
HRD 4401 Foundations of Occupational Ed	3 cr
HRD 4444 Career Guidance and Special Needs in Professional-Technical Education	3 cr
HRD 4468 Teaching Cooperative Education and School-to-Work	3 cr

Select 3 credits from the following:

ECON 1100 Economic Issues	3 cr
ECON 2201 Principles of Macroeconomics	3 cr
OR	
ECON 2202 Principles of Microeconomics	3 cr

Proposed Catalog Copy:**Secondary Teaching Major in Business Education (30 credits)**

Choose one of the following: ACCT 2201 Principles of Accounting I (3 cr.) ACCT 3303 Accounting Concepts (3 cr.) BT 0120 Concepts of Accounting (3 cr.)* BT 0147 Accounting Applications (3 cr.)*	3 cr.
--	-------

BT 0148 Payroll Procedures (3 cr.)*	
BT 0171 Computerized Accounting (3 cr.)*	
BED 3332 Methods in Business Education	3 cr.
OLP 4401 Foundations of Professional-Technical Education	3 cr.
BED 3341 Leadership in CTSO's I	1 cr.
BED 3342 Leadership in CTSO's II	1 cr.
BED 3343 Leadership in CTSO's III	1 cr.
ENGL 3308 Business Communications	3 cr.
BT 0144 Document Processing*	3 cr.
Choose one of the following: ECON 2201 Principles of Macroeconomics (3 cr.) ECON 2202 Principles of Microeconomics (3 cr.) CFS 4470 Consumer Economics (3 cr.)	3 cr.
Select 9 credits from recommended and approved courses	9 cr.
total	30 cr.

*Note that only 8 BT credits can be applied toward your degree.

Secondary Teaching Major in Business Education

Recommended and approved courses:

ACCT 2202 Principles of Accounting II	3 cr
BA 1110 World of Business	3 cr
CMP 2231 Introduction to Graphic Design	3 cr
CMP 2202 Photo, Graphic and Video Editing	3 cr
CMP 3335 Typography and Layout	3 cr
INFO 1110 Web Development Essentials	3 cr
INFO 1120 Web Development Client-Side Programming	3 cr
INFO 3301 Information Systems and Problem Solving	3 cr
INFO 4430 E-Business and Web Development	3 cr
COUN 1115 Career and Life Planning	1 cr
CFS 4470 Consumer Economics	3 cr
ECON 1100 Economic Issues	3 cr
ECON 2202 Principles of Microeconomics	3 cr
ECON 3301 Macroeconomic Theory	3 cr
ECON 3302 Microeconomic Theory	3 cr
ECON 3323 Economic History	3 cr
ECON 3331 Money and Banking	3 cr
FIN 1115 Personal Finance	3 cr
FIN 3303 Financial Concepts	3 cr
MGT 3303 Management Concepts	3 cr
MGT 3312 Individual and Organizational Behavior	3 cr
MGT 2261 Legal Environment of Organizations	3 cr
MGT 4462 Issues in Business and Society	3 cr
MKGT 2200 Introduction to Advertising	3 cr
OLP 4402 Occupational analysis and Course Construction	3 cr
OLP 4403 Methods of Professional Technical Education	3 cr
BED 4485 Independent Study in Business Education	3 cr

Old Catalog Copy (Paste in current e-catalog copy)

Business Education Minor

ACCT 2201 Principles of Accounting I	3 cr
BED 1102 Intermediate Keyboarding	3 cr
BED 3310 Microcomputers in Business Education	3 cr
BED 3320 Clerical Procedures	2 cr
BED 3332 Methods in Business Education	3 cr
HRD 4401 Foundations of Occupational Ed	3 cr

Select 3 credits from the following:

CFS 4470 Consumer Economics	3 cr
-----------------------------	------

ECON 1100 Economic Issues	3 cr
ECON 2201 Principles of Macroeconomics	3 cr
OR	
ECON 2202 Principles of Microeconomics	3 cr

Proposed Catalog Copy:

Secondary Teaching Minor in Business Education (21 credits)

Choose one of the following: ACCT 2201 Principles of Accounting I (3 cr.) ACCT 3303 Accounting Concepts (3 cr.) BT 0120 Concepts of Accounting (3 cr.)* BT 0147 Accounting Applications (3 cr.)* BT 0148 Payroll Procedures (3 cr.)* BT 0171 Computerized Accounting (3 cr.)*	3 cr.
BED 3332 Methods in Business Education	3 cr.
OLP 4401 Foundations of Professional-Technical Education	3 cr.
BED 3341 Leadership in CTSO's I	1 cr.
BED 3342 Leadership in CTSO's II	1 cr.
BED 3343 Leadership in CTSO's III	1 cr.
ENGL 3308 Business Communications	3 cr.
BT 0144 Document Processing*	3 cr.
Choose one of the following: ECON 2201 Principles of Macroeconomics (3 cr.) ECON 2202 Principles of Microeconomics (3 cr.) CFS 4470 Consumer Economics (3 cr.)	3 cr.
total	21 cr.

*Note that only 8 BT credits can be applied toward your degree.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of		X

the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

I apologize—if you sent the original message to the libmpact account, I have been having problems with that, although they are working on it. I am glad that you used my personal account.

I have reviewed the proposal and do not anticipate there being an affect on the Library from it.

Sincerely, Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X

Will you use Moodle to be fully online with no seat-time required?	Some courses will be fully online with no seat-time while others will not.	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?	X	
Are there other technology needs related to instruction that will be required to deliver this course?	X	

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Response from Randy Gaines, "I don't see any significant additional impact on ITS".

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?		
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?		
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)		

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Response from **Joann Hertz**, "I have identified the areas that need your attention in Part C of the attached proposal and also below."

I have identified the areas that need your attention (in red) in Part C of the proposal and also below. Mass Communication has merged with Communication and Rhetorical Studies and the major department is now called Communication, Media and Persuasion (CMP)

Addressed	
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The prefix of MC has been eliminated - as of fall 2014. Please contact Dr. John Gribas in CMP for replacement courses MC 2215 Graphic Design, MC 2260 Photo and Graphic Design, MC 3315 Intermediate Graphic Design
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The CIS prefix has changed to INFO as of fall 2014. Also, BA 1110 course name is World of Business BA 1110 The World of Business Course name change CIS 1110 Web Development Essentials I ALL CIS prefixes should be changed to

	INFO prefix CIS 1120 Web Development Essentials II CIS 3301 Information Systems and Problem Solving CIS 4430 E-Business and Web Development
--	--

Does CoTech Advising have any academic concerns with the proposal?

Response from **Corey Zink**, Director of Students Services. "I support this change with the suggestions that Joann identified."

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

I don't see any student information systems with this proposal. I do have a some questions, however.

- BED 3341 - Shouldn't the short title be, "Leadership in CTSOs I" ?
- BED 3342 - same question
- BED 3343 - I think you have the short title in the long title field. Should the short title be "Leadership in CTSOs III"?
- Is the list recommended courses supposed to be the same for the secondary single subject and the secondary teaching major? The list for the single subject includes MC 2260, which has been replaced by CMP 2202 which is also on the list.

Best Regards, Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
CIS	No response
Marketing	No response
Management	Response from Grey Murphy, "BA 2203 has not been offered in a while. I suggest MGT 3312, it is a similar course that students from other programs (health care administration and radiology I believe) outside the college of business are using as part of their degree programs. MGT 4462 may be a possible replacement. The class is titled "Business Issues in Society."
English	Response from Jennifer Attebery, "The Department of English and

	Philosophy will be very happy to offer ENGL3308 within your curriculum in Business Education. The course is appropriate for the new state requirement. With a faculty hire that we are currently in the process of completing, we are able to increase seats available in the course, and we do offer it both on line and on the Pocatello campus.”
Mass Communications	Thank you for the invitation to offer feedback on the proposed undergraduate curriculum changes. We are supportive the curriculum’s inclusion of particular courses from our program. However, it will be important that you reference these courses based on the changes that have been made and that will be reflected starting with the 2014-2015 catalog. MC 2215 is now CMP 2231 Introduction to Graphic Design MC 2260 has been expanded to also include video editing content and is now CMP 2202 Photo, Graphic, and Video Editing MC 3315 is now CMP 3335 Typography and Layout
Business & Service	Response from Jeri Spinner, “The Business Technology program welcomes Business Education students into their classes. The collaboration between the Business Education department and professional-technical programs such as Business Technology is important because many of the BE graduates will enjoy careers as PTE teachers in Idaho.”

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

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2. Proposal #6: Computer Science: CIS to INFO prefix, and curriculum changes

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 6	UCC Decision	APPROVED	Date:	05/07/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision		Date:	
Gen Ed course?	Yes	GERC Decision	Approved	Date:	4/22/2014
Graduate catalog?	No				
UCC Rec’d Date:	04/29/2014	Processed Date:	04/29/2014	UCC Agenda	05/01/2014
UCC Description:	Computer Science: CIS to INFO prefix and curriculum changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

Department of Informatics and Computer Science Computer Science Program College of Science and Engineering

PROPOSAL FOR COURSE AND/OR CURRICULUM CHANGE

Signature of Program Director: see original form – signed by David Beard 3-6-14
Date

Signature of Department Chair: see original form – signed by Kevin R. Parker 3/7/14
Date

Signature of College Dean: see original form – signed by R. Brey 7 March 14
Date

Department or Program: Contact: David Beard xt. 2684 beard@isu.edu

Proposal Summary:

1. Modify the CS curriculum to reflect the CIS/ INFO name change and some altered course numbers. Note INFO 3307 replaces CIS 4403 and INFO 3380 replaces CIS4485.
2. Tweak CS 1181 and CS 4481 course descriptions.
3. Replace (CHEM 1111 and PHYS 2213) with MATH 2275. Many students start the CS major having already satisfied their gen ed science objective. This change also makes it easier for students to complete a double CS and Math major within 4 years.
4. Remove the MATH 1147 requirement. This is redundant as this course is a prerequisite to MATH 1170 and thus is included by transitivity.
5. Tweak the wording of the CS major statistics requirement to allow taking MATH 3352 rather than MGT 2217 if MGT 2216 is taken, and to allow MATH 4450 instead of MATH 3350 if students wish to complete a CS/Math double major.
6. The C- or higher grade requirement, stated in the CS catalog introduction (paragraph 1 pg 231) is sometimes missed by students. This requirement is now provided in a footnote in the main curriculum section to provide for additional clarity.
7. Allow MATH 3360 as an alternative to PHYS 2211, for students wishing to complete a double CS/Math major or those who have already completed their gen ed science objective.
8. Clean up the elective list: tighten wording, remove courses no longer offered, correct a typo.
9. CIS 4488 is removed as an alternative to CS 4488. This forces students to go through the CS 4488 prerequisites allowing banner enforcement of the CS advising process.

Faculty Vote: The proposal was evaluated by the CS faculty and a vote conducted 10-21Feb14 by email as per ICS policy. The proposal was approved by majority vote with 6 yes votes, 0 no votes, and 2 abstentions.

Part B: Course Change(s)

CS 1181 - Change Content - Alteration to Catalog Description:

	<u>Current</u>	<u>Changes</u>
Subject Code:	CS	
Course Number:	1181	
Short Course Title: (30 character max, including spaces; no punctuation)	Computer Sci and Programming I	
Long Course Title:	Computer Science and Programming I	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	L	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Problem solving methods and algorithm development with an emphasis on programming style. Satisfies Objective 7 of the General Education Requirements.	Problem solving methods and algorithm development with an emphasis on programming style. Secure software design/coding concepts for resilient software. Satisfies objective 7 of the general education requirements.
Prerequisites:	PRE-or-COREQ: MATH 1143 or MATH 1147	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	Objective 7	
Terms Offered:	F, S	
Rationale for Change: CS 1181 currently includes a short coverage of computer security issues. The course description is modified to reflect this practice.		

CS 4481 – Change Prerequisites. Change Content - Alteration to Catalog Description:

	<u>Current</u>	<u>Changes</u>
Subject Code:	CS	
Course Number:	4481	
Short Course Title: (30 character max, including spaces; no punctuation)	Prog Lang Theory Compilers	Compilers
Long Course Title:	Programming Language Theory and Compilers	Compilers
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	L	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Programming language concepts. Regular expressions, context-free grammars, FSAs, stack machines. Theory/algorithms for lexical, syntactic and semantic analysis, recursive descent and parsing, symbol tables, object code generation. Design and implementation of a compiler.	Design and construction of compilers. Theory and pragmatics of lexical, syntactic, and semantic analysis. Interpretation. Code generation for a modern architecture. Run-time environments. Includes a large compiler-implementation project.
Prerequisites:	PREREQ CS 3385, MATH 1175 and PHYS 2211.	PREREQ CS 3385
Corequisites:	None	

Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	None	
Terms Offered:	S	
Rationale for Change:		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

- **CURRICULUM CHANGES**

Brief explanation of what is being changed with curriculum:

1. Modify the CS curriculum to reflect the CIS/ INFO name change and some altered course numbers. Note INFO 3307 replaces CIS 4403 and INFO 3380 replaces CIS4485.
2. Replace (CHEM 1111 and PHYS 2213) with MATH 2275. Many students start the CS major having already satisfied their gen ed science objective. This change also makes it easier for students to complete a double CS and Math major within 4 years.
3. Remove the MATH 147 requirement. This is redundant as this course is a prerequisite to MATH 1170 and thus is included by transitivity. The footnote dealing with this (pg 232) is confusing to students
4. Tweak the wording of the CS major statistics requirement to allow taking MATH 3352 rather than MGT 2217 if MGT 2216 is taken, and to allow MATH 4450 instead of MATH 3350 if students wish to complete a CS/Math double major.
5. The C- or higher grade requirement, stated in the CS catalog introduction (paragraph 1 pg 231) is sometimes missed by students. This requirement is now provided in a footnote in the main curriculum section to provide for additional clarity.
6. Allow MATH 3360 as an alternative to PHYS 2211, for students wishing to complete a double CS/Math double major or for those who have already completed their gen ed science objective.
7. The elective list has been cleaned up, the wording tightened, and a typo corrected.
8. CIS 4488 is removed as an alternative to CS 4488. This forces students to go through the CS 4488 prerequisites allowing banner enforcement of the CS advising process.

Below we provide the new and old curriculum currently listed starting in the right-hand column page 231 and left-hand column page 232 of the 2013-2014 catalog (online pdf). Old and new text that has changed is noted in red.

Current CS Catalog Copy:

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The following courses are required for the Bachelor of Science degree. 120 credits are needed to graduate:

Math and Science Courses:

MATH 1170	Calculus I	4 cr
MATH 1175	Calculus II	4 cr
MATH 2240	Linear Algebra	3 cr
PHYS 2211	Engineering Physics	4 cr
PHYS 2213	Engineering Physics I Laboratory	1 cr

CHEM 1111 General Chemistry I 4 cr

Choose one course from each pair:

MATH 1147¹ Pre-calculus 5 cr
 OR MATH 1144 Trigonometry 2 cr

CS/MATH 1187 Applied Discrete Structures 3 cr
 OR MATH 2287 Foundations of Mathematics 3 cr

Choose one set from the following two sets:

MATH 3350 Statistical Methods 3 cr
MATH 3352 Introduction to Probability 3 cr
OR
MGT 2216² Business Statistics 3 cr
MGT 2217 Advanced Business Statistics 3 cr

Required Computer Science and Related Courses

To allow students to have the broadest possible learning experience, students are encouraged to select elective courses. These range from an increased emphasis in Mathematics to a specialization in Computer Security/Information Assurance.

CS 1181 Computer Science and Programming I 3 cr
CS 1182 Computer Science and Programming II 3 cr
CS 2275 Computer Architecture and Assembly 3 cr
CS 2282 Advanced Programming 3 cr
CS 3385 Data Structures 3 cr
CIS4411 Intermediate Information Assurance 3 cr
CS 4481 Compilers and Programming Languages 3 cr
CIS4485 Network and Communication Systems 3 cr
CS 4477 Operating Systems 3 cr

Choose one course from each pair:

CS 3321 Software Engineering 3 cr
 OR CIS 4403 Systems Analysis and Design 3 cr

CS 4451 Database Theory and Implementation 3 cr
 OR CIS 4407 Database Design and Implementation 3 cr

CS 4488 Software Engineering and Senior Project 3 cr
 OR CIS 4488 Senior Project 3 cr

Plus 6 additional elective credits from the following list of approved electives if not used as a required course:

- Any 3000 or 4000 level computer science course;
- CIS 4403, 4407, 4487, 4491, 4412-4416, 4419, 4499;
- MGT 3329; EE 3345, 4413, 4417, 4427, 4427L, 4475, 4494;
- MATH 3355, 3356, 4406, 4407, 4408, 4441, 4442, 4450, 4451, PHIL 4470.

¹ Math 1147 or Math 1144 are included to meet the ABET requirement of 30 hours of math and science. If students place directly into MATH 1170, they can substitute Math 2275, 3360, or any of the MATH courses allowed as CS electives as long as they are not also used as CS electives or requirements to result in a total of 30 hours of math and science.

² MGT 2216 and 2217 are allowed as alternatives to Math 3350 and 3352 particularly for those students doing the CS major, the Minor in Business Administration, and the MBA.

- To allow students to meet their learning expectations, other electives may be approved by the computer science program director, coordinator, or chair on a case by case basis

Minor in Computer Science

MATH 1170	Calculus I	4 cr
OR MATH 1160	Business Calculus	3 cr
CS 1181	Computer Science and Programming I	3 cr
CS 1182	Computer Science and Programming II	3 cr
CS 2275	Computer Architecture and Assembly	3 cr
CS 2282	Advanced Computer Programming	3 cr

Plus six credits from the list of approved electives for the CS major.

New Curriculum Format in Catalog:

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The following courses are required for the Bachelor of Science degree³:

Math and Science Courses:

MATH 1170	Calculus I	4 cr
MATH 1175	Calculus II	4 cr
MATH 2275	Calculus III	4 cr
MATH 2240	Linear Algebra	3 cr

Choose one course from each pair or triple:

CS/MATH 1187	Applied Discrete Structures	3 cr
OR MATH 2287	Foundations of Mathematics	3 cr

PHYS 2211	Engineering Physics I	4 cr
OR MATH 3360	Differential Equations	3 cr

MATH 3350	Statistical Methods	3 cr
OR MATH 4450	Mathematical Statistics I	3 cr
OR MGT 2216⁴	Business Statistics	3 cr

MATH 3352	Introduction to Probability	3 cr
OR MGT 2217	Advanced Business Statistics	3 cr

Required Computer Science and Related Courses

CS 1181	Computer Science and Programming I	3 cr
CS 1182	Computer Science and Programming II	3 cr
CS 2275	Computer Architecture and Assembly	3 cr
CS 2282	Advanced Programming	3 cr
INFO 3380	Networking and Virtualization	3 cr
CS 3385	Data Structures and Algorithms	3 cr
INFO 4411	Intermediate Information Assurance	3 cr
CS 4477	Operating Systems	3 cr
CS 4481	Compilers	3 cr
CS 4488	Software Engineering and Senior Project	3 cr

³ All required courses for the CS major and minor must be completed with a grade of C- or higher.

⁴ MGT 2216 and 2217 are allowed as alternatives particularly for those students doing the CS major, the Minor in Business Administration, and the MBA. Note that MGT 2216 is a pre-requisite for MGT 2217.

Choose one course from each pair:

INFO 3307 Systems Analysis and Design 3 cr
OR CS 3321 Software Engineering 3 cr

INFO 4407 Database Design and Implementation 3 cr
OR CS 4451 Database Theory, Design and Programming 3 cr

To allow students to have the broadest possible learning experience, students are encouraged to select elective courses carefully. These range from an increased emphasis in advanced Mathematics to a specialization in Computer Security/Information Assurance.

The CS Major also requires 6 additional elective credits from the following list:

- Any 3000 or 4000 level computer science course;
- **INFO 4430, 4484**, 4412, 4413, 4414, 4415, 4416, 4486, 4482
- **EE 4418**, 4427, 4427Lab, 4475;
- MATH 4406, 4407, 4408, 4441, 4442, 4450, 4451, PHIL 4470.
- (Other electives may be approved by the computer science program director or chair on a case by case basis)

Minor in Computer Science

MATH 1170 Calculus I 4 cr
OR MATH 1160 Business Calculus 3 cr
CS 1181 Computer Science and Programming I 3 cr
CS 1182 Computer Science and Programming II 3 cr
CS 2275 Computer Architecture and Assembly 3 cr
CS 2282 Advanced Programming 3 cr

Plus six credits from the list of approved electives for the CS major or INFO 4407 or 4411.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

Impacts:

- **Other College(s), department(s), facilities, funding, etc.:** We are slightly changing the catalog course description for CS1181 which is used by ENGR, EE, EDUC, NE, HPHY, and MATH. We are replacing CHEM 1111 and PHYS 2213 with MATH 2275 in the CS major, which may somewhat affect enrollment in these courses. We are allowing MATH 3360 as an alternative to PHYS 2211, which may somewhat affect enrollment in these courses.

This proposal was emailed to the appropriate representatives to determine if there were any issues or concerns. The following feedback was received:

- **ITS / ETS:** Randy Gains "No concerns from ITS. Randy"

- **Library:** Sandra Shropshire: “I have reviewed the CS-related proposals that you sent to me and concur with your assessment that there should be no affect on the library. Sincerely, Sandi Shropshire”
- **Advising:** JoAnn Hertz: “No advising concerns.” Corey Zink: “I have no CoT advising concerns.”
- **Registrar:** Chris Hunt: “I don’t see student information system issues with this proposal. Best Regards, Chris Hunt.”

- **REVIEWED BY GERC 22Apr14**

Dear Dave,

Thank you for your Impact Query to the General Education Requirements Committee (GERC) regarding the proposed change to catalog description for CS 1181. At our meeting yesterday, 22 April, GERC members unanimously agreed that the proposed change makes no impact on the course continuing to fulfill Objective 7, Critical Thinking, for General Education.

Our minutes reflecting this "no impact" finding will be forwarded to UCC, but you will likely want to forward/attach this e-mail to UCC directly with your proposal in the interest of a speedier UCC proposal resolution.

All best,

Cathy Peppers

Chair, General Education Requirements Committee (GERC)

- **REVIEWED BY SPECIFIC COLLEGE UCC REPRESENTATIVE – [] yes [] no**
UCC rep. name _____

- **Other affected units, if any:**

EE, ENGR, NE, MATH, HPHY, and EDUC use CS 1181 in their curriculum. Enrollment in MATH 2275 and MATH 3360 may increase slightly. No other CS courses used by other programs are altered.

This proposal was emailed to the programs in question to determine if there were any issues or concerns. The following feedback was received:

EE/ENGR: Gene Stuffle: “No objections from here. In fact, we think the change to CS 1181 is a good idea”

NE: Mike Lineberry: “NE/HP doesn't have any fundamental heartburn with what you are proposing”

MATH: Bob Fisher:” Dave: All looks fine to me. Bob”

HPHY: Rich Brey: (see signature)

EDUC: Wendy Ruchti: “I don't see any problems in changing the description. Thank you for letting us know and we'll change it in our advising. Have a great day. Wendy”

CHEM: Rene Rodriguez: “Dave: Here is my response to your proposal. I believe that a solid Chemistry background is beneficial for an overall appreciation of Computer Science. That being said, I believe, as you say, that students will end up taking Chemistry as part of their general education requirements and I do not believe this will have a significant affect on the Chemistry program. Rene”

PHYS: Mahbub Khandaker: “Dear David, The new CS curriculum is fine for our Physics program. The proposed changes to the CS curriculum will work better for students who intend to complete a CS/Math double major. Thanks, Mahbub”

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3. Sample Proposal: UWBW Underwater Basketweaving

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	#SAMPLE	UCC Decision	APPROVED	Date:	05/07/2014
UCC Catalog Year	2015-16	Provost Decision	N/A	Date:	N/A
State Proposal?		State Decision		Date:	
Gen Ed course?		GERC Decision		Date:	
Graduate catalog?		Sent to Grad Council?			
UCC Rec'd Date:		Processed Date:		UCC Agenda	
UCC Description:					
Catalog Editors: Course changes?		Curriculum Changes?			

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	UWBW 1102 new course, changes to BA degree requirements
College:	Arts & Letters
Department:	Underwater Basketweaving
Proposal Originator (PO):	Margaret Mead-Cousteau
Email:	cousmarg@isu.edu
Phone:	ext. 9999

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs?	N/A

Overview of Proposed Changes

How will this improve how the University and	The B.A. degree in Underwater Basketweaving currently requires UWBW 1101 and ANTH 2238. The department desires to change the title of UWBW
---	--

<p>the Department or Program fulfills their mission?</p>	<p>1101 from Beginning Basketweaving to Basketweaving Methods I, and add a new course UWBW 1102 Basketweaving Methods II, which will replace UWBW 1100 Survey of Basketweaving for both the major and the minor. ART 2218 Introduction to Sculpture will no longer be required, since the Basketweaving Methods sequence will explore sculptural forms suited specifically to the art of basketry.</p> <p>The department also wishes to substitute HIST 2258 for ANTH 2238, and add HIST 2255 to the BA degree requirements. Adding a new course, UWBW 1102, and changing the course title of UWBW 1101 creates a new course sequence in Basketweaving Methods. This change will expand the course of study and allow students to learn various methods, sculptural forms and techniques used in general basketry, which they can then incorporate into their more advanced work in underwater basketweaving.</p> <p>The proposed curriculum changes will allow for more in-depth exploration of how historical events influenced Native American responses to changes in their culture, and how those responses translate into their artwork, particularly in underwater basketry. Adding HIST 2255 rounds out the global context of basketweaving in general by exploring African techniques and designs, and the role of historical events in transporting those distinctive techniques and designs to Europe, the Middle East, and the New World.</p>
<p>What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Unanimous vote March 14, 2014 6 yes-0 no</p>

Part B: Course Change(s)

To propose a change to an existing course, include this table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	UWBW	
Course Number:	1101	
Short Course Title:	Beginning Basketweaving	Basketweaving Methods I
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:	S/U	
Repeatability:	none	

Course Description:	Introduction to the fundamental skills of basketweaving, including purpose, functionality, shape and design.	Introduction to the fundamental skills of basketweaving, including purpose, functionality, shape and design. <u>Students will begin to explore technical and conceptual approaches to basketweaving.</u>
Prerequisites:	none	
Corequisites:	none	UWBW 1100
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F, S, Su	F
Rationale for Change: This change will allow students to study various techniques and broader artistic concepts used in general basketry, which they can then incorporate into their more advanced later work in underwater basketweaving.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	UWBW
Course Number:	1102
Short Course Title: <u>(30 character max, including spaces; no punctuation)</u>	Basketweaving Methods II
Long Course Title:	
Credit Hours:	3
Contact Hours:	3 hr/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Continuation of UWBW 1101; refine skills and further explore technical and conceptual approaches to basketweaving. Introduction to texture and use of multiple materials and colors. Investigation of cultural and stylistic periods.
Prerequisites:	UWBW 1101, ART 1103
Corequisites:	
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	S
Rationale:	The proposed changes promote a broader perspective, understanding of, and appreciation for different materials, styles, and cultural influences in the art of basketry. Students are encouraged to

	experiment and find their own individualistic expression using both traditional techniques and their own innovations of materials, texture, colors, and shape.
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Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below):

In addition to the general university requirements (8 of the 9 General Education Objectives (see the [General Education Requirements](#) in the Academic Information section of this catalog), a student seeking Bachelor of Arts degree with a major in Underwater Basketweaving must complete at least 45 credits in the following curriculum, earning at least a C grade in all lower and upper division core courses.

Bachelor of Arts in Underwater Basketweaving

Required Courses:

UWBW 1100	Survey of Basketweaving	3
UWBW 1101	Beginning Basketweaving	3
ART 1103	Creative Process	3
ART 1104	Creative Process	3
PEAC 1172	SCUBA Diving	1
PEAC 1173	Skin and SCUBA Diving Certificate	1
UBWB 2201	Intermediate Basketweaving	3
UBWB 2231	Introduction to Underwater Basketweaving	3
ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
ART 2261	Introduction to Fiber Media	3
ART 2281	Introduction to Sculpture	3
UWBW 3301	Intermediate Underwater Basketweaving	3
UWBW 3310	Advanced Underwater Basketweaving	3
UWBW 4494	Senior Presentation	1
<i>In Addition: Upper-division electives from ANTH, ART or UWBW</i>		6
Total Hours		45

Minor in Underwater Basketweaving

The minor in Underwater Basketweaving allows a student to foster an interest and facility in the art of underwater basketry.

Total Hours

Required Courses:

UWBW 1100	Survey of Basketweaving	3
UWBW 1101	Beginning Basketweaving	3
PEAC 1172	SCUBA Diving	1
UBWB 2201	Intermediate Basketweaving	3
UBWB 2231	Introduction to Underwater Basketweaving	3
ART 2261	Introduction to Fiber Media	3
UWBW 3301	Intermediate Underwater Basketweaving	3
Total Hours		19

Electives

Students minoring in Underwater Basketweaving are encouraged to take both ANTH 2237 and ANTH 2238 as electives. Either ANTH 2237 or ANTH 2238 may be used to fulfill General Education Objective 9: Cultural Diversity.

New Proposed Catalog Copy (clearly show changes from the original):

Proposed Catalog Text:

In addition to the general university requirements (8 of the 9 General Education Objectives--see the [General Education Requirements](#) in the Academic Information section of this catalog), a student seeking Bachelor of Arts degree with a major in Underwater Basketweaving must complete at least 45 credits in the following curriculum, earning at least a C grade in all lower and upper division core courses.

Bachelor of Arts in Underwater Basketweaving

Required Courses:

UWBW 1100	Survey of Basketweaving	3
UWBW 1101	Basketweaving Methods I	3
UWBW 1102	Basketweaving Methods II	3
ART 1103	Creative Process	3
ART 1104	Creative Process	3
PEAC 1172	SCUBA Diving	1
PEAC 1173	Skin and SCUBA Diving Certificate	1
UBWB 2201	Intermediate Basketweaving	3
UBWB 2231	Introduction to Underwater Basketweaving	3

ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
HIST 2255	African History and Culture	3
HIST 2258	Native American History	3
ART 2261	Introduction to Fiber Media	3
ART 2281	Introduction to Sculpture	3
UWBW 3301	Intermediate Underwater Basketweaving	3
UWBW 3310	Advanced Underwater Basketweaving	3
UWBW 4494	Senior Presentation	1
<i>In Addition: Upper-division electives from ANTH, ART or UWBW</i>		6
Total Hours		45

Minor in Underwater Basketweaving

The minor in Underwater Basketweaving allows a student to foster an interest and facility in the art of underwater basketry.

Total Hours

Required Courses:

UWBW 1100	Survey of Basketweaving	3
UWBW 1101	Basketweaving Methods I	3
UWBW 1102	Basketweaving Methods II	3
PEAC 1172	SCUBA Diving	1
UBWB 2201	Intermediate Basketweaving	3
UBWB 2231	Introduction to Underwater Basketweaving	3
ART 2261	Introduction to Fiber Media	3
UWBW 3301	Intermediate Underwater Basketweaving	3
Total Hours		19

Electives

Students minoring in Underwater Basketweaving are encouraged to take both ANTH 2237 and ANTH 2238 as electives. Either ANTH 2237 or ANTH 2238 may be used to fulfill General Education Objective 9: Cultural Diversity.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

PO NOTE: AS this proposal only involves an existing course, no additional library resources are anticipated.

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Sandra Shropshire <shrosand@isu.edu>

Wed, Apr 2, 2014 at 8:27 AM

To: Margaret Cousteau <cousmarg@isu.edu>

Cc: fsenate <fsenate@isu.edu>

Hello Margaret:

I would anticipate there being no effect on the Library.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X

1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X
---	--	---

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? NA		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed? No		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer N/A		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? <20		
What is your anticipated scheduling of courses using this technology? This course is offered every semester.		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines <gainrand@isu.edu>

Tue, Apr 1, 2014 at 2:32 PM

To: Margaret Cousteau <cousmarg@isu.edu>

Margaret,

No concerns from ITS. Thanks for checking.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Margaret, UWBW 1102, new course, degree requirement changes
 - no advising concerns
 Best wishes,
 JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Corey Zink <zinkcore@isu.edu>

Mon, Mar 31, 2014 at 12:16 PM

To: Margaret Cousteau <cousmarg@isu.edu>

Margaret,

No advising concerns from the College of Technology.
 Corey

Student Information Systems (SIS) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY ADVISING REPRESENTATIVE (PO cut and past from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

From Chris Hunt 3/31/14: UWBW 1102, new course, degree requirement changes
 - Any student who took the UWBW 1101 course under the previous title and did poorly, and then takes the course with the new title will need to petition to have the grade replaced. This also means that a student would be able to earn credit for the course under the old title and the new title.

PO Response: Yes, this is understood and is what was intended.

Will a State Proposal or Letter be required? (Specify which, please)

- As this is a minor curriculum change to an existing degree, no state proposal or letter will be required.

Chris

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		
2. Are any NEW Gen Ed courses being proposed?		

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit the proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Anthropology	ANTH 2238 will no longer be a required course for the BA in Underwater Basketweaving. Students pursuing a minor in Underwater Basketweaving are encouraged, but not required, to take both ANTH 2237 and ANTH 2238 as electives
History	HIST 2225 and HIST 2258 are being added as required courses for the BA degree in Underwater Basketweaving, which would add to the demand for those courses.
Art	BA in Art curriculum lists UWBW 1101 as a required course.
Education	UWBW 1101 is used by the Secondary Education Teaching program in some of their curricula.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Tony Martin <martanth@isu.edu>

Tue, March 25, 2014 at 2:32 PM

To: Margaret Cousteau <cousmarg@isu.edu>

Margaret,

The Art Department sees no problem with this proposal. Thanks for checking,
Tony

Paul Trawick <trawpaul@isu.edu>

Tue, March 25, 2014 at 10:46 AM

To: Margaret Cousteau <cousmarg@isu.edu>

Margaret,

Anthropology will not be adversely affected by the change. Dropping ANTH 2238 as a required course for Underwater Basketweaving will not significantly impact student demand for the course.

Paul

Kevin Marsh <marskevi@isu.edu>

Wed, March 26, 2014 at 2:17 PM

To: Margaret Cousteau <cousmarg@isu.edu>

Hi Margaret,

The History department can accommodate the increased demand from the proposed change.

Thanks,

Kevin

Response from Education:

Wendy Ruchti <ruchwend@isu.edu>

Tue, March 25, 2014 at 3:09 PM

To: Margaret Cousteau <cousmarg@isu.edu>

Dear Margaret,

The proposed change to UWBW 1101 will not affect the Dept. of Education programs that use the course.

Sincerely,

Wendy

Undergraduate Curriculum Council
August 28, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 10 (16-10)
Minutes – Approved by Curriculum Council on September 4, 2014; Accepted by the Provost on
September 11, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe
Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Corey Zink
Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Emily White

1c. Known Guests: none

2. Welcome and Announcements

Bigelow welcomed everyone and had members introduce themselves. Bigelow summarized GERC's activities in reviewing ISU's General Education courses to ensure they comply with the new State Competency Guidelines. Several proposals were remanded for revision and resubmission for review this fall. Once GERC makes their determination, they forward their recommendations to this council for review.

Last spring this council revamped its curriculum proposal forms and process. The deadline for curriculum proposal submissions is September 20, 2014. Late proposals may or may not be reviewed in time for the next catalog. This council must complete all its work no later than November 20th for all information to be included in the 2015-16 undergraduate catalog. Anything done after that date will go in the next catalog. Once this council approves a proposal, it goes to Deans' Council and the Provost for their review and approval. After that, it goes to the Registrar's office for entry into the eCatalog and an extensive review and proofreading process. All work must be completed in time for class scheduling and ultimately Spring Registration.

3. Report from the Executive Committee:

The Executive Committee is Bigelow, Hofle, Portillo and Hunt. They meet before each council meeting to discuss council business and identify proposals that could be expedited. Bigelow will meet with Deans' Council next Tuesday morning to go over the new proposal procedures.

4. Current Committee Activities: none this week

5. Information from Academic Affairs:

Johnson reported that ISU's university Program Prioritization process was approved by the State Board of Education in mid-August. The list of recommended changes has been given to the college deans to work with their departments on refining the recommendations, get input from faculty, and make revisions. Faculty Senate will also give their input on the list of recommendations. Some units have already forwarded their changes to the State Board. She anticipates more proposals will be submitted to this council for review.

6. Information from the Chair: nothing to report

7. Information from the Faculty Senate:

The Senate had their first meeting of the fall on Monday. The co-chairs updated Senators on what was discussed in President's Cabinet and Deans' Council. Senators then discussed what business they wanted to work on this academic year and semester.

8. Other related information or questions: none to report

B. POWERPOINT PRESENTATION – what to look for when reviewing proposals

Bigelow will post the revised New Member Guide to the Google Drive folder. He requested council members' use Google Drive instead of Moodle or email attachments. Meeting agenda items and proposals will be posted on Google Drive for members to review. As he went through his presentation, Bigelow explained where to find information on the UCC website and on Google Drive. He suggested members print a course catalog or become very familiar with searching the online catalog. He reviewed the new proposal process, UCC representatives' role in helping their units develop proposals, the importance of ensuring impact statements are procured, ambiguities are clarified, and proposals from one department do not conflict with a proposal from another department. All such matters should be resolved before the council rep submits a proposal to this council for its review and consideration. Once a proposal is received and posted on Google Drive, members can post comments and questions on each proposal, but will not be able to edit the proposal. Unit reps are responsible for finding out the answers to questions before the next council meeting. Reps also should check proposals against the current catalog for discrepancies.

Homan pointed out that the Library impact response is only tailored for infrastructure resources; it does not address any impact on Library curriculum and instructional courses.

C. UNFINISHED BUSINESS – none to discuss

D. NEW BUSINESS

1. **Proposal #7** from **College of Business** to require 3 credits of Experiential Learning for all Business majors.
2. **Proposal #8** from **Nursing** for course and curriculum changes to the Undergraduate Nursing Program

ACTION: Moved and seconded to approve and immediately **table** Proposals #7 and #8 until next time.

Bigelow said the Executive Committee decided they would group proposals from the same department or unit to be reviewed together. This will help catch inconsistencies and also help the Registrar's office when they enter changes into the catalog. Bigelow cautioned members to watch for impacts on other departments that may not be obvious. For instance, if a program decides to eliminate a course that another program uses in their curriculum, that would have adverse consequences. Such problems must be worked out before the proposal is approved.

Bigelow and Read demonstrated the Google Docs proposal tracking spreadsheet, and explained which sections members are responsible for completing, and which ones the administrative assistant will fill in as the proposal moves through the process. A caveat: Google Docs eliminates Microsoft Word's Track-Changes features and enters only the corrected copy, so desired changes do not show. Because of this, members were to let their units know to use font formatting to show the specific catalog changes needed: strikeouts for deletions, underline for added text, and colored fonts if desired to help changes stand out. The online proposal form and instructions will be changed to make that clear.

E. ADJOURNMENT: 4:53 p.m.

Undergraduate Curriculum Council
September 4, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 11 (16-11)
Minutes – Approved by Curriculum Council on September 11, 2014; Approved by Deans’ Council and
Provost on October 1, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

Ex-Officio: Chris Hunt, Corey Zink

Admin. Asst: Catherine Read

Absent: Phil Homan

1b. Pre-notified absences for this meeting: JoAnn Hertz, Margaret Johnson, Emily White

1c. Known Guests: Ann Rocha, Susan Tavernier from Nursing (via videoconference)

2. Welcome and Announcements

Susan Tavernier from Nursing thanked UCC for its new form and clear instructions; she found them very helpful as she wrote the proposal. She informed members the proposed changes were meant to streamline the program coursework so that graduation requirements were the same for both traditional and accelerated nursing students. The new curriculum reduces graduation time by one full semester for each program. The second goal of the changes was to provide more cutting-edge developments in nursing care to the program course content. Tavernier answered members’ questions.

Council members, Tavernier, and Rocha discussed and agreed upon suggested edits and minor corrections to the proposal.

3. Report from the Executive Committee: none

4. Current Committee Activities:

Hofle said GERC met for the first time this semester on Tuesday. They completed their review of all Gen Ed course proposals last spring, and identified the ones that needed new proposals submitted to show compliance with the new state-wide GEM competency guidelines. The audit list is posted on GERC’s website. The deadline for Gen Ed proposal submissions to GERC is Sept 19. An assessment plan is in the works.

Hunt clarified that a GERC proposal will be required for INFO 1181 to be approved Gen Ed course, and a UCC proposal will be needed to change INFO 1181 to become equivalent with CS 1181, rather than merely cross-listed. Houghton will let the department know what they need to do.

5. Information from Academic Affairs: none

6. Information from the Chair:

Bigelow mentioned some curriculum proposals that will be coming to this council soon. He reported he attended Deans’ Council last week where the question arose whether impact statements from the Library were truly needed for each proposal. The department chairs in the College of Arts and Letters had similar questions in their meeting this morning about the necessity for impacts on all proposals. Discussion ensued.

Hunt explained that a change in a course title affects repeating a course. Even changing a single word means that the course is different, so students retaking a course to improve a grade would require petitions. Changing the semester(s) when a course is offered also can have a large impact on another department. It is also important to ensure the campus community is aware of changes made in courses and curriculum in other units. A department may not be aware of all the ramifications in other units of what seems to be a simple change. Hunt clarified that UCC has purview over classes, curriculum, admission requirements and graduation requirements. Changes in departmental faculty listed in the undergraduate catalog do not need to come to UCC.

Discussion ensued. Members acknowledged individual departments do not have the knowledge and expertise to determine whether Library or ITS infrastructure or can support curriculum changes. The council's strong consensus was to keep the impact reviews as they are. It will be up to this council's Executive Committee to decide whether and which proposals may be expedited.

UCC needs to return to evaluating curriculum for academic standards, not just the mechanics and proofreading details of proposals.

ACTION: Council voted unanimously to **amend the online Proposal Instructions** to clarify that unnecessary portions of a proposal can be deleted, as long as the section header is kept and the proposal originator notes that no such changes are being proposal.

7. Information from the Faculty Senate: nothing to report
8. Other related information or questions: none

B. UNFINISHED BUSINESS

1. Council unanimously **approved Proposal #8** from **Nursing as amended** ([Appendix 1](#)) for course and curriculum changes to the Undergraduate Nursing Program
2. Council unanimously **approved Proposal #7** from **College of Business as amended** ([Appendix 2](#)) to require 3 credits of [Experiential Learning Applied Education](#) for all Business majors.
3. Council unanimously **approved** its Minutes for **August 28, 2014** with the attendance correction.

C. NEW BUSINESS – none to discuss

D. ADJOURNMENT: 4:52 p.m.

APPENDICES

[Back to List of Approvals](#)

1. Proposal #8: from DHS: Nursing for Undergraduate Nursing Program Curriculum changes

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 8	UCC Decision	APPROVED <u>as amended</u>	Date:	09/04/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	08/21/2014	Processed Date:	08/25/2014	UCC Agenda	08/28/2014
UCC Description:	Undergraduate Nursing Program Curriculum changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Undergraduate Nursing Program Curriculum
College:	Division of Health Sciences
Department:	School of Nursing
Proposal Originator (PO):	Susan S. Tavernier, PhD, APRN-CNS, AOCN® on behalf of the UG faculty
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Approval Required	Signature	Date
UCC Representative:	See original form – signed by Karen M. Portillo	8/22/2014
Department Chair / Program Director:	See original form – signed by Elizabeth [Ann] Rocha	08/21/2014
Dean or Designee:	See original form – signed by Mary Nies	8/21/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/ No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/ No /Ltr	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes

<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>Health care is constantly changing. The professional Registered Nurse (RN) must be a continual learner. Yet, the practicing RN must also have an education which provides foundational knowledge, critical thinking, decision making and technical skills. As the body of knowledge expands, the ISU School of Nursing must also change to meet our mission, “to prepare exemplary nurse leaders who integrate education, service and research to enhance the quality of life for diverse and rural populations.” Towards that mission, the undergraduate faculty agreed upon the changes to the curriculum in this proposal.</p> <p>The purpose of the undergraduate nursing curricular change is to 1) enhance the UG programs to ensure graduates are prepared for nursing in today’s changing health care environments and 2) improve the efficiency and congruence among/between the three baccalaureate degree programs in the School of Nursing: traditional, accelerated and BSN completion.</p> <p>To accomplish the first purpose of enhancing the program to ensure preparation of students for nursing in today’s changing health care environment, the faculty have developed a curriculum which moved from the current theme specific courses to one in which core themes are integrated across the nursing courses. The themes were selected based upon the School of Nursing mission statement, accreditation and licensing standards and the knowledge requirements of nurses in practice today. Themes include inter-professional care and communication, nursing of rural and diverse populations, genetics, evidence-based practice, patient-centered care and informatics.</p> <p>The revised curriculum builds and enhances the university mission primarily in the core themes of leadership in health sciences and economic and social impact. Changes promote the preparation of nurses to provide leadership in care management, translation of research into practice and the evolving world of informatics in health care. Moreover, the clinical practicum aspects of the program curricula have been revised to increase nursing student work in rural, diverse and non-acute care settings thus increasing student impact on the health of Idaho and its citizens. Moreover, the curriculum changes are consistent with the recent Program Prioritization recommendations.</p> <p>The second purpose for revising the curriculum was to improve the efficiency and congruence between/among the three programs. Currently, the course requirements to obtain the same Bachelor of Science in Nursing degree differ among the three programs. Moreover, the same course is often taught by different faculty during the same semester. The revised curriculum, as proposed, has the same nursing specific course requirements for all three programs and, as much as possible, courses have been aligned to occur during the same semester across the three programs.</p>
<p>What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>The Undergraduate faculty members (n= 9 of 10 members present) approved the proposed curriculum 5/2/2014 with 8 approving, 0 rejecting, 1 abstention. Graduate faculty members (n=6) unanimously (n=6) approved curriculum as proposed on 5/5/2014</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	2220	3100
Short Course Title: (30 character max, including spaces; no punctuation)	Professional Nursing	Professional Nursing
Long Course Title:	Professional Nursing	Professional Nursing
Credit Hours:	2	2
Contact Hours:	2	2
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		Yes; 1 repeat
Course Description:	Social forces affecting professional nursing are analyzed in the context of their impact on health care. Concepts of health promotion and adaptation of clients of all ages are presented.	Social, political, legal and economic forces affecting health care are analyzed in the context of their impact on the professional nurse’s scope and standards of practice. Interprofessional verbal communication, evidence-based practice, time management/prioritization, delegation, the nursing process, and teaching and learning are presented.
Prerequisites:		Acceptance into BS with a major in nursing program.
Corequisites:		
Registration Restrictions:		
Equivalencies:		NURS 2220, 2204
Fulfills General Education Objective:	na	na
Terms Offered:	S	F, Su
Rationale for Change:	<ul style="list-style-type: none"> • Upper division credit as students take this after meeting all GERC requirements and during the fourth semester. • Content changed to capture the unique aspects of each component of an individual and integrate it into the larger holistic approach to care. Additionally, content incorporates the core 	

- curricular concepts.
- Offered in Fall and Summer to accommodate student progression and course sequencing among the three programs.

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	2200	3120
Short Course Title: (30 character max, including spaces; no punctuation)	Health Assessment	Health Assessment
Long Course Title:	Health Assessment	Health Assessment
Credit Hours:	3	2
Contact Hours:	3	2
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Assessment of biological & psychosocial health status & health promotion needs of clients through collecting & interpreting health history & physical assessment data.	Assessment and interconnectedness of physiologic, mental, emotional, spiritual, environmental, cultural, relational, contextual and psychological health status and health promotion needs of clients throughout the lifespan. Promoting Promotes patient-centered and culturally appropriate care using evidence-based methods for collecting and interpreting health history and assessment data.
Prerequisites:	Acceptance into BS with major in Nursing program.	Acceptance into BS with major in Nursing program.
Corequisites:	NURS 2200L	3120L
Registration Restrictions:		
Equivalencies:		NURS 2200
Fulfills General Education Objective:		
Terms Offered:	S	F, Su
Rationale for Change: 1) credit decreases by one due to student feedback 2) Upper division credit as students take this after meeting all GERC requirements and during the fourth semester. 3) Content changed to capture the unique aspects of each component of an individual and integrate it into the larger holistic approach to care. Additionally, content incorporates core threads of the proposed curriculum, particularly patient-centered care, reflective of the SoN mission, 4) offered in Fall and Summer to accommodate student progression and course sequencing among the three programs.		

	<u>Current</u>	<u>Changes</u>
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Subject Code:	NURS	NURS
Course Number:	2200L	3120L
Short Course Title: (30 character max, including spaces; no punctuation)	Health Assessment Lab	Health Assessment Lab
Long Course Title:	Health Assessment Lab	Health Assessment Lab
Credit Hours:	1	1
Contact Hours:	3	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Application and practice of nursing assessment skills.	Application and practice of comprehensive and focused assessment of physiologic, mental, emotional, spiritual, environmental, relational, and contextual, and health status and health promotion needs of clients using culturally and developmentally appropriate approaches to establish a foundation for clinical judgment. Communication of assessment will focus on professional written communication strategies for client and interprofessional interactions.
Prerequisites:	Acceptance into Accelerated Nursing or Traditional Nursing program.	Acceptance into Accelerated Nursing or Traditional Nursing program.
Corequisites:	NURS 2200	NURS 3120
Registration Restrictions:		
Equivalencies:		NURS 2200L
Fulfills General Education Objective:		
Terms Offered:	S	F, Su
Rationale for Change: <ul style="list-style-type: none"> • Upper division credit as students take this after meeting all ISU GERC requirements and meet criteria for junior status. • Content changed to capture the unique aspects of each component of an individual and integrate it into the larger holistic approach to care. Additionally, content incorporates the core curricular concepts, particularly of patient-centered care and written communication. • Offered in Fall and Summer to accommodate student progression and course sequencing among the three programs. 		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	2262	3110
Short Course Title: (30 character max, including spaces; no punctuation)	Fundamentals of Nursing	Fundamentals of Nursing
Long Course Title:	Fundamentals of Nursing	Fundamentals of Nursing
Credit Hours:	3	3
Contact Hours:	3	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Provides the theoretical basis for fundamental nursing skills, nursing process and health promotion as they relate to health care needs of clients.	Provides the theoretical basis for nursing skills, medical terminology, medication calculation, nursing process, health promotion, and written interprofessional communication as they relate to holistic nursing care of diverse and rural populations.
Prerequisites:	Acceptance into nursing program.	Acceptance into nursing program.
Corequisites:	NURS2200 and NURS 2263	NURS 3110L
Registration Restrictions:		
Equivalencies:		NURS 2262, 2204
Fulfills General Education Objective:		
Terms Offered:	S	F, Su
Rationale for Change: <ul style="list-style-type: none"> • Upper division credit as students take this after meeting all ISU GERC requirements and meet criteria for junior status. • Content changed to capture the unique aspects of each component of an individual and integrate it into the larger holistic approach to care. Additionally, content incorporates the core curricular concepts. • This course provides theoretical content associated with psychomotor skills expected of registered nurses. • Offered in Fall and Summer to accommodate student progression and course sequencing among the three programs. 		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	2263	3110L
Short Course Title: (30 character max, including spaces; no punctuation)	Fundamentals of Nursing Lab	Fundamentals of Nursing Lab
Long Course Title:	Fundamentals of Nursing Lab	Fundamentals of Nursing Lab

Credit Hours:	2	1
Contact Hours:	6	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:	Letter	Letter
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Application and practice of fundamental nursing skills.	Application and practice of nursing skills, medical terminology, medication calculation, nursing process, and health promotion as they relate to holistic nursing care of diverse and rural populations. Written interprofessional communication will focus on patient-centered care planning and documentation using electronic medical records.
Prerequisites:	Acceptance into Nursing program.	Acceptance into Nursing program.
Corequisites:	NURS 2200 and NURS 2262.	NURS 3110
Registration Restrictions:		
Equivalencies:		NURS 2263, 2204L
Fulfills General Education Objective:		
Terms Offered:	S	F, Su
<p>Rationale for Change: Credit hours reduced by one due to student feedback. Students complete this course in an on-campus lab setting using simulation. Students have consistently achieved competence in the skills learned are prepared to perform the skills with direct supervision in the clinical setting sooner than the current curriculum allows. The one credit is 'reassigned' to a new clinical course (refer to new course listings at end of this document, NURS 3150C). Content changed to capture the unique aspects of each component of an individual and integrate it into the larger holistic approach to care. Additionally, content incorporates core threads of curriculum, reflective of the SoN mission. Upper division credit as students take this after meeting all GERC requirements and during the fourth semester. Offered in Fall and Summer to accommodate student progression and course sequencing among the three programs</p>		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	3354	3130
Short Course Title: (30 character max, including spaces; no punctuation)	Medical Surgical Nursing I	Adult Health Nursing I
Long Course Title:	Medical Surgical Nursing I	Adult Health Nursing I
Credit Hours:	3	3
Contact Hours:	9	9
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Introduction to the theory and	Nursing care of adult clients as

	process focusing on care of clients with alteration in health status, wellness, and/or restoration of health, including applied drug therapy.	they age with an emphasis on wellness, restoration of health and end of life care. There is integration of evidence, critical thinking and communication knowledge and skills necessary to provide holistic, patient-centered care for diverse clients in sub-acute settings.
Prerequisites:	NURS 2200 and acceptance into BS with a major in Nursing program	NURS 3120, 3110
Corequisites:	NURS 3351	NURS 3130C
Registration Restrictions:		
Equivalencies:		NURS 3354
Fulfills General Education Objective:		
Terms Offered:	F	F
Rationale for Change: The aging adult is the fastest growing population in health care thus there is an added emphasis on the aging adult and end of life care. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	3351	3130C
Short Course Title: (30 character max, including spaces; no punctuation)	Medical Surgical Nursing Pract	Adult Health Nursing I Clin
Long Course Title:		
Credit Hours:	4	4
Contact Hours:	12	12
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Introduction to the nursing care of clients in acute and ambulatory/community settings utilizing the nursing process.	Application of the nursing process to provide evidence-based care for adult clients as they age with emphasis on wellness, restoration of health and end of life care. Care is delivered in a variety of care settings and includes applied drug therapy. Up to one credit occurring in the lab/simulation setting.
Prerequisites:	NURS 2200 and acceptance into BS with a major in Nursing program	NURS 3120L, 3110L

Corequisites:	NURS 3354	NURS 3130
Registration Restrictions:		
Equivalencies:		NURS 3351
Fulfills General Education Objective:		
Terms Offered:	F	F
Rationale for Change: The aging adult is the fastest growing population in health care thus there is an added emphasis on the aging adult and end of life care. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	3374	4130
Short Course Title: (30 character max, including spaces; no punctuation)	Medical Surgical Nursing II	Adult Health Nursing II
Long Course Title:	Medical Surgical Nursing II	Adult Health Nursing II
Credit Hours:	4	4
Contact Hours:	4	4
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Theory and process focusing on the application of care to clients with alterations in health status, wellness, and/or restoration of health, including applied drug therapy	Nursing care of adult clients as they age with an emphasis on acute and chronic health problems including end of life care. There is an emphasis on the patient safety, integration of evidence, critical thinking and communication knowledge and skills necessary to provide and manage holistic, patient-centered care for diverse clients in the acute care setting.
Prerequisites:	NURS 3354 and acceptance into BS with a major in Nursing program	NURS 3130
Corequisites:	NURS3371	NURS 4420
Registration Restrictions:		
Equivalencies:		NURS 3374
Fulfills General Education Objective:		
Terms Offered:	S	S
Rationale for Change: The aging adult is the fastest growing population in health care thus there is an added emphasis on the aging adult and end of life care. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally,		

content incorporates core threads of entire curriculum, reflective of the SoN mission. Increase to 4000 level course as this course is sequential to NURS 3130, 3130C and focuses more on the acute and chronic conditions rather than the wellness focus of NURS 3130.

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	3352	4140
Short Course Title: (30 character max, including spaces; no punctuation)	Nursing Care of Children	Child Health Nursing
Long Course Title:	Nursing Care of Children	Child Health Nursing
Credit Hours:	3	3
Contact Hours:	3	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Application of the nursing knowledge and health promotion in the well child as well as acutely, chronically and terminally ill children and their families to achieve maximum potential for daily living.	Theoretical and evidence-based foundations for nursing care of children recognizing the unique developmental differences in physiological, psychological and social developmental between infants, children, and adolescents. Establishes holistic, ethical and patient-centered nursing care for children across the health-illness continuum in the context of their families, environment and culture in a variety of settings. Evaluate how genetics, behavioral health, health promotion, injury prevention, and advocacy influence health throughout childhood and into adult life.
Prerequisites:	NURS 2200 and acceptance into BS with a major in Nursing program	NURS 3120
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	S	S
Rationale for Change: This course is designed to provide the theoretical basis for nursing care of the pediatric population. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4412	4150
Short Course Title: (30 character max, including spaces; no punctuation)	Childbearing Families and Women	Women/Childbearing Family Nsg
Long Course Title:	Childbearing Families and Women	Women and Childbearing Family Nursing
Credit Hours:	3	2
Contact Hours:	3	2
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Explores health issues of and nursing care principles for childbearing families and women in the reproductive years.	Theoretical and evidence-based perspectives of nursing care which promotes the health of rural and/or diverse families, women in the reproductive years and neonates in a variety of settings.
Prerequisites:	NURS 3352 and acceptance into BS with a major in Nursing program.	NURS 4140
Corequisites:		NURS 4150C
Registration Restrictions:		
Equivalencies:		NURS 4412
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	F, S
Rationale for Change: The change in this course is primarily in title and course description to increase congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission. Credit reduction due to student feedback and some content moved to Child Health Nursing course (see previous page).		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4413	4150C
Short Course Title: (30 character max, including spaces; no punctuation)	Childbearing Fam & Women Pract	Wmn/Childbearing Fam Nsg Clin
Long Course Title:	Childbearing Families and Women Practicum	Women & Childbearing Family Nursing Clinical
Credit Hours:	2	2
Contact Hours:	6	6
Default Grading Mode:	Letter	Letter

Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Application and practice of nursing care for childbearing families and women in the reproductive years in various health care settings.	Practical application of evidence-based, holistic nursing care of rural and/or diverse families, women in the reproductive years and neonates in a variety of settings.
Prerequisites:	NURS 3351 and acceptance into BS with a major in Nursing program.	NURS 4140
Corequisites:		NURS 4150
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	F, S
Rationale for Change: Title change increases consistency and congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4414	4160
Short Course Title: (30 character max, including spaces; no punctuation)	Psych-Mental Health Nursing	Mental Health Nursing
Long Course Title:		
Credit Hours:	3	3
Contact Hours:	3	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Holistic theoretical perspective of psychiatric mental health nursing of clients of all ages.	Theoretical and evidence-based perspectives of nursing care of patients with behavioral and mental health issues across cultures and the life span. Emphasis on societal impact, communication, safety, quality of life, and ethical considerations.
Prerequisites:	NURS 3374 and acceptance into BS with a major in Nursing program.	Admission to the Bachelor of Science with a major in Nursing Program
Corequisites:	4415	NURS 4160C
Registration Restrictions:		
Equivalencies:		NURS 4414

Fulfills General Education Objective:		
Terms Offered:	F, S, Su	S, Su
Rationale for Change: The course focuses on issues of populations with mental health issues, a growing public health concern in our society. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission. Offered in Spring and Summer to accommodate student progression and course sequencing among the three programs.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4415	4160C
Short Course Title: (30 character max, including spaces; no punctuation)	Psych-Mental Health Nsg Pract	Mental Health Nursing Clinical
Long Course Title:	Psych-Mental Health Nursing Practicum	Mental Health Nursing Clinical
Credit Hours:	2	2
Contact Hours:	6	6
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Clinical application of psychiatric mental health concepts to clients with potential or actual mental illness.	Clinical application of theoretical and evidence-based behavioral mental health nursing care in diverse populations and settings across the lifespan.
Prerequisites:	NURS 3371 and acceptance into BS with a major in Nursing program.	Acceptance into the BS with a major in Nursing program.
Corequisites:	NURS 4414.	NURS 4160
Registration Restrictions:		
Equivalencies:		NURS 4415
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	S, Su
Rationale for Change: The clinical course provides the opportunity for students to apply theoretical concepts learned in NURS 4160 with populations experiencing mental health issues. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission. Offered in Spring and Summer to accommodate student progression and course sequencing among the three programs.		

	<u>Current</u>	<u>Changes</u>
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Subject Code:	NURS	NURS
Course Number:	4426	4200
Short Course Title: (30 character max, including spaces; no punctuation)	Community Health	Population Health Nursing
Long Course Title:	Community Health	Population Health Nursing
Credit Hours:	3	3
Contact Hours:	3	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Fundamentals of community health nursing. Use of the nursing process to assess, plan, implement & evaluate strategies to improve the health of the individuals, families & community.	The course provides theoretical and evidence-based strategies to improve the health and quality of life for populations in geopolitical and phenomenological communities. An understanding of epidemiology, community assessment, health education, environmental health and health policy and legislation as it relates to the professional nurses role is established.
Prerequisites:	NURS 3371 & acceptance into the BS with a major in Nursing program	acceptance into the BS with a major in Nursing program
Corequisites:	NURS 4426L	NURS 4200C
Registration Restrictions:		
Equivalencies:		NURS 4426
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	F
Rationale for Change: Communities are often a sub-component of a population. Nursing has an increasingly important role in providing wellness and primary care services. Thus, the course broadens the focus from the community to population level. Title change increases congruence with the professional definition of community nursing, focusing on the health of specific populations as reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4426L	4200C
Short Course Title: (30 character max, including spaces; no punctuation)	Community Health Nursing Lab	Population Health Nsg Clinical
Long Course Title:	Community Health Nursing Lab	Population Health Nursing Clinical
Credit Hours:	2	2

Contact Hours:	6	6
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Application of fundamentals of community health nursing. Use of the nursing process to assess, plan, implement & evaluate strategies to improve the health of the individuals, families, & community.	Application of the theoretical and evidence-based strategies to improve the health and quality of life for populations in geopolitical and phenomenological communities.
Prerequisites:	NURS 3371 & acceptance into BS with a major in Nursing program.	acceptance into the BS with a major in Nursing program
Corequisites:	NURS 4426	NURS 4200
Registration Restrictions:		
Equivalencies:		NURS 4426L
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	F
Rationale for Change: This course provides students with the opportunity to apply theory from NURS 4200 in populations existing across communities in Idaho. Title change increases congruence with the professional definition of community nursing, focusing on the health of specific populations as reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4416	4180
Short Course Title: (30 character max, including spaces; no punctuation)	Health Care Informatic Nursing	Foundations Health Informatics
Long Course Title:	Health Care Informatics Nursing	Foundations of Health Informatics
Credit Hours:	1	2
Contact Hours:	1	2
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Introduction to the management of health care information through technology with an emphasis on nursing applications. Current issues and trends will be examined along with skills for accessing, managing, and	This course focuses on the use of health informatics principles with both consumers and health care professionals to transform data and information into knowledge and wisdom to assure the safe and effective use of health information and communication

	critically examining information.	technologies that promote evidence-based, patient-centered health care. The course will highlight the nurses role using emerging informatics tools for practice, administration, research, education, quality improvement, and for rural and population health.
Prerequisites:	Acceptance into BS with a major in Nursing program and permission of instructor.	Acceptance into BS with a major in Nursing program
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	F, Su
Rationale for Change: Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission. Additional course credit reflects the increasingly importance of understanding and utilization of informatics in the nursing care provided to individuals, groups and populations. Offered in Fall and Summer to accommodate student progression and course sequencing among the three programs.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	NURS	NURS
Course Number:	4418	4220
Short Course Title: (30 character max, including spaces; no punctuation)	Leadership and Management	Leadership & Mgt in Nursing
Long Course Title:	Leadership and Management	Leadership & Management in Nursing
Credit Hours:	3	3
Contact Hours:	3	3
Default Grading Mode:	Letter	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Fundamental knowledge of leadership and management theories to prepare professional nurses to function in any health care setting. Includes personal career development principles.	Evidence-based knowledge of leadership and management theories and concepts to prepare professional nurses to function across a variety of health care settings. Includes emphasis on nursing leadership accountability and influence in organizational structure, quality improvement, patient outcomes, role transition,

		and personal career development principles.
Prerequisites:	NURS 3374 and acceptance into BS with a major in Nursing program.	NURS 4180 Foundations of Health Informatics
Corequisites:	NURS 4418L	-
Registration Restrictions:		
Equivalencies:		NURS 4418
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	S
Rationale for Change: The Institute of Medicine recognized the important contribution nurses have as leaders in health care. This course broadens the focus from management to leadership and provides the knowledge needed to be exemplary leaders as an RN and provides foundational knowledge important for students who wish to pursue advanced practice nursing education. Title change increases congruence with the professional definition of nursing, focusing on a person centered approach to care rather than disease centered, as defined by the American Nurse Association and reflected in the SoN mission. Additionally, content incorporates core threads of entire curriculum, reflective of the SoN mission. No co-requisites as the practicum component of this course is deleted from proposed curriculum.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	NURS
Course Number:	3150C
Short Course Title: (30 character max, including spaces; no punctuation)	Health Assessment/Fund Clin
Long Course Title:	Health Assessment/Fundamentals Clinical
Credit Hours:	2
Contact Hours:	6
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	
Course Description:	Application of fundamental nursing skills, terminology, nursing process, health promotion, and comprehensive and focused physical, spiritual, and psychosocial assessment skills for efficient, safe, and compassionate delivery of patient care for diverse and rural populations in acute or sub-acute care settings. Application of professional communication strategies to client and interprofessional interactions, including documentation.
Prerequisites:	Admission to the BS with major in Nursing program
Corequisites:	NURS 3110, 3120
Registration Restrictions:	
Equivalencies:	NURS 2263, 2200L

Fulfills General Education Objective:	
Terms Offered:	F, Su
Rationale:	The new course is based upon student feedback, identifying the need to master assessment and fundamental skills prior to clinical experiences in the acute care setting. The new clinical experience introduces students to the clinical setting, providing foundational patient experiences students will use throughout their career. Students will conduct comprehensive and focused assessments, perform fundamental skills under the direct supervision of faculty and observe/participate in activities of other health professions such as physical therapy, respiratory therapy, pharmacy. Offered in Fall and Summer to accommodate student progression and course sequencing among the three programs.

Subject Code:	NURS
Course Number:	4420
Short Course Title: (30 character max, including spaces; no punctuation)	Professional Nursing Capstone
Long Course Title:	Professional Nursing Capstone
Credit Hours:	4
Contact Hours:	12
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	
Course Description:	This course focuses on the integration of the professional nursing role, with emphasis on the application of holistic nursing principles, evidence and theory in the care of multiple patients with complex problems. Along with the faculty and preceptor, students will have opportunities to synthesize and integrate previous learning and apply it to professional nursing practice in a safe and effective manner. This is a capstone clinical practice experience that can only be taken after completion of all other courses in the baccalaureate curriculum.
Prerequisites:	Enrolled in final semester of BS in Nursing major program
Corequisites:	
Registration Restrictions:	Approval of instructor
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	S
Rationale:	The nursing shortage has brought about the need for health care agencies to prefer hiring nursing graduates who are more experienced and knowledgeable of the full scope of responsibilities as an employed RN. The Nursing Capstone experience, similar to an internship, allows the students a clinical experience that mirrors that of an employed nurse while allowing for questions and learning. Students will follow the same schedule as an employed RN and participate in the activities occurring on the care unit/department. Every attempt will be made to place students in clinical areas similar to the

	<p>student's area of interest upon graduation/licensure. Students will apply concepts from previously completed nursing theory courses with a special emphasis on NURS 4130 Adult Health Nursing II.</p> <p>The course allows the student to implement many skills into practice like critical thinking, communication and interprofessional communication.</p>
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Subject Code:	NURS
Course Number:	4440
Short Course Title: (30 character max, including spaces; no punctuation)	Synthesis
Long Course Title:	Professional Nursing Synthesis
Credit Hours:	1
Contact Hours:	1
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	
Course Description:	This course is designed to provide students with an opportunity to integrate, improve, and evaluate their level of preparation for beginning practice as a graduate professional nurse and a future nurse leader. Through focused review of critical content, students will integrate the nursing competencies that are essential for high quality, evidenced-based, safe practice of nursing.
Prerequisites:	Admission to BS with major in Nursing program
Corequisites:	
Registration Restrictions:	Final semester of Nursing program; Approval of Instructor
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	S
Rationale:	The course was developed in response to student feedback to provide content, which prepares them for the transition from student to licensed professional. Students will complete standardized competency tests to help identify learning gaps in preparation for licensure examinations. Additionally, students will develop work portfolios and interviewing skills important in preparing to enter the work arena.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that either any existing students do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	NURS
Course Number:	4404
Short Course Title:	Professional Role Expansion
Rationale:	Course was for RN completion program students only. Content incorporated into Capstone and Synthesis courses to increase consistency across programs

Subject Code:	NURS
Course Number:	4405
Short Course Title:	Socialization into Professional Nursing
Rationale:	Course was for RN completion program students only. Content incorporated into Capstone and Synthesis courses to increase consistency across programs

Subject Code:	NURS
Course Number:	4418L
Short Course Title:	Leadership and Management Lab
Rationale:	The concepts within the lab, reflective of the content provided in the Leadership and Management theory course, are utilized at all levels of nursing care provided. Thus, leadership concepts are threaded throughout the new clinical experiences.

Subject Code:	NURS
Course Number:	3371
Short Course Title:	Med-Surg Nsg II Practicum
Rationale:	This clinical practicum is replaced by the NURS 4420 Professional Nursing Capstone.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Nursing

University General Requirements (Specific Goal Courses Required for Nursing)

Students pursuing the Bachelor of Science degree must complete 8 of the 9 General Education Objectives (minimum 36 credits--see the [General Education Requirements](#) described in the September 4, 2014 -- Minutes for 11th meeting of Undergraduate Curriculum Council for AY15-16 catalog

Academic Information section of this catalog.) The following courses are program requirements that may also be chose to satisfy General Education Objectives:

<u>BIOL 1101</u> & <u>1101L</u>	Biology I and Biology I Lab	4
<u>CHEM 1101</u>	Introduction to General Chemistry	3
<u>CHEM 1102</u> & <u>CHEM 1103</u>	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
<u>ECON 2201</u>	Principles of Macroeconomics	3
<u>LLIB 1115</u>	Introduction to Information Research	3
<u>MATH 1153</u>	Introduction to Statistics (MATH 1108 prerequisite)	3
<u>PSYC 1101</u>	Introduction to General Psychology	3

NOTE: See University General Education Requirements for Objectives not met by major requirements. [CHEM 1101](#) is waived if student receives a score of 3 or higher on the Advanced Placement Chemistry test in high school or if student challenges [CHEM 1101](#) and passes with a grade of "C" or better.

Other University Courses Required for Major in Nursing

<u>BIOL 2221</u> & <u>2221L</u>	Introductory Microbiology and Introductory Microbiology Laboratory	4
<u>BIOL 3301</u> & <u>3301L</u>	Anatomy and Physiology and Anatomy and Physiology Lab	4
<u>BIOL 3302</u> & <u>3302L</u>	Anatomy and Physiology and Anatomy and Physiology Lab	4
<u>BIOL 3305</u>	Introduction to Pathobiology	3
<u>HCA 2210</u>	Medical Terminology and Communication	2
<u>NTD 3340</u>	Nutrition for Health Professionals	3
<u>PHIL 2230</u>	Medical Ethics	3
<u>PPRA 3315</u>	Pharmacology for Nursing	4
<u>PSYC 2225</u>	Child Development	3
Elective		2

Required Nursing Courses for Traditional Students

<u>NURS 2200</u> & <u>2200L</u>	Health Assessment and Health Assessment Lab	4
<u>NURS 2220</u>	Professional Nursing	2
<u>NURS 2262</u> & <u>NURS 2263</u>	Fundamentals of Nursing and Fundamentals of Nursing Lab	5

NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3372	Nursing Care of the Older Adult	2
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4416	Health Care Informatics Nursing	1
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5
DHS 4426	Evidence Based Research in Health Sciences	3

Required Nursing Courses for LPN Completion Students

NURS 2200 & 2200L	Health Assessment and Health Assessment Lab	4
NURS 2220	Professional Nursing	2
NURS 2262 & NURS 2263	Fundamentals of Nursing and Fundamentals of Nursing Lab	5
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3372	Nursing Care of the Older Adult	2
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4416	Health Care Informatics Nursing	1
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5
DHS 4426	Evidence Based Research in Health Sciences	3

Required Nursing Courses for RN Completion Students

NURS 2200	Health Assessment	3
NURS 2220	Professional Nursing	2
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5
DHS 4426	Evidence Based Research in Health Sciences	3

In addition to these unique courses for RNs, Completion students are required to complete other university courses and required nursing courses. An individualized program of study will be developed for each Completion student.

Required Nursing Courses for Accelerated Students

NURS 2200 & 2200L	Health Assessment and Health Assessment Lab	4
NURS 2204 & 2204L	Concepts of Nursing Practice and Concepts of Nursing Practice Lab	6
PHIL 2230	Medical Ethics ¹	3
NTD 3340	Nutrition for Health Professionals	3
PPRA 3315	Pharmacology for Nursing ¹	4
NURS 3330	Evidence-Based Nursing Practice	3
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4418 & 4418L	Leadership and Management and Leadership and Management Lab	5
NURS 4426 & 4426L	Community Health Nursing and Community Health Nursing Lab	5

¹ Indicates continuation prerequisite courses - may have been completed prior to beginning program.

Progression requirements:

- Students apply to the nursing program in the fall semester of the sophomore year.
- Students must be accepted into the nursing program to complete the 5 semesters of nursing courses for the Traditional program and 4 semesters for the Accelerated program.
- Students must complete the nursing courses in the prescribed program sequence.
- Students must complete all university courses required for the Major in Nursing and all Nursing courses with a grade of “C” or better.

New Proposed Catalog Copy (clearly show changes from the original): IN RED or strikethrough

Bachelor of Science in Nursing

University General Requirements (Specific Goal Courses Required for Nursing)

Students pursuing the Bachelor of Science degree must complete 8 of the 9 General Education Objectives (minimum 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog.) The following courses are program requirements that may also be chosen to satisfy General Education Objectives:

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
ECON 2201	Principles of Macroeconomics	3
LLIB 1115	Introduction to Information Research	3
MATH 1153	Introduction to Statistics (MATH 1108 prerequisite)	3
PSYC 1101	Introduction to General Psychology	3

NOTE: See University General Education Requirements for Objectives not met by major requirements. [CHEM 1101](#) is waived if student receives a score of 3 or higher on the Advanced Placement Chemistry test in high school or if student challenges [CHEM 1101](#) and passes with a grade of "C" or better.

~~Other~~ University Courses Required for Major in Nursing

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301	Anatomy and Physiology	4

& 3301L	and Anatomy and Physiology Lab	
BIOL 3302	Anatomy and Physiology	4
& 3302L	and Anatomy and Physiology Lab	
BIOL 3305	Introduction to Pathobiology	3
HCA 2210	Medical Terminology and Communication	2
NTD 3340	Nutrition for Health Professionals	3
PHIL 2230	Medical Ethics	3
PPRA 3315	Pharmacology for Nursing	4
PSYC 2225	Child Development	3
Elective		2

Required Nursing Courses for **Traditional, Accelerated and LPN** Students

NURS 2200 3120	Health Assessment	42
& 2200L 3120L	and Health Assessment Lab	1
NURS 2220 3100	Professional Nursing	2
NURS 2262 3110	Fundamentals of Nursing	53
& NURS 2263 3110L	and Fundamentals of Nursing Lab	1
NURS 3351 3130C	Adult Health Nursing I Clinical	4
NURS 3352 4140	Child Health Nursing	3
NURS 3354 3130	Adult Health Nursing I	3
NURS 3371	Adult Health Nursing II Clinical	4
NURS 3372	Nursing Care of the Older Adult	2
NURS 3374 4130	Adult Health Nursing II	4
NURS 4412 4150	Women & Childbearing Family Nursing	32
NURS 4413 4150C	Women & Childbearing Family Nursing Clinical	2
NURS 4414 4160	Mental Health Nursing	3
NURS 4415 4160C	Mental Health Nursing Clinical	2
NURS 4416 4180	Foundations of Health Informatics	12
NURS 4418 4220	Leadership and Management in Nursing	53
& 4418L	—and Leadership and Management Lab	
NURS 4426 4200	Population Health Nursing	53
& 4426L 4200C	and Population Health Nursing Clinical	2
DHS 4426	Evidence Based Research in Health Sciences	3
NURS 4440	Professional Nursing Synthesis	1
NURS 4420	Professional Nursing Capstone	4
NURS 3150C	Health Assessment/Fundamentals Clinical	2
Elective	Elective	3
* PPRA 3315	Pharmacology for Nursing	4

- ***PPRA is prerequisite for Accelerated students**

Required Nursing Courses for LPN Completion Students

NURS 2200	Health Assessment	4
–& 2200L	—and Health Assessment Lab	
NURS 2220	Professional Nursing	2
NURS 2262	Fundamentals of Nursing	5
–& NURS 2263	—and Fundamentals of Nursing Lab	
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3372	Nursing Care of the Older Adult	2
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych Mental Health Nursing	3
NURS 4415	Psych Mental Health Nursing Practicum	2
NURS 4416	Health Care Informatics Nursing	1
NURS 4418	Leadership and Management	5
–& 4418L	—and Leadership and Management Lab	
NURS 4426	Community Health Nursing	5
–& 4426L	—and Community Health Nursing Lab	
DHS 4426	Evidence Based Research in Health Sciences	3

Required Nursing Courses for RN Completion Students

NURS 2200 3120	Health Assessment*	32
NURS 3120L	Health Assessment lab*	1
NURS 2220 3100	Professional Nursing	2
NURS 4418 4220	Leadership and Management	53
–& 4418L	and Leadership and Management Lab	
NURS 4426 4200	Community Health Nursing Population Health Nursing	53
& 4426L	4200C —and Community Health Nursing Lab Population Health Nursing Clinical	2
DHS 4426	Evidence Based Research in Health Sciences	3
NURS 4440	Professional Nursing Synthesis	1
NURS 4180	Foundations of Health Informatics	2

In addition to these ~~unique~~ courses for RNs, Completion students are required to complete other university **and nursing program** courses ~~and required nursing courses~~. ~~An individualized program~~

of study will be developed for each Completion student. Courses with an asterisk allow the student to test out or apply for experiential learning credit.

Required Nursing Courses for Accelerated Students

NURS 2200	Health Assessment	4
& 2200L	—and Health Assessment Lab	
NURS 2204	Concepts of Nursing Practice	6
& 2204L	—and Concepts of Nursing Practice Lab	
PHIL 2230	Medical Ethics[†]	3
NTD 3340	Nutrition for Health Professionals	3
PPRA 3315	Pharmacology for Nursing[†]	4
NURS 3330	Evidence Based Nursing Practice	3
NURS 3351	Medical Surgical Nursing Practicum I	4
NURS 3352	Nursing Care of Children	3
NURS 3354	Medical Surgical Nursing I	3
NURS 3371	Medical Surgical Nursing II Practicum	4
NURS 3374	Medical Surgical Nursing II	4
NURS 4412	Childbearing Families and Women	3
NURS 4413	Childbearing Families and Women Practicum	2
NURS 4414	Psych-Mental Health Nursing	3
NURS 4415	Psych-Mental Health Nursing Practicum	2
NURS 4418	Leadership and Management	5
& 4418L	—and Leadership and Management Lab	
NURS 4426	Community Health Nursing	5
& 4426L	—and Community Health Nursing Lab	

[†] Indicates continuation prerequisite courses —may have been completed prior to beginning program.

Progression requirements:

- Students apply to the nursing program in the fall **spring** semester of the sophomore year.
- Students must be accepted into the nursing program to complete the ~~5~~ **4** semesters of nursing courses for the Traditional program and ~~4~~ **3** semesters for the Accelerated program.
- Students must complete the nursing courses in the prescribed program sequence.
- Students must complete all university courses required for the Major in Nursing and all Nursing courses with a grade of “C” or better.

Current Catalog Copy (Paste current eCatalog copy below)

Prerequisite Courses

Prospective nursing majors must have a minimum combined GPA of 3.0 in the Set A prerequisite courses listed below to be eligible to make application to the nursing program. Applicants must also complete the Set A and Set B prerequisite courses listed below, or equivalents, with a grade of "C" (75 percent) or better. The required minimum combined 3.0 GPA must be maintained following completion of Set B courses. Failure to do so will result in revocation of program admission. Set A prerequisite courses must be completed at the time the application is submitted. Set B prerequisite courses must be completed before starting in the nursing program in January, but not necessarily before the application is submitted.

a. Set A Prerequisite Courses for Traditional Program and B.S. Completion Program for LPNs

Select ONE of the following:		3
ANTH 2237	Peoples and Cultures of the Old World	
ANTH 2238	Peoples and Cultures of the New World	
ANTH 2239	Latino Peoples and Cultures	
ANTH 1100	General Anthropology	
SOC 1101	Introduction to Sociology	
Plus ALL of the following:		
BIOL 1101	Biology I	4
& 1101L	and Biology I Lab	
BIOL 2221	Introductory Microbiology	4
& 2221L	and Introductory Microbiology Laboratory	
BIOL 3301	Anatomy and Physiology	4
& 3301L	and Anatomy and Physiology Lab	
BIOL 3302	Anatomy and Physiology	4
& 3302L	and Anatomy and Physiology Lab	
CHEM 1101	Introduction to General Chemistry	3-5
or CHEM 1111	General Chemistry I	
& 1111L	and General Chemistry I Lab	
HCA/HE 2210	Medical Terminology and Communication	2
PSYC 1101	Introduction to General Psychology (satisfies Goal 12)	3
PSYC 2225	Child Development	3

b. Set B Prerequisite Courses for Traditional Program and B.S. Completion Program for LPNs

BIOL 3305	Introduction to Pathobiology	3
CHEM 1102	Introduction to Organic and Biochemistry	3
CHEM 1103	Introduction to General Organic and Biochemistry Laboratory	1

Admission to the Accelerated Baccalaureate Program

a. Set A Application Prerequisites for Accelerated Students

BIOL 3301 & BIOL 3302	Anatomy and Physiology and Anatomy and Physiology	8
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	4
BIOL 3305 or BIOL 4463 & 4463L	Introduction to Pathobiology Human Pathophysiology and Human Pathophysiology Lab	3-4

b. Set B Enrollment Prerequisites for Accelerated Students

MATH 1153	Introduction to Statistics	3
PSYC 1101	Introduction to General Psychology	3
PSYC 2225	Child Development	3
Plus one of the following:		
ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
ANTH 2239	Latino Peoples and Cultures	3
SOC 1101	Introduction to Sociology	3
SOC 1102	Social Problems	3

c. Continuation Prerequisite Courses for Accelerated Students

Continuation prerequisite courses are offered as part of the curriculum during the first semester of the Accelerated Nursing Program or may be taken prior to admission. Students may advance to the second semester of the Accelerated Program only after completion of these courses.

NTD 3340	Nutrition for Health Professionals	3
PHIL 2230	Medical Ethics	3
PPRA 3315	Pharmacology for Nursing	4

Application

Students (traditional, accelerated, and LPN) will be required to submit an application that includes documentation of completion of:

- a. Set A prerequisite courses;**
- b. Set B prerequisite courses (completed or in progress);**
- c. Official transcripts of courses taken at other colleges or universities;**
- d. Any petitions completed for the School of Nursing;**
- e. Test of Essential Academic Skills (TEAS)**
 - i. TEAS entrance examination must be completed between May 15 and the September 15 deadline.
- f. Criminal Background History Evaluation**
- g. Health Certification Requirements**
- h. Current American Heart Association Basic Life Support for Healthcare Providers Cardio-Pulmonary Resuscitation (CPR) Certification**
- i. Educational and Nursing-Related Employment document (for traditional and LPN programs).**
- j. Applicants to the Accelerated program may be contacted for a personal interview.**
- k. For the Accelerated program, documentation of a previous baccalaureate degree in a field other than nursing is required.**

Please see the School of Nursing website (www.isu.edu/nursing/) for more details on the Application process.

Selection Process

Applicant ranking and selection is based upon three factors:

A. For Traditional and LPN Program Applicants:

- a. GPA of Set A prerequisite courses;
- b. Score of the Test of Essential Academic Skills (TEAS). The “Percentile Rank - Program” score is used for admission ranking.
- c. Educational and Nursing-Related Employment document.

B. For Accelerated Program Applicants:

- a. GPA of Set A prerequisite courses;
- b. Score of the Test of Essential Academic Skills (TEAS). The “Percentile Rank - Program” score is used for admission ranking.
- c. Personal interview.

Alternate Status

An alternate admission list is implemented when more students meeting the admission criteria have applied than can be accommodated in the space available. If space becomes available to accommodate additional eligible students, the alternate list will be activated. Alternate status is recognized only for the year of application.

Students who are not admitted to the spring semester for which they initially apply must reapply for the next year and will be reviewed for admission with the new group of applicants.

Reapplication

All students reapplying to the Baccalaureate program must meet the current admission criteria such as minimum GPA for nursing prerequisites, completion of prerequisite courses, updated health evaluation, current background check, and any other current criteria in order to be eligible for admission. Re-applicants will be subject to the same scrutiny and consideration as an initial applicant. Students who are reapplying must follow all steps detailed in the current *School of Nursing Undergraduate Student Handbook* (from <http://www.isu.edu>, use the “Search ISU” tab).

Special Considerations for Completion Programs

- a) All students (RN and LPN) must first be admitted to the University. Criteria for admission may be obtained from the School of Nursing website (<http://www.isu.edu/nursing/>).
- b) Registered Nurses may request that prerequisite and requisite courses be waived and request that credit for nursing courses taken in another baccalaureate nursing program be accepted for comparable courses at Idaho State University. University credit and graduation requirements must be met.

New Proposed Catalog Copy (clearly show changes from the original): IN RED or strikethrough

Prerequisite Courses

Prospective nursing majors must have a minimum combined GPA of 3.0 in the Set A prerequisite courses listed below to be eligible to make application to the nursing program. Applicants must also complete the Set A and Set B prerequisite courses listed below, or equivalents, with a grade of “C” (75 percent) or better. The required minimum combined 3.0 GPA must be maintained following completion of Set B courses. Failure to do so will result in

revocation of program admission. Set A prerequisite courses must be completed at the time the application is submitted. Set B prerequisite courses must be completed before starting in the nursing program in January, but not necessarily before the application is submitted.

a. Set A Prerequisite Courses for Traditional, Accelerated Program and B.S.-Completion LPN Programs for LPNs

Select ONE of the following:		3
ANTH 2237	Peoples and Cultures of the Old World	
ANTH 2238	Peoples and Cultures of the New World	
ANTH 2239	Latino Peoples and Cultures	
ANTH 1100	General Anthropology	
SOC 1101	Introduction to Sociology	
Plus ALL of the following:		
BIOL 1101 & 1101L	Biology I and Biology I Lab (Objective 5)	4
BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
CHEM 1101	Introduction to General Chemistry (Objective 5)	3-5
or CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	
HCA/HE 2210	Medical Terminology and Communication	2
PSYC 1101	Introduction to General Psychology (partially satisfies Objective 6)	3
PSYC 2225	Child Development	3
Objective 9 Course	See University Catalog General Education Requirements	3

b. Set B Prerequisite Courses for Traditional Program, Accelerated and B.S.-Completion LPN Programs

BIOL 3305	Introduction to Pathobiology	3
CHEM 1102	Introduction to Organic and Biochemistry	3
CHEM 1103	Introduction to General Organic and Biochemistry Laboratory	1
NTD 3340	Nutrition for Health Professionals	3
LLIB 115	Introduction to Information Research (Objective 8)	3
PHIL 2230	Medical Ethics	3
MATH 1153	Introduction to Statistics (Objective 3)	3
All other GERC	See university Undergraduate Catalog	
PPRA 3315 is pre-requisite for Accelerated students only—Other students take PPRA 3315 after admission to School of Nursing		

Admission to the Accelerated Baccalaureate Program

a. ~~Set A Application Prerequisites for Accelerated Students~~

BIOL 3301	Anatomy and Physiology	8
—& BIOL 3302	—and Anatomy and Physiology	3
CHEM 1101	Introduction to General Chemistry	3
CHEM 1102	Introduction to Organic and Biochemistry	4
—& CHEM 1103	—and Introduction to General Organic and Biochemistry Laboratory	3-4
BIOL 3305	Introduction to Pathobiology	3-4
or BIOL 4463	Human Pathophysiology	
—& 4463L	—and Human Pathophysiology Lab	
BIOL 2221		

b. ~~Set B Enrollment Prerequisites for Accelerated Students~~

MATH 1153	Introduction to Statistics	3
PSYC 1101	Introduction to General Psychology	3
PSYC 2225	Child Development	3
Plus one of the following:		
ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
ANTH 2239	Latino Peoples and Cultures	3
SOC 1101	Introduction to Sociology	3
SOC 1102	Social Problems	3

c. ~~Continuation Prerequisite Courses for Accelerated Students~~

~~Continuation prerequisite courses are offered as part of the curriculum during the first semester of the Accelerated Nursing Program or may be taken prior to admission. Students may advance to the second semester of the Accelerated Program only after completion of these courses.~~

NTD 3340	Nutrition for Health Professionals	3
PHIL 2230	Medical Ethics	3
PPRA 3315	Pharmacology for Nursing	4

Application

Students (traditional, accelerated, and LPN) will be required to submit an application that includes documentation of completion of:

- a. Set A prerequisite courses;**
- b. Set B prerequisite courses (completed or in progress);**
- c. Official transcripts of courses taken at other colleges or universities;**
- d. Any petitions completed for the School of Nursing;**
- e. Test of Essential Academic Skills (TEAS)**
 - i. TEAS entrance examination must be completed between May 15 and the September 15 deadline.
- f. Criminal Background History Evaluation**
- g. Health Certification Requirements**
- h. Current American Heart Association Basic Life Support for Healthcare Providers Cardio-Pulmonary Resuscitation (CPR) Certification**
- i. Educational and Nursing-Related Employment document (for traditional and LPN programs).**
- j. Applicants to the Accelerated program may be contacted for a personal interview.**
- k. For the Accelerated program, documentation of a previous baccalaureate degree in a field other than nursing is required.**

Please see the School of Nursing website (www.isu.edu/nursing/) for more details on the Application process.

Selection Process

Applicant ranking and selection is based upon three factors:

A. For Traditional and LPN Program Applicants:

- a. GPA of Set A prerequisite courses;
- b. Score of the Test of Essential Academic Skills (TEAS). The “Percentile Rank - Program” score is used for admission ranking.
- c. Educational and Nursing-Related Employment document.

B. For Accelerated Program Applicants:

- a. GPA of Set A prerequisite courses;
- b. Score of the Test of Essential Academic Skills (TEAS). The “Percentile Rank - Program” score is used for admission ranking.
- c. Personal interview.

Alternate Status

An alternate admission list is implemented when more students meeting the admission criteria have applied than can be accommodated in the space available. If space becomes available to accommodate additional eligible students, the alternate list will be activated. Alternate status is recognized only for the year of application.

Students who are not admitted to the ~~spring~~ semester for which they initially apply must reapply for the next year and will be reviewed for admission with the new group of applicants.

Reapplication

All students reapplying to the Baccalaureate program must meet the current admission criteria such as minimum GPA for nursing prerequisites, completion of prerequisite courses, updated health evaluation, current background check, and any other current criteria in order to be eligible for admission. Re-applicants will be subject to the same scrutiny and consideration as an initial applicant. Students who are reapplying must follow all steps detailed in the current *School of Nursing Application Web page*.

Special Considerations for Completion Programs

- a) All students (~~RN and LPN~~) must first be admitted to the University. Criteria for admission may be obtained from the School of Nursing website (<http://www.isu.edu/nursing/>).
- b) Registered Nurses may request that prerequisite and requisite courses be waived and request that credit for nursing courses taken in another baccalaureate nursing program be accepted for comparable courses at Idaho State University. University credit and graduation requirements must be met.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?	X	
Will students need to make use of library services in Meridian?	X	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	X	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Re: UCC proposal

Inbox x



Karl Bridges Aug 18 (3 days ago)

to me

I read this proposal and see no impacts on the library from the proposed changes. This meets with the library's approval.

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed? No new software needs anticipated		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.):		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Web conferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines 11:30 AM (48 minutes ago)

to me

Susan,

I see no additional impact on ITS. Thanks for checking!

Randy

On Fri, Aug 15, 2014 at 11:04 AM, Susan Tavernier <tavesusa@isu.edu> wrote:

Good morning,

I am coordinating revisions to the School of Nursing undergraduate curriculum. As noted on page 41, I do not anticipate changes in the IT support due to the changes. While we have changed the course titles, content and sequence, we do not anticipate

the use of any new technology. Courses are currently taught in-person and/or on-line across multiple sites and this will continue.

If agreed, please respond via email that IT can support the changes. I am in Pocatello next week for meetings and am happy to meet with you in person if you prefer.

Please contact me if you have any questions or concerns. Thank you!

*Susan S. Tavernier, PhD, APRN-CNS, AOCN
Assistant Professor
Accelerated Nursing Program Coordinator
Idaho State University School of Nursing*

(208)373-1783
tavesusa@isu.edu

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Joann Hertz Jul 31

to me, Corey

Hi Susan,

Attached is your proposal with my minor comments/suggestions in yellow. I think you did a tremendous job organizing and communicating the curriculum revision in the proposal.

Once you have reviewed my comments and made any necessary changes, you can add "No advising concerns" to the proposal for me. Corey also will email you now that my review is complete.

Does CoTech Advising have any academic concerns with the proposal?

Corey Zink Aug 18 (3 days ago)

to me

Hello Susan,

The College of Technology has no advising concerns with this proposal.

Thanks,

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Christopher Hunt <huntchri@isu.edu> Jun 10

to me

Susan,

Your changes are fine.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) **NO**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
--	-----	----

1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Division of Health Sciences-Health Education and Promotion	HE2210 will no longer be a required course for the bachelor of science in nursing degree. This will reduce annual enrollment in the course by approximately 70 students.
Dietetics/Nutrition	NTD 3340 will be a pre-requisite for admittance to the SoN UG programs rather than the current co-requisite status. Thus, may see changes in enrollment numbers/semester.
Philosophy	PHIL 2230 Medical Ethics is now a pre-requisite for admittance to the UG nursing programs. Thus, may see changes in enrollment/semester.
Pharmacy	PPRA 3315 will be offered in Spring only, increasing enrollment for that semester to 70 traditional students. The same course, PPRA 3315 is a pre-requisite for entry to the Accelerated nursing program thus will need to provide an over-ride for registration.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, Pharmacy, anticipate that it can support this change?
Owens, Chris <ctowens@pharmacy.isu.edu>

Jul 11 (12 days ago)

to me
Hi Susan,

I was talking with Cynthia Tillotson this morning and she mentioned a meeting she had with you about changes to the nursing program curriculum.

I am the coordinator for PPRA 3315 Pharmacotherapy for Nursing course. The course meets only in Spring. There have historically been about 70 students in Pocatello, 25 in Meridian, 20 in Idaho Falls, and sometimes up to 20 in Twin Falls.

If you have any questions about the course, please contact me.

Thanks,
Chris

Christopher Owens, PharmD, MPH
Associate Professor and Chair
Department of Pharmacy Practice & Admin. Sciences
College of Pharmacy
Idaho State University
Campus STOP 8333
Pocatello, ID 83209-8333
Voice (208) 282-4454
Fax (208) 282-4305
ctowens@pharmacy.isu.edu

Does your department, Dietetics, anticipate that it can support this change?
Laura Mcknight

9:10 AM (44 minutes ago)

to me
I have reviewed the curriculum changes proposed by the SON regarding NTD 3340 Nutrition for the Health Professional. I see no problem with the proposed changes for Dietetics.

Please let me know if you need more.

Laura

Does your department, Philosophy, anticipate that it can support this change?

On Wed, Jul 30, 2014 at 11:06 AM, Russell Wahl <wahlruss@isu.edu> wrote:

Thank you Susan,

It looks as though much work has been put into the proposal. In any case, you can paste in the following response for your proposal:

September 4, 2014 -- Minutes for 11th meeting of Undergraduate Curriculum Council for AY15-16 catalog

We have looked over the proposal and should be able to adjust our sections of Phil 2230 Medical Ethics to meet the changing enrollment.

Russell Wahl
 Director of Philosophy

Does your department, Health Education & Promotion, anticipate that it can support this change?

Elizabeth Fore 3:10 PM (22 hours ago)

to me, Mary

Dr. Tavernier,

I do not foresee that the proposed changes to the nursing curriculum, i.e. deletion of HE 2210 as a required course, will negatively impact the Health Education program.

Regards,

M. Elizabeth Fore, Ph.D.
 MPH Program Director
 Idaho State University
 (208) 282-4892

[Back to List of Approvals](#)

2. Proposal #7 from College of Business: Business Majors [Experiential Learning Applied Educational Requirement](#)

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 7	UCC Decision	APPROVED as amended	Date:	09/04/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	04/24/2014	Processed Date:	08/25/2014	UCC Agenda	08/28/2014

UCC Description:	Business Majors Experiential Learning <u>Applied Educational</u> Requirement			
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Business Majors Experiential Learning <u>Applied Educational</u> Requirement
College:	Business
Department:	College of Business Curriculum Committee
Proposal Originator (PO):	Cathy Peppers, CoB Curriculum Committee Chair
Email:	peppcath@isu.edu
Phone:	xt. 5686

Approval Required	Signature		Date
UCC Representative:	None – submitted to UCC Chair and Admin. Assistant		April 24, 2014
Department Chair / Program Director:	See original form – signed by Cathy Peppers		18 April 14
Dean or Designee:	See original form – signed by Thomas A. Ottaway		4/18/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	

Department or Program:

Contact: College of Business, Curriculum Committee Chair, Cathy Peppers

Proposal Summary:

The College of Business has long recognized the value of experiential learning as part of best curricular practice for professional program students. Until now, the College has offered, without requiring, various experiential learning opportunities for students across its curriculum, excepting the Accounting program, which already requires an ~~experiential learning~~ applied educational component for its majors. The College now seeks to formalize an ~~experiential learning~~ applied educational requirement for all College of Business majors. This 3 credit requirement, which students may fulfill by selected identified courses, will offer both flexibility of choice and consistency of experience for students, while making them better prepared future professionals.

The following proposed changes reflect this initiative to formalize an experiential learning applied educational requirement for all business majors.

Map to catalog copy changes:

<p>Change #: [dept] ## - Catalog Copy Change Sequence number within this proposal</p> <p>College of Business - Accounting Degree – Programs – Hierarchical path of web pages for the Online Catalog for 2013-14 found at http://coursecat.isu.edu/</p> <p>Within the [paragraph title] section: - Descriptive text label the paragraph to be changed</p> <p>[Brief discussion of catalog copy change]</p>	
<p>[Current Catalog Copy]</p>	<p>[Proposed Catalog Copy] (blue)</p> <p>[changed catalog copy] (red)</p> <p>[deleted catalog copy] (red)</p>

Faculty Vote:

votes approve: 20
votes against: 1

Impacts:

- **Other College(s) , department(s), facilities, funding, etc.:**

None

- **ITS / ETS:**

Awaiting response– see attached e-response

- **Library:**

See attached e-response

- **Advising:**

See attached e-response

- **Registrar:**

See attached e-response

- **REVIEWED BY SPECIFIC COLLEGE UCC REPRESENTATIVE – yes no**

UCC rep. name _____

- **Other affected units, if any:**

None

- **COURSE CHANGES**

None

- **CURRICULUM CHANGES**

Change #1

College of Business -

Within the B.B.A. Objective section:

Add text to the second paragraph describing the [experiential learning applied educational](#) requirement as an additional component of how the B.B.A. degree equips students to enter and succeed in the professional world.

Current Catalog Copy	Proposed Catalog Copy
<p>Bachelor of Business Administration</p> <p>B.B.A. Objective</p> <p>The objective of Idaho State University’s Bachelor of Business Administration program is to assist students to take their places in business and society, domestic and worldwide. The program develops in students inquiring minds and critical thinking so they can analyze problems, implement courses of action, and function within an organization.</p> <p>The College of Business offers major areas of study designed both to equip students for immediate entry into the professional world and to meet the challenges of our changing environment. The College delivers daytime and nighttime courses to meet the needs of both traditional and nontraditional students within the Idaho State University primary service area.</p>	<p>Bachelor of Business Administration</p> <p>B.B.A. Objective</p> <p>The objective of Idaho State University’s Bachelor of Business Administration program is to assist students to take their places in business and society, domestic and worldwide. The program develops in students inquiring minds and critical thinking so they can analyze problems, implement courses of action, and function within an organization.</p> <p>The College of Business offers major areas of study designed both to equip students for immediate entry into the professional world and to meet the challenges of our changing environment. In support of this objective, we include a 3 credit hour experiential learning applied educational requirement for all majors so that our students have the opportunity to learn through applying the concepts studied in the classroom. To allow student flexibility, we’ve designated the following courses as satisfying the experiential learning applied educational requirement:</p> <ul style="list-style-type: none"> Any Department 3393 Internship 3cr Any Department 4493 Advanced Internship 3cr ACCT 4440 Accounting Practicum 3cr FIN 4451 Student-Managed Investment Fund I 3cr FIN 4452 Student-Managed Investment Fund II 3cr INFO 4488 Senior Project 3 cr MGT/MKTG 4411 Small Business and Entrepreneurship Practicum 3 cr <p>The College delivers daytime, nighttime and online courses to meet the needs of both traditional and nontraditional students within the Idaho State University primary service area.</p>

Change #2

Accounting Program

Required Courses section:

CURRENT CATALOG COPY

Required Courses:

ACCT 3323	Intermediate Accounting I	3
ACCT 3324	Intermediate Accounting II	3
ACCT 3331	Principles of Taxation	3
ACCT 3341	Managerial and Cost Accounting	3
ACCT 4425	Intermediate Accounting III	3
ACCT 4456	Auditing	3
ACCT 4403	Accounting Information Systems	3
ACCT 4440	Accounting Practicum	1-3
or ACCT 4493	Advanced Accounting Internship	
or MGT 4411	Small Business and Entrepreneurship Practicum	
Complete one track as outlined below (each has underlying prerequisites; consult the course descriptions):		6

Operations

[MGT 4434](#) Productivity and Quality

[MGT 4482](#) Project Management

Information Assurance

[INFO 3310](#) Introduction to Information Assurance

[INFO 4411](#) Intermediate Information Assurance

Information Systems

[INFO 3307](#) Systems Analysis and Design

[INFO 4407](#) Database Design and Implementation

Finance

[FIN 4405](#) Advanced Corporate Financial Management I

plus 1 other FIN 4000 level course

Total Hours **28-30**

NEW CATALOG COPY

Required Courses:

[ACCT 3323](#) Intermediate Accounting I 3

[ACCT 3324](#) Intermediate Accounting II 3

[ACCT 3331](#) Principles of Taxation 3

[ACCT 3341](#) Managerial and Cost Accounting 3

[ACCT 4425](#) Intermediate Accounting III 3

[ACCT 4456](#) Auditing 3

[ACCT 4403](#) Accounting Information Systems 3

[ACCT 4440](#) Accounting Practicum 3

or [ACCT 3393](#) Accounting Internship

or [ACCT 4493](#) Advanced Accounting Internship

or [FIN 4451](#) Student-Managed Investment Fund I

or [FIN 4452](#) Student-Managed Investment Fund II

or [INFO 4488](#) Senior Project

or [MGT/MKTG 4411](#) Small Business and Entrepreneurship Practicum

Complete one track as outlined below (each has underlying prerequisites; consult the course descriptions):

6

Operations

[MGT 4434](#) Productivity and Quality

[MGT 4482](#) Project Management

Information Assurance

[INFO 3310](#) Introduction to Information Assurance

[INFO 4411](#) Intermediate Information Assurance

Information Systems

[INFO 3307](#) Systems Analysis and Design

[INFO 4407](#) Database Design and Implementation

Finance

[FIN 4405](#) Advanced Corporate Financial Management I

plus 1 other FIN 4000 level course

Total Hours

30

Change #3.1

Finance – Overview section

CURRENT CATALOG COPY

Finance majors may earn a degree in Finance without emphasis or a degree in Finance with emphasis in Entrepreneurship/Small Business. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement. Finance majors are encouraged to include additional courses in Finance, Economics, and Accounting as part of the 24 hour credit total.

NEW CATALOG COPY

Finance majors may earn a degree in Finance without emphasis or a degree in Finance with emphasis in Entrepreneurship/Small Business. **Moreover, we include an experiential learning applied educational component in our program so that our students have the opportunity to learn through applying the concepts studied in the classroom.** College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement. Finance majors are encouraged to include additional courses in Finance, Economics, and Accounting as part of the 24 hour credit total.

Change #3.2

Finance Program

Required Courses section:

CURRENT CATALOG COPY

Required Courses:

FIN 4405	Advanced Corporate Financial Management I	3
FIN 4478	Investments	3
6 Additional credit hours of upper-division FIN electives		6
6 credit hours of upper-division College of Business courses		6
6 credit hours of additional upper-division ISU courses		6
Total Hours		24

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

NEW CATALOG COPY

Required Courses:

FIN 4405	Advanced Corporate Financial Management I	3
FIN 4478	Investments	3
6 Additional credit hours of upper-division FIN electives		6
6 credit hours of upper-division College of Business courses		6
6 credit hours of additional upper-division ISU courses		6
Total Hours		24

Of the 24 required hours, 3 credit hours must be ~~experiential~~ applied educational credits from the following list:

- Any Department 4493 Advanced Internship
- ACCT 4440 Accounting Practicum
- FIN 4451 Student-Managed Investment Fund I
- FIN 4452 Student-Managed Investment Fund II
- INFO 4488 Senior Project
- MGT/MKTG 4411 Small Business and Entrepreneurship Practicum

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement. However, 3393 internships may be taken to meet the College of Business ~~experiential learning~~ applied educational requirement.

Change #4.1
General Business – Overview section

CURRENT CATALOG COPY

The General Business major is offered to broadly augment core curricula and is often chosen by students who may be entering a family-owned or small business where they may assume multiple responsibilities. The major provides additional breadth of knowledge in contemporary business subjects and also establishes a strong foundation for those who expect to receive specialized training from an employer. Students must receive a grade of C- (C-minus) or better in all eight courses to fulfill the required 24 credits of the General Business Major. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

NEW CATALOG COPY

The General Business major is offered to broadly augment core curricula and is often chosen by students who may be entering a family-owned or small business where they may assume multiple responsibilities. The major provides additional breadth of knowledge in contemporary business subjects and also establishes a strong foundation for those who expect to receive specialized training from an employer. **Moreover, we include an experiential applied educational component in our program so that our students have the opportunity to learn through applying the concepts studied in the classroom.** Students must receive a grade of C- (C-minus) or better in all eight courses to fulfill the required 24 credits of the General Business Major. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

Change #4.2
General Business Program
Required Courses section:

CURRENT CATALOG COPY

General Business Major Requirements

18 credit hours of upper-division College of Business courses chosen from at least two business disciplines **18**

6 credit hours of additional upper-division ISU courses **6**

Total Hours **24**

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

NEW CATALOG COPY

General Business Major Requirements

18 credit hours of upper-division College of Business courses chosen from at least two business disciplines **18**

6 credit hours of additional upper-division ISU courses **6**

Of the 24 required hours, 3 credit hours must be ~~experiential~~ applied educational credits from the following list:

- Any Department 4493 Advanced Internship
- ACCT 4440 Accounting Practicum
- FIN 4451 Student-Managed Investment Fund I
- FIN 4452 Student-Managed Investment Fund II
- INFO 4488 Senior Project
- MGT/MKTG 4411 Small Business and Entrepreneurship Practicum

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement. However, 3393 internships may be taken to meet the College of Business ~~experiential learning~~ applied educational requirement.

Change #5.1

Informatics – Overview section

CURRENT CATALOG COPY

Informatics

The Informatics major prepares students for a wide variety of careers, including systems analysis, software and web development, and computer operations. With a breadth of course offerings that include an emphasis on problem solving, communication, programming, process modeling, project management, and business, INFO majors are valuable to employers both for their technical skills as well as their ability to solve organizational problems. All modern organizations rely on information technology to function, and INFO majors are uniquely positioned to apply that technology to effectively support an organization's operations.

Health Care Informatics

The Bachelor of Business Administration degree in Health Care Informatics is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. The degree is designed to enable graduates to enter careers in information systems usage in health care organizations. Information systems play an increasingly important role in the burgeoning health care field. The Health Care Informatics (HCI) degree is intended to develop the skills necessary to manage information systems in a health care environment. Combining courses in health care administration, general business, and informatics, the HCI degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.

NEW CATALOG COPY

Informatics

The Informatics major prepares students for a wide variety of careers, including systems analysis, software and web development, and computer operations. With a breadth of course offerings that include an emphasis on problem solving, communication, programming, process modeling, project management, and business, INFO majors are valuable to employers both for their technical skills as well as their ability to solve organizational problems. All modern organizations rely on information technology to function, and INFO majors are uniquely positioned to apply that technology to effectively support an organization's operations.

Health Care Informatics

The Bachelor of Business Administration degree in Health Care Informatics is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. The degree is designed to enable graduates to enter careers in information systems usage in health care organizations. Information systems play an increasingly important role in the burgeoning health care field. The Health Care Informatics (HCI) degree is

intended to develop the skills necessary to manage information systems in a health care environment. Combining courses in health care administration, general business, and informatics, the HCI degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.

Moreover, we include an ~~experiential~~ [applied educational](#) component in our Informatics and Health Care Informatics programs so that our students have the opportunity to learn through applying the concepts studied in the classroom.

Change #5.2

Informatics Program

Required Courses section:

CURRENT CATALOG COPY

Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
INFO 4484	Secure Software Life Cycle Development	3
INFO 4488	Informatics Senior Project	3
or INFO 4493	Advanced Informatics Internship	
Total Hours		30

College of Business 3393 internships and College of Business Core Courses do not count toward the 30 credit hour major course requirement.

Health Care Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4420	Health Care Informatics	3
INFO 4422	Health Care Information Assurance	3
INFO 4426	Health Care Data Analytics	3
MGT 4482	Project Management	3
HCA 1115	US Health System	3
HCA 4465	Healthcare Operations and Quality	3
HCA 4489	Healthcare Information Systems Practicum	3
Total Hours		39

NEW CATALOG COPY

Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	

INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
INFO 4484	Secure Software Life Cycle Development	3
*INFO 4488	Informatics Senior Project	3
or * INFO 4493	Advanced Informatics Internship	
Total Hours		30

*Student's choice of INFO 4488 or INFO 4493 will meet the College of Business [experiential learning applied educational requirement](#).

College of Business 3393 internships and College of Business Core Courses do not count toward the 30 credit hour major course requirement. However, 3393 internships may be taken to meet the College of Business [experiential learning applied educational requirement](#).

Health Care Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4420	Health Care Informatics	3

INFO 4422	Health Care Information Assurance	3
INFO 4426	Health Care Data Analytics	3
MGT 4482	Project Management	3
HCA 1115	US Health System	3
HCA 4465	Healthcare Operations and Quality	3
*HCA 4489	Healthcare Information Systems Practicum	3
Total Hours		39

***HCA 4489 also meets the College of Business ~~experiential learning~~ [applied educational requirement](#).**

Change #6.1

Management – Overview section:

CURRENT CATALOG COPY

Management majors may earn a degree in Management without emphasis or a degree in Management with emphasis in Human Resource Management, in Operations Management, or in Entrepreneurship/Small Business. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

NEW CATALOG COPY

Management majors may earn a degree in Management without emphasis or a degree in Management with emphasis in Human Resource Management, in Operations Management, or in Entrepreneurship/Small Business. **Moreover, we include an [experiential-applied educational component](#) in our program so that our students have the opportunity to learn through [applying the concepts studied in the classroom](#).** College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

Change #6.2

Management Program

Required Courses section:

CURRENT CATALOG COPY

Management Major Requirements:

MGT 4441	Organization Behavior	3
MGT 4473	Human Resource Management	3
6 additional credit hours of upper-division MGT electives		6
6 credit hours of upper-division College of Business courses		6

6 credit hours of additional upper-division ISU courses	6
Total Hours	24

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

NEW CATALOG COPY

Management Major Requirements:

<u>MGT 4441</u>	Organization Behavior	3
<u>MGT 4473</u>	Human Resource Management	3
6 additional credit hours of upper-division MGT electives		6
6 credit hours of upper-division College of Business courses		6
6 credit hours of additional upper-division ISU courses		6
Total Hours		24

Of the 24 required hours, 3 credit hours must be ~~experiential~~ applied educational credits from the following list:

- Any Department 4493 Advanced Internship
- ACCT 4440 Accounting Practicum
- FIN 4451 Student-Managed Investment Fund I
- FIN 4452 Student-Managed Investment Fund II
- INFO 4488 Senior Project
- MGT/MKTG 4411 Small Business and Entrepreneurship Practicum

College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement. However, 3393 internships may be taken to meet the College of Business ~~experiential learning~~ applied educational requirement.

Change #7.1

Marketing – Overview section:

CURRENT CATALOG COPY

Marketing majors may earn a degree in Marketing without emphasis or a degree in Marketing with emphasis in Entrepreneurship/Small Business. College of Business 3393 internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

NEW CATALOG COPY

Marketing majors may earn a degree in Marketing without emphasis or a degree in Marketing with emphasis in Entrepreneurship/Small Business. Moreover, we include an ~~experiential~~ applied educational component in our program so that our students have the opportunity to learn through applying the concepts studied in the classroom. College of Business 3393

internships and College of Business Core Courses do not count toward the 24 credit hour major course requirement.

Change #7.2

Management Program

Required Courses section:

CURRENT CATALOG COPY

Marketing Major Requirements:

MKTG 4427	Consumer Behavior	3
MKTG 4454	Advanced Marketing Management	3
6 additional credit hours of upper-division MKTG electives.		6
6 credit hours of upper-division College of Business courses		6
6 credit hours of additional upper-division ISU courses		6
Total Hours		24

College of Business 3393 internships and College of Business Core Courses may not be used to fulfill major course requirements.

NEW CATALOG COPY

Marketing Major Requirements:

MKTG 4427	Consumer Behavior	3
MKTG 4454	Advanced Marketing Management	3
6 additional credit hours of upper-division MKTG electives.		6
6 credit hours of upper-division College of Business courses		6
6 credit hours of additional upper-division ISU courses		6
Total Hours		24

Of the 24 required hours, 3 credit hours must be ~~experiential~~ applied educational credits from the following list:

- Any Department 4493 Advanced Internship
- ACCT 4440 Accounting Practicum
- FIN 4451 Student-Managed Investment Fund I
- FIN 4452 Student-Managed Investment Fund II
- INFO 4488 Senior Project
- MGT/MKTG 4411 Small Business and Entrepreneurship Practicum

College of Business 3393 internships and College of Business Core Courses may not be used to fulfill major course requirements. However, 3393 internships may be taken to meet the College of Business ~~experiential~~

learning [applied educational](#) requirement.

Impact Inquiries sent via e-mail 18 April 2014:

Dear All,

Attached here please find a College of Business curriculum change proposal to add an experiential course requirement for all business majors that will be submitted to UCC within the week. Following the UCC proposal process, I am hereby requesting each of you, as representatives of ITS, the Library, Advising and the Registrar's Office, to review the proposal to determine any impacts you foresee. The CoB does not anticipate any such impacts, but if you would decide and reply to this e-mail with your determinations, I will forward your responses to UCC to fulfill the Impacts section of the proposal form.

I hope I do not offend by addressing each of you with this joint e-mail, but it seemed more efficient this way.

Thank you for your attention,
Cathy Peppers
CoB Undergraduate Curriculum Committee Chair

[attachment was current signature page, summary, and Change #1 above]

Responses:

From Library:

Hi, Cathy:

I see no impact on the Library from this proposal.

Sincerely,

Sandi Shropshire

Sandra Shropshire

Associate University Librarian

Collections & Special Projects

Eli M. Oboler Library

From Advising:

Hi Cathy,

In addition to the BBA Objective paragraph, will you show the 3 credit requirement elsewhere-- e.g. in Specific College of Business Requirements? or in the Core Requirements? or within each Major area? The current credit totals for wherever it is placed will need to increase by 3, correct?

Thanks,

JoAnn

Reply to question: No, current credit totals for majors will not be increased with this proposal, with the exception of the Accounting Program which formerly required 1-3 experiential credits, but now will require 3 (see Change # 2 above). Students can fulfill the experiential learning requirement with designated upper-division course choices which are already options in the newer 'flexible' majors.

From Registrar:

Cathy,

I reviewed the different majors associated with the BBA, and found that the Finance, General Business, Management and Marketing majors do not include the courses listed as satisfying the experiential learning requirement. Should there also be changes to those majors to require those courses?

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University

Reply to both Advising and Registrar questions: With thanks for your attention, I have followed through the change to be reflected in all College of Business Program Overviews and Required Courses sections so as to be consistent throughout the catalog. The exception is lack of need to change Accounting's Overview section, as that program already required an experiential learning component. See Changes # 2- 7.2 above – I hope I've dotted all eyes ;-)

From ITS:

From: **Randy Gaines** <gainrand@isu.edu>

Date: Thu, Aug 28, 2014 at 7:30 PM

Subject: Re: Infrastructure Review Request UCC-AY2016_Prop-007_COB_Experiential_Req_for_Majors

To: Bob Houghton <hougrobe@isu.edu>

Cc: Joanne Tokle <tokljoan@isu.edu>

Could be..I can't keep all the forms straight..and they just changed some..

It that is the case..**consider this email approval from ITS.**

On Thu, Aug 28, 2014 at 7:29 PM, Bob Houghton <hougrobe@isu.edu> wrote:

I did not see any questionnaire as part of the paperwork, however I am new to this process. I have cc'd Joanne for her input but from my meeting with the UCC I think all I need is an email with your "OK".

Thanks

Bob

Robert Houghton, Ph. D.
Assistant Professor of Informatics
Systems Administrator
College of Business
Idaho State University

From: Randy Gaines [mailto:gainrand@isu.edu]

Sent: Thursday, August 28, 2014 7:27 PM

To: Bob Houghton

Subject: Re: Infrastructure Review Request UCC-AY2016_Prop-007_COB_Experiential_Req_for_Majors

ok...good..

Thinking there should be an it questionnaire in the paperwork..if I remember correctly you will only have to answer the first two questions...which should allow you to opt out of the rest..

On Thu, Aug 28, 2014 at 7:25 PM, Bob Houghton <hougrobe@isu.edu> wrote:

Sorry about that, there is only one proposal. I didn't fill in the subject line correctly.

Thanks

Bob

Robert Houghton, Ph. D.
Assistant Professor of Informatics
Systems Administrator
College of Business
Idaho State University

From: Randy Gaines [mailto:gainrand@isu.edu]

Sent: Thursday, August 28, 2014 7:24 PM

To: Bob Houghton

Subject: Re: Infrastructure Review Request UCC-AY2016_Prop-007_COB_Experiential_Req_for_Majors

Was this the same as the one I just replied to..or are there two proposals?

Undergraduate Curriculum Council
September 11, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 12 (16-12)
Minutes – Approved by Curriculum Council on September 18, 2014; Approved by Deans’ Council and
Provost on October 3, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Sean Anderson, Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Bob Houghton, Steve Maclure, Mike McCurry, Elizabeth Morgan (telecom), Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Thomas Kloss, Emily White

Absent: Phil Homan

1c. Known Guests: none

Bigelow welcomed the new members, and everyone introduced themselves. Bigelow briefly explained how the council will conduct its business this year using Google Drive.

2. Council approved its Minutes from **September 4, 2014** with 2 abstentions.

3. Report from the Executive Committee: did not meet, so no report

4. Current Committee Activities:

a. GERC minutes from **September 2, 2014** – deferred until next meeting.

Hofle reported GERC discussed two proposals, one was approved and forwarded to UCC for review. The other was remanded for revisions. GERC has updated the instructions on its website, and will post some example proposals for units to use as guidance in writing Gen Ed proposals. A small subcommittee is working on an assessment plan which will be reviewed and discussed in their next meeting.

5. Information from Academic Affairs:

UCC’s minutes from **August 28, 2014** have been accepted by the Provost.

Johnson and Hertz will be participating in a small state-wide committee with ISU’s sister institutions to work on policy planning over the next year, with help from an outside consulting firm. Johnson will meet with various groups on campus to get their input. Draft policies will be brought to Faculty Senate and this council for review and feedback.

6. Information from the Chair:

Bigelow said there are several proposals in the works. Hunt said he has received about 30 proposals for impact review, and is working his way through the stack. Bigelow explained the proposal submission process for the benefit of new members.

7. Information from the Faculty Senate:

Read reported Senators met on Monday and are working on a few policy drafts. Senators were asked to remind faculty to read the Conflict of Interest policy drafts and submit their comments to the General Counsel’s office before September 15, 2014.

8. Other related information or questions:

State proposals or Gen Ed proposals should be submitted to this council as separate documents, not attached to related curriculum or course change proposals. Funding of proposed changes are technically outside the purview of this council. It is assumed that when Deans sign off on a proposal, they have considered the financial implications of the proposal.

Johnson reported the Associate Deans suggested this council consider collecting all the impact statements at once, rather than including separate impact statements with each proposal. Hunt and Hertz said they often suggest changes or corrections to proposals that have to be handled by the submitting department or unit, and should be resolved before this council receives the proposal for consideration. There have also been inconsistencies in proposals coming from different departments in the same college that should be worked out at the college level before being submitted to this council. It is much easier for colleges to work out discrepancies ahead of time rather than having UCC members and staff being the intermediaries and trying to keep track of proposal revisions. Previous to this new process, there were times when UCC worked out resolutions to problems in ways the departments ultimately were not happy with. This process is intended to ensure problems are resolved satisfactorily for all and to streamline review and approvals. It also will allow this council to refocus its energies on reviewing curriculum rigor and academic standards as it is supposed to.

B. UNFINISHED BUSINESS - none

C. EXPEDITED

1. **Proposal #11** ([Appendix 1](#)) from the **College of Arts & Letters** to update the **Pre-Law Advising list** of faculty advisors in the undergraduate catalog. As the proposed changes do not affect courses, curriculum, admissions standards or graduation requirements, **UCC approval is not required** for this proposal.

Hunt will do his best to flag proposals that come to him that do not need UCC's review. If UCC does receive such a proposal, the Executive Committee will list it on the agenda for historical tracking purposes and request it be expedited as Proposal 11 has been.

D. NEW BUSINESS

Council voted to approve and immediately **table** the following items until next week.

1. **GERC Proposal #3** ENGL 1102 Addendum + original proposal, to approve ENGL 1102 as a General Education course meeting the state-wide GEM competency guidelines
2. **Proposal #9** from College of Technology **Health Occupations** to change the Prerequisite / Co-requisite requirements for HO 0111, HO 0208, and HO 0209.
3. **Proposal # 10** from **English and Philosophy** to change the prerequisites for 4000-level English courses.
4. **Proposal #12** from **English and Philosophy** to delete AMST 3348, AMST 4403 and AMST 4410 courses remaining on the books from the discontinued American Studies program.

Bigelow said he felt it important that UCC respond to the concerns of Arts and Letters chairs from his meeting with them last week. Members discussed the concerns and whether any changes could or should be made in the process. Their strong consensus was that this process was developed to address problems encountered in the way things were previously done, and should not be changed. There are solid reasons behind every piece of information requested in the new proposal form and process. Bigelow will send an email to the chairs explaining the UCC's decision.

Council members discussed possible alternatives to automatically tabling proposals. They decided the current procedure works well and no changes are warranted.

E. ADJOURNMENT: 4:10 p.m.

APPENDICES

[Back to List of Approvals](#)

- 1. Proposal #11:** from the **College of Arts & Letters** to update the **Pre-Law Advising list** of faculty advisors in the undergraduate catalog. *UCC approval is not required for this proposal.*

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 11	UCC Decision		Date:	
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/09/14	Processed Date:	09/10/14	UCC Agenda	EXPEDITE
UCC Description:	Pre-Law Advising - Catalog Changes only				
Catalog Editors: Course changes?	No	Curriculum Changes?	No	Catalog copy changes only	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Changes to Pre-Law Advising in Catalog
College:	Arts & Letters
Department:	
Proposal Originator (PO):	Mark McBeth

Email:	mcbemark@isu.edu
Phone:	282-5801

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/9/14
Department Chair / Program Director:	See signature page – signed by Mark K. McBeth – Assoc. Dean	9/3/2014
Dean or Designee:	See signature page – signed by Kandi Jo Turley-Ames	9/3/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/ <u>No</u>	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/ <u>No</u> /Ltr	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	N/A
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	N/A

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	Current	Changes
Subject Code:		
Course Number:		
Short Course Title: (30 character max, including spaces; no		

punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	
Course Number:	
Short Course Title: (30 character max, including spaces; no punctuation)	
Long Course Title:	
Credit Hours:	
Contact Hours:	
Default Grading Mode:	
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	
Course Description:	
Prerequisites:	
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	
Rationale:	

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	
Course Number:	
Short Course Title:	
Rationale:	

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Pre-Law Advising

The successful attorney is one who understands how changes within society affect the relationships between and among people. An effective attorney should have an understanding of human behavior; social, political and economic change; our ecological systems; and the general influence of our philosophical, literary, and historical heritage. Hence, the student with a broad undergraduate preparation and a developed insight into many facets of life attains the best educational preparation for the practice of law.

The student who aspires to attend law school should seek the counsel of one of the Pre-Law Advisors:

Dr. Stephanie Christelow, History
Dr. Bruce Loeb, Communication, Media, and Persuasion
Dr. Sean Anderson, Political Science
Dr. Tesa Stegner, Economics

These advisors will help create a pre-law curriculum designed to accommodate the student's major and help him/her prepare for the Law School Admission Test and a career in accordance with the principles discussed above.

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

Pre-Law Advising

The successful attorney is one who understands how changes within society affect the relationships between and among people. An effective attorney should have an understanding of human behavior; social, political and economic change; our ecological systems; and the general influence of our philosophical, literary, and historical heritage. Hence, the student with a broad undergraduate preparation and a developed insight into many facets of life attains the best educational preparation for the practice of law.

The student who aspires to attend law school should seek the counsel of one of the Pre-Law Advisors:

Dr. [Justin Stover](#), ~~Stephanie Christelow~~, History

Dr. Bruce Loeb, Communication, Media, and ~~Persuasion~~ Persuasion

Dr. [Shane Gleason](#) ~~Sean Anderson~~, Political Science

[Dr. Russell Wahl](#), Philosophy

~~Dr. Tesa Stegner~~, Economics

These advisors will help create a pre-law curriculum designed to accommodate the student's major and help him/her prepare for the Law School Admission Test and a career in accordance with the principles discussed above.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu) N/A

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		
Will students be required to use the Library's existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		

Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X
---	--	----------

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu) N/A

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		

Are there other technology needs related to instruction that will be required to deliver this course?		
---	--	--

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?		
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?		

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Does CoTech Advising have any academic concerns with the proposal?

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Christopher Hunt

Sep 4 (4 days ago)

to me
Mark,

This catalog change has no impact to the student information system.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

On Thu, Sep 4, 2014 at 12:33 PM, REGISTRATION INFORMATION <reginfo@isu.edu> wrote:

Office of the Registrar
Idaho State University
reginfo@isu.edu
208.282.2661

Joann Hertz Sep 4 (4 days ago)
Hello, No advising concerns, JoAnn Hertz
Corey Zink

Sep 4 (4 days ago)

to me

No CoTech advising concerns.

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622
Library Impact (sent by shrosand@isu.edu)

Sep 3 (5 days ago)

to me
Hi, Mark:

I see no difficulties posed to the Library from this change.

Sincerely,

Sandi Shropshire

Sep 3 (5 days ago)

ITS – Randy Gaines

Looks good...
No impact on ITS!

Randy

Undergraduate Curriculum Council
September 18, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 13 (16-13)
Minutes – Approved by Curriculum Council on September 25, 2014; Approved by Deans’ Council and Provost on October 3, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Elizabeth Morgan, Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Sean Anderson,

1c. Known Guests: none

2. Council approved its Minutes from **September 11, 2014** with one abstention.

3. Report from the Executive Committee:

Hofle reported the Executive Committee decided to implement the use of a Consent Calendar on meeting agendas for proposals and other items that do not need full council discussion, and can be approved *en masse*. Any member is free to request pulling an item from the Consent Calendar for discussion. The remaining items would be approved and the pulled item(s) would be discussed and voted upon individually. The Consent Calendar will replace the Expedited section on meeting agendas.

Hunt explained there are two kinds of proposals that would appear on the Consent Calendar: those the Executive Committee consider to be simple, straightforward, course and curriculum changes that would not impact any other units, and those that contain administrative-only changes that do not affect courses, credits, curriculum, admission requirements or graduation requirements and therefore are not under UCC’s purview. At this time, the Registrar’s Office does not have a way of tracking administrative-only catalog change requests, so all catalog change requests this year will follow UCC’s proposal process. Hunt hopes to have an online submission process next year for departments to enter their own changes directly into the working catalog-in-process.

Bigelow asked members to sign their names to comments they make on the Google Docs Timeline spreadsheet, especially if suggesting a proposal might be expedited, so the Executive Committee knows whom to contact with questions. Now that proposals are uploaded with all the correct font formatting, the council does not need PDF files.

Johnson confirmed that catalog changes prompted by Program Prioritization will go through the proper proposal process, after this catalog cycle is complete. Hofle suggested members check with their deans to make sure all proposals for this catalog cycle are under way.

UCC’s Google Drive now has subfolders to help keep proposals organized and manageable. Proposals missing impacts will not be considered by the council until the impact responses are received. Hofle urged members to make sure proposals are complete before submitting them; this will alleviate many of the problems encountered last year that considerably slowed the review process.

Hunt reminded council members how important it is that he review proposals for impacts before they are submitted. Both he and Academic Advising often suggest significant changes, which departments then incorporate into their proposals. This process should be completed before submission to UCC.

4. Current Committee Activities:
 - a. Minutes for acceptance by UCC:
 - 1) Council accepted GERC's minutes from **September 2, 2014** – held over from last meeting
 - 2) Council accepted BAS/BAT committee minutes from **April 18, 2014**.

5. Information from Academic Affairs: nothing to report

6. Information from the Chair:

Bigelow sent a memo to deans, associate deans, and Arts & Letters department chairs explaining the rationale and importance of getting impact statements and providing required information in proposals. Late proposals will be accepted, though no guarantee UCC will be able to review and approve them before the November 15th catalog cut-off date. The Executive Committee will group proposals by unit so they can be considered together. The more complete and accurate proposals are when they are first submitted, the faster UCC can review and approve them.

Hunt reiterated the deadline is driven by the necessity of having the catalog ready for Spring registration in April, which in turn requires class scheduling be completed by February. That means departments must have the catalog in January, which gives the Registrar's Office December and early January to get all the information entered and proofread. Hence, the **drop-dead date for all UCC approvals no later than November 15th** so that Deans Council and the Provost can have them approved no later than right after Thanksgiving Break. There truly is not a lot of wiggle room in these deadlines.

7. Information from the Faculty Senate: did not meet this week, nothing to report.

Bigelow will try to attend Faculty Senate meetings when he can, not as a member, but as an observer so he can report back to this council.

8. Other related information or questions:

Deleting extraneous information from proposals: Hunt said empty tables may safely be deleted from proposals (with a note stating that was done) as can the course description listings at the end of cut-and-pasted eCatalog text. Since course changes are listed in the tables, listing them again later is unnecessary and could lead to confusion and conflicting information. Curriculum changes must be shown. Section headings (Part B, Part C) should be left intact, with a notation that the deletions were deliberate, not accidental. The proposal instructions can be changed accordingly when time allows.

Bigelow asked members to let him know the feedback they are getting from their units and colleges regarding the new form and process. The instructions were deliberately separated from the proposal form to reduce unnecessary information contained in proposals.

B. INFORMATION ITEMS

1. **State Proposal for Health Information Technology** for a new Intermediate Technical Certificate in Medical Coding. Corresponds to Proposal #13.

C. CONSENT CALENDAR

1. **Proposal #15** from **English and Philosophy** ([Appendix 1](#)) to encourage students to choose a broad liberal arts education beyond the minimal general education requirements. *As the proposed changes do not affect courses, curriculum, admissions standards or graduation requirements, UCC approval is not required for this proposal.*
2. **Proposal #19** from **College of Business** ([Appendix 2](#)) to update the College of Business Learning Goals. *As the proposed changes do not affect courses, curriculum, admissions standards or graduation requirements, UCC approval is not required for this proposal.*

Council unanimously **approved** all items on the Consent Calendar.

D. EXPEDITED -- none

E. UNFINISHED BUSINESS

1. Council unanimously approved **GERC Proposal #3** ENGL 1102 Addendum + original proposal ([Appendix A](#)) to approve ENGL 1102 as a General Education course meeting the state-wide GEM competency guidelines.
2. **Proposal #9** from College of Technology **Health Occupations** to change the Prerequisite / Co-requisite requirements for HO 0111, HO 0208, and HO 0209. **Tabled. Remanded** for corrections and resubmission.
3. Council unanimously approved **Proposal # 10** ([Appendix 3](#)) from **English and Philosophy** to change the prerequisites for 4000-level English courses.
4. Council unanimously approved **Proposal #12** ([Appendix 4](#)) to delete AMST 3348, AMST 4403 and AMST 4410 courses remaining on the books from the discontinued **American Studies** program.

F. NEW BUSINESS

Council voted to approve and immediately **table** the following proposals:

1. **Proposal #13** from **Health Information Technology** to create an Intermediate Technical Certificate in Medical Coding.
2. **Proposal #14** from **Music** to change the course title for MUSC 1109.
3. **Proposal #16** from **English and Philosophy** to change the English Composition course sequence to include a new ENGL 1101P option for students who need additional help with English language and composition.
4. **Proposal #17** from **Informatics** to fine tune the Health Informatics Program.
5. **Proposal #18** from **Informatics** to make INFO 1181 equivalent to CS 1181, including as an Objective 7 Gen Ed course.
6. **Proposal #20** from **Management & Marketing** to update MGT 4462 and MGT 3345 courses, descriptions and prerequisites.

7. **Proposal #21** from **Management & Marketing** to create a new course MKTG 4425 Supply Chain Management.

G. ADJOURNMENT: 4:50 p.m.

APPENDICES

PROPOSALS APPROVED:

GERC-approved ‘grandfathered’ Gen Ed proposals:

- A. **GERC Proposal #3** ENGL 1102 Addendum + original proposal (Appendix A) to approve ENGL 1102 as a General Education course meeting the state-wide GEM competency guidelines.

CURRICULUM PROPOSALS:

1. **Proposal #15** from **English & Philosophy: Liberal Arts requirements**

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC’s use only:

Proposal No.	# 15	UCC Decision		Date:	
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision		Date:	
Gen Ed course?	No	GERC Decision		Date:	
Graduate catalog?	No				
UCC Rec’d Date:	9/15/2014	Processed Date:	9/16/2014	UCC Agenda	09/18/2014
UCC Description:	English & Philosophy: Liberal Arts requirements				
Catalog Editors: Course changes?	No	Curriculum Changes?	No	Catalog copy changes only	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Liberal Arts
College:	College of Arts and Letters
Department:	English and Philosophy
Proposal Originator (PO):	Jennifer Eastman Attebery
Email:	attejenn@isu.edu

Phone:	282-2478
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Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/15/14
Department Chair / Program Director:	See signature page – signed by Jennifer Attebery	9/10/2014
Dean or Designee:	See signature page – signed by Randy Earles	9/10/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/ No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/ No /Ltr	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The new General Education objectives system is no longer sufficient in prompting students in the humanities to seek broad liberal arts education, which is basic to the B.A. in English and in Philosophy. Our students, many first-generation college attenders, do not necessarily know this. This additional language in our catalog copy encourages students to take coursework throughout the liberal arts.
What was your faculty's vote on this matter?	March 4, 2014 23 yes; 1 no; 1 abstention

Part B: Course Change(s)

None required.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

The Department of English and Philosophy offers broad curricula in two humanistic disciplines. English studies include courses that treat the nature of language, courses that explore human experience as represented in imaginative literature, and courses that develop general and specialized writing skills. The philosophy curriculum examines such topics as the nature of reality and being, the ways that knowledge is acquired, and the bases for ethical choices.

These curricula serve two broad purposes: 1) they contribute to the general education, the personal enrichment and fulfillment, of students in all disciplines, and 2) they lead to degrees with majors or

minors. Specifically, the department offers the B.A. and M.A. in English, the Ph.D. in English and Teaching of English, and the B.A. in philosophy. (Full descriptions of the graduate degree programs in English may be found in the [Graduate Catalog](#).)

Equipped with an undergraduate degree in either English or philosophy, students are prepared to enter graduate degree programs, to pursue training in such professions as medicine, law, or religion, or to embark upon a great variety of careers in government/business/industry that demand broad, liberal arts perspectives and strong observational, fact-finding, analytical, and communication skills. Additionally, English majors (with proper certification) are well prepared for careers in secondary education.

New Proposed Catalog Copy (clearly show changes from the original):

The Department of English and Philosophy offers broad curricula in two humanistic disciplines. English studies include courses that treat the nature of language, courses that explore human experience as represented in imaginative literature, and courses that develop general and specialized writing skills. The philosophy curriculum examines such topics as the nature of reality and being, the ways that knowledge is acquired, and the bases for ethical choices.

These curricula serve two broad purposes: 1) they contribute to the general education, the personal enrichment and fulfillment, of students in all disciplines, and 2) they lead to degrees with majors or minors. Specifically, the department offers the B.A. and M.A. in English, the Ph.D. in English and Teaching of English, and the B.A. in philosophy. (Full descriptions of the graduate degree programs in English may be found in the [Graduate Catalog](#).)

Students pursuing the B.A. degree are encouraged to take courses in the College of Arts and Letters curricula beyond the minimum general education requirements to provide both breadth and depth in their liberal arts education. Breadth and depth can be achieved through taking courses beyond minimum requirements in the arts and humanities disciplines of art and art history; communications, media, persuasion; dance; English; languages and literatures; music; philosophy; and theater. Students interested in applying to graduate study in the humanities should aim to study comprehensively at least one language other than their native language. For the B.A. in English, one year of language, or equivalent, is required. English majors are encouraged to include at least one philosophy (PHIL) course in their coursework.

Equipped with an undergraduate degree in either English or philosophy, students are prepared to enter graduate degree programs, to pursue training in such professions as medicine, law, or religion, or to embark upon a great variety of careers in government/business/industry that demand broad, liberal arts perspectives and strong observational, fact-finding, analytical, and communication skills. Additionally, English majors (with proper certification) are well prepared for careers in secondary education.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **"Infrastructure Review Request – [proposal name]."**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	x	
Will students be required to use the Library's existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?	x	
Will students need to make use of library services in Meridian?	x	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	x	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

Please note that although I have answered "yes" to many of the questions above, the courses recommended to our students are all existing courses. The main impact, if any, may be slightly heightened enrollment in existing CAL courses. –Jennifer Attebery

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

I concur that this proposal should have little effect on the Library, and believe that the Library can support this change with existing resources.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

OK with ITS..
Thanks,
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	

Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

No advising concerns,
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No comments and no CoTech advising concerns.
Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Dr. Attebery,
I don't see any student information systems impacts with this proposal. I'm not sure that this needs to be reviewed by the UCC however.

Best Regards,
Chris Hunt
Associate Registrar

Will a State Proposal or Letter be required? (Specify which, please)

NO

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Departments in Division of Arts and Humanities, College of Arts and Letters	Impact, if any, is slight. Enrollments in some Arts and Humanities courses may increase.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, School of Performing Arts, anticipate that it can support this change?

“Of course there is no problem.” –Thom Hasenflug

Does your department, Department of Art, anticipate that it can support this change?

Jennifer-
No real disagreements with the attached proposal.
Tony

Does your department, Department of Languages and Literatures and International Studies, anticipate that it can support this change?

Greetings Jennifer,

“Yes, our depart support the proposal. I do not see any conflict.” –Raphael C. Njoku.

Does your department, Rogers Department of Communications Media Persuasion , anticipate that it can support this change?

You have my full support on this.

Jim DiSanza, Chair
Communication, Media, and Persuasion

[Back to List of Proposals](#)

2. **Proposal #19** from **College of Business**: College of Business Learning Goals.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 19	UCC Decision		Date:	
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	9/17/2014	Processed Date:	9/17/2017	UCC Agenda	09/18/2014
UCC Description:	College of Business: Learning Goals				
Catalog Editors: Course changes?	No	Curriculum Changes?		Catalog copy only	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	COB Learning Goals
College:	College of Business
Department:	
Proposal Originator (PO):	Joanne Tokle
Email:	tokljoan@isu.edu
Phone:	X2934

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Robert Houghton	9/12/14
Department Chair / Program Director:	See signature page – signed by Joanne Tokle	9/12/14

Dean or Designee:	See signature page – signed by Thomas A. Ottaway		9/15/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	In our last accreditation review, our accrediting agency said that we had too many goals and objectives and needed to make our assessment system more manageable. This revision helps to streamline our assessment system and clarify our goals.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	16 yes, 0 no, September 5, 2014

Part B: Course Change(s)

No course changes proposed, empty tables deleted from the proposal to reduce extraneous content.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Undergraduate Curriculum Learning Goals

All business majors should have a solid foundation in each of the discipline areas (accounting, finance, information systems, management, and marketing), as well as be capable of solving open-ended business problems and effectively communicating and working as part of a team. Specifically, the College of Business students should be able to:

- Apply key concepts from financial and managerial accounting in their chosen profession.
- Solve open-ended problems using critical thinking skills appropriately.
- Identify relevant financial data and apply decision-appropriate models.
- Implement the “marketing concept” (a customer-oriented approach to assessing markets and creating market offerings).
- Demonstrate knowledge of the strategic management process.

- Develop effective written business communications.
- Prepare and deliver persuasive, professional presentations on a business issue.
- Effectively use technology to find information and analyze data as part of a problem-solving process.
- Appropriately apply organizational behavior concepts to allow them to work effectively in teams and as part of the larger organization.
- Identify operations issues and apply appropriate business decisions.
- Demonstrate an appreciation for and basic understanding of the globally interdependent, culturally diverse nature of business today.
- Demonstrate ethical reasoning skills within a business context.

The College of Business faculty and departments engage in ongoing assessment activities to evaluate student learning and outcomes. The goal of the College is to prepare students to succeed and compete after completing their education. Assessment occurs in classes as part of assignments, projects and exams. Assessment is designed to help faculty insure student learning. Feedback from assessment is used to help redesign classes and class activities

New Proposed Catalog Copy (clearly show changes from the original):

All business majors should have a solid foundation in each of the discipline areas (accounting, finance, information systems, management, and marketing), as well as be capable of solving open-ended business problems and effectively communicating and working as part of a team. Specifically, the College of Business students should be able to:

- Communicate effectively.
- Use quantitative and analytical techniques to solve business problems.
- Describe and propose solutions to ethical, global, and cultural issues that arise in business settings.
- Apply key concepts to make business decisions.

The College of Business faculty and departments engage in ongoing assessment activities to evaluate student learning and outcomes. The goal of the College is to prepare students to succeed and compete after completing their education. Assessment occurs in classes as part of assignments, projects and exams. Assessment is designed to help faculty insure student learning. Feedback from assessment is used to help redesign classes and class activities.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		No
Will students be required to use the Library's existing print resources?		No
Will students need to make use of library services in Pocatello?		No
Will students need to make use of library services in Idaho Falls?		No
Will students need to make use of library services in Meridian?		No
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		no
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		no

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Joanne:

I see no problems with this from the Library's perspective.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		

Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS...sorry for missing this one!

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	NA	
Are course credits correct? Is terminology up to date? Are credit sums correct?	NA	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	NA	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Joanne.

No advising concerns,
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Hello Joanne,

No CoT advising concerns.

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

The student information system can support this change and no SBOE proposal is required.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) NO

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x

2. Are any NEW Gen Ed courses being proposed?		x
---	--	---

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for each proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
NA	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

3. **Proposal # 10 from English & Philosophy: English 4000-level Prereq Requirements change**

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 10	UCC Decision		Date:	
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A

Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/08/14	Processed Date:	09/10/14	UCC Agenda	09/11/14
UCC Description:					
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	English 4000-level prerequisite requirements
College:	Arts & Letters
Department:	English
Proposal Originator (PO):	Brent Wolter (Director of Undergraduate Studies)
Email:	woltbren@isu.edu
Phone:	282-2893

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/5/14
Department Chair / Program Director:	See signature page – signed by Jennifer Attebery	Aug. 20, 2014
Dean or Designee:	See signature page – signed by Randy Earles	8/29/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/ <input checked="" type="radio"/> No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/ <input checked="" type="radio"/> No /Ltr	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Currently, students are required to have completed all four of their required 2000-level English courses and to have junior or senior status before enrolling in 4000-level courses. The department feels this policy is too restrictive, particularly to well-qualified students who are not English majors. The proposed changes would still require junior or senior status (and at least one prior course in literature), but would eliminate the 2000-level course completion requirement. This would mostly benefit students outside the English major who may have a need or desire to study literature at an advanced level. For example we have a number of courses that are tied to historical periods that would be of use for History majors (among others).
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Vote on March 4, 2014: 19 yes, 0 no, 2 abstentions

Part B: Course Change(s)

No course changes proposed, empty tables deleted to reduce extraneous content.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Prerequisites and Standards

Students must complete Objective 1 or its equivalent before enrolling in 2000-level ENGL courses. At least one semester of lower-division literature is prerequisite for 3000-level literature courses. ~~To enroll in a 4000-level course, students must both complete all 2000-level English requirements (ENGL 2211, ENGL 2280/ENGL 2281), and two Literature survey courses) and must have junior or senior standing.~~ To graduate as an English major or with an English minor, a student must maintain at least a 2.25 grade point average in courses within the English curriculum. Some courses may have additional prerequisites.

New Proposed Catalog Copy (clearly show changes from the original):

Prerequisites and Standards

Students must complete Objective 1 or its equivalent before enrolling in 2000-level ENGL courses. At least one semester of lower-division literature is prerequisite for 3000 and 4000-level literature courses. To enroll in a 4000-level course, students must have junior or senior standing. To graduate as an English major or with an English minor, a student must maintain at least a 2.25 grade point average in courses within the English curriculum. Some courses may have additional prerequisites.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **"Infrastructure Review Request – [proposal name]."**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?	X	

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Brent:

I have reviewed the proposal and concur that it should present no effects on the Library.

Sincerely,

Sandi Shropshire
Associate University Librarian for Collections and Special Projects

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course		

or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS.
Thanks,
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Dear Brent,

No advising concerns.

JoAnn Hertz

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thanks,
Corey

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Brent,

I don't see any issues with this proposal from a student information system perspective.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
N/A	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

4. **Proposal #12 from English and Philosophy: American Studies discontinued, delete AMST 3348, AMST 4403, AMST 4410 courses**

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 12	UCC Decision		Date:	
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A

Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/10/14	Processed Date:	09/10/14	UCC Agenda	9/11/14
UCC Description:	American Studies discontinued, delete AMST 3348. AMST 4403, AMST 4410 courses				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	American Studies courses
College:	College of Arts and Letters
Department:	English and Philosophy
Proposal Originator (PO):	Jennifer Eastman Attebery
Email:	attejenn@isu.edu
Phone:	282-2478

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/10/14
Department Chair / Program Director:	See signature page – signed by Jennifer Attebery	Sept. 8, 2014
Dean or Designee:	See signature page – signed by Randy Earles	9/8/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Removes from the curriculum courses not being offered due to discontinuation of American Studies program.
What was your faculty's vote on this matter?	Faculty did not vote approval of removal of the American Studies program. This occurred at a level above the department.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that

any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	AMST
Course Number:	3348
Short Course Title:	Independent Problems
Rationale:	no longer offered; was only part of program discontinued

Subject Code:	AMST
Course Number:	4403
Short Course Title:	Senior Project
Rationale:	no longer offered; was only part of program discontinued

Subject Code:	AMST
Course Number:	4410
Short Course Title:	Internship
Rationale:	no longer offered; was only part of program discontinued

Part C: Program (Course of Study) Change(s)

No curriculum changes proposed.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work		

expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

Please note that the department will continue to teach ENGL2210 American Cultural Studies and AMST1100 will continue to be taught in the Student Success Center at least through spring 2015. Existing library support for those courses would continue.—Jennifer Attebery

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Jennifer:

I don't see a problem with this proposal.

Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth		

needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?
Jennifer,
No concerns from ITS.
Thanks,
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

No advising concerns,
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoTech advising concerns.

Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Dr. Attebery,
I see no impacts on the student information systems from this proposal.

Best Regards,

Chris Hunt
Associate Registrar

Will a State Proposal or Letter be required? (Specify which, please)

NO

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments

in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

AMST does not appear elsewhere in catalog.

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Undergraduate Curriculum Council

September 25, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 14 (16-14)

Minutes – Approved by Curriculum Council on October 9, 2014; Accepted by Deans' Council and Provost on October 24, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

Telecom: Elizabeth Morgan

Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink

Admin. Asst: Catherine Read

Absent: Sean Anderson

1b. Pre-notified absences for this meeting: Margaret Johnson

1c. Known Guests: none

2. Council unanimously approved the Minutes from **September 18, 2014**

3. Report from the Executive Committee: didn't meet, nothing to report

4. Current Committee Activities:

GERC discussed a Gen Ed issue that will be coming to GERC to resolve how to handle ENGL 1101 and ENGL 1102 for Objective 1's Written English 3-6 credit requirement. INFO 1181 proposed catalog description does not match the CS 1181 description, so a revised proposal will be needed. GERC reviewed a preliminary draft of a proposed process for Gen Ed assessment.

a. Minutes for acceptance by UCC:

1) GERC minutes from **September 9, 2014**

Homan explained the history behind the Objective 8 Information Literacy category and Objective 7 Critical Thinking as envisioned by the Gen Ed committee when the whole Gen Ed program was being revamped. The courses being presented to GERC do not appear to fit the original intent of the Objectives. Regarding Objective 8, there is a distinction between data and information, and these Objective 8 courses appear to deal with discipline-specific data, not with information. Homan was concerned that these courses do not fit with information literacy standards set by the Association for College and Research Libraries, a division of the accrediting body for university libraries. Homan will check a few things first, but he and Bigelow and Homan may need to discuss this with the chair of GERC.

Council unanimously accepted GERC's minutes for **September 9, 2014**.

5. Information from Academic Affairs: no report

6. Information from the Chair: no report

7. Information from the Faculty Senate:

Senate met on Monday. David Alexander, ISU's General Counsel, and Deb Easterly from the Office of Research clarified the proposed Conflict of Interest policies recently released for the 30-day review and comment period, and they answered Senators' questions. Alexander said the university only requires faculty to disclose whatever relationships they may have with outside entities, not to terminate any relationships. ISU's Accreditation Self-Study report incorporates ISU's 5-year plan, and has been posted on Academic Affairs website for anyone who may be interested in reviewing it.

Senators approved a proposed Stop-the-Tenure Clock policy recommendation for consideration by Academic Affairs, along with a proposed 2015-16 Undergraduate Catalog change reducing the number of Business credits required for graduation from 32 down to 30, in keeping with the reduction from 128 to 120 total credits required that was implemented a few years ago. Senators also discussed a process for systematically moving the proposed Faculty Constitution through the various review and approval phases, including a campus-wide faculty vote. Academic Affairs will work with Faculty Senate on a policy for Degree Plans and Degree Works.

8. Other related information or questions:

Read answered Hofle's questions about the steps involved in processing proposals received for this council. She clarified that once a proposal is processed, sent to UCC members, and posted in the online Master Proposal List, she sends an email to the proposal originator, department chair and dean letting them know they should check it for accuracy and let their UCC rep know as soon as possible if any corrections are needed, ideally before the proposal is approved by this council.

Thorpe pointed out the proposal form posted on the UCC website did not have a space for describing an overview of the proposed changes and the proposal's purpose. That will be fixed in time for next year's proposals but is too late for this year's.

B. INFORMATION ITEMS

1. **State Proposal for Health Information Technology** for a new Intermediate Technical Certificate in Medical Coding. Corresponds to Proposal #13

C. CONSENT CALENDAR – none this week.

D. UNFINISHED BUSINESS

1. **Proposal #13** from **Health Information Technology** to create an Intermediate Technical Certificate in Medical Coding. *Requires SBOE approval.* Question about including BIOL sequence as allowable prereqs. Briggs and Zink will need to look into this and find out. **Tabled.**
2. Council unanimously **approved Proposal #14** from **Music** ([Appendix 1](#)) to change the course title for MUSC 1109.
3. Council unanimously **approved Proposal #16** from **English and Philosophy** ([Appendix 2](#)) to change the English Composition course sequence to include a new ENGL 1101P option for students who need additional help with English language and composition.
4. **Proposal #17** from **Informatics** to fine tune the Health Informatics Program. *Requires SBOE approval.* **Tabled** to find out more about SBOE requirement.
5. Council unanimously **approved Proposal #20** from **Management & Marketing** ([Appendix 3](#)) to update MGT 4462 and MGT 3345 courses, descriptions and prerequisites.
6. Council unanimously **approved Proposal #21 as amended** from **Management & Marketing** ([Appendix 4](#)) to create a new course MKTG 4425 Supply Chain Management.
7. **Revised Proposal #9** from College of Technology **Health Occupations** to change the Prerequisite / Co-requisite requirements for HO 0111, HO 0208, and HO 0209. **Tabled** for Program of Study catalog copy text changes to be entered by department.

E. REMAIN TABLED – Awaiting information or responses

1. **Proposal #18** from **Informatics** to make INFO 1181 equivalent to CS 1181, including as an Objective 7 Gen Ed course. *Awaiting GERC approval to become a Gen Ed course, and equivalent.*

F. NEW BUSINESS

Council voted to approve and immediately **table** the following items:

1. **GERC Proposal #4** COMM 1101 Addendum + original proposal, to approve COMM 1101 as a General Education course meeting the state-wide GEM competency guidelines for Objective 2.
2. **GERC Proposal #14** PSYC 1101, to approve PSYC 1101 as a General Education course meeting the state-wide GEM competency guidelines for Objective 6.
3. **Proposal #22** from **Sociology** for program changes to the A.A. degree in Criminal Justice, and change the name to “Criminology”. *Requires SBOE approval.*
4. **Proposal #23** from **Sociology** to add a Criminology concentration to the B.A. degree in Sociology. *Requires SBOE approval.*
5. **Proposal #24** from **Computer Science** for curriculum changes in the Computer Science program.
6. **Proposal #25** from **Computer Aided Design Drafting** to delete CADD 0214 course.
7. **Proposal #26** from **Computerized Machining Technology** for MACH 0230 and MACH 0240 course changes.
8. **Proposal #27** from **Respiratory Therapy Program** for course updates.

G. ADJOURNMENT: 4:52 p.m.

APPENDICES

PROPOSALS APPROVED:

GERC-approved ‘grandfathered’ Gen Ed proposals: none this week

CURRICULUM PROPOSALS APPROVED:

[Back to List of Proposals](#)

1. **Proposal #14** from **Music** to change the course title for MUSC 1109, with the Gen Ed information added in the catalog description area.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 14	UCC Decision	APPROVED	Date:	09/25/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	Yes	GERC Decision	No Impact, per GERC chair	Date:	09/16/2014
Graduate catalog?	No				
UCC Rec'd Date:	9/15/2014	Processed Date:	9/16/2014	UCC Agenda	09/18/2014
UCC Description:	MUSC 1109 course title change				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	MUSC 1109 – change course title
College:	Arts and Letters
Department:	Music - Performing Arts
Proposal Originator (PO):	Thom Hasenpflug
Email:	hasethom
Phone:	3636

Approval Required	Signature	Date
UCC Representative:	See original form – signed by Tom Kloss	9/11/14
Department Chair / Program Director:	See original form – signed by Thom Hasenpflug	9/10/14
Dean or Designee:	See original form – signed by Randy Earles	9/12/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	NO	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	NO	State Proposal submitted to Academic Affairs

Overview of Proposed Changes

How will this improve how the University and the Department or Program fulfills their mission?	<p>This is a simple course title change requiring deletion of one word:</p> <p>Current: MUSC 1109 Survey of Jazz History Change to: MUSC 1109 Survey of Jazz</p> <p>Reason: The existing title is awkward / redundant, and this change would bring it inline with our other analogous performing arts GEN ED courses, such as THEA 1101 "Survey of Theatre" and DANC 1105 "Survey of Dance", etc. There is no real reason to include the word "History" in the title of 1109. The active word is "survey." Music History is a separate sequence, and thus this will further help eliminate confusion.</p>
What was your faculty's vote on this matter?	11 – 0 in favor week of September 2nd 2014.

(Include the date and numbers of yes/no votes)	
--	--

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

CHANGE TITLE ONLY

	<u>Current</u>	<u>Changes</u>
Subject Code:	MUSC	MUSC
Course Number:	1109	1109
Short Course Title: (30 character max, including spaces; no punctuation)	Survey of Jazz History	Survey of Jazz
Long Course Title:	Survey of Jazz History	Survey of Jazz
Credit Hours:	No other changes	
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		<u>4</u>
Terms Offered:		
Rationale for Change:		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

(Course title listing only)

MUSC 1109 Survey of Jazz History: 3 semester hours.

New Proposed Catalog Copy (clearly show changes from the original):

(Course title listing only)

MUSC 1109 Survey of Jazz ~~History~~: 3 semester hours.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

NO CHANGE TO LIBRARY RESOURCES

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	same as now	
Will students be required to use the Library’s existing print resources?	same as now	
Will students need to make use of library services in Pocatello?	same as now	
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Hi, Thom:

I see no problems with this change from a Library perspective.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines
(gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

No ITS impact
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

NO CHANGES TO ADVISING

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

No advising concerns.

JoAnn

No CoT advising concerns.

Thank you.

Corey Zink
Director of Student Services
Idaho State University - College of Technology

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

Thom,

This would actually have a pretty major impact. Any student who had taken the class with the old title and received a poor grade who wished to retake the course under the new title would have to petition to have the old grade excluded from their GPA. Banner considers the title when processing repeats and if the course matches, but the title doesn't, it doesn't process the repeat to exclude the previous grade.

Best Regards,

Chris Hunt

Chair's reply: Understood. The course is pretty new, and there should be very few (if any?) of those cases outstanding. Rep. Kloss is the only person to have taught the course.

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X*
2. Are any NEW Gen Ed courses being proposed?		X

***Gen Ed committee consulted regarding MUSC 1109 course title change: Response is:**

Hello Thom,

If your UCC proposal is clearly just to delete one word from the title of the course, and does not change the actual course description in any substantive (beyond small wording changes) way, then check the "No box" for impact to Gen Ed and there is no need to submit a separate proposal to GERC.

In such a case, I suppose it is helpful for GERC to be simply notified, as you have just done, so there will be no surprise when the title of the course changes in the catalog.

*Thank you for the notification,
Cathy*

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

none

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
------------------------	------------------

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

2. **Proposal #16** from **English and Philosophy** to change the English Composition course sequence to include a new ENGL 1101P option for students who need additional help with English language and composition.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

*PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING*

For UCC's use only:

Proposal No.	# 16	UCC Decision	APPROVED	Date:	09/25/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	9/15/2014	Processed Date:	9/16/2014	UCC Agenda	9/18/2014
UCC Description:	English Composition course sequence changes ENGL 1101P				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Composition Sequence
College:	Arts and Letters
Department:	English and Philosophy
Proposal Originator (PO):	Jennifer Eastman Attebery, Department Chair
Email:	attejenn@isu.edu
Phone:	282-2478

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/15/14
Department Chair / Program Director:	See signature page – signed by Jennifer Attebery	9/10/2014
Dean or Designee:		9/11/2014

	See Signature page – signed by Randy Earles		
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC	unclear: I have sent a copy to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Changes to the Composition sequence of courses will reduce reliance on remedial English (ENGL0090), instead directing users-of-English-as-a-Second (or other)-language into credit-bearing courses designed to prepare them for ENGL1101 (or ENGL1101 Plus) and directing users-of-English-as-a-first-language who need additional help into ENGL1101 Plus.
What was your faculty's vote on this matter?	21 yes 0 no April 22, 2014

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	Current	Changes
Subject Code:	ENGL	
Course Number:	1101	
Short Course Title: (30 character max, including spaces; no punctuation)	English Composition	
Long Course Title:	English Composition	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	letter grade	
Available Grading Modes:	letter grade	
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Course in which students read, analyze and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard edited English.	
Prerequisites:		
Corequisites:		
Registration Restrictions:	Students with an ACT English score of 18-24, a Compass score of 68-94, or an SAT	Placement via revised Composition Program Placement (IELTS* 8.0 – 9.0 or TOEFL 110 – 120 (iBT), ACT English 18 - 24, Compass 68 - 94,

	score of 450-560 and students who have passed ENGL 0090 register for ENGL 1101 .	or SAT 450 - 560 OR completion of ENGL 1123 with C- or better OR completion of ENGL0090 with an S; Placement for Intensive English Institute (IEI) students only: Average grade of A- or A in the final session of their prescribed course of study.
Equivalencies:		ENGL1101P
Fulfills General Education Objective:	no	
Terms Offered:	F,S,Su	
Rationale for Change: New courses proposed below, ENGL1122 and 1123, and new placement via IELTS or TOEFL or IEI grades will also lead to entry into ENGL1101 in the proposed placement scheme. ENGL1101 and 1101P will be equivalent; a student failing one may be able to replace the failing grade with the other course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ENGL	
Course Number:	1102	
Short Course Title: (30 character max, including spaces; no punctuation)	Critical Reading and Writing	
Long Course Title:	Critical Reading and Writing	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	letter grade	
Available Grading Modes:	letter grade	
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Writing essays based on readings. Focus on critical reading; research methods; gathering, evaluating, analyzing, and synthesizing ideas and evidence; documentation.	
Prerequisites:	ENGL1101 or equivalent	ENGL1101, ENGL1101P, or equivalent
Corequisites:		
Registration Restrictions:	Students with an ACT English score of 25-30 or an SAT score of 570-690 receive 3 ENGL 1101 -equivalent credits and register for ENGL 1102 . Students with a Compass score of 95-99 register for ENGL 1102 ; credit for ENGL 1101 will be assigned with a grade of 'Satisfactory' upon passing ENGL 1102 , unless they already have a transcribed grade for ENGL 1101 .	
Equivalencies:		
Fulfills General Education Objective:	Satisfies Objective 1 of the	

	General Education Requirements.	
Terms Offered:	F,S,Su	
Rationale for Change: New course proposed below, ENGL1101P, will also lead to entry into ENGL1102 in the proposed placement scheme.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	ENGL
Course Number:	1101P
Short Course Title: (30 character max, including spaces; no punctuation)	English Composition Plus
Long Course Title:	English Composition Plus
Credit Hours:	4 credits
Contact Hours:	4 per week
Default Grading Mode:	letter grade (A,B,C,D,F)
Available Grading Modes:	letter grade (A,B,C,D,F)
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	Variation of ENGL1101 in which students not placing into ENGL1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays.
Prerequisites:	
Corequisites:	
Registration Restrictions:	IELTS* 7.0-7.5 or TOEFL 94-109 (iBT) or ACT below 18 or SAT 440 or lower or completion of ENGL1123 with C- or better or completion of ENGL0090 with S Placement for Intensive English Institute (IEI) students only: Average grade of A- or A in the final session of their prescribed course of study. Students admitted to the university without IELTS, TOEFL, ACT, or SAT scores, or without having attended the IEI should consult the Chair, Dept. of English and Philosophy, concerning placement.
Equivalencies:	ENGL1101
Fulfills General Education Objective:	no
Terms Offered:	F,S
Rationale:	SBOE has encouraged all English departments in Idaho to reduce reliance on remedial English (non-credit-bearing courses such as ENGL0090). The ENGL1101P system is one strategy for doing so. ENGL1101P will be offered to domestic students who might otherwise have tested into ENGL0090. It will be offered to international students whose scores indicate readiness for college-level writing. The 4-credit course offers these students an additional 1-credit studio section cross-listed to a regular ENGL1101 course, achieving a mix of students in the regular ENGL1101 sessions. This model for 1101P has been successfully used at University of Idaho and Boise State University and is based on models

	used elsewhere in the nation. We have successfully piloted it during 2013-14. The result for many students is a more successful first-year experience and streamlined movement through the composition sequence. To achieve appropriate placement into 1101 and 1101P and other courses within the composition sequence, we have devised a new placement statement that uses a variety of measures. See New Proposed Catalog Copy, Part C.
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Subject Code:	ENGL
Course Number:	1122
Short Course Title: (30 character max, including spaces; no punctuation)	Academic Writing, Part I
Long Course Title:	Academic Writing for Non-Native Speakers of English, Part I
Credit Hours:	3 credits
Contact Hours:	3 per week
Default Grading Mode:	letter grade (A,B,C,D,F)
Available Grading Modes:	letter grade (A,B,C,D,F)
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	Focuses on basic writing tasks. These include summary and response as well as vocabulary and grammar development. Explores culture-based academic expectations and conventions in communication.
Prerequisites:	
Corequisites:	
Registration Restrictions:	IELTS* 5.0-5.5 or TOEFL 35-59 (iBT) Placement for Intensive English Institute (IEI) students only: Average grade of C-, C, or C+ in the final session of their prescribed course of study.
Equivalencies:	ENGL 1100
Fulfills General Education Objective:	no
Terms Offered:	F,S
Rationale:	SBOE has encouraged all English departments in Idaho to reduce reliance on remedial English (non-credit-bearing courses such as ENGL0090). The ENGL1101P system is one strategy for doing so. By instituting 1101P we will be (eventually) eliminating ENGL0090, into which nearly all international students currently place. Yet, these students many of whom have IELTS scores below 7.0 (score at which IELTS indicates readiness for college-level academic work in English), will likely not be successful going immediately into 1101P. Hence, we are creating a separate path for students who come to the university with IELTS below 7.0 or TEOFL below 94 (iBT). The proposed 1122 and 1123 are replacements for ENGL1100, a course that attempts to address English issues and academic culture issues experienced by our international students. To achieve appropriate placement into 1101 and 1101P and other courses within the composition sequence, we have devised a new placement statement that uses a variety of measures. See New Proposed Catalog Copy.

Subject Code:	ENGL
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Course Number:	1123
Short Course Title: (30 character max, including spaces; no punctuation)	Academic Writing, Part II
Long Course Title:	Academic Writing for Non-Native Speakers of English, Part II
Credit Hours:	3 credits
Contact Hours:	3 per week
Default Grading Mode:	letter grade (A,B,C,D,F)
Available Grading Modes:	letter grade (A,B,C,D,F)
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	Continuation of the goals of 1122 and preparation for the demands of ENGL1101. Introduction to the writing process (prewriting, drafting, revising, editing) and concepts such as audience, purpose, and thesis. Continued emphasis on development of grammar and vocabulary.
Prerequisites:	ENGL1122 or placement into ENGL1123
Corequisites:	
Registration Restrictions:	IELTS* 6.0-6.5 or TOEFL 60-93 (iBT) or completion of ENGL1122 with C- or better Placement for Intensive English Institute (IEI) students only: Average grade of B-,B, or B+ in the final session of their prescribed course of study.
Equivalencies:	
Fulfills General Education Objective:	no
Terms Offered:	F,S
Rationale:	SBOE has encouraged all English departments in Idaho to reduce reliance on remedial English (non-credit-bearing courses such as ENGL0090). The ENGL1101P system is one strategy for doing so. By instituting 1101P we will be (eventually) eliminating ENGL0090, into which nearly all international students currently place. Yet, these students many of whom have IELTS scores below 7.0 (score at which IELTS indicates readiness for college-level academic work in English), will likely not be successful going immediately into 1101P. Hence, we are creating a separate path for students who come to the university with IELTS below 7.0 or TEOFL below 94 (iBT). The proposed 1122 and 1123 are replacements for ENGL1100, a course that attempts to address English issues and academic culture issues experienced by our international students. To achieve appropriate placement into 1101 and 1101P and other courses within the composition sequence, we have devised a new placement statement that uses a variety of measures. See New Proposed Catalog Copy.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please note: With addition of ENGL1101P, 1122, and 1123 we may eventually want to remove ENGL0090 and 1100 from the curriculum, but we do not want to do so precipitously. During 2015-16, rather than dropping the courses from the curriculum we will simply not offer them.

Extraneous table deleted, since no courses being dropped.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Placement into English and Mathematics Courses

English

1. Students with an ACT English score below 18, a Compass score below 68, or an SAT score of 440 or lower register for [ENGL 0090](#).
2. Students with an ACT English score of 18-24, a Compass score of 68-94, or an SAT score of 450-560 and students who have passed [ENGL 0090](#) register for [ENGL 1101](#).
3. Students with an ACT English score of 25-30 or an SAT score of 570-690 receive 3 [ENGL 1101](#)-equivalent credits and register for [ENGL 1102](#).
4. Students with a Compass score of 95-99 register for [ENGL 1102](#); credit for [ENGL 1101](#) will be assigned with a grade of “Satisfactory” upon passing [ENGL 1102](#), unless they already have a transcribed grade for [ENGL 1101](#). The Compass Test cannot be used to replace an earned grade in a course for purposes of GPA calculation.

For questions regarding ACT scores over 30 or SAT scores of 700 or higher, contact the Department of English and Philosophy: (208) 282-2478.

Advanced Placement Options

1. Transfer students who have taken a three-credit freshman-level course in expository or argumentative writing which is equivalent to Idaho State University’s [ENGL 1101](#) course may proceed to [ENGL 1102](#).
2. Students who have achieved scores of 3 or 4 on the Composition and Literature or the Language and Literature Advanced Placement Examination administered by Educational Testing Service receive a grade of “Satisfactory” and three [ENGL 1101](#)-equivalent credits. Students who receive a 5 on the same test(s) will receive two grades of “Satisfactory” and three [ENGL 1101](#)-equivalent credits and three [ENGL 1102](#)-equivalent credits.

Because Objective 1 courses advance acquisition of writing skills important for academic success, students are encouraged to complete them in a timely fashion. Accordingly, [ENGL 1101](#) should normally be completed during the freshman year, [ENGL 1102](#) by the conclusion of the sophomore year.

New Proposed Catalog Copy (clearly show changes from the original):

Add:

ENGL 1101P English Composition Plus. 4 credits. Variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. F,S.

ENGL 1122 Academic Writing for Non-Native Speakers of English, Part I. 3 credits. Focuses on basic writing tasks. These include summary and response as well as vocabulary and grammar development. Explores culture-based academic expectations and conventions in communication. F,S.

ENGL 1123 Academic Writing for Non-Native Speakers of English, Part II. 3 credits. Continuation of the goals of 1122 and preparation for the demands of ENGL1101. Introduction to the writing process (prewriting, drafting, revising, editing) and concepts such as audience, purpose, and thesis. Continued emphasis on development of grammar and vocabulary. PREREQ: ENGL1122 or placement into 1123. F,S.

Change Composition Program Placement to:

Placement into English and Mathematics Courses

English

- ~~1. Students with an ACT English score below 18, a Compass score below 68, or an SAT score of 440 or lower register for ENGL 0090.~~
- ~~2. Students with an ACT English score of 18-24, a Compass score of 68-94, or an SAT score of 450-560 and students who have passed ENGL 0090 register for ENGL 1101.~~
- ~~3. Students with an ACT English score of 25-30 or an SAT score of 570-690 receive 3 ENGL 1101-equivalent credits and register for ENGL 1102.~~
- ~~4.1. Students with a Compass score of 95-99 register for ENGL 1102; credit for ENGL 1101 will be assigned with a grade of "Satisfactory" upon passing ENGL 1102, unless they already have a transcribed grade for ENGL 1101. The Compass Test cannot be used to replace an earned grade in a course for purposes of GPA calculation.~~

Composition Sequence Placement

English 1122 Academic Writing for Non-Native Speakers of English, Part I

Placement: IELTS* 5.0 – 5.5 or TOEFL 35-59 (iBT)

Placement for Intensive English Institute (IEI) students only: Recommendation from the IEI; equivalent of average grade of C-, C, or C+ in the final session of the Institute's prescribed course of study

English 1123 Academic Writing for Non-Native Speakers of English, Part II

Placement: IELTS 6.0 – 6.5 or TOEFL 60-93 (iBT) OR completion of ENGL 1122 with C- or better

Placement for IEI students only: Recommendation from the IEI; equivalent of average grade of B-, B, or B+ in the final session of the Institute's prescribed course of study

<p>English 1101P English Composition Plus</p> <p>Placement: IELTS 7.0 – 7.5 or TOEFL 94 - 109 (iBT), ACT English below 18, or SAT 440 or lower, OR completion of ENGL 1123 with C- or better OR completion of ENGL0090 with an S</p> <p>Placement for IEI students only: Recommendation from the IEI; equivalent of average grade of A- or A in the final session of the Institute’s prescribed course of study</p>
<p>ENGL 1101 English Composition</p> <p>Placement: IELTS 8.0 – 9.0 or TOEFL 110 – 120 (iBT), ACT English 18 - 24, Compass 68 - 94, or SAT 450 - 560 OR completion of ENGL 1123 with C- or better OR completion of ENGL0090 with an S</p> <p>Placement for IEI students only: Recommendation from the IEI; equivalent of average grade of A- or A in the final session of the Institute’s prescribed course of study</p>
<p>ENGL 1102 Critical Reading and Writing</p> <p>Placement: Students with an ACT English score of 25-30 or an SAT score of 570-690 receive 3 ENGL 1101-equivalent credits and register for ENGL 1102. Students with a Compass score of 95-99 register for ENGL 1102; credit for ENGL 1101 will be assigned with a grade of “Satisfactory” upon passing ENGL 1102, unless they already have a transcribed grade for ENGL 1101. The Compass Test cannot be used to replace an earned grade in a course for purposes of GPA calculation.</p>
<p>*Overall IELTS band score of 5.5 or at least 5.0 on each of the subtests; and so forth for each level. Students admitted to the university without IELTS, TOEFL, ACT, or SAT scores or without having IEI completion grades must consult the Chair, Department of English and Philosophy, for placement.</p>

For questions regarding ACT scores over 30 or SAT scores of 700 or higher, contact the Department of English and Philosophy: (208) 282-2478.

Advanced Placement Options

1. Transfer students who have taken a three-credit freshman-level course in expository or argumentative writing which is equivalent to Idaho State University’s [ENGL 1101](#) or [ENGL 1101P](#) course may proceed to [ENGL 1102](#).
2. Students who have achieved scores of 3 or 4 on the Composition and Literature or the Language and Literature Advanced Placement Examination administered by Educational Testing Service receive a grade of “Satisfactory” and three [ENGL 1101](#)-equivalent credits. Students who receive a 5 on the same test(s) will receive two grades of “Satisfactory” and three [ENGL 1101](#)-equivalent credits and three [ENGL 1102](#)-equivalent credits.

Because Objective 1 courses advance acquisition of writing skills important for academic success, students are encouraged to complete them in a timely fashion. Accordingly, [ENGL 1101](#) or [ENGL 1101P](#) should normally be completed during the freshman year, [ENGL 1102](#) by the conclusion of the sophomore year.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	x	
Will students be required to use the Library’s existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?	x	
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	x	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Jennifer:

I have reviewed the proposal, and based on this and your responses to my questions, I am confident that the Library will be able to make sufficient adjustments to its services such that it can manage this change.

Thank you for your assistance with this,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x

1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	
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If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	x	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Needs will be equivalent to current needs for ENGL1101 and ENGL0090. The result of adding ENGL1101P to the curriculum will likely be a slight reduction in number of sections of ENGL1101 and ENGL0090 combined, a loss that will be balanced by the addition of sections of 1122 and 1123, resulting in perhaps a few more classrooms being used.		
Will access to student computer labs be necessary?	x	
If yes, will any specific software be needed? Moodle, Word and other wordprocessing programs already in the labs.		
Will any type of distance learning be needed? no		x
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector , instructor provides own computer those highlighted here, as already provided for most ENGL1101 and ENGL0090 in the Rendezvous Building		
Will ITS support be needed for server, installation, maintenance, backup, etc.?	x	
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Moodle	
How many students are expected per semester? a slight net gain in students; the pool of 0090 students will be split in stages among 1101P, 1122, and 1123		
What is your anticipated scheduling of courses using this technology? very similar to current scheduling with a slight increase in number of sections		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?		x
Will you use Moodle to be fully online with no seat-time required?		x The new courses will not be offered as fully online courses.
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	some instructors may do so, as is already the case	
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Jennifer,
I see no significant additional impact on ITS...thanks for checking!
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jennifer,
ENGL 1101+ course referred to in the Advanced Placement Options section (see below) is ENGL 1101P, correct? I suggest the new course be referred to in only one way -- either ENGL 1101+ or ENGL 1101P. Other than that, I have no advising concerns.
Thanks,
JoAnn

[Note: In response to JoAnn Hertz' comment, the course will consistently be referred to as 1101P. I have made changes throughout this document to assure consistency. -Jennifer Attebery]

Does CoTech Advising have any academic concerns with the proposal?

CoTech advising has no concerns with this proposal.

Corey Zink
Director of Student Services
Idaho State University - College of Technology

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jennifer,

I don't see any issues with this proposal from a student information system perspective.

Best Regards,

Chris Hunt
Associate Registrar

Will a State Proposal or Letter be required? (Specify which, please)

No

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

As a courtesy, I submitted this proposal to the Chair of the GERC because ENGL1101P will be one possible route to ENGL1102, which is a general education course. Dr. Cathy Peppers replied as follows:

Dear Jennifer,

Thank you for your courtesy in notifying me as chair of GERC about these proposed changes to the English sequence. I concur with your own assessment that these proposed changes do not impact ENGL 1102's fulfillment of general education Objective 1; thus, I see no need for a separate proposal to be submitted to GERC.

I do, however, appreciate having this information as potentially relevant to any indirect, contextual understanding of ENGL 1102's crucial and unique role in general education. (e.g., any potential future discussions about our or other schools' acceptance of 1101 to fulfill Objective 1.)

And FWIW I applaud your department's efforts to improve meeting students' needs in our changing educational environment.

Best regards,
Cathy

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
See list of colleges and departments below	Where ENGL1101 is cited in programs of study and as a prerequisite, we suggest that the department either say “ENGL1101 or ENGL1101P” or “ENGL1101 or equivalent,” whichever is more appropriate to the case.
College of Technology	CoT desires to be able to use COMPASS scores for placement into ENGL1101P for their students only. This will be possible only if the use of COMPASS for ENGL1101P can be limited. Using COMPASS for placement into ENGL1101P throughout the university will not work to place international students into the courses designed to help them the most: ENGL1122 and 1123.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

See comments interpolated below.

Impacted colleges/departments:

The places in the College of Technology section of the undergraduate catalog that are affected are as follows:

College of Technology
Statement of General Education requirements

Early Childhood Care and Education Associate Degree Program
Statement in program grade standards
CHLD0130

Paralegal Studies Program
PARA0122
PARA0222
PARA0223

Associate Degree Registered Nurse Program
Overview copy
Programs: general education list
Plans of Study copy

Computer Aided Design Drafting Technology

Programs: Required courses lists

Robotics and Communication Systems Engineering Technology

Programs: Required courses lists

Computerized Machining Technology

Programs: Course lists

Respiratory Therapy

Admissions standards

Information Technology Systems

Required courses lists

Health Information Technology

Programs: Course lists

Civil Engineering Technology

Programs: Required courses lists

Massage Therapy

Plans of study: general education course list

Geomatics Technology

Programs: course list

Comments from the College of Technology:

Jennifer,

I am replying to the ENGL 1101P proposal on behalf of Scott. The curriculum proposal adequately addresses all of the places ENGL 1101P should appear in the College of Technology section. This proposal raises a question for us. Will we be able to set COMPASS scores for College of Technology sections of ENGL 1101P?

The College of Technology is piloting a similar course offering for students with a writing COMPASS range of 60-67. In the future, we would like to transition to ENGL 1101P, and only allow students to enroll in CoT sections with COMPASS scores of 55-67. Students below this level will be referred to Adult Basic Education to take non-credit courses similar to remedial writing courses (TGE 0100W or ENGL 0090). These courses will be broken into modulars that students can take anytime during a semester to build their writing skill level to the point of entering ENGL 1101 or ENGL 1101P. ABE modulars are free to students and will not affect their financial aid eligibility. Our philosophy behind this option is that students with low writing skills will not get enough additional instruction in ENGL 1101P to be able to successfully complete an English 1101P course. This in turn leads to a reduction of financial aid availability to complete their coursework in their chosen program of study.

Should you have additional questions, please feel free to contact me.

**Debbie Ronneburg
Associate Dean
Idaho State University - College of Technology**

[Note in response to Ronneburg's concern; I responded to Debra as follows:

Debra,

Thanks for your feedback on our proposal. From our point of view, it would be a very good idea to proceed with the ENGL1101P in College of Technology as you describe here. I am cc-ing this to Chris Hunt to check whether the Registrar's office would have any problems implementing this in the Banner system.

Jennifer

cc: Chris Hunt

And a further note to the Council: Regarding the idea of COMPASS scores for 1101P sections offered outside of CoT, we are not using COMPASS to place into 1101P because international students could then use the COMPASS to attempt to bypass ENGL1122 and 1123, which would not serve their needs. As argued in this proposal, students with low IELTS scores (5.0-6.5) currently struggle in ENGL0090, let alone 1101P.]

The places in the Division of Health Sciences section of the undergraduate catalog that are affected are as follows:

Division of Health Sciences

Overview: List of general education objectives courses

Department of Physical and Occupational Therapy

Programs: Bachelor of Science in Health Science: Course list

Dietetics

Programs: Course list

Office of Medical and Oral Health

Programs: Admissions: Course lists

Pharmacy

Admissions: Course list

Comments from Division of Health Sciences:

Hi Jennifer,

This sounds like a good option. I prefer changing the catalog copy for the DHS Programs to "ENGL 1101 or ENGL 1101Plus". Will the catalog copy in the DHS section of the catalog change as a result of your proposal or do we have to do a separate proposal?

An additional location in the catalog is:

Pharmacy

Admissions: Course list

Thank you for sending me this proposal.

Linda

Linda L. Rankin, PhD, RD, LD, FADA

Professor and Associate Dean

Idaho State University

Division of Health Sciences

The places in the Department of Chemistry section of the undergraduate catalog that are affected are as follows:

Programs

B.A. first paragraph, advice regarding completion of ENGL1101

B.S. first paragraph, advice regarding completion of ENGL 1101

Response from the Department of Chemistry:

Jennifer:

I support your new course, ENGL1101Plus. I have looked through the catalog and I believe that the changes need to be made in the two places that you indicated. I agree with the change you indicated, "ENGL1101 or ENGL1101Plus." If the Chemistry Dept. needs to submit any paperwork regarding this change, please let me know.

Thank you,
Rene

The places in the College of Education section of the undergraduate catalog that are affected are as follows:

College of Education

Overview: Admission to Teacher Education

College of Education

EDUC2201 prerequisite statement

Comments from the College of Education:

Hi Jennifer,

I have visited with our Student Advising Coordinator and she was aware of this proposed change. We support the change and the places in the catalog you have indicated are correct.

Thanks,
Deb

The places in the College of Business section of the undergraduate catalog that are affected are as follows:

Management program

MGT2216 prerequisite statement

Response from the College of Business:

Based upon their proposal, this appears to be driven by the SBOE. The proposed sequence of courses should address the issues for our international students so I am fine with adding ENGL 1101P to our listed course prerequisites for MATH 1143 and ENGL 1101.

Thanks for including me in the discussion, Sue

Sue B. Schou, Ph. D.
College of Business
Idaho State University

The places in the Rogers Department of Communications, Media, Persuasion section of the undergraduate catalog that are affected are as follows:

CMP1110 prerequisite statement

Comment from the Department of CMP:

Hello Jennifer,

I finally found the spot where we do mention ENGL 1101. It's a prerequisite for our introductory news writing course. I am pleased to add language that states that ENGL 1101 OR ENGL 1101P are prerequisites to the news writing course. Here is the current catalog copy. It should be emended to include ENGL 1101 or 1101P.

CMP 1110 Introductory Convergent Newswriting and Reporting: 3 semester hours.

Production of news stories across different platforms and in various formats. Course will focus on a range of core themes, including identifying story ideas, research techniques, interviewing, and writing, all interwoven within a range of ethical and legal concepts that underpin newswriting and reporting. PREREQ: ENGL 1101, placement into ENGL 1102, or permission of instructor. F, S

Jim DiSanza

The places in the Languages and Literatures Department section of the undergraduate catalog that are affected are as follows:

Language Requirement for International Students

Response from Languages and Literatures:

Dear Jennifer,

I have discussed with my Spanish Language Team and we found little or nothing in terms of impact that may result from the proposed changes.

My kindest regards,
Raphael

The places in the Department of Nuclear Engineering and Health Physics section of the undergraduate catalog that are affected are as follows:

Associate of Science in Physics (Health Physics Emphasis)
Plan of Study

Comments from the Department of Physics:

Dear Jennifer,

Thanks for your note regarding the Curriculum Council proposal and the wording for ENGL1101, I appreciate it. It is OK with the Department of Physics to change the wording to "ENGL1101 or ENGL1101P" or "ENGL1101 or equivalent" wherever ENGL1101 is referenced in Associate of Science in Physics (Health Physics Emphasis) and Plan of Study. Please let me know if there are any questions.

Thanks.

Best regards,
Mahbub

Dr. Mahbub Khandaker, Professor and Chair
Department of Physics

[Back to List of Proposals](#)

3. **Proposal #20** from **Management & Marketing** to update MGT 4462 and MGT 3345 courses, descriptions and prerequisites

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 20	UCC Decision	APPROVED	Date:	09/25/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	Yes/No ????				
UCC Rec'd Date:	9/17/2014	Processed Date:	9/17/2014	UCC Agenda	09/18/2014
UCC Description:	Management: update MGT 4462 and MGT 3345				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Update 2 MGT courses, description and prerequisite
College:	Business
Department:	Management
Proposal Originator (PO):	Joanne Tokle
Email:	tokljoan@isu.edu
Phone:	X2934

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Robert Houghton		9/17/14
Department Chair / Program Director:	See signature page – signed by Sandra Speck		9/17/14
Dean or Designee:	See signature page – signed by Joanne Tokle		9/17/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	MGT 4462 includes discussion of ethics, and this change to the course description clarifies the course content. MGT 3345 can now allow nonbusiness students to take this course at the instructor's discretion.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	17 yes, 0 no September 17, 2014

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	Current	Changes
Subject Code:	MGT	
Course Number:	3345	
Short Course Title: (30 character max, including spaces; no punctuation)	Crit Analys Creative Prob Solv	
Long Course Title:	Critical Analysis and Creative Problem Solving	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Provides processes and techniques for formulating and solving business-relevant problems. The ability to effectively communicate the	

	results of the problem-solving process, especially in writing, is also stressed.	
Prerequisites:	Admission to College of Business	Admission to College of Business or permission of instructor
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	no	
Terms Offered:	D	
Rationale for Change: allow nonbusiness students to take class at discretion of instructor		

	<u>Current</u>	<u>Changes</u>
Subject Code:	MGT	
Course Number:	4462	
Short Course Title: (30 character max, including spaces; no punctuation)	Issues in Business and Society	
Long Course Title:	Issues in Business and Society	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Seminar course designed to focus thinking on critical issues facing managers making decisions regarding employees and other stakeholder groups, the community, and the environment.	Seminar course designed to focus thinking on critical issues facing managers making ethical decisions regarding employees and other stakeholder groups, the community, and the environment.
Prerequisites:	Senior standing or permission of instructor	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	no	
Terms Offered:	D	
Rationale for Change: Clarify course description to include coverage of ethical issues.		

No new courses nor deletion of courses proposed. Extraneous tables deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy

for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

No changes proposed.

New Proposed Catalog Copy (clearly show changes from the original):

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Joanne:

This proposal presents no difficulties for the Library.

Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Joanne!

No advising concerns.
Best wishes,
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Hello Joanne,

No CoT advising concerns.

Thanks,
Corey

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Joanne,

The student information system can support this change and no SBOE proposal is required.

However, the addition of the "or permission of the Instructor" to MGT 3345 will result in no changes to how student's are able to register for the course. The instructor already has the ability to provide an override to the major restriction.

Best Regards,

Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please) No

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

4. **Proposal #21 as amended** from **Management & Marketing** ([Appendix 4](#)) to create a new course MKTG 4425 Supply Chain Management.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 21	UCC Decision	APPROVED as amended	Date:	09/25/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	9/17/2014	Processed Date:	9/17/2014	UCC Agenda	09/18/2014
UCC Description:	Management & Marketing: new course MKTG 4425 Supply Chain Management				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Addition of Supply Chain Management Undergraduate course
College:	Business
Department:	Management and Marketing
Proposal Originator (PO):	Sandra Speck
Email:	specsand@isu.edu
Phone:	X4344

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Robert Houghton	9/16/14
Department Chair / Program Director:	See signature page – signed by Sandra Speck	15 Sept 2014
Dean or Designee:	See signature page – signed by Thomas A. Ottaway	9/15/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The College of Business continually seeks to meet the needs of the external market. Supply chain management is a skill set for which there is a demand and, hence, is a course we would like to have the flexibility to offer on an on-going basis.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	September 12, 2014 26 yes/0 no

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes to existing courses. Extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	MKTG
Course Number:	4425
Short Course Title: (30 character max, including spaces; no punctuation)	Supply Chain Management
Long Course Title:	Supply Chain Management
Credit Hours:	3
Contact Hours:	
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	Yes <u>No</u>
Course Description:	Supply Chain Management is a strategy-based course addressing the principles of supply chain function and management. The course explores the underlying reasons that organizations employ supply chain methods in managing the flow of information, materials, services and processes; how and why one structures a business to achieve efficiency and/or effectiveness using supply chain methods; and how supply chain management creates value for stakeholders.

Prerequisites:	MKTG 2225
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses to be deleted. Extraneous table eliminated.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

No such changes proposed, extraneous information deleted.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in		X

Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

----- Forwarded message -----

From: **Library Impact** <libmpact@isu.edu>

Date: Wed, Sep 10, 2014 at 8:48 AM

Subject: Re: Infrastructure Review Request - Supply Chain Management

To: Sandra Speck <specsand@isu.edu>

Hello, Sandra:

I see no problems associated with this proposal.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?		

What is your anticipated scheduling of courses using this technology? D		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

From: **Randy Gaines** <gainrand@isu.edu>

Date: Mon, Sep 8, 2014 at 1:11 PM

Subject: Re: Infrastructure Review Request - Supply Chain Management

To: Sandra Speck <specsand@isu.edu>

No concerns from ITS

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Sandra,

This proposal does not include the course description on page 4. Maybe you have been told it is not needed since you have the information on page 3. I would recommend adding the full course description on page 4.

Outside of that, no advising concerns.

Best wishes,

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoTech Advising concerns.
Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Sandra,
I see no issues with our SIS being able to support this change and no SBOE action should be required.
Best Regards,

Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Undergraduate Curriculum Council
October 2, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 15 (16-15)
Minutes – Approved by Curriculum Council on October 9, 2014; Accepted by Deans' Council and
Provost on October 24, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Justin Thorpe

Telecomm: Elizabeth Morgan

Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Karen Portillo

Absent: Sean Anderson

1c. Known Guests: Sheldon Harris, doctoral student observer

2. Minutes from **September 25, 2014** – deferred until next time

3. Report from the Executive Committee: didn't meet, no report.

4. Current Committee Activities:

a. Minutes for acceptance by UCC: none this week

5. Information from Academic Affairs:

UCC minutes for **September 4, 2014** have been accepted by the Provost, okay to implement. Nothing further to report.

6. Information from the Chair:

Bigelow attended GERC's meeting this week. They plan to hold an email vote next week on a proposal. Discussed foreign language requirements and CLEP exams. Most of their business this semester will be to review existing Gen Ed courses to make sure they meet the new state-wide GEM requirements.

7. Information from the Faculty Senate: didn't meet this week, no report.

8. Other related information or questions:

GERC proposals come through UCC for its review. Bigelow reported GERC is quite thorough in vetting Gen Ed course proposals, so UCC usually defers to their judgment.

B. INFORMATION ITEMS -- none

C. CONSENT CALENDAR – none this week

D. UNFINISHED BUSINESS

1. Council unanimously **approved GERC Proposal #4** COMM 1101 Addendum ([Appendix A](#)) to original proposal, to approve COMM 1101 as a General Education course meeting the state-wide GEM competency guidelines for Objective 2.

2. Council unanimously **approved GERC Proposal #14** PSYC 1101 ([Appendix A](#)), to approve PSYC 1101 as a General Education course meeting the state-wide GEM competency guidelines for Objective 6.
3. Council unanimously **approved revised Proposal #9** ([Appendix 1](#)) from College of Technology **Health Occupations** to change the Prerequisite / Co-requisite requirements for HO 0111, HO 0208, and HO 0209.
4. Council unanimously **approved Proposal #13** ([Appendix 2](#)) from **Health Information Technology** to create an Intermediate Technical Certificate in Medical Coding. *Requires SBOE approval.*
5. **Proposal #17** from **Informatics** to fine tune the Health Informatics Program. *Requires SBOE approval.* Council voted unanimously to honor the department's request that this proposal remain **tabled** until some glitches are worked out.
6. **Proposal #22** from **Sociology** for program changes to the A.A. degree in Criminal Justice, and change the name to "Criminology". *Requires SBOE approval.* Council voted unanimously to **remand** for clarification and corrections. Hunt will follow up with the department and forward the corrections to UCC's administrative assistant. Council also voted to include the corrected proposal on the Consent Calendar portion of the agenda when it is received.
7. **Proposal #23** from **Sociology** to add a Criminology concentration to the B.A. degree in Sociology. *Requires SBOE approval.* Council voted unanimously to **remand** for clarification and corrections. Hunt will follow up with the department and forward the corrections to UCC's administrative assistant. Council also voted to include the corrected proposal on the Consent Calendar portion of the agenda when it is received.
8. Council unanimously **approved Proposal #24 as amended** ([Appendix 3](#)) from **Computer Science** for curriculum changes in the Computer Science program.
9. Council unanimously **approved Proposal #25 as amended** ([Appendix 4](#)) from **Computer Aided Design Drafting** to delete CADD 0214 course.
10. Council unanimously **approved Proposal #26 as amended** ([Appendix 5](#)) from **Computerized Machining Technology** for MACH 0230 and MACH 0240 course changes.
11. Council unanimously **approved** the **revised Proposal #27** ([Appendix 6](#)) from the **Respiratory Therapy Program** for course updates.

E. REMAIN TABLED – Awaiting information or responses

1. **Proposal #18** from **Informatics** to make INFO 1181 equivalent to CS 1181, including as an Objective 7 Gen Ed course. **Awaiting GERC approval** to become a Gen Ed course, and equivalent.

F. NEW BUSINESS

Council voted to approve and immediately **table** the items listed below.

Catalog Policy Change Recommendation from GERC approved September 30, 2014 regarding CLEP exams to replace existing catalog text:

Proposed new catalog copy:

Credit through C.L.E.P. and Other Approved Examinations

~~Any s~~Students, ~~including International Students, can may~~ receive up to 16 credits by examination (C.L.E.P., BYU Language Exams, or other exams approved by the Department) to be applied to their transcripts with an "S" grade. Students who are proficient in a language other than English may satisfy one component of Objective 4 of the General Education Requirements by successfully earning four credits on one of these exams.

General Education Course Proposals approved by GERC:

1. **GERC Proposal # 5: PHYS 1111** to approve PHYS 1111 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
2. **GERC Proposal # 6: PHYS 1112** to approve PHYS 1112 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
3. **GERC Proposal # 7: PHYS 1113** to approve PHYS 1113 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
4. **GERC Proposal # 8: PHYS 1114** to approve PHYS 1114 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
5. **GERC Proposal # 9: PHYS 2211** to approve PHYS 2211 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
6. **GERC Proposal # 10: PHYS 2212** to approve PHYS 2212 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
7. **GERC Proposal # 11: PHYS 2213** to approve PHYS 2213 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
8. **GERC Proposal # 12: PHYS 2214** to approve PHYS 2214 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
9. **GERC Proposal # 16: LANG 1101, 1102** to approve LANG 1101 and LANG 1102 as General Education courses meeting the state-wide GEM competency guidelines for **Objective 4**.
10. **GERC Proposal # 18: EDUC 1110** to approve EDUC 1110 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6**. **Note: This proposal changes the Objective met by this course from Objective 4 to Objective 6.** To do that, a new number will need to be assigned to this course, per Chris Hunt, Associate Registrar. He will work with the department to make this change; no UCC proposal will be necessary.
11. **GERC Proposal # 27: MGT 2216** to approve MGT 2216 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3**.

Curriculum, Course and Program Changes Proposed:

1. **Proposal #28** from **Mechanical Engineering** for course and curriculum changes.
2. **Proposal #29** from **History** to change course titles for HIST 4439 and HIST 4479, and add a new course HIST 4486.
3. **Proposal #30** from **Sociology** to add a minor in Gender and Sexuality Studies, and modify curriculum to eliminate discontinued Womens' Studies program and courses.
4. **Proposal #31** from **Geosciences** to update courses and curriculum for the B.S. degree in Geosciences.

G. ADJOURNMENT: 4:38 p.m.

APPENDICES

PROPOSALS APPROVED:

A. GERC-approved 'grandfathered' Gen Ed proposals:

1. GERC Proposal #4 COMM 1101 for Objective 2: Spoken English, and meets the state-wide GEM competency guidelines.
2. GERC Proposal #14 PSYC 1101 for Objective 6: Behavioral and Social Science and meets the state-wide GEM competency guidelines.

CURRICULUM PROPOSALS:

[Back to List of Proposals](#)

1. **Revised Proposal #9** from College of Technology **Health Occupations** to change the Prerequisite / Co-requisite requirements for HO 0111, HO 0208, and HO 0209.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 9 Revised	UCC Decision	APPROVED	Date:	10/02/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/19/2014	Processed Date:	09/24/2014	UCC Agenda	09/25/2014
UCC Description:	Health Occupations HO 0111, HO 0208, HO 0209 Prereq/Coreq changes - revised				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

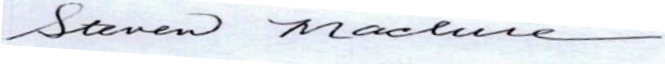
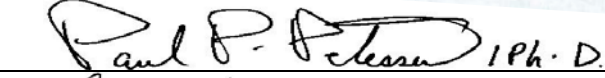
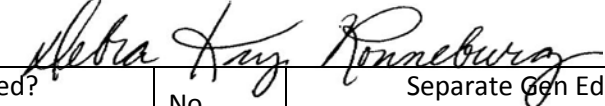
Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)
2014-03

COT-

Proposal Title:	Updated Proposal 9 With Corrections : HO 0111, HO 0208, HO 0209 Prereq/Coreq requirement changes
College:	College of Technology
Department:	Health Occupations
Proposal Originator (PO):	David Flint / Paul Peterson
Email:	flindavi@isu.edu / petepaul@isu.edu
Phone:	282-3174 / 282-4169

Approval Required	Signature	Date
UCC Representative:		9/3/2014
Department Chair / Program Director:		9/3/2014
Dean or Designee:		9/5/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	<p>Change prerequisite and corequisite requirements for three Health Occupations (HO) courses which are required for many of the Health Occupations Programs.</p> <p>The following changes are proposed for the prereqs/coreqs:</p> <ol style="list-style-type: none"> 1. HO 0111 Intro Anatomy and Physiology will require HO 0106 as a COREQ or PREREQ. 2. HO 0208 Introduction to Pathology will remove HO 0106 as a PREREQ, Remove BIOL 1101/1101L as a PREREQ; and change the PREREQ to Either HO 0111 or both BIOL 3301/3301L and BIOL 3302/3302L. 3. HO 0209 Principles of Drugs and Uses will remove HO 0106 as a PREREQ, Remove BIOL 1101/1101L as a PREREQ; and change the PREREQ to Either HO 0111 or both BIOL 3301/3301L and BIOL 3302/3302L. <p>We are proposing to simplify entrance into the courses, show only necessary prerequisites or corequisites, and refer students to each programs' Plan of Study,</p>
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	with input from program faculty as needed, for course sequencing.
How will this improve how the University and the Department or Program fulfills their mission?	<p>These minor changes are needed because of the following reasons:</p> <ul style="list-style-type: none"> • Requiring these prerequisites in many cases unnecessarily lengthens the time for students to complete their programs of study. • HO faculty has found that requiring these prerequisites does not materially improve the performance of students in the three courses. • In some cases the changes simplify or unencumber the catalog description of the course without actually altering the sequencing of the required courses. • Faculty are spending time accomplishing a large number of instructor overrides for these general health occupation classes that could be spent more productively elsewhere.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	After receiving input from the HO Department faculty regarding the wisdom of the changes listed below, a faculty vote of those impacted was held on 12/10/13, and the result was unanimous in the affirmative.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, or if a **new General Education course** is being proposed, a **separate proposal** must be sent to the General Education Requirements Committee (GERC). Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>

	<u>Current</u>	<u>Changes</u>
Subject Code:	HO	
Course Number:	0111	
Short Course Title: (30 character max, including spaces; no punctuation)	Intro Anatomy and Physiology	
Long Course Title:	Introduction to Anatomy and Physiology	
Credit Hours:	4	
Contact Hours:	4 Lecture Hours	
Default Grading Mode:	Letter	
Available Grading Modes:	None	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	An introductory study of the normal structure and function	

	of body cells, tissues, organs, and systems. BIOL 1101 and BIOL 1101L are suggested as prerequisites to this course.	
Prerequisites:	HO 0106	
Corequisites:	NONE	PREREQ or COREQ: HO 0106
Registration Restrictions:	NONE	
Equivalencies:	NONE	
Fulfills General Education Objective:	NO	
Terms Offered:	F, S, SU	
Rationale for Change:		
<ul style="list-style-type: none"> • Requiring these prerequisites in many cases unnecessarily lengthens the time for students to complete their programs of study. • HO faculty has found that requiring these prerequisites does not materially improve the performance of students in the three courses. • In some cases the changes simplify or unencumber the catalog description of the course without actually altering the sequencing of the required courses. • Faculty are spending time accomplishing a large number of instructor overrides for these general health occupation classes that could be spent more productively elsewhere. 		

	<u>Current</u>	<u>Changes</u>
Subject Code:	HO	
Course Number:	0208	
Short Course Title: (30 character max, including spaces; no punctuation)	Introduction to Pathology	
Long Course Title:	Introduction to Pathology	
Credit Hours:	3	
Contact Hours:	3 Lecture Hours	
Default Grading Mode:	Letter	
Available Grading Modes:	None	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	An introductory course in the concepts of pathology. Includes causes, common mechanisms, and anatomic or functional manifestations of human disease.	
Prerequisites:	HO 0106, BIOL 1101 and BIOL 1101L; HO 0111 or BIOL 3301 and BIOL 3301L and BIOL 3302 and BIOL 3302L	Either HO 0111 or both BIOL 3301/3301L and BIOL 3302/3302L
Corequisites:	NONE	
Registration Restrictions:	NONE	
Equivalencies:	NONE	

Fulfills General Education Objective:	NO	
Terms Offered:	F, S,	
Rationale for Change:		
<ul style="list-style-type: none"> • Requiring these prerequisites in many cases unnecessarily lengthens the time for students to complete their programs of study. • HO faculty has found that requiring these prerequisites does not materially improve the performance of students in the three courses. • In some cases the changes simplify or unencumber the catalog description of the course without actually altering the sequencing of the required courses. • Faculty are spending time accomplishing a large number of instructor overrides for these general health occupation classes that could be spent more productively elsewhere. 		

	<u>Current</u>	<u>Changes</u>
Subject Code:	HO	
Course Number:	0209	
Short Course Title: (30 character max, including spaces; no punctuation)	Principles of Drugs and Uses	
Long Course Title:	Principles of Drugs and Their Uses	
Credit Hours:	3	
Contact Hours:	3 Lecture Hours	
Default Grading Mode:	Letter	
Available Grading Modes:	None	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Introduction to the study of drugs, their sources, appearance, actions, uses, and basic principles of therapeutic drug administration. Classification of drug safety issues, sources of drug information, legislation related to drugs, and drug references will be included.	
Prerequisites:	HO 0106, BIOL 1101 and BIOL 1101L; HO 0111 or BIOL 3301 and BIOL 3301L and BIOL 3302 and BIOL 3302L	Either HO 0111 or both BIOL 3301/3301L and BIOL 3302/3302L
Corequisites:	NONE	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Health Information Tech Medical Transcription	

	May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	NO	
Terms Offered:	F, S	
Rationale for Change:		
<ul style="list-style-type: none"> • Requiring these prerequisites in many cases unnecessarily lengthens the time for students to complete their programs of study. • HO faculty has found that requiring these prerequisites does not materially improve the performance of students in the three courses. • In some cases the changes simplify or unencumber the catalog description of the course without actually altering the sequencing of the required courses. • Faculty are spending time accomplishing a large number of instructor overrides for these general health occupation classes that could be spent more productively elsewhere. 		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Not Applicable

New Proposed Catalog Copy (clearly show changes from the original):

Not Applicable

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x

Will students be required to use the Library's existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“As this proposal pertains to changes in prerequisites and corequisites, I see no potential impact on the Library.” – Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		

Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"I see no impact on ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No Advising Concerns." – Joanne Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

- Comments from Chris Hunt:

I do have a couple of clarifications to request

In COT-2014-03, all three courses state they can only be repeated 3 times. The student information cannot support that automatically. This would need to be enforced manually by the department or college.

In COT-2014-03, it is stated that HO 0111 is equivalent to BIOL 3301/3301L and BIOL 3302/3302L. These courses are not equivalent, and this information should be removed.

- Response from Health Occupations – Paul Peterson, Department Chair

On COT 2014- 03, the first comment, we understand that the language indicating that "the three courses can only be repeated 3 times" will need to be enforced manually by the department.

On the second comment by Chris that HO 0111 is not equivalent to BIO 3301/ 3301L and BIO 3302/ 3302L, we agree that this language should be removed.

Does SIS anticipate that it can support this change?

- *"I see no issues from a student information systems perspective." – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *"No SBOE action will be required." – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Biology Department –	See email correspondence below

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, **Biology Department – Mark Austin:** anticipate that it can support this change?

The Department of Biological Sciences has reviewed the proposed course pre-requisite changes for HO course. Our main concern involves advising students to ensure that they take an appropriate course sequence. The catalog should make clear that by not requiring BIOL 1101,L early in the student’s program that a student will not be prepared to take BIOL 3301,L and/or BIOL 3302,L or BIOL 3305. The Biology Department will not accept substitutions of the pre-requisite of BIOL 1101,L for these courses, or accept HO courses as equivalent to similar courses in Biology.

Eliminating BIOL 1101,L as a pre-requisite limits the degree programs that students can complete within the COT to:

Post-Secondary Technical certificate: Medical Transcription

Technical certificate: Massage Therapy

Associate of Applied Science: Massage Therapy

Advanced Technical Certificate: Practical Nursing

It would exclude the following programs, all of which list BIOL 1101, 3301, 3302, or 3305 as requirements (even though they also include the HO courses for which the BIOL 1101,L course is currently a pre-requisite, but is proposed to be dropped).

Associate Degree, Registered Nurse

Associate of Applied Science: Health Information Technology

Associate of Applied Science: Medical Assisting

Associate of Applied Science: Physical Therapist Assistant

Bachelor of Science in Health Science

Associate of Science: Respiratory Therapy

Response form HO Department:

"We appreciate the time and thought that the Biology Department spent in providing the Health Occupations Department with cautionary feedback regarding the prereq and coreq changes being proposed, and we will assure that the HO Department students receive appropriate student advisement as to the courses they should be taking in order to meet their career goals. However, the listing of HO programs that will be affected by this change, as compiled by the Biology Department is not accurate, as the Biology Department may not be aware that a number of the Associate Degree programs in the HO Department can be completed without the students taking any biology courses beyond BIOL 1101/L."

"There are options where students may satisfy program requirements with biology courses instead of HO courses. One example is fulfilling the Anatomy and Physiology requirement with BIOL 3301 and 3302 rather than HO 0111. This is an option, and not a requirement. Students who choose biology course options instead of HO courses will be required to successfully complete any prerequisite course listed in the ISU Undergraduate catalog."

[Back to List of Proposals](#)

- 2. Proposal #13** from **Health Information Technology** to create an Intermediate Technical Certificate in Medical Coding. *Requires SBOE approval.*

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

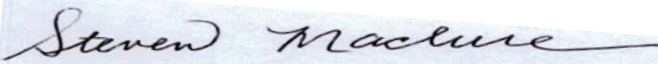
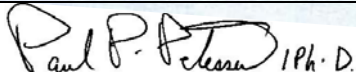

Proposal No.	# 13	UCC Decision	APPROVED <u>as amended</u>	Date:	10/02/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	YES	State Decision		Date:	
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	9/15/2014	Processed Date:	9/16/2014	UCC Agenda	09/18/2014
UCC Description:	Health Information Technology: new Medical Coding Intermediate Tech Certificate				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator) **COT-2014-04**

Proposal Title:	HIT ITC – Medical Coding
College:	College of Technology
Department:	Health Information Technology
Proposal Originator (PO):	Glenna Young
Email:	younglen@isu.edu
Phone:	282.4524

Approval Required	Signature		Date
UCC Representative:			9/11/2014
Department Chair / Program Director:			9/9/2014
Dean or Designee:			9/9/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes	State Proposal submitted to Academic Affairs	Yes

Overview of Proposed Changes	
<p>1. Create an Intermediate Technical Certificate (ITC) in Medical Coding. A state proposal has been submitted.</p> <p>2. Add one new course to the HIT curriculum in order to complete the ITC course offering: Coding Practicum; 4 credits.</p>	
How will this improve how the University and	The Health Information Technology Program's Intermediate

<p>the Department or Program fulfills their mission?</p>	<p>Technical Certificate in Medical Coding is being created as a result of HIT Advisory Board recommendations, local employer requests, regulatory changes on the federal level, and an increased interest in medical coding and reimbursement as a career choice.</p> <p>ISU is currently the only higher educational entity in the State of Idaho offering the A.A.S. degree in Health Information Technology. This program has traditionally provided healthcare employers with HIT graduates to fill medical coding positions state-wide. This new certificate will provide trained employees for positions in medical coding and other HIM positions dealing with reimbursement in an expedited time frame.</p> <p>Upon successful completion of this ITC, an immediate exit point from the HIT program is available with graduates eligible to sit for both the American Health Information Management Association’s Certified Coding Specialist (CCS) credential, and the Certified Coding Specialist – Physician Office (CCS-P) credential. And for those students who decide to continue their education, this coding and reimbursement-focused ITC curriculum will articulate into the HIT program’s A.A.S. degree which then provides the needed eligibility to sit for the American Health Information Management Association Registered Health Information Technician (RHIT) certification.</p> <p>U.S. Department of Labor's Bureau of Labor Statistics projects a 22 percent increase in employment before 2022 for the Medical Coding and Billing field, which includes medical coding and billing professionals. This represents more than 41,100 new jobs. http://ahima.org/certification/credentials.aspx The Occupational Outlook Handbook projects increase of 22 percent from 2012 to 2022 in medical records and health information technicians. http://www.bls.gov/ooh/Healthcare/Medical-records-and-health-information-technicians.htm#tab-6 Many of the job requirements of these new positions can be fulfilled remotely with HIT professionals continuing to reside in Idaho while working for hospital corporations nation-wide.</p>
<p>What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>A faculty vote recorded unanimous support regarding the changes described to the Health Information Technology program curriculum and offerings. The vote was taken during the HIT Faculty meeting Feb 7th, 2014. The creation of this certificate has been under discussion for the last two years by HIT Faculty members, Advisory Board members, and Health Occupations Department Chair.</p>

Part B: Course Change(s)

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

Subject Code:	HIT
Course Number:	0240
Short Course Title: (30 character max, including spaces; no punctuation)	Medical Coding Practicum
Long Course Title:	Medical Coding Practicum
Credit Hours:	4
Contact Hours:	4
Default Grading Mode:	Letter
Available Grading Modes:	Amendable to be Audited
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Directed clinical coding and reimbursement practice under the preceptorship of a practicing professional for 40 hours a week for four weeks; also includes the successful completion of HIT/ HIM projects as assigned.
Prerequisites:	HO 0106, HO 0107, HO 0208, HO 0209, HO 0111, HIT 0202, HIT 0205, HIT 0206, HIT 0209, HIT 0213, HIT 0215. Grade required in Prereq(s) ("C" or better) Only HIT 0213 can be taken as a prereq or coreq
Corequisites:	None
Registration Restrictions:	Admitted to Health Information Technology Program Intermediate Technical Certificate in Medical Coding.
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F/S
Rationale:	The Health Information Technology Program's Intermediate Technical Certificate in Medical Coding is being created as a result of HIT Advisory Board recommendations, local employer requests, regulatory changes on the federal level, and an increased interest in medical coding and reimbursement as a career choice.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing

catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Not in Catalog Currently

New Proposed Catalog Copy (clearly show changes from the original):

Create a new ITC in Medical Coding under the Health Information Technology Program.

The Medical Coding Practicum course (HIT 0240) is the capstone course for the new ITC. This practicum provides directed clinical coding and reimbursement practice and directed projects in a clinical coding environment under preceptorship.

New Curriculum format in catalog:

Intermediate Technical Certificate: Medical Coding (3 semesters)

Required Courses:

HO 0106	Medical Terminology	2 cr
HO 0107	Medical Law and Ethics	3 cr
HO 0111	Introduction to Anatomy and Physiology	4 cr
HO 0208	Introduction to Pathology	3 cr
HO 0209	Principles of Drugs and Their Uses	3 cr
HIT 0202	Health Information I	4 cr
HIT 0205	ICD-10-CM Coding	3 cr
HIT 0206	ICD-10-PCS Coding	3 cr
HIT 0209	CPT Coding	3 cr
HIT 0213	Advanced Coding and Reimbursement	4 cr
HIT 0215	Intro to Reimbursement	2 cr
HIT 0240	Medical Coding Practicum	<u>4 cr</u>

Total Credits 38

~~**HIT 0240 Medical Coding Practicum 4 credits.** Directed clinical coding and reimbursement practice under the preceptorship of a practicing professional for 40 hours a week for four weeks; also includes the successful completion of HIT/ HIM projects as assigned. PREREQ: HO 0106, HO 0107, HO 0208, HO 0209, HO 0111, HIT 0202, HIT 0205, HIT 0206, HIT 0209, HIT 0215. PREREQ or COREQ: HIT 0213. F/S~~

Plan of Study:

Please include in the eISU Catalog on Plan of Study tab.

Medical Coding Intermediate Technical Certificate –Required Course Work

Semester 1

HO 0106	Medical Terminology	2 credits
HO 0107	Medical Law and Ethics	3 credits
HO 0111	Introduction to A & P	4 credits
HO 0209	Principles of Drugs and Their Uses	3 credits
HIT 0215	Intro to Reimbursement	<u>2 credits</u>
		14 Credits

Semester 2

HO 0208	Intro to Pathology	3 credits
HIT 0205	ICD 10 CM Coding	3 credits
HIT 0206	ICD 10 PCS Coding	3 credits
HIT 0209	CPT Coding	<u>3 credits</u>
		12 Credits

Semester 3

HIT 0202	Health Information I	4 credits
HIT 0213	Advanced Coding and Reimbursement	4 credits

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *The department suggests in this proposal that it foresees no need for the students in this new program to make use of library resources or services. The Library will honor this assessment and will thus make no plans for support for this program.*

Sincerely,

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- “No impact to IT.” – Randy Gaines

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- JoAnn noticed some Medical Coding course titles were named “Professional” Coding.
 - Response from HO Department Chair, Paul Peterson:

“Joann has picked up on a change of title for the Medical Coding ITC that I failed to follow through with in every instance. Therefore, any references to "Professional" coding should be changed to "Medical" coding throughout the proposal.”

All changes have been made.

Does CoTech Advising have any academic concerns with the proposal?

- “I have no advising concerns.” – Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

- Comments from Chris Hunt:
 - *I do have some questions regarding proposal COT-2014-04. I am not aware of a certificate type "Intermediate Technical Certificate" recognized by the Idaho State Board of Education or the Idaho Division of Professional-Technical Education. If this is a certificate type recognized by either of these agencies, it will need to be added to*

Banner. As it is a new program, some action with the SBOE will have to be taken. I suggest that COT contact the Provost's office to initiate that process. Before creating the new program in Banner, I will also need to know if the program is eligible for federal financial aid.

- Response to Chris Hunt from College of Technology Associate Dean, Debbie Ronneburg:
 - *I am forwarding an email I received today from Vera McCrink, the Associate Administrator for the Idaho Division of Professional Technical-Education, regarding approval of new certificate names. We are preparing a proposal to make changes to all of the affected programs that should be changed in the 2015-16 catalog. (Email from Vera McCrink Below)*

Good Afternoon,

As you know, the Board approved the PTE certificate name changes in Board Policy III E. Many of you have asked what the process will be for making the name changes. We will be utilizing the program inventory process to make this a simple way for all of you to incorporate these changes.

Next week, Patty from the Board office will be sending out the program inventory to each institution (through the Provost's office) to start making updates as part of the program inventory process. Please use your institution's program inventory to change all the old certificate titles to the new certificate titles.

Old Title	New Title
Postsecondary Technical Certificate	Basic Technical Certificate
Technical Certificate	Intermediate Technical Certificate
Advanced Technical Certificate	Advanced Technical Certificate

Any new curriculum changes should use the new titles. We will discuss the best way to update the current Attachment B's at a later time.

Vera McCrink

Associate Administrator
 Division of Professional-Technical Education
 650 West State, PO Box 83720
 Boise, ID 83720-0095

- Comments from Chris Hunt:

"Thanks! That makes it all very clear and I have no other issues with the proposal."

Does SIS anticipate that it can support this change?

- *"I see no issues from a student information systems perspective." – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- ***"No SBOE action will be required" – Chris Hunt***

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
NONE	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

3. **Proposal #24 as amended** from **Computer Science** for curriculum changes in the Computer Science program.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 24	UCC Decision	APPROVED <u>as</u> <u>amended</u>	Date:	10/02/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/18/2014	Processed Date:	09/24/2014	UCC Agenda	09/25/2014
UCC Description:	Computer Science Curriculum Changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	CS Curriculum Changes, Summer 2014
College:	Science and Engineering
Department:	Informatics and Computer Science — Computer Science program
Proposal Originator (PO):	David Beard
Email:	beard@isu.edu
Phone:	2684

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Mary M. Hofle	17 Sept 14
Department Chair / Program Director:	See signature page – signed by David O. Beard/Kevin R. Parker	
Dean or Designee:	See signature page – signed by R. Brey	12 Sept 14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No State Proposal submitted to Academic Affairs	N/A

Note: New course #3381 was changed to 3308 to keep its course number lower in sequence than course numbers requiring it as a prereq. Okayed by David Beard, proposal originator.

Overview of Proposed Changes

How will this improve	This proposal will allow the CS catalog entry to more accurately
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<p>how the University and the Department or Program fulfills their mission?</p>	<p>describe current practice as well as replace CS 4477 operating systems with a 4 credit hour operating systems course to better accommodate the needed material.</p> <p>First, we are altering the CS 1182 description to better detail current practice by removing “linked lists” and other basic “data structures” from the course description (these are currently covered in a subsequent course) and including a sentence about “secure software”. We are also clarifying that class diagrams are part of the UML and allowing INFO 1181 as an alternate prerequisite. CS 1182 is used only by CS and EE.</p> <p>Second, we are replacing the 2000 level “advanced programming” course with a 3000 level CS 3381 3308 “data structures and programming” course as the new course description will better describe current practice in CS 2282 and the work load is better reflected with a 3000 level course. We are also allowing INFO 1182 as an alternate prerequisite. Given the inclusion of basic data structures in the new CS 3381 3308 , we are altering the subsequent CS 3385 course description to reflect more advanced data structure and algorithm topics. CS 2282 is used only by CS and CS 3381 3308 will only be used by CS. CS 3381 3308 replaces CS 2282 as a prerequisite in CS 3321, CS 3331, CS 3342, and CS 3385.</p> <p>Finally, a 3 credit hour course has not been sufficient to cover the needed operating system topics in CS 4477. To that end, we propose replacing CS 4477 with a 4 credit hour course in the CS curriculum; a 4 credit hour operating systems course is common practice in CS curricula. CS 4477 is used only by computer science and 4471 will only be used by CS.</p>
<p>What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>6 yes. 0 no. 1 Abstention. Online vote was completed 30May14 as per ICS department policy.</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
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Subject Code:	CS	
Course Number:	1182	
Short Course Title: (30 character max, including spaces; no punctuation)	Computer Sci & Programming II	
Long Course Title:	Computer Science and Programming II	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Object-oriented programming in the context of design, sorting and searching, analysis of algorithms, recursion, linked lists, class diagrams, and other data structures and algorithms	Object-oriented programming and design. Sorting and searching. Recursion. Event-driven programming. UML class diagrams. Secure software design/coding concepts for resilient software systems.
Prerequisites:	CS 1181	CS 1181 or INFO 1181
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	Fall and Spring	
Rationale for Change: We propose altering the 1182 description to better describe current practice by removing "linked lists" and other basic" data structures" (which are currently covered in a subsequent course) and including "secure software" and "event-driven programming". We also are clarifying that class diagrams are part of the UML and allowing INFO 1181 as an alternate prerequisite.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CS	
Course Number:	3385	
Short Course Title: (30 character max, including spaces; no punctuation)	Data Structures & Algorithms	
Long Course Title:	Data Structures and Algorithms	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	The design, construction, and	The design, construction, and

	analysis of data structures. Abstract data types, lists, stacks, queues, trees, and graphs. Sorting, searching, hashing. Theory. Includes significant coding projects. Uses Linux.	analysis of data structures, algorithms, and complexity beyond CS 3381 3308 . Balanced trees, heaps, hash tables, graph algorithms, sorting and searching. Space and time complexity. Significant coding projects.
Prerequisites:	CS2282, CS2275, (CS/MATH 1187 or MATH 2287 or MATH 2240)	CS 3381 3308 , CS2275, MATH 1170, and (CS/MATH 1187 or MATH 2287 or MATH 2240)
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	Spring	
Rationale for Change: Description and content changes reflect replacement of 2282 by 3381 3308 in the curriculum with 3385 now being focused on more advanced topics. MATH 1170 is added as a prerequisite to insure students have sufficient mathematical maturity.		

Subject Code:	CS	
Course Number:	3321	
Short Course Title: (30 character max, including spaces; no punctuation)	Software Engineering	
Long Course Title:	Software Engineering	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Techniques and tools for conceiving, designing, testing, deploying, maintaining, and documenting large software systems with particular focus on the structured analysis and design phases including task analysis, human factors, costs, and project and team management.	No change
Prerequisites:	CS 2282	CS 3381 3308
Corequisites:		
Registration Restrictions:		
Equivalencies:		

Fulfills General Education Objective:		
Terms Offered:	D	
Rationale for Change: CS 2282 prerequisite changed to CS 3381 3308 .		

Subject Code:	CS	
Course Number:	3331	
Short Course Title: (30 character max, including spaces; no punctuation)	Web Programming	
Long Course Title:	Web Programming	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	HTML, server-and client-side programming, web-based database programming.	No change
Prerequisites:	CS 2282	CS 3381 3308
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	D	
Rationale for Change: CS 2282 prerequisite changed to CS 3381 3308 .		

Subject Code:	CS	
Course Number:	3342	
Short Course Title: (30 character max, including spaces; no punctuation)	Computer Graphics	
Long Course Title:	Computer Graphics	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Covers raster graphics, primitives, scan conversion, geometric transformations, object hierarchies, curves and surfaces, solid modeling, visible surface determination,	No change

	illumination, shading, manipulation, and advanced modeling techniques	
Prerequisites:	CS 2282 and Math 2240	CS 3381 3308 and Math 2240
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	D	
Rationale for Change: CS 2282 prerequisite changed to CS 3381 3308 .		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	CS
Course Number:	3381 3308
Short Course Title:	Data Structures & Programming
Long Course Title:	Data Structures and Programming
Credit Hours:	3
Contact Hours:	3
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability:	No
Course Description:	Introduction to data structures and their associated algorithms. Abstract data types, linked lists, stacks, queues, trees. Pointers. Sorting and searching. Elementary threading. Extensive programming exercises and projects.
Prerequisites:	CS 1182 or INFO 1182
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	Fall
Rationale:	CS 3381 3308 is proposed as a replacement for CS2282 in the CS curriculum. It is only used by CS. In this new course, data structures are covered more extensively than in CS 2282 thus requiring a title and description change. The work load is more appropriate for a 3000 level course.

Subject Code:	CS
Course Number:	4471
Short Course Title:	Operating Systems

Long Course Title:	(same)
Credit Hours:	4
Contact Hours:	4
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Theory, design, and implementation of software systems to support the management of computing resources. Concurrency, mutual exclusion and synchronization, CPU scheduling. Process, memory, and security. I/O files, and device management. Scripts and shells. Extensive systems programming including implementation of a portion of an operating system.
Prerequisites:	CS2275 and CS 3381 3308
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	Fall Spring [Changed per phone call w/David Beard, no other dept uses this course.]
Rationale:	CS4471 is proposed as a replacement for CS4477. It is used only by the CS curriculum. The number of needed operating systems topics requires a 4 credit hour course. Course description is updated and enhanced.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	CS
Course Number:	2282
Short Course Title:	Advanced Programming
Rationale:	Replaced by CS 3381 3308 in the CS curriculum.

Subject Code:	CS
Course Number:	4477
Short Course Title:	Operating Systems
Rationale:	Replaced by CS4471 in the CS curriculum

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Note that changes to the current catalog copy have already been approved by UCC but are not reflected in the “Current Catalog Copy” or “New Proposed Catalog Copy” detailed below. Lines proposed to be changed are provided in red.

Current CS Catalog Copy:

The goal of Computer Science at Idaho State University is to provide students with a broad, yet rigorous computer science education. Graduates earning a Bachelor of Science in Computer Science will possess the following: the requisite qualifications for obtaining employment as a computer scientist; an understanding that life-long learning is an integral part of personal, professional and social interaction; and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses. By adding the Minor in Business Administration, they may complete the MBA in a 5th year; this is particularly important for those students interested in graduate work in as part of the National Information Assurance Training and Education Center (NIATEC).

Students wishing to become computer science majors should contact the computer science office to have an advisor assigned to them and sketch out an initial program of study. While taking CS 2282, CS majors must complete a COMPUTER SCIENCE PROGRAM OF STUDY form, available on the Computer Science web site and meet with their advisor for its approval. Additional meetings with an advisor are recommended to ensure that the anticipated schedule is maintained. For courses transferred from another university to apply toward the computer science major, the corresponding ISU computer science course must be listed on the student’s ISU transcript or there must be a completed and approved petition form in the student’s file. Transferring computer science students entering ISU already having completed CS 2282, must call the Computer Science office, have an advisor assigned to them, and complete a program of study form. Before the beginning of their final year of study, students should meet with a Graduation Specialist in the Office of the Registrar to insure that all general education requirements have been completed. Students then should fill in a COMPUTER SCIENCE GRADUATION CHECKLIST form, also available on the Computer Science web site, and meet with their advisor for approval. The student should bring a copy of their approved program of study form and transcript. An approved COMPUTER SCIENCE GRADUATION form is needed to take CS 4488. All courses applying toward the computer science major must be passed with a grade of “C-” or higher.

In CS 2282 and subsequent computer science courses, computer science majors and minors are expected to have a laptop computer with sufficient capacity to run various tools within virtual machines. This machine will help the student work in a safe and secure environment and assist in their mastery of continually-evolving professional environments. As part of the Computer Science’s commitment to lifelong learning, students will become accustomed to both written and oral presentations. They will be immersed in a virtual learning environment based on modern software design and development processes. Students are expected to adapt to new operating systems, DBMSs, programming languages, development environments, and security protocols. The Bachelor of Science program in Computer Science is accredited by the Northwest Commission on Colleges and Universities.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The following courses are required addition to the university's General Education Requirements (<http://coursecat.isu.edu/academicinformation/> general education) for the Bachelor of Science degree. 120 credits are needed to graduate:

Math and Science Courses:

MATH 1170	Calculus I	4 cr
MATH 1175	Calculus II	4 cr
MATH 2240	Linear Algebra	3 cr
PHYS 2211	Engineering Physics	4 cr
PHYS 2213	Engineering Physics I Laboratory	1 cr
CHEM 1111	General Chemistry I	4 cr

Choose one course from each pair:

MATH 1147 ¹	Pre-calculus	5 cr
OR MATH 1144	Trigonometry	2 cr
CS/MATH 1187	Applied Discrete Structures	3 cr
OR MATH 2287	Foundations of Mathematics	3 cr

Choose one set from the following two sets:

MATH 3350	Statistical Methods	3 cr
MATH 3352	Introduction to Probability	3 cr
OR		
MGT 2216 ²	Business Statistics	3 cr
MGT 2217	Advanced Business Statistics	3 cr

Required Computer Science and Related Courses

To allow students to have the broadest possible learning experience, students are encouraged to select elective courses. These range from an increased emphasis in Mathematics to a specialization in Computer Security/Information Assurance.

CS 1181	Computer Science and Programming I	3 cr
CS 1182	Computer Science and Programming II	3 cr
CS 2275	Computer Architecture and Assembly	3 cr
<u>CS 2282</u>	<u>Advanced Programming</u>	<u>3 cr</u>
INFO 3380	Networking and Virtualization	3 cr
CS 3385	Data Structures	3 cr
<u>CS 4477</u>	<u>Operating Systems</u>	<u>3 cr</u>
CS 4481	Compilers and Programming Languages	3 cr
INFO 4411	Intermediate Information Assurance	3 cr

¹ MATH 1147 or MATH 1144 are included to meet the ABET requirement of 30 hours of math and science. If students place directly into MATH 1170, they can substitute MATH 2275, 3360, or any of the Math courses allowed as CS electives as long as they are not also used as CS electives or requirements to result in a total of 30 hours of math and science.

² MGT 2216 and 2217 are allowed as alternatives to Math 3350 and 3352 particularly for those students doing the CS major, the Minor in Business Administration, and the MBA

Choose one course from each pair:

CS 3321	Software Engineering	3 cr
OR INFO 3307	Systems Analysis and Design	3 cr
CS 4451	Database Theory, Design and Programming	3 cr
OR INFO 4407	Database Design and Implementation	3 cr
CS 4488	Software Engineering and Senior Project	3 cr

Plus 6 additional elective credits from the following list of approved electives if not used as a required course:

- Any 3000 or 4000 level computer science course;
- INFO 4413, 4414, 4415, 4416, 4419, 4491;
- EE 3345, 4413, 4417, 4427, 4427L, 4475, 4494;
- MATH 3355, 3356, 4406, 4407, 4408, 4441, 4442, 4450, 4451;
- PHIL 4470;
- MGT 3329;
- To allow students to meet their learning expectations, other electives may be approved by the computer science program director, coordinator, or chair on a case by case basis

Minor in Computer Science

MATH 1170	Calculus I	4 cr
OR MATH 1160	Business Calculus	3 cr
CS 1181	Computer Science and Programming I	3 cr
CS 1182	Computer Science and Programming II	3 cr
CS 2275	Computer Architecture and Assembly	3 cr
<u>CS 2282</u>	<u>Advanced Computer Programming</u>	<u>3 cr</u>

Plus six credits from the list of approved electives for the CS major.

New Proposed Catalog Copy (clearly show changes from the original):

We propose replacing ~~CS2282~~ with the new ~~CS3381~~ 3308 and ~~CS4477~~ with the new CS4471 in both the CS major and CS minor. **CHANGED LINES ARE SHOWN IN RED.**

The goal of Computer Science at Idaho State University is to provide students with a broad, yet rigorous computer science education. Graduates earning a Bachelor of Science in Computer Science will possess the following: the requisite qualifications for obtaining employment as a computer scientist; an understanding that life-long learning is an integral part of personal, professional and social interaction; and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses. By adding the Minor in Business Administration, they may complete the MBA in a 5th year; this is particularly important for those students interested in graduate work in as part of the National Information Assurance Training and Education Center (NIATEC).

Students wishing to become computer science majors should contact the computer science office to have an advisor assigned to them and sketch out an initial program of study. While

taking [CS 3381 3308](#), CS majors must complete a COMPUTER SCIENCE PROGRAM OF STUDY form, available on the Computer Science web site and meet with their advisor for its approval. Additional meetings with an advisor are recommended to ensure that the anticipated schedule is maintained. For courses transferred from another university to apply toward the computer science major, the corresponding ISU computer science course must be listed on the student's ISU transcript or there must be a completed and approved petition form in the student's file. Transferring computer science students entering ISU already having completed [CS 3381 3308](#), must call the Computer Science office, have an advisor assigned to them, and complete a program of study form. Before the beginning of their final year of study, students should meet with a Graduation Specialist in the Office of the Registrar to insure that all general education requirements have been completed. Students then should fill in a COMPUTER SCIENCE GRADUATION CHECKLIST form, also available on the Computer Science web site, and meet with their advisor for approval. The student should bring a copy of their approved program of study form and transcript. An approved COMPUTER SCIENCE GRADUATION form is needed to take CS 4488. All courses applying toward the computer science major must be passed with a grade of "C-" or higher.

In [3000 and higher](#) computer science courses, computer science majors and minors are expected to have a laptop computer with sufficient capacity to run various tools within virtual machines. This machine will help the student work in a safe and secure environment and assist in their mastery of continually-evolving professional environments. As part of the Computer Science's commitment to lifelong learning, students will become accustomed to both written and oral presentations. They will be immersed in a virtual learning environment based on modern software design and development processes. Students are expected to adapt to new operating systems, DBMSs, programming languages, development environments, and security protocols. The Bachelor of Science program in Computer Science is accredited by the Northwest Commission on Colleges and Universities.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The following courses are required addition to the university's General Education Requirements (<http://coursecat.isu.edu/academicinformation/> general education) for the Bachelor of Science degree. 120 credits are needed to graduate:

Math and Science Courses:

MATH 1170	Calculus I	4 cr
MATH 1175	Calculus II	4 cr
MATH 2240	Linear Algebra	3 cr
PHYS 2211	Engineering Physics	4 cr
PHYS 2213	Engineering Physics I Laboratory	1 cr
CHEM 1111	General Chemistry I	4 cr

Choose one course from each pair:

MATH 1147 ³	Pre-calculus	5 cr
OR MATH 1144	Trigonometry	2 cr

³ MATH 1147 or MATH 1144 are included to meet the ABET requirement of 30 hours of math and science. If students place directly into MATH 1170, they can substitute MATH 2275, 3360, or any of the Math courses allowed as CS electives as long as they are not also used as CS electives or requirements to result in a total of 30 hours of math and science.

CS/MATH 1187	Applied Discrete Structures	3 cr	
OR MATH 2287	Foundations of Mathematics		3 cr

Choose one set from the following two sets:

MATH 3350	Statistical Methods	3 cr	
MATH 3352	Introduction to Probability		3 cr
OR			
MGT 2216 ⁴	Business Statistics	3 cr	
MGT 2217	Advanced Business Statistics		3 cr

Required Computer Science and Related Courses

To allow students to have the broadest possible learning experience, students are encouraged to select elective courses. These range from an increased emphasis in Mathematics to a specialization in Computer Security/Information Assurance.

CS 1181	Computer Science and Programming I	3 cr
CS 1182	Computer Science and Programming II	3 cr
CS 2275	Computer Architecture and Assembly	3 cr
CS 3381 3308	<u>Data Structures and Programming</u>	<u>3 cr</u>
INFO 3380	Networking and Virtualization	3 cr
CS 3385	Data Structures	3 cr
CS 4471	<u>Operating Systems</u>	<u>4 cr</u>
CS 4481	Compilers and Programming Languages	3 cr
INFO 4411	Intermediate Information Assurance	3 cr

Choose one course from each pair:

CS 3321	Software Engineering	3 cr
OR INFO 3307	Systems Analysis and Design	3 cr

CS 4451	Database Theory, Design and Programming	3 cr
OR INFO 4407	Database Design and Implementation	3 cr

CS 4488	Software Engineering and Senior Project	3 cr
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Plus 6 additional elective credits from the following list of approved electives if not used as a required course:

- Any 3000 or 4000 level computer science course;
- INFO 4413, 4414, 4415, 4416, 4419, 4491;
- EE 3345, 4413, 4417, 4427, 4427L, 4475, 4494;
- MATH 3355, 3356, 4406, 4407, 4408, 4441, 4442, 4450, 4451;
- PHIL 4470;
- MGT 3329;
- To allow students to meet their learning expectations, other electives may be approved by the computer science program director, coordinator, or chair on a case by case basis

Minor in Computer Science

⁴ MGT 2216 and 2217 are allowed as alternatives to Math 3350 and 3352 particularly for those students doing the CS major, the Minor in Business Administration, and the MBA.

MATH 1170	Calculus I	4 cr
OR MATH 1160	Business Calculus	3 cr
CS 1181	Computer Science and Programming I	3 cr
CS 1182	Computer Science and Programming II	3 cr
CS 2275	Computer Architecture and Assembly	3 cr
CS 3381 3308	<u>Data Structures and Programming</u>	<u>3 cr</u>

Plus six credits from the list of approved electives for the CS major.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi David:

I have reviewed the document and concur with your assessment that the changes should have no affect on the Library.

Sincerely,

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		x

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	X- Idaho Falls.	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? CS 1182, 3381 3308 , and the new 4471 will be taught in Idaho Falls over the video system. Requirements for 1182 and the replacement of 2282 with 3381 3308 require no change. Replacement of 4477 with 4471 requires scheduling a 4 rather than 3 credit hour course.		
Will access to student computer labs be necessary?	Yes, however, no change is anticipated. A few CS 1182 students do not have their own computer and use the computer labs but the change in course description should result in no change in lab use. CS 3381 3308 and 4471 students are required to have their own laptops	
If yes, will any specific software be needed? No change from current lab requirements for CS1182		
Will any type of distance learning be needed? yes		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): Video is used from Pocatello to Idaho falls. Moodle is used for all courses.		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet		

connectivity, projector, instructor provides own computer - no change except we are replacing a 3 credit hour course with a 4 credit hour course that will use the video classrooms in Pocatello and Idaho Falls. Instructors provide their own computers. Either video classrooms or classrooms with projectors are needed.		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		NO
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Internet in classrooms. Video classrooms, Moodle.	
How many students are expected per semester? - no change. Roughly 100.		
What is your anticipated scheduling of courses using this technology? One section of 1182 fall and spring. One section of 3381 3308 fall only. One section of 4471 spring only.		
Will you be installing your own video conferencing systems to deliver this course?		no
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	yes	
Will you use Moodle to reduce seat-time required in your course?	yes	
Will you use Moodle to be fully online with no seat-time required?		No. We are or will be offering online versions of these courses, but we will continue to offer video classroom sections in Pocatello and Idaho Falls sections.
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		No plans to do so at this time.
Is Webconferencing required to deliver this course?		no
Are there other technology needs related to instruction that will be required to deliver this course?		no

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

From Randy Gains:

David,
I don't see any significant impact on ITS. Thanks for checking.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

From Joann Hertz

**Hi David,
After our discussion, no advising concerns**

Does CoTech Advising have any academic concerns with the proposal?

From Corey Zink:
CoTech has no advising concerns with this proposal

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

"I don't see any issues that from a student information system perspective that should prevent this proposal from moving forward to UCC"
Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please) no proposal or letter needed.

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
EE	EE uses CS1182 – CS is proposing altering the course description of CS1182 and adding INFO 1181 as an alternate prerequisite

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, Electrical Engineering (EE), anticipate that it can support this change?

From Gene Stuffle:

We have no objection to the proposed change in CS1182 content.
Gene

[Back to List of Proposals](#)

4. **Proposal #25 as amended** from **Computer Aided Design Drafting** to delete CADD 0214 course.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT

BEFORE PROCEEDING

For UCC's use only:

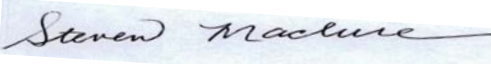

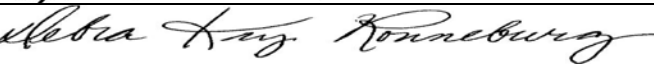
Proposal No.	# 25	UCC Decision	APPROVED <u>as amended</u>	Date:	10/02/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	9/18/2014	Processed Date:	9/24/2014	UCC Agenda	09/25/2014
UCC Description:	Computer Aided Design Drafting: drop CADD 0214 course				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Computer Aided Design Drafting Course Drop Request
College:	College of Technology
Department:	Technical
Proposal Originator (PO):	Michael Wheelock
Email:	Wheemic2@isu.edu
Phone:	3851

Approval Required	Signature	Date
UCC Representative:		9/18/2014
Department Chair / Program Director:		9/18/2014
Dean or Designee:		9/18/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	<input checked="" type="checkbox"/> No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	<input checked="" type="checkbox"/> No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This proposal is a request to remove CADD 0214 Drafting Applied Science II from the online catalog. Removal will help avoid confusion and clean up the catalog offerings.
What was your faculty's vote on this matter?	Alesha Churba and Robert Adams both voted in favor of this proposal on 09/10/14. <u>Only 2 faculty members in this department, so unanimous</u>

(Include the date and numbers of yes/no votes)	<u>approval. Plus, CoTech Curriculum Committee approved the changes as well.</u>
--	--

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	CADD
Course Number:	0214
Short Course Title:	Drafting Applied Science II
Rationale:	This course should have been removed during the curriculum change for CADD submitted in September 2012 but was overlooked. This course is not required for any certificate or degree option in the program and will never be taught again. Removal will help avoid confusion and clean up the catalog offerings.

Part C: Program (Course of Study) Change(s)

Not applicable, extraneous instructions deleted. CLR

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

There will be no anticipated impact to any infrastructure, college, or department as a result of this change.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		x
Will students be required to use the Library's existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"This proposal presents no concerns to the Library." - Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		

Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No impact on ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system can support this change.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE proposal is required.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

5. **Proposal #26 as amended** from **Computerized Machining Technology** for MACH 0230 and MACH 0240 course changes.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 26	UCC Decision	APPROVED <u>as amended</u>	Date:	10/02/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	9/18/2014	Processed Date:	09/24/2014	UCC Agenda	09/25/2014
UCC Description:	Computerized Machining Technology: course changes to MACH 0230, MACH 0240				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		



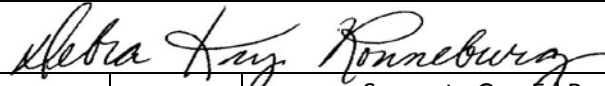
Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Computerized Machining Technology request to change two course offerings
College:	College of Technology
Department:	Technical
Proposal Originator (PO):	Michael Wheelock
Email:	Wheemic2@isu.edu

Phone:	3851
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Approval Required	Signature	Date
UCC Representative:		9/18/2014
Department Chair / Program Director:		9/18/2014
Dean or Designee:		9/18/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	<input checked="" type="checkbox"/> No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	<input checked="" type="checkbox"/> No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This proposal requests to change the catalog listings for MACH 0230 CNC Mill Operations, and MACH 0240 CNC Lathe Operations. We wish to change the terms offered from "F, S" to "D." This change will make the catalog better reflect the actual terms offered.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	On 09/10/14, Steve Clay, Ken Moore, and Kelly Brown all voted in favor of this proposal. <u>Only 3 faculty members in this department, son unanimous approval. Plus, CoTech Curriculum Committee approved the changes as well.</u>

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for *deletions*, underline for *new text*, and *colored fonts* if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	Current	Changes
Subject Code:	MACH	
Course Number:	0230	
Short Course Title: (30 character max, including spaces; no punctuation)	CNC Mill Operations	
Long Course Title:	CNC Mill Operations	
Credit Hours:	8	

Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Set-up and operation of computer numerically controlled (CNC) vertical milling centers. Build jigs, set tooling, and use pre-written programs to produce CNC parts.	
Prerequisites:	MACH 0261	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	F, S	F , S <u>D</u>
Rationale for Change: These two courses are only offered when a student is seeking an Advanced Technical Certificate: CNC Operator. This change will make the catalog better reflect the actual terms offered.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	MACH	
Course Number:	0240	
Short Course Title: (30 character max, including spaces; no punctuation)	CNC Lathe Operations	
Long Course Title:	CNC Lathe Operations	
Credit Hours:	8	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Set-up and operation of computer numerically controlled lathes. Set the tooling and use pre-written programs to produce CNC parts.	
Prerequisites:	MACH 0261	
Corequisites:		
Registration Restrictions:		
Equivalencies:		

Fulfills General Education Objective:	No	
Terms Offered:	F, S	F , S <u>D</u>
Rationale for Change: These two courses are only offered when a student is seeking an Advanced Technical Certificate: CNC Operator. This change will make the catalog better reflect the actual terms offered.		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

MACH 0230 CNC Mill Operations: 8 semester hours.

Set-up and operation of computer numerically controlled (CNC) vertical milling centers. Build jigs, set tooling, and use pre-written programs to produce CNC parts. PREREQ: MACH 0261. F, S

MACH 0240 CNC Lathe Operations: 8 semester hours.

Set-up and operation of computer numerically controlled lathes. Set the tooling and use pre-written programs to produce CNC parts. PREREQ: MACH 0261. F, S

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

MACH 0230 CNC Mill Operations: 8 semester hours.

Set-up and operation of computer numerically controlled (CNC) vertical milling centers. Build jigs, set tooling, and use pre-written programs to produce CNC parts. PREREQ: MACH 0261. ~~F~~, ~~S~~ D

MACH 0240 CNC Lathe Operations: 8 semester hours.

Set-up and operation of computer numerically controlled lathes. Set the tooling and use pre-written programs to produce CNC parts. PREREQ: MACH 0261. ~~F~~, ~~S~~ D

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

There will be no anticipated impact to any infrastructure, college, or department as a result of this change.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“This proposal presents no concerns to the Library.” - Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No impact on ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	

Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- Hi Jessica,
This proposal should complete the proposed catalog copy section.
Would you send it back when that has been added?
Thanks!
JoAnn
- This section has been added by the department chair, Mike Wheelock
- Thanks.
No advising concerns.

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns."* – Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *"The student information system can support this change."* – Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

- *"No SBOE proposal is required."* – Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

6. **Revised** Proposal #27 from the **Respiratory Therapy Program** for course updates.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 27 Revised	UCC Decision	APPROVED	Date:	10/02/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A


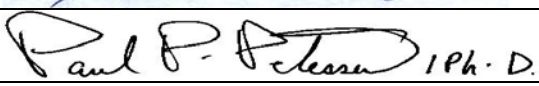

Graduate catalog?	No				
UCC Rec'd Date:	9/18/2014	Processed Date:	9/24/2014	UCC Agenda	9/25/2014
UCC Description:	Respiratory Therapy Program course updates				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator) **COT-2014-07**

Proposal Title:	Respiratory Therapy Program Updates
College:	College of Technology
Department:	Health Occupations
Proposal Originator (PO):	David Blakeman
Email:	Blakdav4@isu.edu
Phone:	3653

Approval Required	Signature		Date
UCC Representative:			9/18/2014
Department Chair / Program Director:			9/18/2014
Dean or Designee:			9/18/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	n/a
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	n/a

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This update is to correct Bengal Web related issues. These corrections will allow students easier access when attempting to sign up for Respiratory Therapy classes once enrolled in our program. It should be noted that each of these changes are only within the Respiratory Therapy program, not causing any impacts on other programs or departments. This proposal is adding HO 0106 as a prerequisite to RESP 2200; however, a review of the catalog copy will show this course is already identified as a prerequisite for this course and program.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Only two faculty members are in the program and both voted yes to these updates on August 28, 2014.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	2200	
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Respiratory Care	
Long Course Title:	Introduction to Respiratory Care	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	HE/HCA 2210 and permission of instructor	HO 0106 or HE/HCA 2210 and permission of instructor and acceptance into the RESP program
Corequisites:	RESP 2200L	RESP 2200L
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: HE is not the correct subject abbreviation for Health Occupations. Additionally, the way the prerequisite is listed required that just about every student receives an override to get into this course. The proposed change will correct this issue, reducing the override requirement and streamlining registration for students.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	2200L - 01 and 02	
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Respiratory Care Lab	
Long Course Title:	Introduction to Respiratory Care Lab	
Credit Hours:		

Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	CPR Healthcare Provider course; HO 0106; and acceptance into the RESP program	CPR Healthcare Provider course; HO 0106; and Acceptance into the RESP program
Corequisites:	RESP 2200	RESP 2200
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: The way the prerequisite is listed required that every student receive an override to get into this course. Additionally, CPR is now offered to our students during this course so it is no longer considered a prerequisite. The proposed change will correct this issue, reducing the override requirement and streamlining registration for students.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	2211	
Short Course Title: (30 character max, including spaces; no punctuation)	Pharmacotherapy Resp Thrpsts	
Long Course Title:	Pharmacotherapy Respiratory Therapists	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	Permission of instructor	Permission of instructor Acceptance into the RESP program
Corequisites:	RESP 2200	RESP 2200
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: This course is taught the first semester of the Respiratory Therapy Program along with RESP 2200. This change should reduce overrides, again streamlining registration for students.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	2231	
Short Course Title: (30 character max, including spaces; no punctuation)	Patient Assessment I	
Long Course Title:	Patient Assessment I	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	RESP 2200 and RESP 2214	RESP 2200 and RESP 2214
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: This course is taught during the summer semester and RESP 2214, taught during the spring semester, is the appropriate prerequisite for this course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	2280	
Short Course Title: (30 character max, including spaces; no punctuation)	Case Management I	
Long Course Title:	Case Management I	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		

Course Description:		
Prerequisites:	RESP 2211 and RESP 2214	RESP 2211 and RESP 2214 RESP 2231
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: This course is taught during the second fall semester and RESP 2231 (taught in the summer) is the appropriate prerequisite for this course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	3301	
Short Course Title: (30 character max, including spaces; no punctuation)	Mechanical Ventilators	
Long Course Title:	Mechanical Ventilators	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	RESP 2200 and RESP 2200L	RESP 2200 and RESP 2200L
Corequisites:	RESP 2214 and RESP 3301L	RESP 2214 and RESP 3301L
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: This course is taught during the spring semester and RESP 2200 is the appropriate prerequisite for this course. RESP 2200L is taught as a corequisite of RESP 2200. Having both listed here is redundant and may be confusing to students.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	3301L – 01 and 02	
Short Course Title: (30 character max, including spaces; no punctuation)	Mechanical Ventilators Lab	
Long Course Title:	Mechanical Ventilators Lab	
Credit Hours:		

Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	RESP 2200 and RESP 2200L	RESP 2200 and RESP 2200L
Corequisites:	RESP 3301	RESP 3301
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: This course is taught during the spring semester as a corequisite of RESP 3301. RESP 2200 is the appropriate prerequisite for this course. RESP 2200L is taught in the fall semester as a co-requisite of RESP 2200. Having both listed here is redundant and may be confusing to students.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	3325	
Short Course Title: (30 character max, including spaces; no punctuation)	Clin Pract Therap Procedure II	
Long Course Title:	Clinical Practice of Therapeutic Procedures II	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	RESP 3320	RESP 2214, RESP 3301, and RESP 3320
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: While it is important for the students to have taken and passed the clinical class (3320) in the previous semester it is also just as important to ensure that the students have taken and passed these two lecture classes taught the previous semester.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	

Course Number:	3330	
Short Course Title: (30 character max, including spaces; no punctuation)	Clin Pract Therap Procedure III	
Long Course Title:	Clinical Practice of Therapeutic Procedures III	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	RESP 3325	RESP 2231 and RESP 3325
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: While it is important for the students to have taken and passed the clinical class (3325) in the previous semester it is also just as important to ensure that the students have taken and passed the one lecture class taught the previous semester.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	RESP	
Course Number:	3335	
Short Course Title: (30 character max, including spaces; no punctuation)	Clin Pract Therap Procedure IV	
Long Course Title:	Clinical Practice of Therapeutic Procedures IV	
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Prerequisites:	RESP 3330	RESP 2232, RESP 2280, and RESP 3330
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		

Terms Offered:		
Rationale for Change: While it is important for the students to have taken and passed the clinical class (3330) in the previous semester it is also just as important to ensure that the students have taken and passed these two lecture classes taught the previous semester.		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Admission to Program

1. Submit completed application for admission to Idaho State University College of Technology.
2. a) Submit all official college or university transcripts (minimum GPA 2.5). If a student has 14 or more college or university academic credits, those will be used to calculate GPA instead of high school grades.
b) Submit an official high school transcript or GED scores (minimum GPA 2.5).
3. Job Shadowing--Complete a minimum of 12 hours of job shadowing in a respiratory therapy setting (please use form contained in application).
4. Submit proof of current Health Care Provider CPR (Cardiopulmonary Resuscitation) certification. You must remain current throughout the program.
5. The following prerequisite courses, or equivalents, must be completed with a grade of "C" or better in each course:

<u>BIOL 2221</u> & <u>2221L</u>	Introductory Microbiology and Introductory Microbiology Laboratory (prerequisite courses satisfy Objective 5)	4
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<u>BIOL 3301</u> & <u>3301L</u>	Anatomy and Physiology and Anatomy and Physiology Lab	4
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<u>BIOL 3302</u> & <u>3302L</u>	Anatomy and Physiology and Anatomy and Physiology Lab	4
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<u>CHEM 1101</u>	Introduction to General Chemistry	3
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OR

<u>CHEM 1111</u> & <u>1111L</u>	General Chemistry I and General Chemistry I Lab	
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[COMM 1101](#) Principles of Speech (satisfies Objective 2) 3

[ENGL 1101](#) English Composition 3

[HO 0106](#) Medical Terminology 2

or [HCA 2210](#) Medical Terminology and Communication

[PSYC 1101](#) Introduction to General Psychology ((each of these 3 courses partially satisfies Objective 6) 3

or [SOC 1101](#) Introduction to Sociology

or [SOC 1102](#) Social Problems

Upon successful completion of the Respiratory Therapy Program, graduates are eligible to take the National Board for Respiratory Care (NBRC) entry-level examination to become Certified Respiratory Therapists (CRT). They would then be eligible, and are encouraged, to complete the NBRC advanced-level examination to become Registered Respiratory Therapists (RRT).

Respiratory Therapy students must maintain a GPA of 2.0 or better, and complete all biology, health, and respiratory therapy courses with a “C” or better to remain in the program.

New Proposed Catalog Copy (clearly show changes from the original):

Admission to Program

1. Submit completed application for admission to Idaho State University College of Technology.
2. a) Submit all official college or university transcripts (minimum GPA 2.5). If a student has 14 or more college or university academic credits, those will be used to calculate GPA instead of high school grades.
b) Submit an official high school transcript or GED scores (minimum GPA 2.5).
3. Job Shadowing--Complete a minimum of 12 hours of job shadowing in a respiratory therapy setting (please use form contained in application).
4. Submit proof of current Health Care Provider CPR (Cardiopulmonary Resuscitation) certification. You must remain current throughout the program.
5. The following prerequisite courses, or equivalents, must be completed with a grade of “C” or better in each course:

[BIOL 2221](#) Introductory Microbiology 4
& [2221L](#) and Introductory Microbiology Laboratory (prerequisite courses satisfy Objective 5)

<u>BIOL 3301</u> & <u>3301L</u>	Anatomy and Physiology and Anatomy and Physiology Lab	4
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<u>BIOL 3302</u> & <u>3302L</u>	Anatomy and Physiology and Anatomy and Physiology Lab	4
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<u>CHEM 1101</u>	Introduction to General Chemistry	3
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OR

<u>CHEM 1111</u> & <u>1111L</u>	General Chemistry I and General Chemistry I Lab	
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<u>COMM 1101</u>	Principles of Speech (satisfies Objective 2)	3
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<u>ENGL 1101</u>	English Composition	3
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<u>HO 0106</u>	Medical Terminology	2
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or [HE/HCA 2210](#) Medical Terminology and Communication

<u>PSYC 1101</u>	Introduction to General Psychology ((each of these 3 courses partially satisfies Objective 6)	3
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or [SOC 1101](#) Introduction to Sociology

or [SOC 1102](#) Social Problems

Upon successful completion of the Respiratory Therapy Program, graduates are eligible to take the National Board for Respiratory Care (NBRC) entry-level examination to become Certified Respiratory Therapists (CRT). They would then be eligible, and are encouraged, to complete the NBRC advanced-level examination to become Registered Respiratory Therapists (RRT).

Respiratory Therapy students must maintain a GPA of 2.0 or better, and complete all biology, health, and respiratory therapy courses with a “C” or better to remain in the program.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		x
Will students be required to use the Library's existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"I have reviewed this proposal. Since it largely concerns changes in prerequisites, I see no effects on the Library."* - Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		x

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		

Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No impact on ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- **Hi Jessica,**
The proposal indicates
No changes noted for the Catalog copy
However, there are several changes to the pre-reqs to various courses.
Would you add the proposed catalog copy (with the changes to the pre-reqs) and send back to me for review?
Thank you
JoAnn

Hi Jessica,

- Thank you for forwarding Joanna's request. From what I remember we are not making any changes to the Catalog Copy but I looked at it to make sure. I am including a copy her also but I don't see why she would need this information. In the past we (UCC) have never required the catalog copy to be attached to the proposal if there were no changes to it. My proposal only makes changes to specific courses that and that information is included in my proposal. With the information I have included the registrar's office can make the changes as needed. Hope this helps. David B

Associate of Science Degree: Respiratory Therapy

Additional General Education and Other Courses:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab ¹	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab ¹	4
ENGL 1102	Critical Reading and Writing (satisfies Objective 1)	3
Objective 3		3
Objective 4 (minimum 6 cr)		6
One Objective 6 course with different prefix from that chosen earlier		3
Objective 7 or 8		3
Objective 9 (minimum 3 cr)		3
Total Hours		29

¹

If not taken prior to admission - both 3301 and 3302 are required.

Respiratory Therapy Courses

RESP 2200 & 2200L	Introduction to Respiratory Care and Introduction to Respiratory Care Lab	4
RESP 2211	Pharmacotherapy for Respiratory Therapists	2
RESP 2214	Introduction to Pulmonary Disease	4
RESP 2231	Patient Assessment I	2
RESP 2232	Patient Assessment II	2
RESP 2280	Case Management I	2
RESP 3301 & 3301L	Mechanical Ventilators and Mechanical Ventilators Lab	4
RESP 3310	Case Management II	2
RESP 3320	Clinical Practice of Therapeutic Procedures I	5
RESP 3325	Clinical Practice of Therapeutic Procedures II	3
RESP 3330	Clinical Practice of Therapeutic Procedures III	5
RESP 3335	Clinical Practice of Therapeutic Procedures IV	5
Total Hours		40

- **Based on David's response, no advising concerns.
Thanks!
JoAnn**

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *"The student information system can support this change." – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- “No SBOE proposal is required.” – Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
	There are no impacts to other departments in the university.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Undergraduate Curriculum Council
October 9, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 16 (16-16)
Minutes – Approved by Curriculum Council on October 16, 2014; Accepted by Deans’ Council and
Provost on November 19, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Wendy Ruchti (for Justin Thorpe)

Telecomm: Elizabeth Morgan

Ex-Officio: JoAnn Hertz, Margaret Johnson, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Chris Hunt, Emily White

Absent: Sean Anderson

1c. Known Guests: none

2. Council approved, with one abstention, their Minutes from **September 25, 2014** and **October 2, 2014**, with the corrections to September 25th minutes.

3. Report from the Executive Committee:

They met and decided which proposals will be on the Consent Calendar for next week.

4. Current Committee Activities:

a. Minutes for acceptance by UCC: none

5. Information from Academic Affairs:

The Provost has accepted:

UCC minutes for **September 11, 2014** and **September 18, 2014**

GERC’s minutes for **September 2, 2014** and **September 9, 2014**

BAS/BAT minutes for **April 2014**

Selena Grace will be visiting all the colleges to talk about accreditation; faculty are encouraged to attend her sessions and ask question. Johnson attended ASISU meeting last night.

6. Information from the Chair:

The UCC Executive Committee may be asked to meet with the accreditors next week.

7. Information from the Faculty Senate:

Faculty Senate recommended 5 faculty members for the Student Conduct Board pool. Senators forwarded a Process and Timeline for Review of the Faculty Constitution that was approved by Deans’ Council and Academic Affairs. As part of the review process, Senate will send the proposed Constitution to the college executive committees and the university faculty committees – University Curriculum Council, Research Council, Graduate Council and Gen Ed Requirements Committee – for their review and comments. Senators will collect the comments and revise the Constitution. The revised Constitution will be sent out in January for all faculty to review and submit comments to Faculty Senate, for another round of revisions. Then it will be released for an all-faculty vote.

8. Other related information or questions:

Briggs discovered the BAT 1170 proposal does have an impact on several programs within the College of Technology. She will send a list to be added to Part C in the proposal. This proposal is contingent upon GERC’s approval.

Houghton said INFO 1181 was approved by GERC via email. The name of the minor is not changing, only the program curriculum. A letter is being sent to the State Board of Education notifying them of the proposed change.

B. REMAIN TABLED – Awaiting information or responses

1. **Proposal #17** from **Informatics** to fine tune the Health Informatics Program. *Requires SBOE approval.* **Tabled** to find out more about SBOE requirement
2. **Proposal #18** from **Informatics** to make INFO 1181 equivalent to CS 1181, including as an Objective 7 Gen Ed course. **Awaiting GERC approval** to become a Gen Ed course, and equivalent.

Council voted unanimously to **un-table Proposals #17 and 18** and add them to Unfinished Business for discussion next week.

C. INFORMATION ITEMS – none this week

D. CONSENT CALENDAR – none this week

E. UNFINISHED BUSINESS

General Education Course Proposals approved by GERC:

1. **GERC Proposal # 5: PHYS 1111** to approve PHYS 1111 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
2. **GERC Proposal # 6: PHYS 1112** to approve PHYS 1112 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
3. **GERC Proposal # 7: PHYS 1113** to approve PHYS 1113 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
4. **GERC Proposal # 8: PHYS 1114** to approve PHYS 1114 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
5. **GERC Proposal # 9: PHYS 2211** to approve PHYS 2211 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
6. **GERC Proposal # 10: PHYS 2212** to approve PHYS 2212 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
7. **GERC Proposal # 11: PHYS 2213** to approve PHYS 2213 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
8. **GERC Proposal # 12: PHYS 2214** to approve PHYS 2214 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.

Council voted unanimously to **approve** the above **Physics courses** as Gen Ed courses for Objective 5 and as meeting GEM competency guidelines.

9. **GERC Proposal # 16: [LANG] 1101, 1102** to approve the cumulative courses [LANG] 1101 and [LANG] 1102 as General Education courses meeting the state-wide GEM competency guidelines for **Objective 4**.
10. **GERC Proposal # 18: EDUC 1110** to approve EDUC 1110 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6**. **Note: This proposal changes the Objective met by this course from Objective 4 to Objective 6.**
11. **GERC Proposal # 27: MGT 2216** to approve MGT 2216 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3**.

Council voted unanimously to **approve the courses in GERC Proposals #16, #18 and #27** as meeting the respective Objectives and GEM competency guidelines.

Curriculum, Course and Program Changes Proposed:

1. Council unanimously **approved Proposal #22** from **Sociology** ([Appendix 1](#)) for program changes to the A.A. degree in Criminal Justice, and change the name to “Criminology”. *Requires SBOE approval.*
2. Council unanimously **approved Proposal #23** from **Sociology** ([Appendix 2](#)) to add a Criminology concentration to the B.A. degree in Sociology. *Requires SBOE approval.*
3. Council unanimously **approved Proposal #28** from **Mechanical Engineering** ([Appendix 3](#)) for course and curriculum changes.
4. **Proposal #29** from **History** to change course titles for HIST 4439 and HIST 4479, and add a new course HIST 4486. Council had questions whether course changes warrant a new course, also awaiting impact from Education. **Tabled.**
5. **Proposal #30** from **Sociology** to add a minor in Gender and Sexuality Studies, and modify curriculum to eliminate discontinued Womens’ Studies program and courses. **Tabled** and remanded to department for corrections and clarification.
6. **Proposal #31** from **Geosciences** to update courses and curriculum for the B.S. degree in Geosciences. Need impact statement from Education, and clarification about where course repeatability and prerequisites need to go in the Part B table. **Tabled.**

F. NEW BUSINESS

Council unanimously voted to approve and immediately **table** all the items below.

Catalog Policy Change Recommendation from GERC approved September 30, 2014 regarding CLEP exams to replace existing catalog text:

Proposed new catalog copy:

Credit through C.L.E.P. and Other Approved Examinations

Any ~~s~~Students, including International Students, can may receive up to 16 credits by examination (C.L.E.P., BYU Language Exams, or other exams approved by the Department) to be applied to their transcripts with an "S" grade. Students who are proficient in a language other than English may satisfy one component of Objective 4 of the General Education Requirements by successfully earning four credits on one of these exams.

Curriculum, Course and Program Changes Proposed:

1. **Proposal #28** from **Mechanical Engineering** for course and curriculum changes.
2. **Proposal #29** from **History** to change course titles for HIST 4439 and HIST 4479, and add a new course HIST 4486.
3. **Proposal #30** from **Sociology** to add a minor in Gender and Sexuality Studies, and modify curriculum to eliminate discontinued Womens' Studies program and courses.
4. **Proposal #31** from **Geosciences** to update courses and curriculum for the B.S. degree in Geosciences.
5. **Proposal #32** from **Dance** to delete DANC 2270 and add DANC 1191 and DANC 3391 to the curriculum
6. **Proposal #33** from **Pharmacy** to add PHAR 9923, 9933 and 9943, and to drop unused courses PHAR 9901, 9902, and 9903.
7. **Proposal #34** from **Information Technology Systems** to add ITS 0135 and drop ITS 0130.
8. **Proposal #35** from **Automotive Technology** for program and course changes.
9. **Proposal #36** from the **College of Technology** to change the names of its Professional-Technical certificates from *Postsecondary Technical Certificate* to *Basic Technical Certificate*, and from *Technical Certificate* to *Intermediate Technical Certificate*. These changes will align with the State Board of Education's recent changes.
10. **Proposal #37** from the **Energy Systems Technology Program** to add COMM 1101 to the course required for an Intermediate Technical Certificate.
11. **Proposal #38** from the **Industrial Controls Program** to add back the CHEM 1100 or PHYS 1101/PHYS 1101L option to the program requirements. This restores a requirement that was inadvertently removed from the catalog.
12. **Proposal #39** from the **College of Technology** for changes to the college's Admissions policies and General Education requirements. This proposal also requires review by GERC and by Faculty Senate.
13. **Proposal #40** from the Accounting Technology Program to remove ENGL 1102 from the A.A.S. degree requirements.
14. **Proposal #42** from **Civil and Environmental Engineering** for course and curriculum changes.
15. **Proposal #43** from **Communication, Media and Persuasion** to delete Photo Lab courses: CMP 2251L, CMP 3352L, CMP 4455L and CMP 4457L.
16. **Proposal #44** from **Communication, Media and Persuasion** to swap CMP 1110 and CMP 2251 in the Advertising emphasis curriculum.
17. **Proposal #45** from **Communication, Media and Persuasion** to add a new course CMP 4440: Sport Public Relations.
18. **Proposal #46** from **Communication, Media and Persuasion** to drop CMP 4495 and update the Journalism emphasis curriculum.

19. **Proposal #47** from **Communication, Media and Persuasion** to add a new course CMP 2203: Media Literacy. A separate proposal has been submitted to GERC for this course to be a General Education course for Objective 8: Information Literacy.

G. ADJOURNMENT: 5:10 p.m.

APPENDICES

PROPOSALS APPROVED:

GERC-approved 'grandfathered' Gen Ed proposals:

1. **GERC Proposal # 5: PHYS 1111** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
2. **GERC Proposal # 6: PHYS 1112** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
3. **GERC Proposal # 7: PHYS 1113** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
4. **GERC Proposal # 8: PHYS 1114** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
5. **GERC Proposal # 9: PHYS 2211** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
6. **GERC Proposal # 10: PHYS 2212** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
7. **GERC Proposal # 11: PHYS 2213** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
8. **GERC Proposal # 12: PHYS 2214** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5**.
9. **GERC Proposal # 16: [LANG] 1101, 1102** as General Education courses meeting the state-wide GEM competency guidelines for **Objective 4**.
10. **GERC Proposal # 18: EDUC 1110** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6**. **Note: This proposal changes the Objective met by this course from Objective 4 to Objective 6.**
11. **GERC Proposal # 27: MGT 2216** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3**.

Curriculum Proposals:

[Back to List of Proposals](#)

1. **Corrected Proposal #22** from **Sociology** (Appendix 1) for program changes to the A.A. degree in Criminal Justice, and change the name to “Criminology”. *Requires SBOE approval.*

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 22 Corrected	UCC Decision	APPROVED as amended	Date:	10/09/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	Letter	State Decision		Date:	
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	09/17/2014	Processed Date:	09/24/2014	UCC Agenda	09/25/2014
UCC Description:	Sociology: change AA degree name to “Criminology”, program changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Program Change for AA degree in Criminal Justice and name change to “Criminology”
College:	College of Arts & Letters
Department:	Sociology, Social Work, and Criminal Justice
Proposal Originator (PO):	Gesine Hearn
Email:	heargesi@isu.edu
Phone:	282-4947

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Sean K. Anderson	9/16/14
Department Chair / Program Director:	See signature page – signed by Gesine Hearn (?)	9/16/14
Dean or Designee:	See signature page – signed by Mark K. McBeth	9/16/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No Yes	State Proposal submitted to Academic Affairs

Overview of Proposed Changes

<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>The AA program in Criminology at ISU serves student demand primarily in Eastern Idaho. The lack of a community college in Eastern Idaho makes this degree attractive to students who would otherwise not attend a four-year institution. In addition, the AA degree in Criminology is geared toward a specific employment sector and is thus more helpful in gaining employment than a general studies AA degree. The program supports the “Idaho Complete” Initiative by offering a two-year degree with mostly lower-division courses and only a total of 64 credits required for graduation. It is an attainable and affordable degree for people in Idaho. The AA program in Criminology fits well into the mission of ISU. We advance scholarly endeavors, we involve students in the creation of new knowledge and cutting-edge research, and we uphold high quality in our instruction. Our program produces cosmopolitan citizens and critical thinkers. Teaching and research go hand-in-hand: students learn about our research projects; many classes require students to conduct or prepare small research projects; our faculty is very active in research and brings cutting-edge knowledge and research experience to the classroom. We offer access to students from diverse backgrounds while maintaining the quality standards of our program. We advise students extensively. The program attracts many first generation students. We utilize various resources from across campus to help these students.</p> <p>The AA program includes some courses relevant to the Health Sciences (e.g. Critical Analysis of Social Diversity, Sexual Crimes). Faculty engages in health-related research (e.g. sexual violence).</p> <p>The AA program collaborates with community groups and organizations. AA students work as interns in local organizations, agencies, and companies. The program is involved in ongoing efforts to build strategic community-academic partnerships.</p> <p>The vast majority of the students who receive an AA degree in Criminology at ISU go on to pursue a BA degree in Sociology. We propose some changes to the current curriculum of the AA degree to make the transition to earning a BA degree easier for students. The department will submit a proposal to offer a BA degree in Sociology with a concentration in Criminology. The proposed new curriculum for the AA degree in Criminology will seamlessly transition to the BA degree in Sociology, in particular to the BA in Sociology with a concentration in Criminology.</p>
<p>What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Faculty voted on this proposal in our last meeting in the spring semester on April 30, 2014. Faculty unanimously supported the proposal.</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes to existing courses proposed, empty table was deleted to eliminate extraneous content. CLR

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

Subject Code:	SOC
Course Number:	3310
Short Course Title: (30 character max, including spaces; no punctuation)	Introduction to Criminal Justice
Long Course Title:	SOC 3310 Introduction to Criminology Criminal Justice 3 credits
Credit Hours:	3
Contact Hours:	150 3
Default Grading Mode:	Letter Grades
Available Grading Modes:	Letters, Audit
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Introduction to Criminal Justice will introduce students to the historical background, important trends, and emerging issues in criminal justice. Students will learn about core topics in criminal justice—including policing, corrections, and criminal law and courts, as well as special topics such as hate crimes, sex offenders, and domestic violence—while learning how to solve problems they are likely to face in a variety of criminal justice career paths.
Prerequisites:	SOC 1101 or Permission of Instructor
Corequisites:	N/A
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	Fall
Rationale:	The department is proposing changes to the curriculum for the AA degree in Criminology. We are currently offering all courses needed for the area of concentration except for this introductory course. In this proposed new course, students will learn about fundamental concepts and approaches in the field of criminology. This course lays the groundwork for SOC 4431 Criminology.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses proposed for deletion, empty table was deleted to eliminate extraneous content. CLR

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing

catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Arts in Criminal Justice

In their second semester, students need to choose an advisor in the Criminal Justice Program. Students completing the Associate of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the [General Education Requirements](#) in the Academic Information section of this catalog).

Required Courses (21 credits):

POLS 2249	Introduction to Criminal Law	3
SOC 1102	Social Problems (partially satisfies General Education Objective 6)	3
SOC 2231	Juvenile Delinquency	3
SOC 2248	Critical Analysis of Social Diversity (satisfies General Education Objective 7)	3
SOC 2250	Women Crime and Corrections	3
SOC 2295	Criminal Justice Internship	1-4
SOC 4431	Criminology	3

Electives from the following courses to reach a total of at least 64 credits:

PSYC 2200	Child Abuse	3
OR		
PSYC 2225	Child Development	3
OR		
PSYC 3301	Abnormal Psychology I	3
PSYC 2205	Human Sexuality	3
SOC 4436	Elite Deviance and Crime	3
SOC 4438	Sexual Crimes	3
SOC 4492	Topics in Criminal Justice ¹	3

¹This is a 1-credit course that may be repeated with different content to reach the required credits.

Credit Requirements for Graduation:

General Education Requirements	(min) 38
Associate of Arts in Criminal Justice ¹	27
Total Credits	65

¹ Six (6) of the credits in the 36 listed for General Education are also in the 27 required for the degree.

New Proposed Catalog Copy (clearly show changes from the original):

Associate of Arts in ~~Criminal Justice~~ Criminology

In their second semester, students need to choose an advisor in the Criminal Justice Program. Students completing the Associate of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits - see the [General Education Requirements](#) in the Academic Information section of this catalog).

Required Courses (19 credits):

SOC 1101	Introduction to Sociology (partially satisfies General Education Objective 6)	3
SOC 1102	Social Problems (partially satisfies General Education Objective 6)	3
SOC 2231	Juvenile Delinquency	3
SOC 2248	Critical Analysis of Social Diversity (satisfies General Education Objective 7)	3
SOC 3310	Introduction to Criminal Justice	3
SOC 2295	Criminal Justice Internship	4
SOC 4431	Criminology	3

Electives from the following courses (9 credits):

POLS 2249	Introduction to Criminal Law	
3		
SOC 2250	Women, Crime, and Corrections	
3		
PSYC 2200	Child Abuse	3
OR		
PSYC 2225	Child Development	3
OR		
PSYC 3301	Abnormal Psychology I	3
PSYC 2205	Human Sexuality	3
SOC 4436	Elite Deviance and Crime	3
SOC 4438	Sexual Crimes	3
SOC 4492	Topics in Criminal Justice *	3

* this course may be repeated with different content.

Credit Requirements for Graduation:

General Education Requirements	36
Associate of Arts in Criminal Justice ¹	22 to 28
Electives ¹	0-6
Total Credits	64

¹Six (6) of the 28 major credits may double-count as General Education thereby requiring up to six (6) additional elective credits to reach 64 total credits.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

After reviewing the proposals, I am confident in the Library's current ability to support them.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		x
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		x
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		x
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet		

connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle , etc.)		x
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?	x	
Will you use Moodle to be fully online with no seat-time required?	x	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		x
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Gesine,
No concerns from ITS...Thanks for checking!
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Gesine,

I think it would be helpful for the catalog copy to identify that "elective credits" would be needed if courses are used for both GE and Major requirements.

Other than that issue, I have no advising concerns.

Best wishes.

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thank you.

Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Gesine,

The student information system can support all three of these changes. I do believe that SBOE approval or communication will be required for all three. I would suggest that you confirm with your Dean's office and Academic Affairs that the communication regarding the minor include both the rename and the move of the program to the Department of Sociology, Social Work & Criminal Justice.

I have a couple of minor edits and questions that should not prevent these proposals from moving forward to the UCC.

Best Regards,

Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

Yes, per Kelly in Academic Affairs 9/24/14

On Oct 2, 2014, at 3:56 PM, Christopher Hunt <huntchri@isu.edu> wrote:

Dr. Hearn,

The UCC had a couple of easy questions regarding your proposals:

You propose the new SOC 3310 in both proposals 22 and 23. Can we remove adding the course from one of the proposals?

Yes, i just needed to add the course, but certainly do not need to do this twice. [The new course SOC 3310 was deleted from Proposal #23 since it appears here in Proposal #22.]

In SOC 3310, you list the short title as "Introduction to Criminal Justice" and the long title as "Introduction to Criminology". Is there a reason for the difference? Or could you pick one?

Its 'Criminal Justice' for both the long and short title. [This change has been made in the new course table above in Part B.]

In SOC 3310, you list the contact hours at 150 hours. In Banner, when we list those contact hours, it represents the number of hours of instruction per week, so a 3 credit course would typically have 3 hours of instruction per week. Is it your intention that this course have different amount of contact hours/hours of instruction per week?

3 hours it is. Really dont know how 150 made its way into the proposal! This correction has been made.

In proposal 22, when you update the graduation requirements for the AA in Criminology, you left out SOC 1102, but did not indicate that you were removing it from the curriculum. Can you confirm that your intention is to remove SOC 1102 from the graduation requirements?

It is removed from the graduation requirements. We listed it in as a recommended gen ed course.

[As discussed by UCC, SOC 1102 was added back with strikeouts to clarify that it is to be deleted from that section.]

Best Regards,

Chris Hunt
 Associate Registrar
 Idaho State University
 voice: (208) 282-4946
 fax: (208) 282-4231
 email: huntchri@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR: ,

Department(s) Impacted	Describe Impact:
Psychology	No impact- courses remain electives for the program
Political Science	POLS 2249 will now be offered as an elective which might somewhat decrease the enrollment in this course

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

so you are welcome to state we support your proposal but I would recommend removing the PSYC 2220 course. Shannon Lynch (PSYCHOLOGY)

Hi Gesine:

Thank you for sending the proposals. I appreciate your change, since the person who teaches our Criminal law classes is an adjunct. He is great, but I don't know how long he will want to stay as an adjunct. Thus, moving these to electives (as you did) is perfect. Thank you!

Also, just a thought, our POLS 4443 Con Law (spring) deals with Civil liberties etc if that would fit as an elective.

thank you Gesine!

Donna Lybecker (POLITICAL SCIENCE)

[Back to List of Proposals](#)

- 2. Corrected Proposal #23 from **Sociology** to add a Criminology concentration to the B.A. degree in Sociology. *Requires SBOE approval.***

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 23 <u>Corrected</u>	UCC Decision	APPROVED	Date:	10/09/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	Letter	State Decision		Date:	
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/17/2014	Processed Date:	09/24/2014	UCC Agenda	09/25/2014
UCC Description:	Sociology: add Criminology concentration to BA in Sociology				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Add area of concentration in Criminology to the BA in Sociology
College:	College of Arts & Letters
Department:	Sociology, Social Work, and Criminal Justice
Proposal Originator (PO):	Gesine Hearn
Email:	heargesi@isu.edu
Phone:	282-4947

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Sean K. Anderson	9/16/14

Department Chair / Program Director:	See signature page – signed by Gesine Hearn (?)	9/16/14
Dean or Designee:	See signature page – signed by Mark K. McBeth	9/16/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/Ltr	State Proposal submitted to Academic Affairs Yes

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	<p>The area of concentration in Criminology with a BA in Sociology is dedicated to the mission of the university and its four core themes. Our curriculum, instructional efforts, and scholarly work as it relates to students, the health sciences, or the community support the core themes of ISU. The curriculum in Criminology advances scholarly endeavors, we involve students in the creation of new knowledge and cutting-edge research, and we uphold high quality in our instruction. Our program produces cosmopolitan citizens and critical thinkers. Teaching and research go hand-in-hand: students learn about our research projects; many classes require students to conduct or prepare small research projects; our faculty is very active in research and brings cutting-edge knowledge and research experience to the classroom.</p> <p>The department decided to offer a BA degree in Sociology with a concentration in Criminology because there is a strong interest from students and the concentration will enhance the marketability of students in a growing job market in the field of Criminal Justice. A BA degree with a specialization in Criminology or Criminal Justice is found in essentially every university or college in the U.S. and has proven to be very attractive to students. The department already has in place the courses typically offered in a BA with a specialization in Criminology. Criminology has been defined to include the study of the crime and delinquency itself (patterns, trends, and causes) as well as how society responds to it. The area of concentration in Criminology serves students demand at ISU. Since last summer, we have advised 37 students who have opted to pursue a curriculum mirroring the proposed area of concentration. These students have met with advisors to map a plan of study concentrating on criminology courses to complement their BA degree in Sociology.</p>
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Faculty voted on this proposal in our last meeting in this semester on April 30, 2014. Faculty unanimously supported the proposal.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes to existing courses proposed, empty table was deleted to eliminate extraneous content. CLR

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

SOC 3310 was included in Proposal #22 as a new course. It was deleted from this proposal with the department's knowledge and consent. See SIS Impact statement in Part D.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses proposed for deletion, empty table was deleted to eliminate extraneous content. CLR

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Arts in Sociology

Sociology deals with social institutions, activities, and patterns of behavior of diverse groups. The challenge for sociologists is to sort out trends and to find ways to resolve the conflicts between groups of people. The sociology major provides students with background in the basic theoretical, research, and substantive areas of the discipline. The field of sociology leads to an understanding of the social forces impinging upon one's life and can lead to careers in many diverse settings.

Sociology majors must attain a grade of "C" or better in all required and elective courses.

Students completing the Bachelor of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog.)

Required Courses for Graduation

SOC 1101	Introduction to Sociology	3
SOC 3301	Classical Social Theory	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOC 4403	Contemporary Social Theory	3
SOC 4462	Power Class and Prestige	3
Elective Courses ¹		18
Total Hours		36

¹ In addition to the required courses, students are expected to complete 18 credit hours from any of the remaining courses in the Sociology curriculum excluding [SOC 4482](#). Fifteen (15) of the elective credit hours must be upper division.

New Proposed Catalog Copy (clearly show changes from the original):

Bachelor of Arts in Sociology

Sociology deals with social institutions, activities, and patterns of behavior of diverse groups. The challenge for sociologists is to sort out trends and to find ways to resolve the conflicts between groups of people. The sociology major provides students with background in the basic theoretical, research, and substantive areas of the discipline. The field of sociology leads to an understanding of the social forces impinging upon one's life and can lead to careers in many diverse settings.

Sociology majors must attain a grade of "C" or better in all required and elective courses.

Students completing the Bachelor of Arts must complete 8 of the 9 General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog.)

Required Courses for Graduation

SOC 1101	Introduction to Sociology	3
SOC 3301	Classical Social Theory	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOC 4403	Contemporary Social Theory	3
SOC 4462	Power Class and Prestige	3
Elective Courses ¹		18
Total Hours		36

¹In addition to the required courses, students are expected to complete 18 credit hours from any of the remaining courses in the Sociology curriculum excluding [SOC 4482](#). Fifteen (15) of the elective credit hours must be upper division.

Area of concentration in Criminology with a Bachelor of Arts in Sociology

The department offers an area of concentration in Criminology with a BA in Sociology. Students choosing this area of concentration must take the required courses for the BA in Sociology (18 credits in required courses). In addition, students must take four required courses in Criminology (13 credits), and 9 credits in elective courses from a list of selected courses. We also recommend certain general education courses and additional electives to complement the area of concentration in Criminology.

Required Courses in Sociology (18 credits)

SOC 1101	Introduction to Sociology	3
SOC 3301	Classical Social Theory	3
SOC/SOWK 3308	Sociological Methods and Social Work Research	3
SOC 3309	Social Statistics	3
SOC 4403	Contemporary Social Theory	3
SOC 4462	Power Class and Prestige	3

Required Courses for the Area of Concentration in Criminology (13 credits)

SOC 2231	Juvenile Delinquency	3
SOC 3310	Introduction to Criminal Justice	3
SOC 4431	Criminology	3
SOC 2295	Criminal Justice Internship	4

Electives – three additional Courses from the following list of courses (9 credits)

SOC 4436	Elite Deviance and Crime	3
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SOC 4438 Sexual Crimes	3
SOC 4492 Topics in Criminal Justice *	3
SOC 3366 The Community	3
SOC 3321 Families in American Society	3

* this course may be repeated with different content.

Recommended electives that will fulfill or partially fulfill General Education Requirements

SOC 1102 Social Problems (partially satisfies Objective 6)	3
SOC 2248 Critical Analysis of Social Diversity (Objective 7)	3
SPAN 1101 Elementary Spanish I (Objective 4)	4
SPAN 1102 Elementary Spanish II (Objective 4)	4

Recommended additional electives

POLS 2248 Politics and the Administration of Justice	3
POLS 2249 Introduction to Criminal Law	3
POLS 4443 Constitutional Law	3
PSYC 2200 Child Abuse	3
PSYC 2201 Abnormal Psychology I	3
SOC 2250 Women, Crime and Corrections	3

Total Hours: 40

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	x	
Will students be required to use the Library’s existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x

Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x
---	--	----------

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

After reviewing the proposals, I am confident in the Library's current ability to support them.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		x
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		x
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		x
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		x
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?	x	
Will you use Moodle to be fully online with no seat-time required?	x	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		x

Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Gesine,

No concerns from ITS...Thanks for checking!

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Gesine,

I think it would be helpful for the catalog copy to identify that "elective credits" would be needed if courses are used for both GE and Major requirements. **THIS APPLIES TO THE AA DEGREE!**

Other than that issue, I have no advising concerns.

Best wishes.

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Please apply the following statement to both proposals:

No CoT advising concerns.

Thank you.

Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Gesine,

The student information system can support all three of these changes. I do believe that SBOE approval or communication will be required for all three. I would suggest that you confirm with your Dean's office and Academic Affairs that the communication regarding the minor include both the rename and the move of the program to the Department of Sociology, Social Work & Criminal Justice.

I have a couple of minor edits and questions that should not prevent these proposals from moving forward to the UCC.

Best Regards,

Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please) **Yes**

On Oct 2, 2014, at 3:56 PM, Christopher Hunt <huntchri@isu.edu> wrote:

Dr. Hearn,

The UCC had a couple of easy questions regarding your proposals:

You propose the new SOC 3310 in both proposals 22 and 23. Can we remove adding the course from one of the proposals?

Yes, i just needed to add the course, but certainly do not need to do this twice. [The new course SOC 3310 was deleted from this Proposal #23 since it appears in Proposal #22.]

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Political Science	Courses recommended as electives; possibly additional enrollment
Psychology	Courses recommended as electives; possibly additional enrollment

Languages	Courses recommended as general education courses; possible additional enrollment

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Greetings Gesine,
 Sorry for this late response. I was not sure what format the response should be prepared. The following proposals have no impact whatsoever on the Department of Languages/International Studies.
 Kindest regards,
 Raphael Njoku (IS and Languages)

so you are welcome to state we support your proposal but I would recommend removing the PSYC 2220 course. THIS APPLIES TO THE AA DEGREE (both proposals were sent to department chairs) !Shannon Lynch (PSYCHOLOGY)

Hi Gesine:
 Thank you for sending the proposals. I appreciate your change, since the person who teaches our Criminal law classes is an adjunct. He is great, but I don't know how long he will want to stay as an adjunct. Thus, moving these to electives (as you did) is perfect. Thank you!
 Also, just a thought, our POLS 4443 Con Law (spring) deals with Civil liberties etc if that would fit as an elective.
 thank you Gesine!
 Donna Lybecker (POLITICAL SCIENCE)

[Back to List of Proposals](#)

3. **Revised Proposal #28** from **Mechanical Engineering** for course and curriculum changes.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 28 Revised	UCC Decision	APPROVED	Date:	10/09/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	Yes	A Graduate Catalog proposal is in process			
UCC Rec'd Date:	10/03/2014	Processed Date:	10/03/2014	UCC Agenda	10/09/2014
UCC Description:	Mechanical Engineering Curriculum Changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Mechanical Engineering Curriculum Changes
College:	CoSE
Department:	Mechanical Engineering
Proposal Originator (PO):	Mary Hofle
Email:	hoflmary@isu.edu
Phone:	X3148

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Mary Hofle	17 Sept 14
Department Chair / Program Director:	See signature page – signed by Brian Williams	9/18/14
Dean or Designee:	See signature page – signed by David Rodgers (for R. Brey)	9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>The mission of the engineering departments is to provide students with programs of study leading to a comprehensive education designed to prepare them for, and support them in, careers in engineering and related professions. The changes put forth in this proposal will enable the students graduating in the ME program to gain additional knowledge and learn and improve team building skills (so important in industry today) in their capstone design course sequence better preparing them for their professional careers.</p> <p>Currently the capstone sequence consists of ME 4480, 1 credit and ME 4496, 3 credits. We propose to reinstitute ME 4496A and ME 4496B both 3 credit courses to cover the additional material and to give students sufficient time working in teams. To cover the increase of 2 credits for this change, we propose to eliminate a ME elective of 3 credits reducing the total number of ME electives from 4 to 3 electives resulting in a reduction of credits from 12 to 9.</p> <p>A change to the pre/co reqs for ME 4425 Mechatronics has been proposed. The EE dept teaches a course that would meet the prerequisite requirement for ME 4425 so we would like to add it to the pre-reqs making the course available to EE students. (Petitions have been used to date.)</p> <p>The ME dept proposes changing ME 2222, ME Materials, from a 2000 level</p>

	<p>course to a 3000 level (ME 3322) and changing the prereqs for the course.</p> <p>The following graduate courses are affected by these changes. A graduate catalog proposal is in progress. ME 5525, Mechatronics, pre/coreq changes; ME 5506, Measurement Systems Lab, pre/coreq changes to match the undergraduate course pre/coreqs.</p>
<p>What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Faculty meetings on Sept 10th and Sept 17th. Unanimous approval, 7 yes, 0 no, and no abstentions.</p>

Part B: Course Change(s)

DO NOT USE MICROSOFT WORD'S TRACK-CHANGES FEATURE; INSTEAD PLEASE USE STRIKE-OUT FOR **DELETIONS**, UNDERLINE FOR **NEW TEXT**, AND **COLORED FONTS** IF DESIRED, TO SHOW THE CHANGES YOU WANT MADE IN THE CATALOG.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	ME	
Course Number:	4425	
Short Course Title: (30 character max, including spaces; no punctuation)	Mechatronics	
Long Course Title:	Mechatronics	
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	<p><i>ME 4425 Mechatronics: 3 semester hours.</i></p> <p>Basic kinematics, sensors, actuators, measurements, electronics, microprocessors, programmable logic controllers, feedback control, robotics and intelligent manufacturing.</p>	
Prerequisites:	ME 4473 and MATH 3360	ME 4473 or EE 4473 and MATH

		3360
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: Electrical engineers often take ME 4425, Mechatronics as a program elective. The EE dept. has their own controls class. This controls class, EE 4473 gives the student the proper background for Mechatronics, ME 4425.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ME	
Course Number:	2222	3322
Short Course Title: (30 character max, including spaces; no punctuation)	ME Materials	
Long Course Title:	Mechanical Engineering Materials	
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	ME 2222 Mechanical Engineering Materials: 3 semester hours. Material properties, metals, alloys, phase diagrams, heat treatment, and material testing.	ME 3322 Mechanical Engineering Materials: 3 semester hours. Material properties, metals, alloys, phase diagrams, heat treatment, material testing and material applications.
Prerequisites:	PREREQ: CHEM 1111 and CHEM 1111L	PREREQ: CHEM 1111 and CHEM 1111L, Prereq or Coreq: CE/ME 3350
Corequisites:		Prereq or coreq: CE/ME 3350
Registration Restrictions:		
Equivalencies:	ME 2222	Equivalent to ME 2222
Fulfills General Education Objective:	No	
Terms Offered:	F,S	
Rationale for Change: The ME faculty has been discussing this proposal for the past couple of semesters having noticed the need for the students in the materials class to have the material (such as stress, strain, structures, etc) from CE/ME 3350 prior to taking (or taken concurrently) with ME 3322. Changing the level of ME 3322 allows this and the prereq changes to be made since both courses will be at the 3000 level. Additional material, dealing with applications of materials for specific purposes, will be able to be included in the course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ME	
Course Number:	4406	
Short Course Title: (30 character max, including spaces; no punctuation)	Measurement Systems Laboratory	
Long Course Title:	Same	
Credit Hours:	1	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	<p>ME 4406 Measurement Systems Laboratory: 1 semester hour.</p> <p>Principles of measurement, measurement standards and accuracy, detectors and transducers, digital data acquisition principles, signal conditioning systems and readout devices, statistical concepts in measurement, experimental investigation of engineering systems.</p>	<p>ME 4406 Measurement Systems Laboratory: 1 semester hour.</p> <p>Principles of measurement, measurement standards and accuracy, detectors and transducers, digital data acquisition principles, signal conditioning systems and readout devices, statistical concepts in measurement, experimental investigation of engineering systems.</p>
Prerequisites:	PREREQ: MATH 3360.	PREREQ: MATH 3360 and EE 2240.
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	S	
Rationale for Change: This class requires the students to know how to analyze a circuit. In the past, students took ME 4405, Measurement Systems (which required EE 2240), as a co-req with ME 4406. Since ME 4405 is no longer a required course it is necessary to add EE 2240 as a prereq to ME 4406.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ME	
Course Number:	4451	
Short Course Title: (30 character max, including spaces; no punctuation)	Compressible Fluid Flow	
Long Course Title:	Same	
Credit Hours:	3	

Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	ME 4451 Compressible Fluid Flow: 3 semester hours. Fundamentals and practical applications of compressible fluid flow and gas dynamics; techniques for isentropic friction, heat addition, isothermal flow, shock wave analysis, propagation, expansion waves, reflection waves.	
Prerequisites:	PREREQ: ME 3341. D	PREREQ: ME 3307, and ME 3341. D
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	F,S	
Rationale for Change: The prereq, ME 3307, was inadvertently left out of the recent catalog. We would like to re-instate this prereq.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ME	
Course Number:	4496A	
Short Course Title: (30 character max, including spaces; no punctuation)	Project Design I	
Long Course Title:	Same	
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	ME 4496A Project Design I: 3 semester hours. Semester one of a two semester sequence dealing with the conceptual design of multi-disciplinary projects	

	requiring multi-disciplinary teams.	
Prerequisites:	PREREQ: Approval of application for admission to course.	PREREQ: Approval of application for admission to course. PREREQ or COREQ: CE 3360 or CE 3361
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	F	
Rationale for Change: We want to include the prereq/coreq required under the current catalog for the capstone course to be reflected in the change to ME 4496A and B capstone sequence.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

N/A

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

N/A

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Mechanical Engineering

Including the University General Education Requirements listed elsewhere (8 of the 9 General Education Objectives, a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog), the program of study for the Bachelor of Science in Mechanical Engineering degree totals a minimum of 120 credits as follows:

Additional Mathematics and Science Course Requirements:

MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
CHEM 1111	General Chemistry I (Partially satisfies General Education Objective 5)	4
CHEM 1111L	General Chemistry I Lab (Partially satisfies General Education Objective 5)	1
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
PHYS 2212	Engineering Physics II (Partially satisfies General Education Objective 5)	4

Note: Objective 5 is satisfied by taking all of the science courses identified above as partially satisfying this objective.

Mechanical Engineering Course Requirements:

CE/ME 2210	Engineering Statics ¹	3
EE 2240	Introduction to Electrical Circuits	3
CE/ME 3350	Mechanics of Materials ¹	3
CE 3360	Engineering Economics	2
ME 1105	Solid Modeling	2
ME 1165	Structured Programming	2
ME 2220	Engineering Dynamics ¹	3
ME 2222	Mechanical Engineering Materials	3
ME 2266	Symbolic Programming	1
ME 3307	Thermodynamics ¹	3
ME 3320	Kinematics and Dynamics of Machinery ¹	3

ME 3323	Machine Design	3
CE/ME 3341	Fluid Mechanics ¹	3
ME 4406	Measurement Systems Laboratory	1
ME 4440	Vibration Analysis	3
ME 4443	Thermal Fluids Laboratory	1
ME 4463	Mechanical Systems Design	3
ME 4465	Thermal Fluid System Design	3
ME 4473	Mechanical Control Systems	3
ME 4476	Heat Transfer	3
ME 4480	Mechanical Engineering Seminar	1
ME 4496	Project Design	3
ME Electives ²		12

¹ Course may involve evening examinations and/or presentations.

² Students are to consult with their advisors and choose courses which will complement their engineering education.

For students interested in focusing their ME degree in the *Biomedical* area, suggested electives are:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
PTOT 4401	Clinical Kinesiology and Biomechanics	4
PE 4482	Mechanical Analysis of Human Movement	3
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4

For students interested in focusing their ME degree in the *Systems* area, suggested electives are:

ME 3355	System Dynamics	3
ME 4415	Model Theory	3

ME 4425	Mechatronics	3
MATH 4421	Advanced Engineering Mathematics I	3

For students interested in focusing their ME degree in the *Thermal/Fluids* area, suggested electives are:

CE 4435	Hydraulic Design	3
ME 4416	Thermal Power Cycles	3
ME 4451	Compressible Fluid Flow	3

For students interested in focusing their ME degree in the *Robotics and Mechanical Design* area, suggested electives are:

ME 3325	Advanced Machine Design	3
ME 3353	Manufacturing Processes	3
ME 4425	Mechatronics	3
CE 4431	Advanced Mechanics of Solids	3

For students interested in focusing their ME degree in the *Energy* area, suggested electives are:

MATH 4421	Advanced Engineering Mathematics I	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for [new text](#), and [colored fonts](#) if desired, to show the changes you want made in the catalog.]

Bachelor of Science in Mechanical Engineering

Including the University General Education Requirements listed elsewhere (8 of the 9 General Education Objectives, a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog), the program of study for the Bachelor of Science in Mechanical Engineering degree totals a minimum of 120 credits as follows:

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MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
CHEM 1111	General Chemistry I (Partially satisfies General Education Objective 5)	4
CHEM 1111L	General Chemistry I Lab (Partially satisfies General Education Objective 5)	1
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
PHYS 2212	Engineering Physics II (Partially satisfies General Education Objective 5)	4

Note: Objective 5 is satisfied by taking all of the science courses identified above as partially satisfying this objective.

Mechanical Engineering Course Requirements:

CE/ME 2210	Engineering Statics ¹	3
EE 2240	Introduction to Electrical Circuits	3
CE/ME 3350	Mechanics of Materials ¹	3
CE 3360	Engineering Economics	2
ME 1105	Solid Modeling	2
ME 1165	Structured Programming	2
ME 2220	Engineering Dynamics ¹	3
ME 3322	Mechanical Engineering Materials	3
ME 2266	Symbolic Programming	1
ME 3307	Thermodynamics ¹	3
ME 3320	Kinematics and Dynamics of Machinery ¹	3
ME 3323	Machine Design	3
CE/ME 3341	Fluid Mechanics ¹	3

ME 4406	Measurement Systems Laboratory	1
ME 4440	Vibration Analysis	3
ME 4443	Thermal Fluids Laboratory	1
ME 4463	Mechanical Systems Design	3
ME 4465	Thermal Fluid System Design	3
ME 4473	Mechanical Control Systems	3
ME 4476	Heat Transfer	3
ME 4480	Mechanical Engineering Seminar	1
ME 4496	Project Design	3
ME 4496A	Project Design I	3
ME 4496B	Project Design II	3
ME Electives ²		9

¹ Course may involve evening examinations and/or presentations.

² Students are to consult with their advisors and choose courses which will complement their engineering education.

For students interested in focusing their ME degree in the *Biomedical* area, suggested electives are:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
PTOT 4401	Clinical Kinesiology and Biomechanics	4
PE 4482	Mechanical Analysis of Human Movement	3
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4

For students interested in focusing their ME degree in the *Systems* area, suggested electives are:

ME 3355	System Dynamics	3
ME 4415	Model Theory	3

ME 4425	Mechatronics	3
MATH 4421	Advanced Engineering Mathematics I	3

For students interested in focusing their ME degree in the *Thermal/Fluids* area, suggested electives are:

CE 4435	Hydraulic Design	3
ME 4416	Thermal Power Cycles	3
ME 4451	Compressible Fluid Flow	3

For students interested in focusing their ME degree in the *Robotics and Mechanical Design* area, suggested electives are:

ME 3325	Advanced Machine Design	3
ME 3353	Manufacturing Processes	3
ME 4425	Mechatronics	3
CE 4431	Advanced Mechanics of Solids	3

For students interested in focusing their ME degree in the *Energy* area, suggested electives are:

MATH 4421	Advanced Engineering Mathematics I	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic	x	

resources?		
Will students be required to use the Library's existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?	x	
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Library Impact (sent by shrosand@isu.edu)

11:27 AM (2 hours ago)

to me
Hi, Mary:

I would not anticipate there being an affect on the Library from this proposal.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		

Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines

1:14 PM (42 minutes ago)

to me

No concerns from ITS.

Thanks for checking.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites	x	

identified?		
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TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

No.

15 September 2014

Hi Mary,

The proposal shows ME 2222 in the course description "Changes" section - see above.

Once that is changed to ME 3322, no advising concerns.

Best wishes,

JoAnn

Course Description:	<i>ME 2222 Mechanical Engineering Materials: 3 semester hours.</i> Material properties, metals, alloys, phase diagrams, heat treatment, and material testing.	<i>ME 2222 (should be 3322) Mechanical Engineering Materials: 3 semester hours.</i> Material properties, metals, alloys, phase diagrams, heat treatment, material testing and material applications.
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Changes have been made. MMH 15 September 2014

Does CoTech Advising have any academic concerns with the proposal?

Corey Zink

8:55 AM (4 hours ago)

to me

Hello Mary!

No CoT advising concerns.

Thanks,

Corey Zink

Director of Student Services

Idaho State University - College of Technology

921 South 8th Ave. Stop 8380

Pocatello, ID 83209

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Will a State Proposal or Letter be required? (Specify which, please) None

Christopher Hunt
11:40 AM (5 hours ago)

to UG, me
Mary,

The student information system can support this change, and no SBOE notification should be required.

I have a couple of questions/clarifications that should not prevent this proposal from moving forward to UCC.

On page 8, we won't remove the statement from PHYS 2212 that it partially satisfies Objective 5. I understand that a student completing the ME degree won't use that for Objective 5, but the course meeting the Objective is inherent to the course, not which program graduation requirements it is listed with.

I think you want ME 3322 and ME 2222 to be considered equivalent in Banner. This will allow a student who has a poor grade in ME 2222 to have a new grade in ME 3322 replace the old grade. It also means that a student will not be able to get credit for both ME 2222 and ME 3322.

Do you want CE/ME 3350 to be a pre-or-corequisite for ME 3322? If I set up Banner to require it as a corequisite, (must be taken in the same term, must be registered for in the same registration transaction) AND set it up as a prerequisite, a student will have to take it twice to register, once in a term before, and once in the term they register for ME 3322.

Best Regards,
Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Nuclear Engineering	NE students take ME 2222. The NE department was contacted. The response is below.

The PO must submit a response from each impacted department.

Mary Hofle <hoflmary@coe.isu.edu>

Sep 10 (5 days ago)

to Mary, Brian, bcc: me
Hi Mary Lou,

The ME faculty would like to propose the following change to the ME materials course, ME 2222, and would like your input. (NE students take this course.)

- 1) Change ME 2222, ME Materials, from a 2000 level course to a 3000 level (ME 3322)
- 2) Change the pre/co requisite for ME 3322. CHEM 1111/1111L is already listed as a prereq and would remain. We would like to add ME/CE 3350 as a pre/co req.

The ME faculty has been discussing this for the past couple of semesters. Having ME/CE 3350, Mechanics of Materials, as a pre/co req would give the students the information needed, such as stresses, strain, structures, presented in ME 3350, in the materials course. More could then be done in the materials class dealing with applications of materials for a particular purpose.

Then looking at typical semesters to take these courses would result in ME/CE 3350, Mechanics of Materials, in the 4th semester (spring) and ME 3322, ME Materials in the 5th semester (fall).

However, with a pre/co req students could take the courses simultaneously. Both courses would still be offered F,S.

Please let me know as soon as possible if you or your faculty have any concerns regarding this change.

Regards,

Mary

Hello Mary and Brian,

I've reviewed your proposed curriculum change with respect to the effect on NE students and curriculum. I've also asked for input from the NE faculty. We are fine with the content nature of the change and will shuffle our 4-year plan to accommodate the schedule change.

Related to the course content, the NE faculty would like to see a lab component returned. Is there any possibility of that in future?

Thanks,
Mary Lou

Mary Lou Dunzik-Gougar, PhD
Acting Chair of Nuclear Engineering
Idaho State University

Research Scientist
Idaho National Laboratory

+01 208-533-8111 (Office)
+01 208-569-9915 (Cell)

mldg@isu.edu

15 September 2014
Hi Mary Lou,

Thanks for the response. To answer your question regarding a lab component, the answer is yes. Sometime in the future we would like to include a lab component.

I have attached the entire proposal. The other changes include reinstating ME 4496A and B which we've been doing, including EE 4473 as a prereq to ME 4425, Mechatronics, and reducing the number of ME Electives from 4 to 3.

Please let me know if you see anything else.

Thanks again.

Mary

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Undergraduate Curriculum Council

October 16, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 17 (16-17)

Minutes – *Approved by Curriculum Council on November 6, 2014; Accepted by Deans' Council and Provost on November 19, 2014*

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Bob Houghton, Spencer Jardine (for Phil Homan), Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

Telecom: Elizabeth Morgan

Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Emily White, Corey Zink

Admin. Asst: Catherine Read

Absent: Sean Anderson

1b. Pre-notified absences for this meeting:

1c. Known Guests: Sheldon Harris, student observer

2. Council unanimously **approved** their Minutes from **October 9, 2014**

3. Report from the Executive Committee:

Hunt reported the Graduate catalog is now live. He brought up a major discrepancy between credits that count towards a Bachelor of Applied Science/ Bachelor of Applied Technology, and the credit requirements for an academic baccalaureate degree. Johnson reported that Selena Grace will be working with the College of Technology on a review of the program requirements and how Professional Technical credits correlate to academic credits. There are differences between an Associate of Applied Science (A.A.S.) degree and an Associate of Arts (A.A.) degree in how the credits transfer toward a four-year degree. Hunt's primary concern is ensuring the catalog does not contain conflicting information. Johnson stated no changes will be made immediately, but Academic Affairs is hoping to resolve this matter within a year or so.

4. Current Committee Activities:

a. Council **accepted** the Minutes from its subcommittees:

1) GERC Minutes for **September 23, 2014** and **October 7, 2014**

2) BAS/BAT Committee Minutes for **September 2014**

Several proposals from the College of Technology will be affected by whether or not GERC approves ENGL 1101 as an Objective 1 course. Hofle reported GERC is awaiting a reply from the English Department as well as clarification on how ISU's sister institutions view ENGL 1101 in their general education programs. If ISU requires both ENGL 1101 and ENGL 1102 for Objective 1, that would eliminate one of the three discretionary Objectives, i.e., Objectives 7, 8 and 9 so students would have to fulfill only two of those Objectives instead of all three. This dilemma was caused by the 3-6 credit ambiguity in GEM Objective 1.

Hunt clarified that Gen Ed courses cannot be restricted to certain majors or colleges under GEM requirements. He will provide a list of the courses that are currently restricted to certain students in a college or major. Also, if it is decided to remove any course from the Gen Ed requirements, those courses will need to be assigned new course numbers. Johnson said Jim DiSanza will contact the State Board of Education about ISU's Honors courses to find out how those courses fit in the new statewide GEM general education framework. Hunt mentioned RCET courses are currently restricted.

5. Information from Academic Affairs:

Johnson reported she and Hertz are part of a work group that is revising policies pertaining to credits for prior learning. A collaborative workshop and training session will be on November 5th that UCC and GERC members may be invited to attend. She plans to have a proposed policy ready for UCC and GERC to review by the end of this academic year. She also mentioned the UCC Executive Committee has two meetings with the Northwest accreditors next week, one on Monday and one on Tuesday.

6. Information from the Chair:

This council only has four meetings left after today to get its work done, so members should be prepared to stay later than usual if necessary to get through all the proposals.

7. Information from the Faculty Senate: didn't meet, nothing to report

8. Other related information or questions: none

B. INFORMATION ITEMS – none this week

C. CONSENT CALENDAR

General Education Course Proposals approved by GERC: none this week

Curriculum, Course and Program Changes Proposed:

1. Council unanimously **approved Proposal #36** ([Appendix 1](#)) from the **College of Technology** to change the names of its Professional-Technical certificates from *Postsecondary Technical Certificate* to *Basic Technical Certificate*, and from *Technical Certificate* to *Intermediate Technical Certificate*. These changes will align with the State Board of Education's recent changes.

D. UNFINISHED BUSINESS

Curriculum, Course and Program Changes Proposed:

1. Council unanimously **approved Proposal #17** from **Informatics** ([Appendix 2](#)) to fine-tune the Health Informatics Program. *Requires SBOE approval.*
2. Council unanimously **approved Proposal #18** from **Informatics** ([Appendix 3](#)) to make INFO 1181 equivalent to CS 1181, including as an Objective 7 Gen Ed course. **GERC has approved** this as an Objective 7: Critical Thinking Gen Ed course.
3. Council **approved Proposal #29** from **History** ([Appendix 4](#)) to change course titles for HIST 4439 and HIST 4479, and add a new course HIST 4486. Council's questions from last week whether the proposed course changes warrant a new course number have been resolved, and the impacts from College of Education were received. **(7 for, 2 against, 2 abstain)**
4. Council **approved Proposal #30** from **Sociology** ([Appendix 5](#)) to add a minor in Gender and Sexuality Studies, and modify curriculum to eliminate discontinued Womens' Studies program and courses. It was tabled last week and remanded to department for corrections and clarification, which have since been received and incorporated.
5. Council unanimously **approved Proposal #31** from **Geosciences** ([Appendix 6](#)) to update courses and curriculum for the B.S. degree in Geosciences. Impact statement from Education has been received, as has the requested clarification about where course repeatability and prerequisites need to go in the Part B table.

6. Council unanimously **approved Proposal #32** from **Dance** ([Appendix 7](#)) to delete DANC 2270 and add DANC 1191 and DANC 3391 to the curriculum.
7. Council unanimously **approved Proposal #33** from **Pharmacy** ([Appendix 8](#)) to add PHAR 9923, 9933 and 9943, and to drop unused courses PHAR 9901, 9902, and 9903.
8. Council unanimously **approved Proposal #34** from **Information Technology Systems** ([Appendix 9](#)) to add ITS 0135 and drop ITS 0130.
9. **Proposal #40** from the **Accounting Technology Program** to remove ENGL 1102 from the A.A.S. degree requirements. **Tabled** pending GERC's decision.

REMAIN TABLED until next week:

1. **Proposal #35** from **Automotive Technology** for program and course changes.
2. **Proposal #37** from the **Energy Systems Technology Program** to add COMM 1101 to the course required for an Intermediate Technical Certificate.
3. **Proposal #38** from the **Industrial Controls Program** to add back the CHEM 1100 or PHYS 1101/PHYS 1101L option to the program requirements. This restores a requirement that was inadvertently removed from the catalog.
4. **Proposal #39** from the **College of Technology** for changes to the college's Admissions policies and General Education requirements. This proposal also requires review by GERC and by Faculty Senate.
5. **Proposal #42** from **Civil and Environmental Engineering** for course and curriculum changes.
6. **Proposal #43** from **Communication, Media and Persuasion** to delete Photo Lab courses: CMP 2251L, CMP 3352L, CMP 4455L and CMP 4457L.
7. **Proposal #44** from **Communication, Media and Persuasion** to swap CMP 1110 and CMP 2251 in the Advertising emphasis curriculum.
8. **Proposal #45** from **Communication, Media and Persuasion** to add a new course CMP 4440: Sport Public Relations.
9. **Proposal #46** from **Communication, Media and Persuasion** to drop CMP 4495 and update the Journalism emphasis curriculum.
10. **Proposal #47** from **Communication, Media and Persuasion** to add a new course CMP 2203: Media Literacy. A separate proposal has been submitted to GERC for this course to be a General Education course for Objective 8: Information Literacy.

E. REMAIN TABLED – Awaiting information or responses

1. **Catalog Policy Change Recommendation from GERC approved September 30, 2014** regarding CLEP exams to replace existing catalog text. *GERC may be discussing this again in light of a new proposal coming through.*

Proposed new catalog copy:

Credit through C.L.E.P. and Other Approved Examinations

~~Any s~~Students, including International Students, can ~~may~~ receive up to 16 credits by examination (C.L.E.P., BYU Language Exams, or other exams approved by the Department) to be applied to their transcripts with an "S" grade. Students who are proficient in a language other than English may satisfy one component of Objective 4 of the General Education Requirements by successfully earning four credits on one of these exams.

F. NEW BUSINESS

Council unanimously voted to approve and immediately **table** the following proposals:

General Education Course Proposals approved by GERC:

1. **GERC Proposal # 13 revised:** to approve **ANTH 1100** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Social and Behavioral Sciences**.
2. **GERC Proposal #15 revised:** to approve **INFO 1181** as a General Education course fulfilling the requirements for **Objective 7: Critical Thinking**.
3. **GERC Proposal #22:** to approve **PHIL 2250** as a new General Education course fulfilling the requirements for **Objective 7: Critical Thinking**.
4. **GERC Proposal #23:** to approve **CHEM 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences**.
5. **GERC Proposal #24:** to approve **CHEM 1103** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences**.
6. **GERC Proposal #25:** to approve **MATH 1153** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3: Mathematics**.

Curriculum, Course and Program Changes Proposed:

1. **Proposal #48** from **Communication Sciences and Disorders** to add a new Gen Ed course **CSD 2210** for Objective 9: Cultural Diversity. Requires approval from GERC.
2. **Proposal #49** from the **Division of Health Sciences** to add a new course **DHS 4402**.
3. **Proposal #50** from the **Division of Health Sciences** to add a new course **DHS 4403**.
4. **Proposal #51** from the **Division of Health Sciences** to add a new course **DHS 4404**.

G. ADJOURNMENT: 5:00 p.m.

APPENDICES

CURRICULUM PROPOSALS APPROVED:

[Back to List of Proposals](#)

1. **Proposal #36** from the **College of Technology: Professional-Technical Certificate name changes**

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:


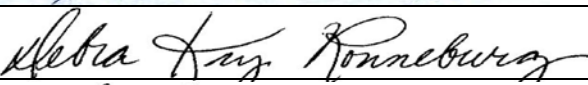

Proposal No.	# 36	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	Letter	State Decision	APPROVED	Date:	See SBOE policy link below
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/23/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Professional-Technical Certificate name changes				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes	Catalog copy changes	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)
COT-2014-06

Proposal Title:	PTE Certificate Name Changes
College:	College of Technology
Department:	Multiple COT departments and programs
Proposal Originator (PO):	Debbie Ronneburg
Email:	ronndebr@isu.edu
Phone:	(208) 282-2602

Approval Required	Signature	Date
UCC Representative:		9/23/2014
Department Chair / Program Director:		9/22/2014
Dean or Designee:		9/23/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs Already approved by SBOE

Overview of Proposed Changes

How will this improve how the University and the Department or Program fulfills their mission?	In February 2014, the Idaho State Board of Education changed the titles of two professional-technical certificates. <i>Postsecondary Technical Certificate</i> was replaced with <i>Basic Technical Certificate</i> and <i>Technical Certificate</i> is now <i>Intermediate Technical Certificate</i> . This proposal is to make the appropriate changes in the ISU Undergraduate Catalog to the certificate titles that are affected by the Idaho Division of Professional-Technical Education and the Idaho State Board of Education. The total
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	credit requirement of the Intermediate Technical Certificate (formerly Technical Certificate) now requires a minimum of 30 credits as opposed to 27 credits previously. This proposal will align PTE certificates offered by ISU with current Board policy (see Idaho State Board of Education Governing Policies and Procedures III.E.1.a, http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiie_certificates_and_degrees_0214.pdf)
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The College of Technology Curriculum Committee voted on 9/3/2014 and the result was 10 yes/ 0 no. No abstentions.

Part B: Course Change(s)

Part B: Course Change(s) does not apply to this proposal

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Post-Secondary Certificates		
Program	Certificate Title	Credits
Business Technology	Post-Secondary Technical Certificate: Business Technology	18
Business Technology	Post-Secondary Technical Certificate: Small Business Technology	18
Civil Engineering Technology	Post-Secondary Technical Certificate: Materials and Testing Specification	10
Computerized Machining Technology	Post-Secondary Technical Certificate: CNC Programmer	24
Cosmetology	Post-Secondary Technical Certificate: Nail Technology	11
Early Childhood Care and Education	Post-Secondary Technical Certificate: Family Child Care	12
Energy Systems Technology and Education Center	Post-Secondary Technical Certificate: Instrumentation and Automation Assistant	29

Technical Certificates		
Program	Certificate Title	Credits
Advanced Manufacturing Technology	Technical Certificate: Advanced Manufacturing	31
Aircraft Maintenance Technology	Technical Certificate: Airframe	45

Automotive Collision Repair and Refinishing	Technical Certificate: Automotive Collision Repair	40
Automotive Collision Repair and Refinishing	Technical Certificate: Automotive Refinishing	40
Automotive Technology	Technical Certificate: Automotive Technology	50
Business Technology	Technical Certificate: Accounting Technology	37
Business Technology	Technical Certificate: Administrative Technology	40
Computer Aided Design Drafting Technology	Technical Certificate: Mechanical Drafting	34
Early Childhood Care and Education	Technical Certificate: Early Childhood Care and Education	35
Energy Systems Technology and Education Center	Technical Certificate: Energy Systems Technology	29
Energy Systems Technology and Education Center	Technical Certificate: Energy Systems Renewable Energy Technology	33
Information Technology Systems	Technical Certificate: Computer Network Technician	28
Law Enforcement	Technical Certificate: Law Enforcement	34
Massage Therapy	Technical Certificate: Massage Therapy	35
Welding	Technical Certificate: Welder General	32

Abbreviations:

AA Associate of Arts
 AAS Associate of Applied Science
 AASBT Associate of Applied Science in Business Technology
 AS Associate of Science
 ATC Advanced Technical Certificate
 BA Bachelor of Arts
 BAS Bachelor of Applied Science
 BAT Bachelor of Applied Technology
 BBA Bachelor of Business Administration
 BM Bachelor of Music
 BME Bachelor of Music Education
 BS Bachelor of Science
 BSHS Bachelor of Science in Health Science
 BS/MS Combined Bachelor of Science and Master of Science
 BUS Bachelor of University Studies
 C Courses only; no degree, major or minor
 Ce Certificate (different from PSTC or TC)
 E Emphasis
 Ee Elementary Teaching Emphasis
 M Minor
 O Option
 P Pre-Professional Program
 PharmD Doctor of Pharmacy
 PharmD/MBA Combined Doctor of Pharmacy and Master of Business Administration
 PSTC Post-Secondary Technical Certificate
 SS Secondary Single Subject Teaching Major
 T Track
 TC Technical Certificate
 TM Secondary Teaching Major
 Tm Secondary Teaching Minor

Advanced Manufacturing Technology

One Advanced Technical Certificate, one Associate of Applied Science Degree, and one Bachelor of Applied Science Degree are available...

Aircraft Maintenance Technology

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and one Bachelor of Applied Science degree are...

Automotive Collision Repair and Refinishing

Two Technical Certificates, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree are...

Automotive Technology

One Advanced Technical Certificate option, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available...

Business Technology

Four Certificate options, three Associate of Applied Science degrees, and a Bachelor of Applied Technology degree are available. For a Program Information...

Civil Engineering Technology

One Post-Secondary Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Computer Aided Design Drafting Technology

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Computerized Machining Technology

One Post-Secondary Technical Certificate, two Advanced Technical Certificates, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Cosmetology

Two certificates are available. The program also offers Cosmetology Instructor training to industry professionals, which provides them with the educational...

Early Childhood Care and Education Associate Degree Program ...

One Post-Secondary Technical Certificate, one Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree...

Energy Systems Technology and Education Center

Two Technical Certificates and eight Associate of Applied Science degrees are available. In response to a growing need for Engineering Technicians in the...

Information Technology Systems

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Law Enforcement

One Technical Certificate, one Associate of Applied Science degree, and a Bachelor of Applied Technology degree are available...

Massage Therapy

One Certificate, one Associate of Applied Science degree (see Associate of Applied Science degree in Business Technology), a Bachelor of Applied Technology...

Welding

One certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and a Bachelor of Applied Technology degree are available...

New Proposed Catalog Copy (clearly show changes from the original):

Basic Technical Certificates		
Program	Certificate Title	Credits
Business Technology	Post-Secondary Basic Technical Certificate: Business Technology	18
Business Technology	Post-Secondary Basic Technical Certificate: Small Business Technology	18
Civil Engineering Technology	Post-Secondary Basic Technical Certificate: Materials and Testing Specification	10
Computerized Machining Technology	Post-Secondary Basic Technical Certificate: CNC Programmer	24
Cosmetology	Post-Secondary Basic Technical Certificate: Nail Technology	11
Early Childhood Care and Education	Post-Secondary Basic Technical Certificate: Family Child Care	12
Energy Systems Technology and Education Center	Post-Secondary Basic Technical Certificate: Instrumentation and Automation Assistant	29-24*
Information Technology Systems	Basic Technical Certificate: Computer Network Technician	28

*pending approval of proposal

Intermediate Technical Certificates		
Program	Certificate Title	Credits
Advanced Manufacturing Technology	Intermediate Technical Certificate: Advanced Manufacturing	31
Aircraft Maintenance Technology	Intermediate Technical Certificate: Airframe	45
Automotive Collision Repair and Refinishing	Intermediate Technical Certificate: Automotive Collision Repair	40
Automotive Collision Repair and Refinishing	Intermediate Technical Certificate: Automotive Refinishing	40
Automotive Technology	Intermediate Technical Certificate: Automotive Technology	50
Business Technology	Intermediate Technical Certificate: Accounting Technology	37
Business Technology	Intermediate Technical Certificate: Administrative Technology	40
Computer Aided Design Drafting Technology	Intermediate Technical Certificate: Mechanical Drafting	34
Early Childhood Care and Education	Intermediate Technical Certificate: Early Childhood Care and Education	35
Energy Systems Technology and Education Center	Intermediate Technical Certificate: Energy Systems Technology	29-32*
Energy Systems Technology and Education Center	Intermediate Technical Certificate: Energy Systems Renewable Energy Technology	33

Law Enforcement	Intermediate Technical Certificate: Law Enforcement	34
Massage Therapy	Intermediate Technical Certificate: Massage Therapy	35
Welding	Intermediate Technical Certificate: Welder General	32

*pending approval of proposal

Abbreviations:

AA Associate of Arts
AAS Associate of Applied Science
AASBT Associate of Applied Science in Business Technology
AS Associate of Science
ATC Advanced Technical Certificate
BA Bachelor of Arts
BAS Bachelor of Applied Science
BAT Bachelor of Applied Technology
BBA Bachelor of Business Administration
BM Bachelor of Music
BME Bachelor of Music Education
BS Bachelor of Science
BSHS Bachelor of Science in Health Science
BS/MS Combined Bachelor of Science and Master of Science
BUS Bachelor of University Studies
C Courses only; no degree, major or minor
Ce Certificate (different from ~~PSBTC~~, ITC, or ATC)
E Emphasis
Ee Elementary Teaching Emphasis
M Minor
O Option
P Pre-Professional Program
PharmD Doctor of Pharmacy
PharmD/MBA Combined Doctor of Pharmacy and Master of Business Administration
~~PSTC Post-Secondary~~ BTC Basic Technical Certificate
SS Secondary Single Subject Teaching Major
T Track
ITC Intermediate Technical Certificate
TM Secondary Teaching Major
Tm Secondary Teaching Minor

Advanced Manufacturing Technology

One ~~Advanced~~ Intermediate Technical Certificate, one Associate of Applied Science Degree, and one Bachelor of Applied Science Degree are available...

Aircraft Maintenance Technology

One Intermediate Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and one Bachelor of Applied Science degree are...

Automotive Collision Repair and Refinishing

Two Intermediate Technical Certificates, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree are...

Automotive Technology

One ~~Advanced~~ Intermediate Technical Certificate ~~option~~, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available...

Business Technology

~~Four Certificate options~~ Two Basic Technical Certificates, two Intermediate Technical Certificates, three Associate of Applied Science degrees, and a Bachelor of Applied Technology degree are available. For a Program Information...

Civil Engineering Technology

One ~~Post-Secondary~~ Basic Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Computer Aided Design Drafting Technology

One **Intermediate** Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Computerized Machining Technology

One **Post-Secondary Basic** Technical Certificate, two Advanced Technical Certificates, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Cosmetology

~~Two certificates~~ One **Basic Technical Certificate** and one **Advanced Technical Certificate** are available. The program also offers Cosmetology Instructor training to industry professionals, which provides them with the educational...

Early Childhood Care and Education Associate Degree Program ...

One **Post-Secondary Basic** Technical Certificate, one **Intermediate** Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree...

Energy Systems Technology and Education Center

~~Two~~ One **Basic** Technical Certificates, **two Intermediate Technical Certificates**, and **eight six** Associate of Applied Science degrees are available. In response to a growing need for Engineering Technicians in the...

Information Technology Systems

One **Intermediate** Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Law Enforcement

One **Intermediate** Technical Certificate, one Associate of Applied Science degree, and a Bachelor of Applied Technology degree are available...

Massage Therapy

One **Intermediate** Certificate, one Associate of Applied Science degree (~~see Associate of Applied Science degree in Business Technology~~), and a Bachelor of Applied Technology...

Welding

One **Intermediate** Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and a Bachelor of Applied Technology degree are available...

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR: **This proposal has no impact on current library use.**

	Yes	No
Will students be required to use the Library's existing electronic resources?	n/a	n/a

Will students be required to use the Library's existing print resources?	n/a	n/a
Will students need to make use of library services in Pocatello?	n/a	n/a
Will students need to make use of library services in Idaho Falls?	n/a	n/a
Will students need to make use of library services in Meridian?	n/a	n/a
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	n/a	n/a
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?	n/a	n/a

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"I see no difficulties with this proposal."* -Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services		

(Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	n/a	n/a
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	n/a	n/a

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- “The student information system can handle this proposal.” – Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

- “From what I understand, the SBOE has already approved these changes. I will recommend to the UCC Executive Committee that this proposal be placed on the UCC’s consent agenda.” – Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR: **This proposal will have no impact outside of the College of Technology.**

Department(s) Impacted	Describe Impact:
none	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

2. Proposal #17 from Informatics: fine tune the Health Informatics Program

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 17	UCC Decision	APPROVED <u>as amended</u>	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No YES	State Decision		Date:	
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	9/17/2014	Processed Date:	9/17/2014	UCC Agenda	09/18/2014
UCC Description:	Informatics: fine tune the Health Informatics Program				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Proposal to Fine Tune the Health Informatics Program
College:	Business
Department:	Informatics and Computer Science
Proposal Originator (PO):	Kevin Parker
Email:	parkkevi@isu.edu
Phone:	208-282-4783

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Robert Houghton	9/16/14
Department Chair / Program Director:	See signature page – signed by Kevin R. Parker	9/16/2014
Dean or Designee:	See signature page – signed by Thomas A. Ottaway	9/16/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	<u>No</u>	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under	No YES	State Proposal submitted to Academic Affairs
		Yes

the SIS impact response.)			
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Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Recently the Informatics department has had the benefit of bringing in many new faculty members in order to facilitate the offering of the Health Informatics portion of the BBA in Informatics. With their experience as well as industry leanings as a guide, this proposal helps the Informatics department better define and focus the scope of the Health Informatics Bachelor' program. This proposal changes course names to better match industry, creates and deletes a course to better service Health Informatics students, and along with this, corrects some minor errors in current course descriptions.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	28-0-0 Vote taken 9/17/2014

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for ~~deletions~~, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

Course changes were rearranged and organized by type for ease of data entry, and duplicate Part B headings were deleted.

	Current	Changes
Subject Code:	INFO	
Course Number:	1100	
Short Course Title: (30 character max, including spaces; no punctuation)	Fundamental Computer Literacy	
Long Course Title:	Fundamental Computer Literacy	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	S/U	Letter
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Use of basic productivity software. Includes	

	familiarization with word processing, presentations, spreadsheet, Internet.	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F,S	
Rationale for Change: This course formerly had a 0010 number and was part of the TRIO program. The TRIO program no longer utilizes the course, and the department became aware that there is a demand across campus for a course that covers basic productivity software. However, when the course became part of the INFO curriculum we neglected to change the grading mode.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	INFO	
Course Number:	3301	
Short Course Title: (30 character max, including spaces; no punctuation)	Intro Informatics Analytics	
Long Course Title:	Introduction to Informatics and Analytics	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Techniques and tools for analyzing and solving business problems. Development of technology-based knowledge and skills for communicating solutions. Introduction to uses of information systems in an organizational context.	Techniques and tools for analyzing and solving business problems. Data analytics methodologies, predictive and forecasting procedures, along with executive style dashboard reporting are covered using intermediate spreadsheet functionalities. Development of technology-based knowledge and skills for communicating solutions. Introduction to uses of information systems in an organizational context.
Prerequisites:	INFO 1100 or equivalent skills and knowledge	
Corequisites:	INFO 1100 or equivalent skills and knowledge	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education	no	

Objective:		
Terms Offered:	F,S	
Rationale for Change: The new description more accurately identifies the course content as it has evolved to serve the students' needs.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	INFO	
Course Number:	4422	
Short Course Title: (30 character max, including spaces; no punctuation)	Health Care Info Assurance	Health Care Information Assurance
Long Course Title:	Health Care Information Assurance	Health Care Information Assurance
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	<p>This course focuses on giving students a broad based understanding of the range of issues that IT professionals entering the health care industry must be aware of. Students will be exposed to the health care industry security environment as it stands today and the larger regulatory environment in which health institutions operate. This is important in light of the recent move towards cloud-based electronic health records (EHRs) and third party-developed health applications. Further, issues relating to privacy/security, information governance and information risk assessment will also be covered. Finally, students will be exposed to interventions that can help mitigate the risks identified.</p>	<p><u>The aim of this course is to provide a broad base of understanding of the range of issues that IT professionals must be aware of upon entering the healthcare industry. Students will be exposed to the current state of healthcare industry security environment and the larger regulatory environment in which healthcare organizations operate. This is important in light of the recent move towards cloud-based electronic health records (EHRs) and third party-developed health applications. Further, issues relating to privacy/security, information governance and information risk assessment will also be covered. Finally, students will be exposed to interventions that can help mitigate the risks identified.</u></p> <p>This course focuses on giving students a broad based understanding of the range of issues that IT professionals entering the health care industry must be aware of. Students will be exposed to the health care industry security environment as</p>

		it stands today and the larger regulatory environment in which health institutions operate. This is important in light of the recent move towards cloud-based electronic health records (EHRs) and third-party developed health applications. Further, issues relating to privacy/security, information governance and information risk assessment will also be covered. Finally, students will be exposed to interventions that can help mitigate the risks identified.
Prerequisites:	INFO 3380	INFO 3330 and INFO 3380
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	D	
Rationale for Change: The name change is in keeping with industry best practices. Further, the new description more accurately identifies the course content as it has evolved to serve the students' needs.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	INFO	
Course Number:	4424	
Short Course Title: (30 character max, including spaces; no punctuation)	Health Proc Analysis and Redesign	Healthcare Health Care Workflow Process Analysis and Redesign
Long Course Title:	Health Care Workflow Process Analysis Redesign	Healthcare Health Care Workflow Process Analysis and Redesign
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	This course focuses on giving students a broad based understanding of workflow processes in health care settings. In particular, the course will develop skills necessary to critically analyze and redesign clinical processes and utilize health IT systems to achieve greater operational efficiency and provide higher	The aim of this course is to provide a broad-based of understanding of workflow processes in the healthcare industry. In particular, the course will develop skills necessary to critically analyze and redesign the patient flow processes and utilize health IT systems both in the administrative and clinical landscape to achieve greater

	quality of care to patients. Quality improvement methods and tools as well as process change implementation, improvement, and management will also be discussed in this course.	operational efficiency and provide higher quality of care to patients. Quality improvement methods and tools as well as process change implementation, improvement, and management will also be discussed in this course. This course focuses on giving students a broad-based understanding of workflow processes in health care settings. In particular, the course will develop skills necessary to critically analyze and redesign clinical processes and utilize health IT systems to achieve greater operational efficiency and provide higher quality of care to patients. Quality improvement methods and tools as well as process change implementation, improvement, and management will also be discussed in this course.
Prerequisites:	INFO 4420	INFO 3330 INFO 4420
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	D	
Rationale for Change: The name change is in keeping with industry best practices. Further, the new description more accurately identifies the course content as it has evolved to serve the students' needs. Further, the new description more accurately identifies the course content as it has evolved to serve the students' needs.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	INFO	
Course Number:	4426	
Short Course Title: (30 character max, including spaces; no punctuation)	Health Care Data Analytics	Health Care Data Analytics
Long Course Title:	Health Care Data Analytics	Health Care Data Analytics
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	

Course Description:	Use of analytics to achieve better outcomes, such as new treatments and technologies, improve effectiveness and efficiency, design and plan policy and programs, improve service delivery and operations, enhance sustainability, mitigate risk, and provide a means for measuring and evaluating critical organizational data.	Introduction to and the use of intermediate analytical skills to identify trends, correlations to predict outcomes and provide meaningful recommendations. Variety of data sources and structures are identified and transformed into relevant information in the clinical context to recommend new treatments and technologies, improve effectiveness and efficiency, design and plan policy and programs, improve service delivery and operations, enhance sustainability, mitigate risk, and provide a means for measuring and evaluating critical organizational data that helps the healthcare organization to achieve increased quality of care and patient satisfaction. Use of analytics to achieve better outcomes, such as new treatments and technologies, improve effectiveness and efficiency, design and plan policy and programs, improve service delivery and operations, enhance sustainability, mitigate risk, and provide a means for measuring and evaluating critical organizational data.
Prerequisites:	MGT 2217	INFO 3330 and MGT 2217
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	D	
Rationale for Change: The name change is in keeping with industry best practices.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	INFO
Course Number:	3330
Short Course Title: (30 character max, including spaces; no punctuation)	Health Informatics
Long Course Title:	Health Informatics
Credit Hours:	3
Contact Hours:	3 hr/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Introduction to and an overview of the evolution of information systems to support health services in the healthcare industry, its current state and future directions and challenges. Students will learn the regulatory requirements and standards that drive the data content and structure, collection, storage, retrieval, dissemination, and transmission, as well as legal issues related to collection, use, and the security of health information. The course will survey cross-functional factors and ethical concerns in the design and implementation of information technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and explore some of the emerging information technology in health care.
Prerequisites:	HCA 1115 and MGT 2216
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	D
Rationale:	As part of the redesign of the Health Informatics degree, and to be more consistent with other university program offerings, this addition and the following deletion are needed to fill the first level of upper division courses as well as to present the course principals and materials to a broader group of students.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	INFO
Course Number:	4420
Short Course Title:	Health Care Informatics
Rationale:	As part of the redesign of the Health Informatics degree, and to be more consistent with other university program offerings, this deletion and the preceding addition are needed to fill the first level of upper division courses as well as to present the course principals and materials to a broader group of students.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Informatics and Computer Science

The Informatics major prepares students for a wide variety of careers, including systems analysis, software and web development, and computer operations. With a breadth of course offerings that include an emphasis on problem solving, communication, programming, process modeling, project management, and business, INFO majors are valuable to employers both for their technical skills as well as their ability to solve organizational problems. All modern organizations rely on information technology to function, and INFO majors are uniquely positioned to apply that technology to effectively support an organization's operations.

Health Care Informatics

The Bachelor of Business Administration degree in Health Care Informatics is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. The degree is designed to enable graduates to enter careers in information systems usage in health care organizations. Information systems play an increasingly important role in the burgeoning health care field. The Health Care Informatics (HCI) degree is intended to develop the skills necessary to manage information systems in a health care environment. Combining courses in health care administration, general business, and informatics, the HCI degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.

Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
INFO 4484	Secure Software Life Cycle Development	3

INFO 4488	Informatics Senior Project	3
or INFO 4493	Advanced Informatics Internship	
Total Hours		30

College of Business 3393 internships and College of Business Core Courses do not count toward the 30 credit hour major course requirement.

Health Care Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4420	Health Care Informatics	3
INFO 4422	Health Care Information Assurance	3
INFO 4426	Health Care Data Analytics	3
MGT 4482	Project Management	3
HCA 1115	US Health System	3
HCA 4465	Healthcare Operations and Quality	3
HCA 4489	Healthcare Information Systems Practicum	3
Total Hours		39

Minor in Informatics

Students receiving degrees in all colleges may satisfy the requirements for a Informatics minor by completing the following courses. Students pursuing this minor should seek assignment of a minor advisor early in their program to complete a Program of Study Agreement.

Required Courses:

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 4407	Database Design and Implementation	3
Plus one additional 4000-level Informatics course		3
Total Hours		18

Post-Baccalaureate Certificate in Informatics

A certificate in Informatics is offered for those students who have a bachelor's degree in a field other than INFO and want to improve their knowledge of information systems. To earn a certificate in INFO, a student must complete 33 total credit hours from the following list. At least twelve of those credits must be taken after the student has completed a bachelor's degree.

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3301	Introduction to Informatics and Analytics	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
Students must take six hours of Business courses in any of the following areas:		6
Accounting		
Finance		
Management		
Total Hours		33

At least three credits of Business elective courses must be taken as upper division coursework (3000 or 4000 level).

Students must receive a grade better than a C- in all coursework that applies to the certificate in INFO.

Students must meet with an advisor and complete a Program of Study Agreement prior to the second semester of coursework.

Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

Requirements:

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420	Native American Organizational Systems	3
MGT 4422	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 and MGT 4482 to satisfy major electives and the Operations Management Emphasis Requirements.

Required courses:

ACCT 3341	Managerial and Cost Accounting	3
MGT 4434	Productivity and Quality	3
MGT 4482	Project Management	3
One elective to be selected from the following courses:		3
ACCT 4403	Accounting Information Systems	
INFO 3307	Systems Analysis and Design	
MKTG 4432	New Product Management	
MKTG 4421	Services Marketing	
Total Hours		12

Redundant course listings deleted.

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for [new text](#), and [colored fonts](#) if desired, to show the changes you want made in the catalog.]

Business Informatics and Computer Science

Business Informatics

The Business Informatics major prepares students for a wide variety of careers, including systems analysis, software and web development, and computer operations. With a breadth of course offerings that include an emphasis on problem solving, communication, programming, process modeling, project management, and business, Business Informatics ~~INFO~~ majors are valuable to employers both for their technical skills as well as their ability to solve

organizational problems. All modern organizations rely on information technology to function, and [Business Informatics](#) ~~INFO~~ majors are uniquely positioned to apply that technology to effectively support an organization's operations.

Health ~~Care~~ Informatics

The Bachelor of Business Administration degree in Health ~~Care~~ Informatics is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. The degree is designed to enable graduates to enter careers in information systems usage in [healthcare](#) ~~health-care~~ organizations. Information systems play an increasingly important role in the burgeoning [healthcare](#) ~~health-care~~ field. The Health ~~Care~~ Informatics (~~HI~~HCI) degree is intended to develop the skills necessary to manage information systems in a [healthcare](#) ~~health-care~~ environment. Combining courses in [healthcare](#) ~~health-care~~ administration, general business, and informatics, the ~~HCI~~ degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.

[Business](#) Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
INFO 4484	Secure Software Life Cycle Development	3
INFO 4488	Informatics Senior Project	3
or INFO 4493	Advanced Informatics Internship	
Total Hours		30

College of Business 3393 internships and College of Business Core Courses do not count toward the 30 credit hour major course requirement.

Health ~~Care~~ Informatics Major Requirements

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3

INFO 3330	Health Informatics	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4420	Health Care Informatics	3
INFO 4422	Health Care Information Assurance	3
INFO 4426	Health Care Data Analytics	3
MGT 4482	Project Management	3
HCA 1115	US Health System	3
HCA 4465	Healthcare Operations and Quality	3
HCA 4489	Healthcare Information Systems Practicum	3
Total Hours		39

Minor in Informatics

Students receiving degrees in all colleges may satisfy the requirements for [an](#) ~~a~~ Informatics minor by completing the following courses. [Students must choose a Business Informatics option course or a Health Informatics option course.](#) Students pursuing this minor should seek assignment of a minor advisor early in their program to complete a Program of Study Agreement.

Required Courses:

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3307	Systems Analysis and Design	3
INFO 4407	Database Design and Implementation	3
Plus one additional 4000-level Informatics course		3
Total Hours		18

[Select ONE of the following options \(6 credits\):](#)

[A\) Business Informatics Option:](#)

INFO 2285	Software and Systems Architecture	3
Plus one additional 4000-level Informatics course		3

[B\) Health Informatics Option:](#)

INFO 3330	Health Informatics	3
Plus one additional 4000-level Health Informatics course		3

Post-Baccalaureate Certificate in Informatics

A certificate in Informatics is offered for those students who have a bachelor's degree in a field other than [Business or Health Informatics INFO](#) and want to improve their knowledge of information systems. To earn a certificate in [Informatics INFO](#), a student must complete 33 total credit hours from the following list. At least twelve of those credits must be taken after the student has completed a bachelor's degree. [Students must choose a Business Informatics emphasis or a Health Informatics emphasis.](#)

INFO 1181	Informatics and Programming I	3
or CS 1181	Computer Science and Programming I	
INFO 1182	Informatics and Programming II	3
or CS 1182	Computer Science and Programming II	
INFO 2285	Software and Systems Architecture	3
INFO 3301	Introduction to Informatics and Analytics	3
INFO 3307	Systems Analysis and Design	3
INFO 3380	Networking and Virtualization	3
INFO 4407	Database Design and Implementation	3
INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
Students must take six hours of Business courses in any of the following areas:		6
—Accounting		
—Finance		
—Management		
Total Hours		33

Business Informatics Emphasis:

INFO 4411	Intermediate Information Assurance	3
INFO 4482	Systems Development and Implementation Methodologies	3
Students must take six hours of Business courses in any of the following areas:		6
Accounting		
Finance		
Management		
Marketing		
Economics		
Total Hours		33

Health Informatics Emphasis:

INFO 3330	Health Informatics	3
INFO 4422	Health Information Assurance	3
Students must take two courses from the following list:		6
INFO 4424	Healthcare Workflow Process Analysis and Redesign	
HCA 1115	US Health System	
HCA 4465	Healthcare Operations and Quality	
HCA 4489	Healthcare Information Systems Practicum	
Total Hours		33

[At least three credits of the courses in the emphasis must be taken as upper division coursework \(3000 or 4000 level\).](#)

Students must receive a grade better than a C- in all coursework that applies to the certificate in Informatics.

Students must meet with an advisor and complete a Program of Study Agreement prior to the second semester of coursework.

Native American Business Administration Emphasis

This emphasis may be added to any of the majors offered in the College of Business.

Requirements:

1. Complete all degree and major requirements for a B.B.A. in a major within the College of Business.
2. Take the following two courses:

MGT 4420	Native American Organizational Systems	3
MGT 4422	Native American Enterprise	3

3. Plus 6 credits of program-approved electives.

Operations Management Emphasis

This emphasis requires a total of 12 credit hours. In addition to College of Business core and major requirements, four courses must be completed: three required courses and one elective. Management majors may use MGT 4434 and MGT 4482 to satisfy major electives and the Operations Management Emphasis Requirements.

Required courses:

ACCT 3341	Managerial and Cost Accounting	3
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MGT 4434	Productivity and Quality	3
MGT 4482	Project Management	3
One elective to be selected from the following courses:		3
ACCT 4403	Accounting Information Systems	
INFO 3307	Systems Analysis and Design	
MKTG 4432	New Product Management	
MKTG 4421	Services Marketing	
Total Hours		12

Redundant course listings deleted. All course changes will be picked up from Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

----- Forwarded Message -----

Subject:Re: Infrastructure Review Request (Proposal to Fine Tune the Health Informatics Program)

Date: Mon, 15 Sep 2014 11:33:08 -0600

From: Library Impact <libmpact@isu.edu>

To: parkkevi@isu.edu

Hi, Kevin:

The nature of the changes in this proposal are such that they present no concerns for the Library.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		

Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

----- Forwarded Message -----

Subject:Re: Infrastructure Review Request (Proposal to Fine Tune the Health Informatics Program)

Date:Mon, 15 Sep 2014 07:57:58 -0600

From:Randy Gaines <gainrand@isu.edu>

To:parkkevi@isu.edu

Kevin,

No concerns from ITS. Thanks for checking.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

----- Forwarded Message -----

Subject:Re: Infrastructure Review Request (Proposal to Fine Tune the Health Informatics Program)

Date:Mon, 15 Sep 2014 11:43:42 -0600

From:Joann Hertz <hertjoan@isu.edu>

To:parkkevi@isu.edu

Hi Kevin,

No advising concerns.

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

----- Forwarded Message -----

Subject:Re: Infrastructure Review Request (Proposal to Fine Tune the Health Informatics Program)

Date:Tue, 16 Sep 2014 13:31:37 -0600

From:Corey Zink <zinkcore@isu.edu>

To:parkkevi@isu.edu

Hello Kevin,

No CoT advising issues.

Corey Zink

Director of Student Services

Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Date: Mon, Sep 22, 2014 at 9:11 PM

Subject: Re: Infrastructure Review Request (Proposal to Fine Tune the Health Informatics Program)

October 16, 2014 -- Minutes for 17th meeting of Undergraduate Curriculum Council for AY15-16 catalog pg 34 of 132

To: Kevin Parker <parkerkr@isu.edu>
Cc: UG Catalog <ugcatalog@isu.edu>

Dr. Parker,

I'm finding some issues with this proposal.

1. Changing the short title of a course affects how Banner processes repeats and calculation of gpa. If a student has taken INFO 4422 with the title " Health Care Info Assurance" and then takes INFO 4422 with the title "Health Information Assurance" the student will receive credit for both, and the grades for both will count in the student's GPA. An academic petition would be required to change the students transcript. You are requesting changes to short titles for INFO 4422, INFO 4424 and INFO 4426.
2. On page 22 of the proposal, you are requesting to change the name of the department of Informatics and Computer Science. This requires SBOE approval.
3. On pages 22 and 23 of the proposal, you are requesting changes to the name of the Health Care Informatics major and the Informatics major. This requires SBOE approval.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) **YES**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
None	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

3. **Proposal #18 from Informatics: INFO 1181 to be equivalent to CS 1181, including as Gen Ed course**

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 18	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	APPROVED	Date:	10/07/2014
Graduate catalog?	No				
UCC Rec’d Date:	9/17/2014	Processed Date:	9/17/2014	UCC Agenda	09/18/2014
UCC Description:	INFO 1181 to be equivalent to CS 1181, including as Gen Ed course				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	??		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	INFO 1181 to be equivalent to CS 1181
College:	College of Business

Department:	Informatics
Proposal Originator (PO):	Kevin Parker/ Robert Houghton
Email:	parkkevi@isu.edu
Phone:	208-282-4783

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Robert Houghton		9/10/14
Department Chair / Program Director:	See signature page – signed by Kevin Parker		9/10/14
Dean or Designee:	See signature page – signed by Thomas A. Ottaway		9/10/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	Yes
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This will improve the University by reducing the confusion between two cross listed courses. This will help the department by keeping the content and educational experience similar between lower division students.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	8 for, 0 against, majority of faculty voted.

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	Current	Changes
Subject Code:	INFO	None
Course Number:	1181	None
Short Course Title: (30 character	Informatics and Programming	None

max, including spaces; no punctuation)	I	
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Problem-solving methods and algorithm development with an emphasis on programming style with Java or C#. Includes Secure Software Concepts, such as what constitutes secure software and what design aspects to take into consideration to construct resilient software.	
Prerequisites:	MATH 1143 or MATH 1147	
Corequisites:	MATH 1143 or MATH 1147	
Registration Restrictions:		
Equivalencies:	Cross listed with CS 1181	CS 1181
Fulfills General Education Objective:	7	
Terms Offered:	F,S	
Rationale for Change: Currently CS1181 and INFO 1181 are cross listed in the catalog. This change will make both classes equivalent, including the current General Education Objective 7 fulfillment on CS 1181 will now also be recognized by INFO 1181.		

Extraneous tables deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Redundant course listings deleted.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Bob:

I have reviewed this proposal. It presents no cause for change in support from the Library.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		x

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		

Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Bob,
No concerns from ITS.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Bob,

The course description in the proposal was missing the information in red.

INFO 1181 Informatics and Programming I Problem-solving methods and algorithm development with an emphasis on programming style with Java or C#. Includes Secure Software Concepts, such as what constitutes secure software and what design aspects to take into consideration to construct resilient software. [Satisfies Objective 7 of the General Education Requirements](#). PRE-or-COREQ: MATH 1143 or MATH 1147. F, S

Other than that, no advising concerns.

Best wishes,

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Hello Bob,

No CoT advising concerns.

Thanks,

Corey Zink

Director of Student Services

Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

From: **Christopher Hunt** <huntchri@isu.edu>

Date: Wed, Sep 17, 2014 at 4:00 PM

Subject: Re: Infrastructure Review Request INFO 1181 to be equivalent to CS 1181

To: Bob Houghton <houghrobe@isu.edu>

Cc: UG Catalog <ugcatalog@isu.edu>

Dr. Houghton,

The student information system can support this change and no SBOE proposal is required. However, if GERC were to determine that INFO 1181 did not fulfill the same general education objective as CS 1181, we would not be able to have the course be equivalent.

Best Regards,

Chris Hunt
 Associate Registrar
 Idaho State University
 voice: (208) 282-4946
 fax: (208) 282-4231
 email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) No

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		X
2. Are any NEW Gen Ed courses being proposed?	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for each proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Hi Bob,
 GERC voted to approve INFO 1181 for Objective 7, Critical Thinking with 6 yes, 3 abstaining. The "abstainers" had questions about how INFO 1181 came to be "equivalent" with CS 1181, which you might want to be prepared to address at UCC. I'll be reporting this GERC decision in a more formal e-letter to you as soon as I can (hopefully tomorrow?), and that letter will let you know that all GERC's votes get reviewed and (usually) approved by the UCC.
 best,
 cathy

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

4. Proposal #29 from History: HIST 4439 & 4479 course title changes, add new HIST 4486

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 29	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	APPROVED	Date:	10/28/2014
Graduate catalog?	YES				
UCC Rec’d Date:	09/19/2014	Processed Date:	10/02/2014	UCC Agenda	10/02/2014
UCC Description:	HIST 4439 & 4479 course title changes, add new HIST 4486				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	New History Courses
College:	Arts and Letters
Department:	History
Proposal Originator (PO):	Kevin Marsh

Email:	marskevi@isu.edu
Phone:	X2877

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Thomas Kloss		9/19/14
Department Chair / Program Director:	See signature page – signed by Kevin R. Marsh		9/19/14
Dean or Designee:	See signature page – signed by Mark K. McBeth		9/19/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	Yes
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	These proposals work to improve alignment of the History curriculum with current faculty expertise, changes in the profession, and student demand to maximize access and opportunity.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	7 yes, 0 no. Sept. 12, 2014

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for *deletions*, underline for *new text*, and *colored fonts* if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	Current	Changes
Subject Code:	HIST	
Course Number:	4479	
Short Course Title: (30 character max, including spaces; no punctuation)	Disease and US Public Health	Disease, Medicine, & Society
Long Course Title:	Disease and US Public Health	History of Disease, Medicine, & Society

Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:	All	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	A survey of health, disease, and public health developments in American history. The course takes a broad approach to health, but includes the development of public health offices, the role of disease in society, specific diseases and related eradication programs, and questions related to health, equity, and civil liberties.	A survey of health, medicine, and disease, and the associated perceptions, treatments, policies, and effects on society both within the medical community and by the public at large in Europe and the Americas since the 17 th century.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	None	
Terms Offered:	R2	
Rationale for Change: Update to reflect changing research focus of department faculty and to promote accessibility for students. The ISU History Department has been a national leader in the trend towards transnational analysis in historical research, and this expansion of the scope in the course also reflects the broader trends of the discipline in recent years.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	HIST	
Course Number:	4439	
Short Course Title: (30 character max, including spaces; no punctuation)	Feminism and Equality	Women in World History
Long Course Title:	Feminism and Equality in World History	Women in World History
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:	All	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Interdisciplinary study of the history of feminism and women's rights in different world regions, involving the social constructs of gender, race, and class.	Interdisciplinary study of the history of women and women's rights in different world regions, involving the social constructs of gender, race, and class.
Prerequisites:	None	
Corequisites:	None	

Registration Restrictions:	None	
Equivalencies:	WS 4439	None
Fulfills General Education Objective:	None	
Terms Offered:	S	
Rationale for Change: The History Department has long taught an upper-division course on women in world history. The course title was Women in History until changed in the last few years to merge the course with the required capstone course for the Women Studies minor, which was always taught by History faculty. This was done to make more efficient use of faculty workload in the department. With the elimination of the Women Studies minor by the College of Arts and Letters (see related proposal from Sociology), the department seeks to return this course to its long-standing role to train students in advanced analysis of the roles of women and gender in major periods and regions of world history.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	HIST
Course Number:	4486
Short Course Title: (30 character max, including spaces; no punctuation)	National Parks Field Seminar
Long Course Title:	National Parks Field Seminar
Credit Hours:	3
Contact Hours:	3
Default Grading Mode:	Letter
Available Grading Modes:	All
Repeatability: (yes or no, max credits or number of repeats.)	Yes, 6 credits
Course Description:	Four-week summer field course, applying historic and geographic concepts and methods to a series of field problems focused on national parks of the United States.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	Su
Rationale:	Following on the successful run of an experimental HIST 4499 course summer 2014 on the history of Yellowstone National Park, held in collaboration with faculty and students at Missouri State University, the department seeks to establish this as a regular catalog course. This reflects the research expertise of Dr. Yolonda Youngs, and takes advantage of ISU's location and the department's growing research collaboration with cultural resources staff at Grand Teton and Yellowstone parks and the Yellowstone Association.

Subject Code:	HIST
Course Number:	2201
Short Course Title: (30 character max, including spaces; no punctuation)	Women in U.S. History
Long Course Title:	Women in U.S. History
Credit Hours:	3
Contact Hours:	3
Default Grading Mode:	Letter
Available Grading Modes:	All
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	A survey of the changing roles of women in U.S. history and an analysis of historical change through the perspective of gender.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	9 [GERC has approved it]
Terms Offered:	R1
Rationale:	The History Department has for many decades taught an introductory course in women's history and gender studies as WS 2201, a required course in the women studies minor founded and administered by History faculty. With the elimination of the Women Studies minor, the department seeks to continue to serve the high demand for the course (58 enrolled; 92% capacity as of 9/14/14) by creating this new survey of women in U.S. history. The course also complements HIST 4439, Women in World History. Women's history has been a research and teaching strength of the History Department for a few decades. This request is an effort to maintain that priority while responding to changing curricula in other parts of the college.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses proposed for deletion.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Minor in History

World Regions (9 credits, no more than 3 of which must be [HIST 1101](#) or [HIST 1102](#)):

9

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for [new text](#), and [colored fonts](#) if desired, to show the changes you want made in the catalog.]

Minor in History

World Regions (9 credits, ~~no more than~~ [at least](#) 3 of which must be HIST 1101 or HIST 1102):

9

[Note: the wording for History Major and Minor in Secondary Ed will need to be changed.]

Current Catalog Copy (Paste current eCatalog copy below)

Category IV: Upper Division United States History

6

HIST 3307	Early North America
HIST 3308	Industrialization and Reform in the United States
HIST 3309	Modern United States
HIST 4421	Federal Indian Relations
HIST 4423	Idaho History
HIST 4425	Women in the North American West
HIST 4427	North American West
HIST 4432	U.S. Environmental History
HIST 4465	US Political History
HIST 4479	Disease and US Public Health
HIST 4485	Historical Geography of National Parks

Category V: Upper division world, comparative, and non-U.S. history

6

HIST 3318	History of Christianity
HIST 3322	Religious Reformation and Conflict
HIST 3323	Old Regime and French Revolution
HIST 3325	Early Modern Europe
HIST 3326	Twentieth Century Europe
HIST 3382	Russia
HIST 4429	Foreign Relations since 1900
HIST 4430	Global Environmental History
HIST 4435	Colonial Frontiers
HIST 4437	Families in Former Times
HIST 4438	Women in Pre-Industrial Europe
HIST/WS 4439	Feminism and Equality in World History
HIST 4441	The Viking Age
HIST 4443	English History
HIST 4444	Victorian England and After

HIST 4445	Modern Ireland	
HIST 4446	Social and Economic History of Greece and Rome	
HIST 4448	Medieval Social and Economic History	
HIST 4450	Golden Age Castile	
HIST 4478	Imperialism and Progressivism	
HIST 4490 & 4490L	Cartography History and Design and Cartography Lab	
Category VI: Electives		9
Students must take at least 9 additional credits from courses listed in Categories III, IV, V, or the following list of courses:		9
HIST 3337	Archaeology and History of Southern Idaho	
HIST 3364	Public History Internship	
HIST 4405	Problems in History	
HIST/MUSE 4411	Introduction to Museum Studies	
HIST 4461	Independent Study United States ¹	
HIST 4462	Independent Study Europe ¹	
HIST 4463	Independent Study World Regions ¹	
ANTH 4410	Introduction to Cultural Resources Management	
ECON 3323	Economic History	
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
HIST 4489	GIS for Social Sciences	
MATH 3350	Statistical Methods	
POLS 3313	Introduction to Political Philosophy	
POLS 4411	American Political Theory	

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

Category IV: Upper Division United States History		6
<u>(Complete two classes from the following)</u>		
HIST 3307	Early North America	
HIST 3308	Industrialization and Reform in the United States	
HIST 3309	Modern United States	
HIST 4421	Federal Indian Relations	
HIST 4423	Idaho History	
HIST 4425	Women in the North American West	
HIST 4427	North American West	
HIST 4432	U.S. Environmental History	
HIST 4465	US Political History	
HIST 4479	Disease and US Public Health	
HIST 4485	Historical Geography of National Parks	
Category V: Upper division world, comparative, and non-U.S. history		6
<u>(Complete two classes from the following)</u>		
HIST 3318	History of Christianity	

HIST 3322	Religious Reformation and Conflict
HIST 3323	Old Regime and French Revolution
HIST 3325	Early Modern Europe
HIST 3326	Twentieth Century Europe
HIST 3382	Russia
HIST 4429	Foreign Relations since 1900
HIST 4430	Global Environmental History
HIST 4435	Colonial Frontiers
HIST 4437	Families in Former Times
HIST 4438	Women in Pre-Industrial Europe
HISTAWS 4439	Feminism and Equality <u>Women in World History</u>
HIST 4441	The Viking Age
HIST 4443	English History
HIST 4444	Victorian England and After
HIST 4445	Modern Ireland
HIST 4446	Social and Economic History of Greece and Rome
HIST 4448	Medieval Social and Economic History
HIST 4450	Golden Age Castile
HIST 4478	Imperialism and Progressivism
HIST 4479	<u>History of Disease, Medicine, & Society</u>
HIST 4490 & 4490L	Cartography History and Design and Cartography Lab

Category VI: Electives

9

Students must take at least 9 additional credits from courses listed in Categories III, IV, V, or the following list of courses:

9

HIST 3337	Archaeology and History of Southern Idaho
HIST 3364	Public History Internship
HIST 4405	Problems in History
HIST/MUSE 4411	Introduction to Museum Studies
HIST 4461	Independent Study United States ¹
HIST 4462	Independent Study Europe ¹
HIST 4463	Independent Study World Regions ¹
HIST 4486	<u>National Parks Field Seminar</u>
ANTH 4410	Introduction to Cultural Resources Management
ECON 3323	Economic History
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory
GEOL/HIST/POLS 4471	Historical Geography of Idaho
HIST 4489	GIS for Social Sciences
MATH 3350	Statistical Methods
POLS 3313	Introduction to Political Philosophy
POLS 4411	American Political Theory

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name].**"

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?	X	
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

September 16, 2014

Hi, Kevin:

I concur: the Library should not be affected by this proposal.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		

If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

8:11 AM September 16, 2014

Randy Gaines

Kevin,

No concerns from ITS.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?		X
Have course changes and new courses been reviewed to identify	X	

possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

September 16, 2014

Hi Kevin,

No advising concerns.

Best wishes,

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

September 16, 2014

Hello Kevin,

No CoT advising impact.

Thanks,

Corey Zink

Director of Student Services

Idaho State University - College of Technology

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Kevin,

Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken HIST 4439 with the title " Feminism and Equality" and then takes HIST 4439 with the title "Women in World History":

- the student will receive credit for both courses,
- the grades for both will count in the student's GPA,
- an academic petition would be required to change the students transcript.

As long as you understand that impact on the History department, I don't have any issues with your proposal.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Hi Tom,

Chris and I exchanged emails about this last month. Yes, we understand the potential impacts for students retaking the class and will assist each student as needed.

Thanks,
Kevin

On Fri, Oct 10, 2014 at 11:09 AM, Thomas Kloss <klosthom@isu.edu> wrote:
Hello Professor Marsh,

The curriculum committee had a few questions about your "New History Courses" proposal yesterday. Chris Hunt asked if you were ok with the following issues (we assume for HIST 4479 as well). Just a statement that you understand that these issues may happen, and that you are willing to let students petition to replace a grade if say a student fails the old class and takes the new class, is all that is needed.

Thanks,
Tom

Will a State Proposal or Letter be required? (Specify which, please) None

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Teaching and Educational Studies, College of Education	Updated list of offerings for Secondary Education History majors and minors. No significant curricular impact. Full proposal emailed to department chair Beverly Ray and advisor Jamie Webster on September 15, 2014.
Sociology	Proposal for a new minor in Gender and Sexuality Studies lists HIST 4439 as an elective. We alerted department chair Dr. Gesine Hearn of the proposed title change to HIST 4439, and also suggested that the proposed HIST 2201 might serve as an additional elective to the curriculum for their proposed minor.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

September 17, 2014

Hi Kevin, thank you for alerting me to the changes in history classes. I will check with UCC to see if i can list courses or change course names that are still in the proposal phase.

I ll let you know!

Gesine Hearn

Response from Jamie Webster in College of Ed:

We may need to submit a tiny change to the catalog to update the World Regions (9 credits, no more than at least 3 of which must be HIST 1101 or HIST 1102) page 6 of Kevin's proposal just to align the language for secondary education. Other than that, I don't see any other issues. The secondary education history section is generic and asks students to pick classes from the broader category lists. I don't see any impact on the elementary side either.

[Back to List of Proposals](#)

5. **Proposal #30 from Sociology: new New Minor in Gender and Sexuality Studies; curriculum modification**

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT

BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 30	UCC Decision	APPROVED <u>as amended</u>	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	Letter	State Decision		Date:	
Gen Ed course?	YES	GERC Decision	APPROVED	Date:	10/28/2014
Graduate catalog?	YES				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/02/2014	UCC Agenda	10/02/2014
UCC Description:	New Minor in Gender and Sexuality Studies; curriculum modification				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Minor in Gender and Sexuality Studies; modification of curriculum
College:	Arts & Letters
Department:	Sociology, Social Work and Criminal Justice
Proposal Originator (PO):	Gesine Hearn
Email:	heargesi@isu.edu
Phone:	282 4947

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/19/14
Department Chair / Program Director:	See signature page – signed by Gesine Hearn	9/18/2014
Dean or Designee:	See signature page – signed by Mark K. McBeth	9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes Separate Gen Ed Proposal submitted to GERC	9/19/2014
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Letter State Proposal submitted to Academic Affairs	Letter sent by Academic Affairs to SBOE

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The minor in Women Studies was housed for many years in the Department of History. This year a name change to "Gender and Sexuality Studies" was submitted by the Provost. State Board approval is pending. The program is moving to the Department of Sociology, Social Work and Criminal Justice in May 2015. The department of Sociology, Social Work and Criminal Justice decided to house the minor in Gender and Sexuality Studies because we can ensure a thorough theoretical, methodological, and substantive training in this area which will enhance the marketability of students in an increasingly diverse and global job market. The department has the

	<p>instructional resources and scholarly interests to serve the content and skills needs of the students in this minor. The minor is dedicated to the mission of the university and its four core themes. Our curriculum, instructional efforts, and scholarly work as it relates to students, the health sciences, or the community support the core themes of ISU. The curriculum in Gender and Sexuality Studies advances scholarly endeavors, we involve students in the creation of new knowledge and cutting-edge research, and we uphold high quality in our instruction. Our program produces cosmopolitan citizens and critical thinkers. Teaching and research go hand-in-hand: students learn about our research projects; many of our classes require students to conduct or prepare small research projects; our faculty is very active in research and brings cutting-edge knowledge and research experience to the classroom.</p> <p>A minor in Gender and Sexuality Studies is found in essentially every university or college in the U.S. and has proven to be attractive to students. The department already has in place courses typically offered for this minor. In addition to sociology courses, students will be able to take a wide array of elective courses in other disciplines.</p> <p>We are proposing a new curriculum for the Minor in Gender and Sexuality Studies to reflect the current standard and developments in this field. Also, several courses on the old list of electives are not offered anymore at ISU or cannot be offered after the prefix "WS" will be dropped.</p> <p>Also, the name of the program and affiliation of the program needs to be changed in the new catalog.</p>
<p>What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Faculty voted on this proposal in a department meeting on 9/9/2014. Faculty unanimously supported the proposal.</p>

Part B: Course Change(s)

No changes to existing courses are proposed.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	SOC
Course Number:	2201
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Gender and Sexuality
Long Course Title:	SOC 2201 Introduction to Gender and Sexuality Studies

Credit Hours:	3
Contact Hours:	150 3
Default Grading Mode:	Letters
Available Grading Modes:	Audit, Letters
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	In t This course we will examine gender and sexuality from a sociological perspective. We <u>It</u> will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. We <u>This course</u> will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender changes over time.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None [confirmed w/dept chair this is NOT equivalent to WS 2201]
Fulfills General Education Objective:	9 [GERC has approved this]
Terms Offered:	Fall, Spring, SS
Rationale:	SOC 2201 is a new course replacing WS 2201 Introduction to Women Studies. The name of the "Women Studies" program was changed to Gender and Sexuality Studies; therefore the prefix "Women Studies" cannot be used anymore. In addition, Gender and Sexuality Studies is a broader field than Women Studies which needs to be reflected in this new introductory course for the minor. SOC 2201 will cover the historical development, the basic concepts, and current trends in the field of gender and sexuality studies. The course is part of the teaching portfolio of a faculty member in Sociology.

Subject Code:	SOC
Course Number:	4412
Short Course Title: (30 character max, including spaces; no punctuation)	Sexuality and the Body
Long Course Title:	SOC 4412 Sexuality and the Body
Credit Hours:	3
Contact Hours:	150 3
Default Grading Mode:	Letters
Available Grading Modes:	Audit, Letters
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course explores the social construction of sexuality and the body. Students will examine how sexuality and the body function as both literal and symbolic sites of political discourse and how sexuality and the body illuminate, accommodate, resist, and transform the machinations of social power.
Prerequisites:	None
Corequisites:	None

Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	N/A
Terms Offered:	Spring
Rationale:	SOC 4412 is a course that has been taught last year and will be taught again this coming spring as a topic course. The course is now part of the regular teaching portfolio of a faculty member in Sociology. The course will introduce students to the historical background, important trends, concepts, theories, and emerging issues in the study of sexuality and the body and is thus an essential content course for the minor in Gender and Sexuality Studies.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	WS
Course Number:	1160
Short Course Title:	Womens Rape Aggression Defense:
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

[NOTE: WS 1160 is equivalent to PE 1160 and HE 1160; those courses will need to be updated too.]

Subject Code:	WS
Course Number:	2201
Short Course Title:	Introduction to Womens Studies
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	2205
Short Course Title:	Topics in Womens Studies
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	3311
Short Course Title:	US Womens Activism
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	4405
Short Course Title:	Topics in Womens Studies
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	4439
Short Course Title:	Feminism and Equality in World History
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

[NOTE: WS 4439 is equivalent to HIST 4439, so that course will need to be updated, too]

Subject Code:	WS
Course Number:	4459
Short Course Title:	Internship
Rationale:	The name Minor in "Women Studies" will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	4461
Short Course Title:	Independent Study
Rationale:	

Subject Code:	WS
Course Number:	4489
Short Course Title:	Internship
Rationale:	The name Minor in “Women Studies” will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	5561
Short Course Title:	Independent Study
Rationale:	The name Minor in “Women Studies” will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	5599
Short Course Title:	Experimental Course
Rationale:	The name Minor in “Women Studies” will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Subject Code:	WS
Course Number:	6699
Short Course Title:	Experimental Course
Rationale:	The name Minor in “Women Studies” will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

The program in Women Studies promotes an interdisciplinary approach to learning that emphasizes gender as an essential component in an understanding of our past, present, and future. Grounded in contemporary scholarship, Women Studies provides students with innovative perspectives from which to analyze and assess familiar subjects. Critical and analytical skills are developed and honed as students identify and contextualize profound connections between gender and one's place in history, one's assigned roles and statuses, and one's access to social, economic, and political power.

Women Studies supports Idaho State University's mission to create an effective and efficient learning environment that serves students of various ages, abilities, needs, and backgrounds. It enhances intellectual growth and complements the degree major by broadening academic knowledge bases and by developing a wide range of skills applicable in a variety of post-graduation settings.

The Women Studies office is located in the Department of History, Liberal Arts Room 348 (208-282-2379).

~~Members of the Advisory Board meet to review curricula, advise the Director on program content, consider issues facing the field or program, and formulate strategy for the future of Women Studies at Idaho State University. Students may consult with any of the faculty in the program or on this committee:~~

- ~~Dr. Juliet Carlisle (Political Science)~~
- ~~Dr. Nicole Hill (Kasiska School of Health Professions)~~
- ~~Dr. Ann Hunter (Sociology, Social Work and Criminal Justice)~~
- ~~Ms. Kathleen Lane (Music)~~
- ~~Dr. Linda Leeuwrik (Art)~~
- ~~Dr. Shannon Lynch (Psychology)~~
- ~~Dr. Priscilla Reis (College of Business)~~
- ~~Ms. Valerie Williams (College of Education)~~
- ~~Dr. Lynn Worsham (English)~~

Minor in Women Studies

An undergraduate interdisciplinary minor in Women Studies consists of 18 credits of courses in gender topics offered by various departments and approved by the directors of Women Studies.

Required Courses:

WS 2201	Introduction to Womens Studies	3
HIST/WS 4439	Feminism and Equality in World History	3

Select 12 credits from:

ART 4423	Nineteenth Century Art
CMP 4404	Gender and Communication
ENGL 3328	Gender in Literature
HE 4445	Human Sexuality and Health Education

HIST 4437	Families in Former Times
PSYC 2205	Human Sexuality
SOC 2250	Women Crime and Corrections
SOC 3321	Families in American Society
WS 1160	Womens Rape Aggression Defense
WS 4459	Internship ¹
WS 4461	Independent Study ¹

OR

Select from courses listed as approved for this component in semester-by-semester course listings in the Class Schedule.

1 Students may take up to 6 credits of WS 4459, Internship, and up to 6 credits of WS 4461, Independent Study. A maximum of 9 credits from any combination of WS 4459, Internship, and WS 4461, Independent Study, are applicable to the Women Studies minor.

Courses

Courses do not need to be listed here – all changes are picked up from the tables in Part B.

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for [new text](#), and [colored fonts](#) if desired, to show the changes you want made in the catalog.]

The program in Gender and Sexuality ~~Women~~ Studies promotes an interdisciplinary approach to learning that emphasizes gender **and sexuality** as essential components in an understanding of our past, present, and future. Grounded in contemporary scholarship, **Gender and Sexuality** ~~Women~~ Studies provides students with innovative perspectives from which to analyze and assess familiar subjects. Critical and analytical skills are developed and honed as students identify and contextualize profound connections between gender, sexuality and ~~one's place in history~~, one's assigned roles and statuses, and one's access to social, economic, and political power.

~~Women~~ **Gender and Sexuality** Studies supports Idaho State University's mission to create an effective and efficient learning environment that serves students of various ages, abilities, needs, and backgrounds. It enhances intellectual growth and complements the degree major by broadening academic knowledge bases and by developing a wide range of skills applicable in a variety of post-graduation settings.

The **Gender and Sexuality** ~~Women~~ Studies office is located in the **Department of Sociology, Social Work, and Criminal Justice** ~~of History~~, Liberal Arts Room LA 307 ~~348~~ (208-282 2170-~~2379~~).

Minor in ~~Women Studies~~ **Gender and Sexuality Studies**

The ~~An~~ undergraduate interdisciplinary minor in ~~Women Studies~~ **Gender and Sexuality Studies** consists of 18 credits of courses in gender and sexuality topics offered by various departments and approved by the director of **Gender and Sexuality Studies** ~~Women Studies~~.

Minor in Gender and Sexuality Studies (TOTAL CREDITS = 18)

Required Courses (12 credits)

SOC 2201 Introduction to Gender and Sexuality Studies

SOC 3321 Families in American Society

~~SOC 4412 Sexuality and the Body~~
~~SOC/SOWK 4438 Sexual Crimes~~
~~WS 2201 Introduction to Womens Studies~~
~~HIST/WS 4439 Feminism and Equality in World History~~

Elective Courses (6 credits) to be chosen from:

~~HIST 2201 Women in US History~~
~~PSYC 2205 Human Sexuality~~
~~SOC 2250 Women, Crime, and Corrections~~
~~CMP 4404 Gender and Communication~~
~~ENGL 3328 Gender in Literature~~
~~HIST 4439 Women in World History~~
~~SOC 4462 Power, Class, and Prestige~~
~~*SOC 4482 Internship~~
~~*SOC 4483 Independent Studies~~
~~ART 4423 Nineteenth Century Art~~
~~HE 4445 Human Sexuality and Health Education~~
~~HIST 4437 Families in Former Times~~
~~WS 1160 Womens Rape Aggression Defense~~
~~WS 4459 Internship 1~~
~~WS 4461 Independent Study 1~~

Students can choose alternative elective courses with approval of the director of Gender and Sexuality Studies.

* Students may take up to 4 credits of SOC 4482, Internship, and up to 4 credits of SOC 4483, Independent Studies if they fulfill the requirements for these courses.

NOTES to catalog editors only, not to be entered in catalog:

**Clarification on courses listed
SHOULD NOT GO INTO CATALOG!**

SOC 2201 is a new course. The course is part of the teaching portfolio of a faculty member in Sociology. A course proposal is included in this proposal.

WS 2201, WS 4439, WS 4459 and WS 4461 The program name is changed to “Gender and Sexuality Studies”; the old program will be discontinued; the prefix WS will need to be dropped from the catalog

Courses

The name Minor in “Women Studies” will be dropped from the catalog and replaced with the Minor in Gender and Sexuality Studies; therefore any courses with this prefix cannot appear in the new catalog. All courses that are part of the new curriculum will appear under their program-specific prefixes.

Course listings deleted, not necessary to list here – all course changes are picked up from Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?	X	
Will students need to make use of library services in Meridian?	X	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Gesine:

I have reviewed the proposal and am confident that the Library will be able to accommodate this change.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		x
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		x
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	x	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): online		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		x
How many students are expected per semester? The minor has about 30-40 students enrolled in classes		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?	x	
Will you use Moodle to be fully online with no seat-time required?	x	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	x	
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Gesine,

I see no additional impact on ITS.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	

Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Gesine,
No advising concerns.
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Hello Gesine,
No CoT Advising concerns.
Thank you,
Corey

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Gesine,

The student information system can support all three of these changes. I do believe that SBOE approval or communication will be required for all three. I would suggest that you confirm with your Dean's office and Academic Affairs that the communication regarding the minor include both the rename and the move of the program to the Department of Sociology, Social Work & Criminal Justice.

I have a couple of minor edits and questions that should not prevent these proposals from moving forward to the UCC.

Minor in Gender and Sexuality Studies - The first two are just edits for readability for the UCC's sake.

You can remove the text on page 3 from "Do NOT use Microsoft Word's..." up to and including the table provided for adding a new course, and replace with "No changes to existing courses are proposed."

You can list the dropped Women Studies courses in Part B, instead of redlining them out. (I've included a document with the tables if you want to cut and past them in.

For the new SOC 2201 course:

We need to have both a short title and a long title. The short title is limited to 30 characters including spaces. How about "Intro to Gender and Sexuality"?

I understand that SOC 2201 is a different course from WS 2201, but I want to confirm that you do not want SOC 2201 and WS 2201 to be considered equivalent. If they are not set up as equivalent, students will be able to take both and receive credit for both. I would also like to confirm that you want

WS 2201 to be included as a permanent course substitution for SOC 2201 in the new minor. If so can you please send a memo to my office and cc Dr. Turley-Ames.

You will need to submit a proposal to GERC for SOC 2201 to fulfill Objective 9. It would be most beneficial for students if this proposal can happen this year.

Are there any other courses from the WS minor in previous catalog years that should be considered as permanent course substitutions for the new minor?

The Women Studies department would review class offerings across campus each term and tell us if any "topics" courses could be used by students as electives in the minor. We then tag those sections so they could be found by searching the class schedule, and so that DegreeWorks would automatically count them in that elective block. Would you like to continue this practice? If students have taken those courses in the past, would you consider them as electives in the new minor?

You list courses after the electives in the minor, but not all of them are included in the list. Should HIST 4439 be included? COMM 4440 has been included, and it's replacement CMP 4404 is listed below. Should CMP 4404 replace COMM 4440?

Best Regards,

Chris Hunt

These changes have been made and Chris Hunt said his concerns have been satisfied.

Will a State Proposal or Letter be required? (Specify which, please) None

On Fri, Oct 10, 2014 at 11:18 AM, Thomas Kloss <klosthom@isu.edu> wrote:
Dear Professor Hearn,

The committee had some questions about your **Minor in Gender and Sexuality Studies; modification of curriculum** proposal.

First, it was assumed that you wanted to delete all of the professor names as they can change year by year. (easy).

You notated some Prerequisite changes:

SOC 4482 Sociology Internship: 1-3 semester hour. Apply sociological principles in such ways as assisting the supervising professor with a lower-level course, conducting study groups, or small group instruction. Credits not applicable toward the major. May be repeated for up to 6 credits. PREREQ: Permission of instructor; junior status; minimum of 12 hours and 3.0 GPA ~~in Sociology.~~ D

SOC 4483 Independent Problems in Sociology: 1-4 semester hour. Readings, observations, applied work, or data analysis in content area not offered in our curriculum. May be repeated for up to 6 credits. PREREQ: Permission of the instructor; advanced junior status; minimum of 12 hours and 3.0 GPA ~~in Sociology.~~ D

To change this, they need to be in Section B under course changes. And they committee just wanted clarification that you intended the 3.0 as an overall GPA.

Let me know what you want, and I can help get it approved next week.

Thanks,
Tom

----- Forwarded message -----

From: **Gesine Hearn** <heargesi@isu.edu>
Date: Fri, Oct 10, 2014 at 12:30 PM
Subject: Re: Proposal Questions
To: Thomas Kloss <klosthom@isu.edu>

Hi Tom,
thank you for asking for clarification:

- on the professors' names - this is the old advisory and except for one or maybe two people on the list, the rest is not at ISU anymore. We have to reconfigure the advisory board, but cannot do that in time for the catalog changes.

- on SOC 4482 and SOC 4483: guess I did not think about the implications. I cannot change these course descriptions because the courses are part of the sociology program. Can we do the following: List them in the list of courses, and use the current description of SOC 4482 and SOC 4483 as posted in the catalog under the sociology courses?

So the following:

Elective Courses (6 credits) to be chosen from:

HIST 2201	Women in US History
PSYC 2205	Human Sexuality
SOC 2250	Women, Crime, and Corrections
<u>CMP 4404</u>	Gender and Communication
ENGL 3328	Gender in Literature
<u>HIST 4439</u>	<u>Women in World History</u>
<u>SOC 4462</u>	<u>Power, Class, and Prestige</u>
<u>*SOC 4482</u>	<u>Internship</u>
<u>*SOC 4483</u>	<u>Independent Studies</u>
ART 4423	Nineteenth Century Art
HE 4445	Human Sexuality and Health Education
HIST 4437	Families in Former Times
WS 1160	Womens Rape Aggression Defense
WS 4459	Internship 1
WS 4461	Independent Study 1

Students can choose alternative elective courses with approval of the director of Gender and Sexuality Studies.

*** Students may take up to 4 credits of SOC 4482, Internship, and up to 4 credits of SOC 4483, Independent Studies if they fulfill the requirements for these courses.**

SOC 4482 Sociology Internship: 1-3 semester hour. Apply sociological principles in such ways as assisting the supervising professor with a lower-level course, conducting study groups, or small group instruction. Credits not applicable toward the major. May be repeated for up to 6 credits. PREREQ: Permission of instructor; junior status; minimum of 12 hours and 3.0 GPA in Sociology. D

SOC 4483 Independent Problems in Sociology: 1-4 semester hour. Readings, observations, applied work, or data analysis in content area not offered in our curriculum. May be repeated for up to 6 credits. PREREQ: Permission of the instructor; advanced junior status; minimum of 12 hours and 3.0 GPA in Sociology. D

Thank you,
Gesine

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)	x	
2. Are any NEW Gen Ed courses being proposed?	x	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
History	A course in History will be offered as an elective for the minor; a somewhat lower enrollment is expected compared to when the course was part of the minor housed in History. The course is not a required course in the new curriculum for the minor.
Psychology	A course in Psychology will be offered as an elective for the minor; similar enrollment is expected as before when the course was part of the minor housed in History.
Communication	A course in Communication will be offered as an elective course for the minor; similar enrollment are expected as before when the course was part of the minor housed in History

English	A course in English will be offered as an elective for the minor; similar enrollment is expected as before when the course was part of the minor housed in History
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The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Gesine,
 Thanks for sending me the curriculum proposal for Gender and Sexuality Studies. There is no impact in English and we are very glad to be able to continue to contribute to this revised program through offering ENGL3328.
 Jennifer Attebery (English)

Hi Gesine,
 Thanks for sending this. I have no significant concerns on this proposal.
 However, please note the changes we are proposing to HIST 4439, that you list as an elective. We would like to change the name back to Women in World History. Please put the proposed new title and course description into the list of courses in the proposed catalog language for Gender and Sexuality Studies. Also, you have a duplicate listing for HIST 4439 in that part of your proposal.
 Also, we are proposing a new course HIST 2201 Women in U.S. History. You might consider adding this as an elective to the new minor.
 Thanks,
 Kevin (History)

Hi Gesina,
 No problems in the proposal from Communication, Media, and Persuasion.
 Jim DiSanza, Chair (Communication)

Gesine-
 I see no adverse impact on Psychology and support the proposed curriculum revisions.
 Shannon Lynch, Department of Psychology, Chair
 p.s. fyi still one "woman studies" on bottom of page 8 in new proposed catalog section
 cheers- Shannon (Psychology)

[Back to List of Proposals](#)

6. Proposal #31 from Geosciences: B.S. in Geology curriculum and course updates

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 31	UCC Decision	APPROVED as amended	Date:	10/16/2014
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UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/02/2014	UCC Agenda	10/02/2014
UCC Description:	BS in Geology curriculum and course updates				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes	Grad catalog proposal under way.	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Course updates and increase to elective flexibility for BS Geology curriculum
College:	CoSE
Department:	Geosciences
Proposal Originator (PO):	Leif Tapanila, Chair
Email:	tapaleif@isu.edu
Phone:	3565

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Michael McCurry		9/19/2014
Department Chair / Program Director:	See signature page – signed by Lief Tapanila		9/19/2014
Dean or Designee:	See signature page – signed by David Rodgers (for R Brey)		9/19/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Course changes improve the sequencing and credentials required to efficiently complete Geoscience degrees. Addition of a lab and teaching experience courses formalizes two successful experimental (xx99) courses. Changes to BS Geology curriculum increase the choices of upper-division electives, which should also facilitate scheduling.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	10 for; 1 against; no abstentions. September 12, 2014

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	GEOL	
Course Number:	4493	
Short Course Title: (30 character max, including spaces; no punctuation)	Senior Thesis	
Long Course Title:		
Credit Hours:	1-4	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:	S/U	
Repeatability: (yes or no, max credits or number of repeats.)	No	Yes, 4 credits max, repeat up to 2 times May be repeated for up to 4 credits.
Course Description:	This is a course supervised by a committee of at least two faculty members, approved by the chairperson(s) of the department(s) involved. The thesis topic may be interdisciplinary, with credits conferred by one or more departments. PREREQ: 90 credits and invitation by (or permission of) department chairperson(s).	This is a course supervised by a committee of at least two faculty members, approved by the chairperson(s) of the department(s) involved. The thesis topic may be interdisciplinary, with credits conferred by one or more departments. <u>May be repeated for up to 4 credits.</u> PREREQ: 90 credits and invitation by (or permission of) department chairperson(s).
Prerequisites:	90 credits	
Corequisites:		
Registration Restrictions:	Instructor permission	Department chairperson's permission
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	F, S, Su	
Rationale for Change: Change allows students to spread their thesis research over two semesters. Previous restriction of one semester is unrealistic for the completion of research and writing expected for the course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	GEOL	
Course Number:	4407	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>GPS Applications in Research</i>	
Long Course Title:		
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Overview of satellite positioning systems usage. Topics include GPS theory, basic mapping concepts, use of mapping grade receivers for GIS data collection, and processing of carrier phase data for high precision applications.	
Prerequisites:	none	GEOL 4403
Corequisites:	none	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S	F
Rationale for Change: Addition of the prerequisite (GEOL 4403: Principles of GIS) will allow students to be able to manipulate GPS data points in GIS software and understand digital mapping principles. This is the preferred sequence for student learning objectives.		

College of Ed's Secondary Education catalog entry will need updating, too.

	<u>Current</u>	<u>Changes</u>
Subject Code:	GEOL	
Course Number:	4406	3306
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Environmental Geology</i>	
Long Course Title:		
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	

Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Humans and the environment. Topics include: industrial exploitation of fossil fuels, energy sources, soils, water and other materials, environmental health, pollution, waste disposal, hazards, disasters, and land use.	
Prerequisites:	GEOL 1100 or GEOL 1101	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	No	
Terms Offered:	F	
Rationale for Change: The number change will clarify the preferred sequencing of this course as sophomore-level within the Geoscience undergraduate programs.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	GEOL	
Course Number:	4417	
Short Course Title: (30 character max, including spaces; no punctuation)	General Soils	Intro to Soils & Critical Zone
Long Course Title:		Introduction to Soils and Critical Zone Processes
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Formation, morphology, and distribution of soils, including developments in soil classification.	Introduction to soils with emphasis on soil formation and classification and the physical, chemical and biological properties of soils
Prerequisites:	GEOL 1100 or GEOL 1101 or permission of instructor	CHEM 1112, and CHEM 1112L, or permission of instructor
Corequisites:		GEOL 4417L
Registration Restrictions:		
Equivalencies:		GEOL 4417 General Soils
Fulfills General Education Objective:	No	
Terms Offered:	S	F
Rationale for Change:		

The course title and description are being updated to reflect more current directions of soil science and study of the critical zone. Prerequisites are being updated to require inorganic chemistry or permission of instructor because a foundation in chemistry is critical to understanding core concepts in soil science. CHEM 1112/L are already requirements for the BS programs of the target audience of GEOL 4417.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	GEOL
Course Number:	4460
Short Course Title: (30 character max, including spaces; no punctuation)	Undergraduate Teaching Experience
Long Course Title:	
Credit Hours:	1
Contact Hours:	3 hours
Default Grading Mode:	S/U
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	Yes, for up to 2 credits
Course Description:	Supervised teaching in an undergraduate laboratory. May be repeated for up to 2 credits
Prerequisites:	None
Corequisites:	none
Registration Restrictions:	Permission of instructor
Equivalencies:	
Fulfills General Education Objective:	No
Terms Offered:	F, S, Su
Rationale:	To give undergraduates the opportunity of an introductory experience to teaching by providing a supervised environment where the student is an assistant to the course instructor. This course is well suited for students interested in pursuing graduate school.

Subject Code:	GEOL
Course Number:	4417L
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Soils Lab
Long Course Title:	Introduction to Soils and Critical Zone Processes Lab
Credit Hours:	1
Contact Hours:	3 hours
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No

Course Description:	Assignments to apply 4417
Prerequisites:	CHEM 1112, and CHEM 1112L, or permission of instructor
Corequisites:	GEOL 4417
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	No
Terms Offered:	F
Rationale:	The addition of the laboratory allows application of the principles of soil science in the laboratory and field.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses being deleted, extraneous table removed.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Geology

The B.S. degree is offered for undergraduates who wish to become professional geoscientists either after their bachelor's degree or after subsequent graduate study. It trains students in the essential observational and analytical skills of field geology as well as more applied areas of microscope petrology, geochemistry, and geotechnology. The B.S. degree is designed to give the student a broad and comprehensive understanding of the discipline of geology and a firm background in math, physics, and chemistry. Students must fulfill 8 of the 9 University General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog).

Required Courses:

MATH 1147	Precalculus	5
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5

CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
PHYS 1111 & PHYS 1112	General Physics and General Physics II ¹	6- 8
or PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	
GEOL 1100	The Dynamic Earth	3
or GEOL 1101	Physical Geology	
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I	3
GEOL 3314	Earth Materials II	3
or GEOL 4420	Principles of Geochemistry	
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4421	Structural Geology	4
GEOL 4430	Principles of Hydrogeology	3- 4
or GEOL 4431	Geobiology and the History of Life	
GEOL 4450	Field Geology ²	6
GEOL 4452	Sedimentation-Stratigraphy	4
Pluse ONE of the following three courses:		3
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	
GEOL 4407	GPS Applications in Research	
GEOL 4409	Remote Sensing	

37 to 38 required geoscience credits plus at least 10 other optional geoscience credits to equal at least 48 geoscience credits. [GEOL 4430](#) is strongly recommended for those considering graduate studies or employment in the field of environmental geoscience.

¹ May choose the following optional courses: [PHYS 1113](#), [PHYS 1114](#), General Physics Laboratory, 2 cr; [PHYS 2213](#), [PHYS 2214](#), Engineering Physics Laboratory, 2 cr

² [GEOL 4450](#) is a 5-week summer field course, usually taken between the junior and senior years.

Bachelor of Science or Bachelor of Arts in Earth and Environmental Systems

The purpose of this program is to deliver a multidisciplinary education with environmental geosciences as a foundation, while also drawing upon existing courses from a diverse array of campus programs.

The emphasis in this program spans local to global concerns. Core knowledge is developed through a set of required courses across several disciplines, emphasizing the Geosciences, and through required and elective core courses. The student then chooses a specific track composed of other disciplinary courses.

Curriculum Outline

The Earth and Environmental Systems curriculum consists of three components: required cross-disciplinary courses, required and elective core courses, and required and elective courses in one of five cross-disciplinary tracks. Most students will be able to complete degree requirements (76-80 credits) and General Education requirements (40-46 credits) within the typical 120-credit, 4-year Bachelor's degree. Some of the degree requirements will also satisfy General Education requirements. Depending on results of placement tests in mathematics and other areas, some students use as many as 61 credits to satisfy General Education requirements, and will thus require more than 120 credits to fulfill both General Education and degree requirements.

Required General Courses (27-28 credits)

The Required General Courses provide a solid background in areas outside of the Department of Geosciences. Environmental Systems include physical, biological, and human systems; thus, we require course work in biological sciences, physical science, mathematics, statistics and social sciences. Many of these courses may satisfy General Education Objective requirements; refer to the [General Education Requirements](#) in the Academic Information section of this catalog.

ALL of the following set of courses:		17
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
CHEM 1111	General Chemistry I	5

& 1111L	and General Chemistry I Lab	
BIOL 2209	General Ecology	4
Select ONE of the following:		3-5
MATH 1147	Precalculus	
MATH 1160	Applied Calculus	
MATH 1170	Calculus I	
Plus ONE of the following:		3
MATH 1153	Introduction to Statistics	
Or another approved statistics course		
Select ONE of the following:		2-3
HIST 4430	Global Environmental History	
POLS 4455	Environmental Politics and Policy	
SOC 3335	Population and Environment	
GEOL/PHYS 4410	Science in American Society	
GEOL/HIST/POLS 4471	Historical Geography of Idaho	
Recommended		
ENGL 3307	Professional and Technical Writing	
PHYS 2211	Engineering Physics I	

Required and Elective Core Courses (28-31 credits):

The required and elective core provides a broad background in Earth Systems and Geosciences. The [GEOL 1100](#) course introduces the Earth System components and [GEOL 4406](#) covers modern environmental issues and their relationship to the Geosciences. [GEOL 4415](#), Past Global Changes, and [GEOL 4416](#), Global Environmental Change, are capstone integrative courses intended for seniors who have completed most degree requirements.

Required Courses (18 credits)

GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4406	Environmental Geology	3
GEOL 4416	Global Environmental Change	3

New Proposed Catalog Copy (clearly show changes from the original):

Bachelor of Science in Geology

The B.S. degree is offered for undergraduates who wish to become professional geoscientists either after their bachelor's degree or after subsequent graduate study. It trains students in the essential observational and analytical skills of field geology as well as more applied areas of microscope petrology, geochemistry, and geotechnology. The B.S. degree is designed to give the student a broad and comprehensive understanding of the discipline of geology and a firm background in math, physics, and chemistry. Students must fulfill 8 of the 9 University General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog).

Required Courses:

MATH 1147	Precalculus	5
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
or MATH 3350	Statistics Methods	3
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4
PHYS 1111 & PHYS 1112	General Physics and General Physics II ¹	6-8

or PHYS 2211 & PHYS 2212	Engineering Physics I and Engineering Physics II	
GEOL 1100	The Dynamic Earth	3
or GEOL 1101	Physical Geology	
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2202	Historical Geology	3
GEOL 2210	Earth in Space and Time	3
GEOL 3313	Earth Materials I	3
GEOL 3314	Earth Materials II	3
or GEOL 4420	Principles of Geochemistry	
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 4403 & 4403L	Principles of Geographic Information Systems and Principles of GIS Laboratory	3
GEOL 4421	Structural Geology	4
GEOL 4430	Principles of Hydrogeology	3-4
or GEOL 4431	Geobiology and the History of Life	
GEOL 4450	Field Geology ²	6
GEOL 4452	Sedimentation-Stratigraphy	4
Pluse ONE of the following three courses:		3
GEOL 4407	GPS Applications in Research	
GEOL 4409	Remote Sensing	

37 ~~to 38~~ required geoscience credits plus at [least 5 different upper division geoscience courses](#)~~10 optional geoscience credits (GEOL 33xx or 44xx)~~ to equal at least ~~48~~ [50](#) geoscience credits. ~~GEOL 4430 is strongly recommended for those considering graduate studies or employment in the field of environmental geoscience.~~

¹ May choose the following optional courses: [PHYS 1113](#), [PHYS 1114](#), General Physics Laboratory, 2 cr; [PHYS 2213](#), [PHYS 2214](#), Engineering Physics Laboratory, 2 cr

² [GEOL 4450](#) is a 5-week summer field course, usually taken between the junior and senior years.

Bachelor of Science or Bachelor of Arts in Earth and Environmental Systems

The purpose of this program is to deliver a multidisciplinary education with environmental geosciences as a foundation, while also drawing upon existing courses from a diverse array of campus programs.

The emphasis in this program spans local to global concerns. Core knowledge is developed through a set of required courses across several disciplines, emphasizing the Geosciences, and through required and elective core courses. The student then chooses a specific track composed of other disciplinary courses.

Curriculum Outline

The Earth and Environmental Systems curriculum consists of three components: required cross-disciplinary courses, required and elective core courses, and required and elective courses in one of five cross-disciplinary tracks. Most students will be able to complete degree requirements (76-80 credits) and General Education requirements (40-46 credits) within the typical 120-credit, 4-year Bachelor's degree. Some of the degree requirements will also satisfy General Education requirements. Depending on results of placement tests in mathematics and other areas, some students use as many as 61 credits to satisfy General Education requirements, and will thus require more than 120 credits to fulfill both General Education and degree requirements.

Required General Courses (27-28 credits)

The Required General Courses provide a solid background in areas outside of the Department of Geosciences. Environmental Systems include physical, biological, and human systems; thus, we require course work in biological sciences, physical science, mathematics, statistics and social sciences. Many of these courses may satisfy General Education Objective requirements; refer to the [General Education Requirements](#) in the Academic Information section of this catalog.

ALL of the following set of courses:		17
BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
BIOL 2209	General Ecology	4

Select ONE of the following: 3-5

[MATH 1147](#) Precalculus

[MATH 1160](#) Applied Calculus

[MATH 1170](#) Calculus I

Plus ONE of the following: 3

[MATH 1153](#) Introduction to Statistics

Or another approved statistics course

Select ONE of the following: 2-3

[HIST 4430](#) Global Environmental History

[POLS 4455](#) Environmental Politics and Policy

[SOC 3335](#) Population and Environment

[GEOL/PHYS 4410](#) Science in American Society

[GEOL/HIST/POLS 4471](#) Historical Geography of Idaho

Recommended

[ENGL 3307](#) Professional and Technical Writing

[PHYS 2211](#) Engineering Physics I

Required and Elective Core Courses (28-31 credits):

The required and elective core provides a broad background in Earth Systems and Geosciences. The [GEOL 1100](#) course introduces the Earth System components and [GEOL 3306](#) covers modern environmental issues and their relationship to the Geosciences. [GEOL 4415](#), Past Global Changes, and [GEOL 4416](#), Global Environmental Change, are capstone integrative courses intended for seniors who have completed most degree requirements.

Required Courses (18 credits)

[GEOL 1100](#) The Dynamic Earth
& [1100L](#) and The Dynamic Earth Lab 4

GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 3315	Evolution of the Earth's Surface	4
GEOL 3306	Environmental Geology	3
GEOL 4416	Global Environmental Change	3

Note: GEOL 4406 is also used in Secondary Education in Geosciences Major? and Single Subject Major, so those entries will need to be updated as well.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

“I would not expect the Library to be affected by the changes in this proposal.”
Sandi Shropshire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	x	
Will students be required to use the Library’s existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		x

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		x
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	x	
If yes, will any specific software be needed? ArcGIS, MS-Office, Adobe products: existing licenses in Geosciences		
Will any type of distance learning be needed?		x
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer ALL IN GEOSCIENCES CLASSROOMS, CURRENTLY OUTFITTED		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? VARIABLE... MOST COURSES IN THIS PROPOSAL ARE PREEXISTING		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

“No concerns from ITS...thanks for checking.
Randy”

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal? “I have no other advising concerns. JoAnn”

Does CoTech Advising have any academic concerns with the proposal? “No CoT advising concerns. Thank you, Corey”

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

“The student information system can support this change and no SBOE proposal is required.”

Will a State Proposal or Letter be required? (Specify which, please) None

Comment from department, per UCC rep:

There are two grad courses that would be affected by our proposed changes in the Geosciences UCC proposal.

1. G4406 is currently cross-listed as G5506. Renumbering the G4406 course to G2206 will obviously (and by intent) preclude grad students from taking that course for grad credit. However will retain the G5506 number for a separate grad-level course.

2. The addition of a corequisite Lab to G4417 will be matched by addition of a lab to the cross-listed G5517 course. This is planned to happen in time for the October deadline for the Grad School.

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
none Secondary Education: Geology major, and Geology single subject major	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

From: **Jamie Webster** <websjami@isu.edu>

Date: Mon, Oct 13, 2014 at 10:04 AM

Subject: Re: Geosciences UCC proposal

To: Beverly Ray <raybeve@isu.edu>

I don't see any issues.

Jamie

On Mon, Oct 13, 2014 at 9:48 AM, Beverly Ray <raybeve@isu.edu> wrote:

Hi, let me know whether you see any issues with this. We think it is fine from our end.

----- Forwarded message -----

From: **Michael McCurry** <mccumich@isu.edu>

Date: Mon, Oct 13, 2014 at 7:37 AM

Subject: Geosciences UCC proposal

To: Beverly Ray <raybeve@isu.edu>

Hi Beverly,

This is a brief follow-up to a UCC proposal by the Geosciences Department. Wendy Ruchti kindly forwarded a copy to you over the weekend. Let me know if you have any questions about the proposal or its potential impact on College of Ed.

Thanks and regards,
Mike

Michael McCurry
CoSE UCC Rep

[Back to List of Proposals](#)

7. Proposal #32 from Dance: delete DANC 2270, add DANC 1191 & DANC 3391

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 32	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A

Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Dance: delete DANC 2270, add DANC 1191 & 3391				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Removal of DANC 2270 Dance Repertory, Addition of DANC 1191 and DANC 3391 Dance Production
College:	Arts and Letters
Department:	Theatre and Dance
Proposal Originator (PO):	Chad Gross
Email:	groschad@isu.edu
Phone:	X3173

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/18/14
Department Chair / Program Director:	See signature page – signed by Thom Hasenpflug	9/18/14
Dean or Designee:	See signature page – signed by Randy Earles	9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The course number DANC 2270 Dance Repertory will no longer be used. The Department of Theatre and Dance is aligning its process for giving credit to students who work on productions. In theatre, students receive THEA 1191 and/or THEA3391 Theatre Production credit for participating in a production. By using course numbers DANC 1191 and DANC 3391 Dance majors/minors will also have the ability to receive lower and upper division credit for their work. As the students skills increase it's important to have an upper division option similar to theatre.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous vote on March 07, 2014 7 yes – 0 no.

Part B: Course Change(s)

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	DANC
Course Number:	1191
Short Course Title: (30 character max, including spaces; no punctuation)	Dance Production
Long Course Title:	
Credit Hours:	1
Contact Hours:	1 hr/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	Yes, may be repeated for up to 8 credits
Course Description:	Supervised work in production <u>s</u> . Enrollment must be approved by a dance faculty member and does not presume casting in a given production. DANC 1191 and DANC 3391 may be repeated for up to 8 credits.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	Instructor Approval Required
Equivalencies:	THEA 1191
Fulfills General Education Objective:	No
Terms Offered:	F, S, Su
Rationale:	The Department of Theatre and Dance is aligning its process for giving credit to students who work on productions. This new course will be the equivalent to THEA 1191.

Subject Code:	DANC
Course Number:	3391
Short Course Title: (30 character max, including spaces; no punctuation)	Dance Production
Long Course Title:	
Credit Hours:	1
Contact Hours:	1 hr/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	Yes, may be repeated for up to 8 credits
Course Description:	Supervised work in production <u>s</u> . Enrollment must be approved by a dance faculty member and does not presume casting in a given production. DANC 1191 and DANC 3391 may be repeated for up to 8 credits.
Prerequisites:	None

Corequisites:	None
Registration Restrictions:	Instructor Approval Required
Equivalencies:	THEA 3391
Fulfills General Education Objective:	No
Terms Offered:	F, S, Su
Rationale:	The Department of Theatre and Dance is aligning its process for giving credit to students who work on productions. This new course will be the equivalent to THEA 3391.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	DANC
Course Number:	2270
Short Course Title:	Dance Repertory
Rationale:	The Department of Theatre and Dance is aligning its process for giving credit to students who work on productions. DANC 2270 has always caused confusion among faculty and students. The Department of Theatre and Dance will now have a consistent course numbering system with regards to production work.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Dance Program

Bachelor of Arts in Dance: Choreography and Performance

Required Basic Dance Technique Courses

Dance majors are expected to enroll in a dance technique class every semester. Auditions for placement into the appropriate level take place at the beginning of each semester.

Ballet (must include DANC 2200)	4
Jazz Dance (must include DANC 2220)	4
Modern Dance (must include DANC 3330)	6
Electives (must be selected from):	3
DANC 2290 Contact Improvisation	
DANC 3300 Ballet III	
DANC 3320 Jazz Dance III	
DANC 3390 Workshop Cultural Forms	
OR any DAAC course	
Other Required Courses	
DANC 1104 World Dance Local Identity	3
DANC 1107 Theatre and Dance Showcase (7 semesters)	0
DANC 1110 Elements of Movement	2
DANC 2205 Dance in the Modern Era (Partially satisfies General Education Objective 4)	3
DANC 2210 Dance Composition I	3
DANC 2270 Dance Repertory	1
DANC 3301 Performance and Society	3
DANC 3311 Theatre Movement Workshop	2
DANC 3380 Dance Management and Production	2
DANC 4401 Aesthetic Issues in Dance	3
DANC 4410 Dance Composition II	3
DANC 3360 Methods of Dance for Children	3
or DANC 4460 Dance Teaching Methods and Curriculum Design	
PE 2243 Anatomical Foundations of Human Activity	3
PE 3370 Care and Prevention of Athletic Injuries	3
THEA 1111 Stagecraft	3
Select ONE of the following courses:	
THEA 2214 Makeup	2
THEA 2221 Stage Costume Construction	3
THEA 3304 Theatre Management	2
THEA 3312 Stage Lighting Design	3
Select ONE of the following courses:	
MUSC 1100 Introduction to Music (Partially satisfies General Education Objective 4)	3
MUSC 1102 Elements of Music	2
MUSC 1106 American Music (Partially satisfies General Education Objective 4)	3

New Proposed Catalog Copy (clearly show changes from the original):

Dance Program

Bachelor of Arts in Dance: Choreography and Performance

Required Basic Dance Technique Courses

Dance majors are expected to enroll in a dance technique class every semester. Auditions for placement into the appropriate level take place at the beginning of each semester.

Ballet (must include DANC 2200)	4
Jazz Dance (must include DANC 2220)	4
Modern Dance (must include DANC 3330)	6
Electives (must be selected from):	3
DANC 2290 Contact Improvisation	
DANC 3300 Ballet III	
DANC 3320 Jazz Dance III	
DANC 3390 Workshop Cultural Forms	
OR any DAAC course	
Other Required Courses	
DANC 1104 World Dance Local Identity	3
DANC 1107 Theatre and Dance Showcase (7 semesters)	0
DANC 1110 Elements of Movement	2
DANC 1191 Dance Production	1
or DANC 3391 Dance Production	1
DANC 2205 Dance in the Modern Era (Partially satisfies General Education Objective 4)	3
DANC 2210 Dance Composition I	3
DANC 2270 Dance Repertory	4
DANC 3301 Performance and Society	3
DANC 3311 Theatre Movement Workshop	2
DANC 3380 Dance Management and Production	2
DANC 4401 Aesthetic Issues in Dance	3
DANC 4410 Dance Composition II	3
DANC 3360 Methods of Dance for Children	3
or DANC 4460 Dance Teaching Methods and Curriculum Design	
PE 2243 Anatomical Foundations of Human Activity	3
PE 3370 Care and Prevention of Athletic Injuries	3
THEA 1111 Stagecraft	3

Select ONE of the following courses:

THEA 2214	Makeup	2
THEA 2221	Stage Costume Construction	3
THEA 3304	Theatre Management	2
THEA 3312	Stage Lighting Design	3

Select ONE of the following courses:

MUSC 1100	Introduction to Music (Partially satisfies General Education Objective 4)	3
MUSC 1102	Elements of Music	2
MUSC 1106	American Music (Partially satisfies General Education Objective 4)	3

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

I have reviewed this proposal and find that it presents no difficulties for the Library.
Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines
(gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

No advising concerns.

JoAnn Hertz

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thank you.

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

From Chris Hunt:

The student information system can support this change and no SBOE proposal is required. We will however need a memo from the department explaining how to handle two issues with the degree audit:

1. If a student is graduating under previous catalog years where DANC 2270 is required, will either DANC 1191 or DANC 3391 be accepted as a substitution?
2. If a student moves from an earlier catalog year and has taken DANC 2270, will it be accepted as a substitution for DANC 1191 in catalog years 2015-16 forward?

Associate Director’s (Chad Gross) Reply:

If a student is graduating under a previous catalog year where DANC 2270 is required the Department of Theatre and Dance will accept DANC 1191 or DANC 3391 as its substitute.

If a student moves from an earlier catalog year and has taken DANC 2270 *Dance Repertory* the Department of Theatre and Dance will accept it as a substitute for DANC 1191 *Dance Production* in catalog years 2015-16 forward.

I hope this helps answer his questions.
Chad

Will a State Proposal or Letter be required? (Specify which, please) **No.**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
None	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ NAME _____, anticipate that it can support this change?

[Back to List of Proposals](#)

8. Proposal #33 from Pharmacy: PharmD add PHAR 9923, 9933, 9943 & drop PHAR 9901, 9902, 9903

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 33	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				
This proposal incorporates the courses to be dropped into a single, consolidated proposal.					
UCC Rec'd Date:	09/19/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Pharmacy: add PHAR 9923, 9933, 9943 & drop PHAR 9901, 9902, 9903				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes	GRAD catalog proposal needed too.	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Addition of 3 new "Portfolio" courses to the Doctor of Pharmacy Program And delete 3 unused courses: PHAR 9901, 9902, 9903 (consolidated proposal)
College:	Pharmacy
Department:	Pharmacy Practice & Administrative Sciences
Proposal Originator (PO):	Teddie Gould
Email:	tgould@pharmacy.isu.edu
Phone:	208-282-2536

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by James Bigelow, PhD	9/10/2014
Department Chair / Program Director:	See signature page – signed by Christopher Owens, PharmD, MPH Chair, Department of Pharmacy Practice and	9/10/14

	Administrative Sciences		
Dean or Designee:	See signature page – signed by Catherine Cashmore, PharmD Associate Dean, College of Pharmacy		9/11/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Current and newly proposed standards from the Accreditation Council for Pharmacy Education (ACPE) require that we document student achievement, growth, and development throughout the Doctor of Pharmacy Program. One of the recommended tools for doing this is the use of student portfolios. While the College has slowly been developing such a system over the last 3-4 years, we have now progressed to the point where we will be requiring students to put in a significant amount of time in maintaining the content of their portfolios and for completing various reflection activities. For that reason, we would like to add a required 1 credit course to each of the first 3 years of the didactic portion of our PharmD curriculum.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	A vote was taken on August 19, 2014 during which faculty members of the College of Pharmacy approved the addition of the 3 proposed portfolio courses: 29 faculty in favor, 0 opposed, 1 abstention.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes to existing courses proposed, extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	PHAR
Course Number:	9923
Short Course Title: (30 character max, including spaces; no punctuation)	Portfolio I
Long Course Title:	Portfolio I

Credit Hours:	1
Contact Hours:	15 hours over the course of the semester
Default Grading Mode:	S/U
Available Grading Modes:	S/U, not available for audit
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course will provide a forum to demonstrate and document progressive achievement of desired program competencies throughout the didactic curriculum and introductory practice experiences. Student self-assessment and reflection on educational outcomes will be emphasized.
Prerequisites:	Admission to Doctor of Pharmacy program, first professional year
Corequisites:	
Registration Restrictions:	Limited to Doctor of Pharmacy students
Equivalencies:	
Fulfills General Education Objective:	No
Terms Offered:	Spring
Rationale:	The Portfolio courses are being added to help meet current and future accreditation standards. They will allow us to evaluate and document student progress across the curriculum and provide an assessment of student competencies beyond knowledge base and skills development.

Subject Code:	PHAR
Course Number:	9933
Short Course Title: (30 character max, including spaces; no punctuation)	Portfolio II
Long Course Title:	Portfolio II
Credit Hours:	1
Contact Hours:	15 hours over the course of the semester
Default Grading Mode:	S/U
Available Grading Modes:	S/U, not available for audit
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course will provide a forum to demonstrate and document progressive achievement of desired program competencies throughout the didactic curriculum and introductory practice experiences. Student self-assessment and reflection on educational outcomes will be emphasized.
Prerequisites:	Admission to Doctor of Pharmacy program, second professional year
Corequisites:	
Registration Restrictions:	Limited to Doctor of Pharmacy students
Equivalencies:	
Fulfills General Education Objective:	No
Terms Offered:	Spring
Rationale:	The Portfolio courses are being added to help meet current and future accreditation standards. They will allow us to evaluate and document student progress across the curriculum and provide an assessment of student competencies beyond knowledge base and skills development.

Subject Code:	PHAR
Course Number:	9943
Short Course Title: (30 character max, including spaces; no punctuation)	Portfolio III
Long Course Title:	Portfolio III
Credit Hours:	1
Contact Hours:	15 hours over the course of the semester
Default Grading Mode:	S/U
Available Grading Modes:	S/U, not available for audit
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course will provide a forum to demonstrate and document progressive achievement of desired program competencies throughout the didactic curriculum and introductory practice experiences. Student self-assessment and reflection on educational outcomes will be emphasized.
Prerequisites:	Admission to Doctor of Pharmacy program, third professional year
Corequisites:	
Registration Restrictions:	Limited to Doctor of Pharmacy students
Equivalencies:	
Fulfills General Education Objective:	No
Terms Offered:	Spring
Rationale:	The Portfolio courses are being added to help meet current and future accreditation standards. They will allow us to evaluate and document student progress across the curriculum and provide an assessment of student competencies beyond knowledge base and skills development.

The deleted courses below were added to this proposal from a separate proposal submitted – no other changes were required in the other proposal, so this consolidates the two into one single proposal.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	PHAR
Course Number:	9901
Short Course Title:	Early Practice Experience I
Rationale:	This course is has not been offered by the College of Pharmacy since fall of 2009.

Subject Code:	PHAR
Course Number:	9902
Short Course Title:	Early Practice Experience II
Rationale:	This course is has not been offered by the College of Pharmacy since fall of 2009.

Subject Code:	PHAR
Course Number:	9903
Short Course Title:	Early Practice Experience III
Rationale:	This course is has not been offered by the College of Pharmacy since fall of 2009.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Professional Curriculum

The professional curriculum requires four years of study. The first three years are a mix of academic courses and practice experiences. The fourth year is comprised of 42 weeks of clinical experiences.

The College of Pharmacy serves the state of Idaho. The Doctor of Pharmacy degree can be completed in either Pocatello or Meridian, Idaho. Students may complete their fourth year at our clinical sites in Idaho (Meridian, Pocatello, Coeur d'Alene) or at our site in Reno, Nevada.

The first professional year provides a foundation in the basic and pharmaceutical sciences that includes physiology, biochemistry, pharmacology and pharmaceutics. Other courses provide a foundation for professional development that includes topics on ethics, law, drug information, research design, patient care, and the health care system.

Courses and clinical experiences in the second and third professional years build on accrued knowledge and skills. The curriculum centers on an integrated, organ-system approach to the therapeutic management of disease. Topics include cardiovascular, hepatic, hematology/oncology and endocrine. Additional courses provide insight into the human relation aspects of pharmacy, dosage form design, pharmacy management and physical assessment. A series of case studies courses, designed to enhance the student's knowledge base and problem-solving skills while focusing on the application of knowledge to specific patient cases, spans the first three years.

The last 42 weeks, or the fourth professional year, is devoted to full-time clinical experience in various pharmacy practice or, at the student's option, research environments. Students will complete six-week experiences in various areas of practice. Students will also have the option of selecting an elective in an area of interest.

Given the length of the final year of the PharmD program, students will begin practice experiences in mid-May after completing their third academic year in the professional program and will continue throughout the ensuing twelve (12) months.

PHAR 9911	Introductory Pharmacy Practice Experience	1
PHAR 9921	Biological Basis of Drug Actions I	3
PHAR 9924R	Physiochemical Basis of Drug Action Recitation	0
PHAR 9931	Health Care I	3
PHAR 9941 & 9941L	Introduction to Pharmacy Practice and Literature I with Lab and Pharmacy Practice and Literature I Lab	4
PHAR 9949 & 9949R	Human Physiology I and Human Physiology I Recitation	4
PHAR 9905	Introduction to Clinical Problem Solving	2
PHAR 9912	Introductory Pharmacy Practice Experience II	1
PHAR 9922	Biological Basis of Drug Actions II	5
PHAR 9926	Basic Pharmaceutics and Calculations	3
PHAR 9942	Introduction to Pharmacy Practice and Literature II	3
PHAR 9956 & 9956R	Human Physiology II and Human Physiology II Recitation	4
PHAR 9906	Case Studies With Pharmacotherapy Lab I	2
PHAR 9927	Dosage Form Design and Compounding with Lab	4
PHAR 9961	Pharmacotherapy I	2-5
PHAR 9962	Pharmacotherapy II	2-5
PHAR 9907	Case Studies with Pharmacotherapy Lab II	2
PHAR 9913	Introductory Pharmacy Practice Experience III	1
PHAR 9944	Health Care II	4

& 9944L	and Health Care II Lab	
PHAR 9963	Pharmacotherapy III	2-5
PHAR 9964	Pharmacotherapy IV	2-5
PHAR 9965	Pharmacotherapy V	2-5
PHAR 9966	Pharmacotherapy VI	2-5
PHAR 9908	Case Studies with Pharmacotherapy Lab III	2
PHAR 9945 & 9945L	Health Care III and Health Care III Lab	4
PHAR 9967	Pharmacotherapy VII	2-5
PHAR 9968	Pharmacotherapy VIII	2-5
PHAR 9914	Introductory Pharmacy Practice Experience IV	1
PHAR 9948	Pharmacy Law	2
PHAR 9952	Pharmacotherapy Lab IV	1
PHAR 9969	Pharmacotherapy IX	2-5
PHAR 9970	Pharmacotherapy X	2-5
PHAR 9971	Capstone Pharmacy	2-5
PHAR 9981	Advanced Pharmacy Practice Experience (Students will take 79 credits of PHAR 9981))	7
PHAR 9982	Professional Student Seminar	1
	Electives (may be taken in any semester.)	6

Plan of Study

Doctor of Pharmacy Graduation Requirements

First Professional Year (P-1) Curriculum

Fall	Hours	Spring	Hours	Summer	Hours
PHAR 9910	0	PHAR 9905	2	PHAR 9911 ¹	1

PHAR 9921	3	PHAR 9910	0
PHAR 9924	3	PHAR 9912	1
PHAR 9931	3	PHAR 9922	5
PHAR 9941 & 9941L	4	PHAR 9926	3
PHAR 9949 & 9949R	4	PHAR 9942	3
		PHAR 9956 & 9956R	4
	17		18
			1

Total Hours: 36

¹ The requirement for [PHAR 9911](#) is fulfilled for students who provide evidence of completion of online coursework as well as externship in a licensed or public health pharmacy which has been approved by the College of Pharmacy, the State Board of Pharmacy that has authority over the pharmacy and which was supervised by a licensed preceptor. Students must be enrolled in [PHAR 9911](#) and have completed identified components of the course prior to obtaining extern requirements.

Second Professional Year (P-2) Curriculum

Fall	Hours	Spring	Hours
PHAR 9906	2	PHAR 9907	2
PHAR 9920	0	PHAR 9913	1
PHAR 9927	4	PHAR 9920	0
PHAR 9961	2-5	PHAR 9944 & 9944L	4
PHAR 9962	2-5	PHAR 9963	2-5
		PHAR 9964	2-5
		PHAR 9965	2-5

	PHAR 9966	2-5
10-16		15-27

Total Hours: 25-43

Third Professional Year (P-3) Curriculum

Fall	Hours	Spring	Hours
PHAR 9908	2	PHAR 9914	1
PHAR 9930	0	PHAR 9930	0
PHAR 9945 & 9945L	4	PHAR 9948	2
PHAR 9967	2-5	PHAR 9952	1
PHAR 9968	2-5	PHAR 9969	2-5
		PHAR 9970	2-5
		PHAR 9971	2-5
		PHAR 9971R	0
	10-16		10-19

Total Hours: 20-35

Electives

Electives (may be taken in any semester)	6
Total Hours	6

Fourth Professional Year (P-4) Curriculum

Full Calendar Year

PHAR 9981	Advanced Pharmacy Practice Experience (49 total credits) ¹	7
PHAR 9982	Professional Student Seminar	1
Total Hours		8

¹ The following experiences are taken as [PHAR 9981](#) Advanced Pharmacy Practice Experiences (APPE):

Ambulatory Care - 6 weeks

Advanced Community - 6 weeks

Advanced Institutional - 6 weeks

Medicine - 6 weeks

Pharmaceutical Care Emphasis - 12 weeks (Students are assigned two experiences, each 6 weeks in length, from an approved list of specialty pharmacy practice sites providing a high level of pharmaceutical care. A maximum of 12 weeks of experience is allowed in any specialty practice area.)

Elective - 6 weeks

TOTAL: 42 weeks

**Total for Doctor of Pharmacy Degree, including a minimum of 6 elective credits:
225**

New Proposed Catalog Copy (clearly show changes from the original):

Professional Curriculum

The professional curriculum requires four years of study. The first three years are a mix of academic courses and practice experiences. The fourth year is comprised of 42 weeks of clinical experiences.

The College of Pharmacy serves the state of Idaho. The Doctor of Pharmacy degree can be completed in either Pocatello or Meridian, Idaho. Students may complete their fourth year at our clinical sites in Idaho (Meridian, Pocatello, Coeur d'Alene) or at our site in Reno, Nevada.

The first professional year provides a foundation in the basic and pharmaceutical sciences that includes physiology, biochemistry, pharmacology and pharmaceuticals. Other courses provide a foundation for professional development that includes topics on ethics, law, drug information, research design, patient care, and the health care system.

Courses and clinical experiences in the second and third professional years build on accrued knowledge and skills. The curriculum centers on an integrated, organ-system approach to the

therapeutic management of disease. Topics include cardiovascular, hepatic, hematology/oncology and endocrine. Additional courses provide insight into the human relation aspects of pharmacy, dosage form design, pharmacy management and physical assessment. A series of case studies courses, designed to enhance the student's knowledge base and problem-solving skills while focusing on the application of knowledge to specific patient cases, spans the first three years.

The last 42 weeks, or the fourth professional year, is devoted to full-time clinical experience in various pharmacy practice or, at the student's option, research environments. Students will complete six-week experiences in various areas of practice. Students will also have the option of selecting an elective in an area of interest.

Given the length of the final year of the PharmD program, students will begin practice experiences in mid-May after completing their third academic year in the professional program and will continue throughout the ensuing twelve (12) months.

PHAR 9911	Introductory Pharmacy Practice Experience	1
PHAR 9921	Biological Basis of Drug Actions I	3
9924R	Physiochemical Basis of Drug Action Recitation	0
PHAR 9931	Health Care I	3
PHAR 9941 & 9941L	Introduction to Pharmacy Practice and Literature I with Lab and Pharmacy Practice and Literature I Lab	4
PHAR 9949 & 9949R	Human Physiology I and Human Physiology I Recitation	4
PHAR 9905	Introduction to Clinical Problem Solving	2
PHAR 9912	Introductory Pharmacy Practice Experience II	1
PHAR 9922	Biological Basis of Drug Actions II	5
>PHAR 9923	Portfolio I	1<
PHAR 9926	Basic Pharmaceutics and Calculations	3
PHAR 9942	Introduction to Pharmacy Practice and Literature II	3
PHAR 9956 & 9956R	Human Physiology II and Human Physiology II Recitation	4
PHAR 9906	Case Studies With Pharmacotherapy Lab I	2
PHAR 9927	Dosage Form Design and Compounding with Lab	4

PHAR 9961	Pharmacotherapy I	2-5
PHAR 9962	Pharmacotherapy II	2-5
PHAR 9907	Case Studies with Pharmacotherapy Lab II	2
PHAR 9913	Introductory Pharmacy Practice Experience III	1
>PHAR 9933	Portfolio II	1<
PHAR 9944 & 9944L	Health Care II and Health Care II Lab	4
PHAR 9963	Pharmacotherapy III	2-5
PHAR 9964	Pharmacotherapy IV	2-5
PHAR 9965	Pharmacotherapy V	2-5
PHAR 9966	Pharmacotherapy VI	2-5
PHAR 9908	Case Studies with Pharmacotherapy Lab III	2
PHAR 9945 & 9945L	Health Care III and Health Care III Lab	4
PHAR 9967	Pharmacotherapy VII	2-5
PHAR 9968	Pharmacotherapy VIII	2-5
PHAR 9914	Introductory Pharmacy Practice Experience IV	1
>PHAR 9943	Portfolio III	1<
PHAR 9948	Pharmacy Law	2

PHAR 9952	Pharmacotherapy Lab IV	1
PHAR 9969	Pharmacotherapy IX	2-5
PHAR 9970	Pharmacotherapy X	2-5
PHAR 9971	Capstone Pharmacy	2-5
PHAR 9981	Advanced Pharmacy Practice Experience (Students will take 79 49 credits of PHAR 9981)}	7
PHAR 9982	Professional Student Seminar	1
	Electives (may be taken in any semester.)	6

Plan of Study

Doctor of Pharmacy Graduation Requirements

First Professional Year (P-1) Curriculum

Fall	Hours	Spring	Hours	Summer	Hours
PHAR 9910	0	PHAR 9905	2	PHAR 9911 ¹	1
PHAR 9921	3	PHAR 9910	0		
PHAR 9924	3	PHAR 9912	1		
PHAR 9931	3	PHAR 9922	5		
		> PHAR 9923	1 <		
PHAR 9941 & 9941L	4	PHAR 9926	3		
PHAR 9949 & 9949R	4	PHAR 9942	3		
		PHAR 9956 & 9956R	4		

>Total Hours: ~~36~~ 37<

¹ The requirement for [PHAR 9911](#) is fulfilled for students who provide evidence of completion of online coursework as well as externship in a licensed or public health pharmacy which has been approved by the College of Pharmacy, the State Board of Pharmacy that has authority over the pharmacy and which was supervised by a licensed preceptor. Students must be enrolled in [PHAR 9911](#) and have completed identified components of the course prior to obtaining extern requirements.

Second Professional Year (P-2) Curriculum

Fall	Hours	Spring	Hours
PHAR 9906	2	PHAR 9907	2
PHAR 9920	0	PHAR 9913	1
PHAR 9927	4	PHAR 9920	0
		>PHAR 9933	1<
PHAR 9961	2-5	PHAR 9944 & 9944L	4
PHAR 9962	2-5	PHAR 9963	2-5
		PHAR 9964	2-5
		PHAR 9965	2-5
		PHAR 9966	2-5
	10-16		> 15-27 16-28<

>Total Hours: ~~25-43~~ 26-44<

Third Professional Year (P-3) Curriculum

Fall	Hours	Spring	Hours
PHAR 9908	2	PHAR 9914	1
PHAR 9930	0	PHAR 9930	0
		>PHAR 9943	1<
PHAR 9945 & 9945L	4	PHAR 9948	2
PHAR 9967	2-5	PHAR 9952	1
PHAR 9968	2-5	PHAR 9969	2-5
		PHAR 9970	2-5
		PHAR 9971	2-5
		PHAR 9971R	0
	10-16		>10-19 11-20<

>Total Hours: ~~20-35~~ 21-36<

Electives

Electives (may be taken in any semester)	6
Total Hours	6

Fourth Professional Year (P-4) Curriculum

Full Calendar Year

PHAR 9981	Advanced Pharmacy Practice Experience (49 total credits) ¹	7
PHAR 9982	Professional Student Seminar	1
Total Hours		8

¹ The following experiences are taken as [PHAR 9981](#) Advanced Pharmacy Practice Experiences (APPE):

Ambulatory Care - 6 weeks

Advanced Community - 6 weeks

Advanced Institutional - 6 weeks

Medicine - 6 weeks

Pharmaceutical Care Emphasis - 12 weeks (Students are assigned two experiences, each 6 weeks in length, from an approved list of specialty pharmacy practice sites providing a high level of pharmaceutical care. A maximum of 12 weeks of experience is allowed in any specialty practice area.)

Elective - 6 weeks

TOTAL: 42 weeks

Total for Doctor of Pharmacy Degree, including a minimum of 6 elective credits:

>225 228<

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		No
Will students be required to use the Library’s existing print resources?		No
Will students need to make use of library services in Pocatello?		No
Will students need to make use of library services in Idaho Falls?		No
Will students need to make use of library services in Meridian?		No
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		No
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		No

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

From: shrosand@isu.edu [mailto:shrosand@isu.edu] **On Behalf Of** Library Impact
Sent: Wednesday, September 10, 2014 9:00 AM
To: Teddie Gould
Subject: Re: Infrastructure Review Request - UCC_PharmD proposal to add 3 courses
 Hi, Teddie:
 The nature of the courses being **added** in this proposal is such that I see no effect on the Library.
 Sincerely,
 Sandi Shropshire

From: shrosand@isu.edu [mailto:shrosand@isu.edu] **On Behalf Of** Library Impact
Sent: Wednesday, September 10, 2014 8:59 AM
To: Teddie Gould
Subject: Re: Infrastructure Review Request - PharmD proposal to drop 3 courses
 Hi, Teddie:
 Since this proposal refers to courses that are being **dropped**, I see no Library-related issues with it.
 Sincerely,
 Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		No
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		No

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	Yes	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? None. This is an independent study type of course which students will complete on their own time, using their own laptops to access a College of Pharmacy webpage, built by and maintained by the College of Pharmacy.		
Will access to student computer labs be necessary?		No
If yes, will any specific software be needed?		No
Will any type of distance learning be needed?		No
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): None		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet		

connectivity, projector, instructor provides own computer: None		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		No. The College Pharmacy will provide its own support
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		No additional needs
How many students are expected per semester? courses	225 for all 3	
What is your anticipated scheduling of courses using this technology? independent study	Not applicable,	
Will you be installing your own video conferencing systems to deliver this course?		No
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		No
Will you use Moodle to reduce seat-time required in your course?		No
Will you use Moodle to be fully online with no seat-time required?		No
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		No
Is Web conferencing required to deliver this course?		No
Are there other technology needs related to instruction that will be required to deliver this course?		No

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

From: Randy Gaines [mailto:gainrand@isu.edu]
Sent: Wednesday, September 10, 2014 7:48 AM
To: Teddie Gould
Subject: Re: FW: Infrastructure Review Request - UCC_PharmD proposal to **add** 3 courses
 Teddie,
 No impact on ITS.
 Randy

From: Randy Gaines [mailto:gainrand@isu.edu]
Sent: Wednesday, September 10, 2014 7:46 AM
To: Teddie Gould
Subject: Re: Infrastructure Review Request - PharmD proposal to **drop** 3 courses
 Teddie,
 No impact on ITS.
 Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	Yes. All Doctor	

	of Pharmacy students are advised within College of Pharmacy	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	Yes	
Are course credits correct? Is terminology up to date? Are credit sums correct?	Yes	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	Yes	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

From: Joann Hertz [mailto:hertjoan@isu.edu]
Sent: Wednesday, September 10, 2014 9:35 AM
To: Teddie Gould
Cc: Corey Zink
Subject: Re: Infrastructure Review Request - UCC_PharmD proposal to **add** 3 courses
Hi Teddie,
No advising concerns.
Best wishes,
JoAnn

From: Joann Hertz [mailto:hertjoan@isu.edu]
Sent: Wednesday, September 10, 2014 9:32 AM
To: Teddie Gould
Cc: Corey Zink
Subject: Re: Infrastructure Review Request - PharmD proposal to **drop** 3 courses
Hi Teddie,
No advising concerns.
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

From: Corey Zink [mailto:zinkcore@isu.edu]
Sent: Wednesday, September 10, 2014 8:03 AM
To: Teddie Gould
Subject: Re: Infrastructure Review Request - UCC_PharmD proposal to **add** 3 courses
Teddie,
No CoT advising concerns.
Thanks,
Corey Zink
Director of Student Services

From: Corey Zink [mailto:zinkcore@isu.edu]
Sent: Wednesday, September 10, 2014 8:02 AM
To: Teddie Gould
Cc: Joann Hertz
Subject: Re: Infrastructure Review Request - PharmD proposal to **drop** 3 courses
Hello Teddie,
No CoT advising concerns.

Thanks,
Corey Zink
Director of Student Services

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

From: Christopher Hunt [mailto:huntchri@isu.edu]
Sent: Wednesday, September 17, 2014 3:27 PM
To: Teddie Gould
Cc: UG Catalog
Subject: Re: FW: Infrastructure Review Request - UCC_PharmD proposal to **add** 3 courses

Teddie,
The student information system can support this change and no SBOE proposal is required.
Best Regards,
Chris Hunt
Associate Registrar
Idaho State University

From: Christopher Hunt [mailto:huntchri@isu.edu]
Sent: Thursday, September 18, 2014 10:06 AM
To: Teddie Gould
Subject: Re: Infrastructure Review Request - UCC_PharmD proposal to **DROP** 3 courses

Teddie,
There are no student information system issues on your proposal to drop three courses.
Best Regards,
Chris Hunt
Associate Registrar
Idaho State University

Will a State Proposal or Letter be required? (Specify which, please) **No, per above.**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		No
2. Are any NEW Gen Ed courses being proposed?		No

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee)
October 16, 2014 -- Minutes for 17th meeting of Undergraduate Curriculum Council for AY15-16 catalog pg **118** of **132**

Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
None	These courses will not be available to any students outside of the Doctor of Pharmacy Program

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change

[Back to List of Proposals](#)

9. **Proposal #34** from Information Technology Systems add ITS 0135, drop ITS 0130, course changes

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 34	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	09/19/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Information Technology Systems: add ITS 0135, drop ITS 0130, course changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

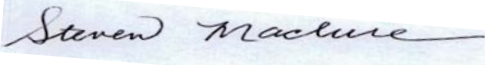

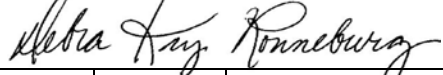
Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)
2014-09

COT-

Proposal Title:	Information Technology Systems Course Drop/Add Request
College:	College of Technology
Department:	Technical
Proposal Originator (PO):	Michael Wheelock
Email:	Wheemic2@isu.edu
Phone:	3851

Approval Required	Signature	Date
UCC Representative:		9/19/2014
Department Chair / Program Director:		9/18/2014
Dean or Designee:		9/18/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	<input checked="" type="checkbox"/> No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	<input checked="" type="checkbox"/> No	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This change will allow the Information Technology Systems program to maintain up-to-date curriculum to ensure graduates are trained in relevant and current topics that will enhance their employment opportunities in their field. This proposal requests to drop ITS 0130 Basic Electronic Concepts and add ITS 0135 Introduction to Operating Systems. We are also revising course descriptions for ITS 0175 Desktop Operating Systems and ITS 0180 Network Operating Systems.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The faculty (Weldon Hill and Brian Hunt) voted unanimously in favor of this change on 09/04/14.

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes"

column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	ITS	
Course Number:	0175	
Short Course Title: (30 character max, including spaces; no punctuation)	Desktop Operating Systems	
Long Course Title:	Desktop Operating Systems	
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Study of the installation, security, and GUI of desktop operating systems. PREREQ: ITS 0100. F, S	Study of the installation, security, and GUI of desktop operating systems. PREREQ: ITS 0100 and ITS 0135 . F, S
Prerequisites:	ITS 0100	ITS 0100 and ITS 0135
Corequisites:	None	
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Because we are adding a new course which serves as an introduction to both Desktop Operating Systems and Network Operating Systems, material that is needed to be successful in this course is presented in the new course (ITS 0135). Therefore we are adding ITS 0135 as a PREREQ to this course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ITS	
Course Number:	0180	
Short Course Title: (30 character max, including spaces; no punctuation)	Network Operating Systems	
Long Course Title:	Network Operating Systems	
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Intensive introduction to multi-user, multi-tasking	Study of Intensive introduction to multi-user, multi-tasking

	networking operating systems. Characteristics of current industry operating systems software. Topics include installation procedures, security issues, back up procedures and remote access. Lecture/Laboratory. PREREQ: ITS 0120. F, S	networking operating systems. Characteristics of current industry operating systems software. Topics include installation procedures, security issues, back up procedures and remote access. Lecture/Laboratory. PREREQ: ITS 0120 and ITS 0135 . F, S
Prerequisites:	ITS 0120	ITS 0120 and ITS 0135
Corequisites:	None	
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Because we are adding a new course which serves as an introduction to both Desktop Operating Systems and Network Operating Systems, the language in this course which identifies it as an “intensive introduction” is to be removed. We are also adding ITS 0135 as a prerequisite to this course because the introductory material will be presented in ITS 0135 and this knowledge will be needed to be successful in this course. Removing the introductory portion in this course will allow a more in depth study of the more advanced topics.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	ITS
Course Number:	0135
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Operating Systems
Long Course Title:	Introduction to Operating Systems
Credit Hours:	3
Contact Hours:	
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Survey of current operating systems. Students will be introduced to common Microsoft operating systems used in servers and desktop computing in the Information Technology industry. F, S.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	Must be an ITS major and accepted to the program.
Equivalencies:	
Fulfills General Education Objective:	No
Terms Offered:	F, S

Rationale:	This new proposed course will allow introductory material about operating systems to be introduced earlier in the program and allow ITS 0175 – Desktop Operating Systems, and ITS 0180 – Network Operating Systems to cover more advanced material in greater detail.
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To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	ITS
Course Number:	0130
Short Course Title:	Basic Electronic Concepts
Rationale:	As indicated by the program’s Advisory Committee, the computer technicians of today do not troubleshoot or replace to the individual electronic component level, but rather to the modular units such as motherboards, video cards, RAM, etc. As such, training in electronics is not necessary for technicians to perform their duties. Eliminating this course will allow additional, more relevant instruction to fit into the program curriculum.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Technical Certificate: Computer Network Technician

(2 Semesters)

Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3

ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
Total Hours		28

Advanced Technical Certificate: Computer Network Technician

(4½ Semesters)

Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
ITS 0200	Data Cabling	7
ITS 0210	Workplace Relations Practicum	2
ITS 0215	Networking II	3
ITS 0220	Networking III	3
ITS 0230	Wireless Technologies	3
ITS 0240	Securing the LAN	4

ENGL 1101	English Composition (contributes to AAS Communication Requirement)	3
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
Total Hours		53

Associate of Applied Science Degree: Information Technology Systems

(4 ½ Semesters)

Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
ITS 0200	Data Cabling	7
ITS 0210	Workplace Relations Practicum	2
ITS 0215	Networking II	3
ITS 0220	Networking III	3
ITS 0230	Wireless Technologies	3
ITS 0240	Securing the LAN	4
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3

General Education courses ¹

COMM 1101	Principles of Speech (contributes to AAS English/Communication Requirement; satisfies a General Education requirement.)	3
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Additional General Education courses	12
Total Hours	65

¹See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

New Proposed Catalog Copy (clearly show changes from the original):

Basic Technical Certificate: Computer Network Technician

(2 Semesters)

Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
<u>ITS 0135</u>	<u>Introduction to Operating Systems</u>	<u>3</u>
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
Total Hours		28

Advanced Technical Certificate: Computer Network Technician

(4½ Semesters)

Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3
ITS 0130	Basic Electronic Concepts	3
ITS 0135	Introduction to Operating Systems	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
ITS 0200	Data Cabling	7
ITS 0210	Workplace Relations Practicum	2
ITS 0215	Networking II	3
ITS 0220	Networking III	3
ITS 0230	Wireless Technologies	3
ITS 0240	Securing the LAN	4
ENGL 1101	English Composition (contributes to AAS Communication Requirement)	3
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
Total Hours		53

Associate of Applied Science Degree: Information Technology Systems

(4 ½ Semesters)

Required Courses:

ITS 0100	Computer Systems and Troubleshooting	4
ITS 0110	Networking Basics I	3
ITS 0120	Introduction to Unix	3

ITS 0130	Basic Electronic Concepts	3
ITS 0135	Introduction to Operating Systems	3
ITS 0150	Networking I	4
ITS 0175	Desktop Operating Systems	3
ITS 0180	Network Operating Systems	3
ITS 0200	Data Cabling	7
ITS 0210	Workplace Relations Practicum	2
ITS 0215	Networking II	3
ITS 0220	Networking III	3
ITS 0230	Wireless Technologies	3
ITS 0240	Securing the LAN	4
TGE 0158	Employment Strategies	2
TGE 1135	Work Place Relations	3
General Education courses ¹		
COMM 1101	Principles of Speech (contributes to AAS English/Communication Requirement; satisfies a General Education requirement.)	3
Additional General Education courses		12
Total Hours		65

¹See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"I have reviewed this proposal and find that, as it adds one and drops one class, and otherwise modifies course descriptions, it presents no difficulties for the Library." – Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	X	
If yes, will any specific software be needed? No.		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		

Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer NONE. All required equipment is already in place.		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?	12	
What is your anticipated scheduling of courses using this technology?	Same as ITS 0130	
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system can support this change.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE proposal is required. We will however need a memo from the department explaining how to handle students graduating under previous catalog years where ITS 0130 is required. Is there another course that would be required for those students?” – Chris Hunt*
- *The memo to the Registrar will accompany the proposal upon submission. – College Of Technology*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
	No impacts anticipated.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

Undergraduate Curriculum Council
October 23, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 18 (16-18)
Minutes – Approved by Curriculum Council on November 6, 2014; Accepted by Deans' Council and Provost on November 19, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

Telecomm: Elizabeth Morgan

Ex-Officio: Chris Hunt, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Phil Homan; JoAnn Hertz, Margaret Johnson, Emily White

Absent: Sean Anderson,

1c. Known Guests: Sheldon Harris, Grad Student observer and Tony Seikel, DHS representative

2. Minutes from **October 16, 2014** – deferred until next week.

3. Report from the Executive Committee:

Bigelow, Hofle and Portillo met with accreditors on Monday and again on Tuesday. One member of the accreditation team was interested in how ISU schedules courses. The accreditors were also concerned about course, department and program assessment. ISU will need to gather and track assessment data on an ongoing basis.

4. Current Committee Activities:

a. Minutes for acceptance by UCC: none this week.

5. Information from Academic Affairs: none this week

6. Information from the Chair:

The Registrar's concern about general education classes restricted to certain students or majors will be taken up this spring. Hofle stated Margaret Johnson will contact the State Board of Education regarding GEM Objective 1 and ENGL 1101/ENGL 1102 for College of Technology programs.

7. Information from the Faculty Senate:

Proposed Faculty Constitution has been sent for review and comment to all college Executive Committees, Research Council, Graduate Council, Curriculum Council (UCC) and Gen Ed Requirements Committee (GERC). All comments and feedback from the committees should be sent to fsenate@isu.edu by November 19th. All individuals' names will be removed from comments before being forwarded to Faculty Senators. The Senate will compile and discuss all responses, and will revise the Constitution accordingly. The revised version will be sent to all faculty for review and comment in January. After another revision, it will be sent out for an all-faculty vote.

The proposed Faculty Constitution is posted on Google Drive for UCC's voting members to record their comments, suggestions, questions, etc. Only voting members have access to the document.

8. Other related information or questions:

Thorpe asked for clarification on the process for reviewing a proposal to create a new course that is contingent upon approval by GERC as a Gen Ed course. If GERC does not approve

the course, the department can rescind the UCC proposal if it does not want to create the new course as a non-Gen Ed course.

All curriculum proposals have now been processed and sent to this council except for a few enumerated by Read that were listed on the tracking spreadsheet that she has not yet received. Bigelow asked members to be prepared for a longer meeting next week, and the following week if necessary, to get through all the proposals and council's work before the November 15th catalog deadline. He will provide food for sustenance (and a perk) for the longer meetings.

B. INFORMATION ITEMS -- none

C. CONSENT CALENDAR:

Council voted to **pull Proposal #35** from the Consent Calendar and discuss it below under Unfinished Business.

Council voted to **approve the remaining items** on the Consent Calendar. All the GERC Proposals and Proposal 36 were approved:

General Education Course Proposals approved by GERC:

1. Council **approved** as Consent Calendar item: **GERC Proposal # 13 revised:** to approve ANTH 1100 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Social and Behavioral Sciences.**
2. Council **approved** as Consent Calendar item: **GERC Proposal #15 revised:** to approve INFO 1181 as a General Education course fulfilling the requirements for **Objective 7: Critical Thinking.**
3. Council **approved** as Consent Calendar item: **GERC Proposal #22:** to approve PHIL 2250 as a new General Education course fulfilling the requirements for **Objective 7: Critical Thinking.**
4. Council **approved** as Consent Calendar item: **GERC Proposal #23:** to approve CHEM 1101 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences.**
5. Council **approved** as Consent Calendar item: **GERC Proposal #24:** to approve CHEM 1103 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences.**
6. Council **approved** as Consent Calendar item: **GERC Proposal #25:** to approve MATH 1153 as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3: Mathematics.**

Curriculum, Course and Program Changes Proposed:

1. **Proposal #35** from **Automotive Technology** for program and course changes. **Pulled** from Consent Calendar, discussed below.
2. Council **approved** as Consent Calendar item: **Proposal #36** from the **College of Technology** ([Appendix 1](#)) to change the names of its Professional-Technical certificates from *Postsecondary Technical Certificate* to *Basic Technical Certificate*, and from *Technical Certificate* to

Intermediate Technical Certificate. These changes will align with the State Board of Education's recent changes.

Pulled from Consent Calendar:

Proposal #35 from **Automotive Technology** for program and course changes. **Tabled** pending verification that the proposed prerequisites and corequisites are correct for the course offerings and intended sequencing.

D. UNFINISHED BUSINESS

1. Council voted unanimously to **approve Proposal #37** from the **Energy Systems Technology Program** ([Appendix 2](#)) to add COMM 1101 to the course required for an Intermediate Technical Certificate.
2. Council unanimously **approved Proposal #38** from the **Industrial Controls Program** ([Appendix 3](#)) to add back the CHEM 1100 or PHYS 1101/PHYS 1101L option to the program requirements. This restores a requirement that was inadvertently removed from the catalog.
3. **Proposal #39** from the **College of Technology** for changes to the college's Admissions policies and General Education requirements. This proposal also requires review by GERC and by Faculty Senate. **Tabled** pending GERC's approval, and decision whether ENGL 1101 will be allowed to fulfill Objective 1.
4. **Revised Proposal #41** from **Business Technology** to change BT0170 course description, and course number to BT 1170. **Tabled** pending GERC's approval as a Gen Ed course for Objective 8, and for clarification of the SBOE policy caveat, ". . . unless deemed necessary by the institution."
5. Council voted unanimously to **approve Proposal #42** ([Appendix 4](#)) from **Civil and Environmental Engineering** for course and curriculum changes.
6. Council voted unanimously to **approve Proposal #43** from **Communication, Media and Persuasion** ([Appendix 5](#)) to delete Photo Lab courses: CMP 2251L, CMP 3352L, CMP 4455L and CMP 4457L.
7. Council voted unanimously to **approve Proposal #44 as amended** from **Communication, Media and Persuasion** ([Appendix 6](#)) to swap CMP 1110 and CMP 2251 in the Advertising emphasis curriculum.
8. Council unanimously **approved Proposal #45 as amended** from **Communication, Media and Persuasion** ([Appendix 7](#)) to add a new course CMP 4440: Sport Public Relations.
9. **Proposal #46** from **Communication, Media and Persuasion** to drop CMP 4495 and update the Journalism emphasis curriculum. **Tabled** to verify course offerings schedule allow for adequate flexibility in students' schedules.
10. **Proposal #47** from **Communication, Media and Persuasion** to add a new course CMP 2203: Media Literacy. A separate proposal has been submitted to GERC for this course to be a General Education course for Objective 8: Information Literacy. **Tabled** pending GERC's approval.
11. **Proposal #48** from **Communication Sciences and Disorders** to add a new Gen Ed course CSD 2210 for Objective 9: Cultural Diversity. Requires approval from GERC. **Tabled** pending GERC's approval.

12. Council unanimously **approved Proposal #49 as amended** from the **Division of Health Sciences** ([Appendix 8](#)) to add a new course DHS [4402 4405](#).
13. Council unanimously **approved Proposal #50 as amended** from the **Division of Health Sciences** ([Appendix 9](#)) to add a new course DHS [4403 4406](#).
14. Council unanimously **approved Proposal #51 as amended** from the **Division of Health Sciences** ([Appendix 10](#)) to add a new course DHS [4404 4407](#).

E. REMAIN TABLED – Awaiting information or responses

1. **Proposal #40** from the **Accounting Technology Program** to remove ENGL 1102 from the A.A.S. degree requirements.
2. **Catalog Policy Change Recommendation from GERC approved September 30, 2014** regarding CLEP exams to replace existing catalog text. *GERC may be discussing this again in light of a new proposal coming through.*

Proposed new catalog copy:

Credit through C.L.E.P. and Other Approved Examinations

Any ~~s~~Students, including International Students, can may receive up to 16 credits by examination (C.L.E.P., BYU Language Exams, or other exams approved by the Department) to be applied to their transcripts with an "S" grade. Students who are proficient in a language other than English may satisfy one component of Objective 4 of the General Education Requirements by successfully earning four credits on one of these exams.

F. NEW BUSINESS – Council voted to approve and immediately table the following items:

Proposed Faculty Constitution for review and comment

General Education Course Proposals approved by GERC: none this week

Curriculum, Course and Program Changes Proposed:

1. **Proposal #52** from the **Organizational Learning and Performance (OLP)** for updates to the Workplace Training and Leadership Program.
2. **Proposal #53** from **Sport Science and Physical Education (SSPE)** for PEAC course changes.
3. **Proposal #54** from **Sport Science and Physical Education (SSPE)** to add an Outdoor Education Business component, and clean up course numbers.
4. **Proposal #55** from **Sport Science and Physical Education (SSPE)** to make course rotation changes in the Exercise Science Emphasis.
5. **Proposal #56** from **Teaching and Educational Studies (TES)** to change the course description for EDUC 2215. If GERC approves EDUC 2215 as an Objective 8 Gen Ed course, it will require a new course number.
6. **Proposal #57** from **Art** to change the Art History curriculum and requirements for the B.A. and B.F.A. degrees, and minor in Art History.
7. **Proposal #58** from **Political Science** for course description changes.

8. **Proposal #59** from **Languages and Literatures** for new Basic and Advanced Certificates in Foreign Languages. Requires SBOE approval.
9. **Proposal #60** from Languages and Literatures to revive the LANG prefix for LANG 1101, 1102, 2201 and 2202 to provide a means for including transfer credits earned in languages not taught at ISU on students' transcripts.
10. **Proposal #61** from **College of Business** to change the admissions requirements for Bachelor of Business Administration majors.
11. **Proposal #62** from **Communication Sciences and Disorders** for housekeeping changes to catalog copy.
12. **Proposal #63** from **Communication Sciences and Disorders** for changes to CSD 4435/4435L, CSD 4450 and CSD 2205.
13. **Proposal #64** from **Communication Sciences and Disorders** for course changes and updates to degree requirements for the B.S. in Sign Language Interpreting.
14. **Proposal #65** from **Communication Sciences and Disorders** for course updates to CSD 3351/3351L, CSD 3352/3352L, CSD 4470 and CSD 4455.
15. **Proposal #66** from the **Student Success Center** to add two new courses, ACAD 1105 and ACAD 1111, to the Academic Programs curriculum. Requires approval from GERC for ACAD 1111 to fulfill Objective 8: Information Literacy.

G. ADJOURNMENT: 5:15 p.m.

APPENDICES

PROPOSALS APPROVED:

GERC-approved Gen Ed proposals:

1. **GERC Proposal # 13 revised:** to approve **ANTH 1100** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Social and Behavioral Sciences**.
2. **GERC Proposal #15 revised:** to approve **INFO 1181** as a General Education course fulfilling the requirements for **Objective 7: Critical Thinking**.
3. **GERC Proposal #22:** to approve **PHIL 2250** as a new General Education course fulfilling the requirements for **Objective 7: Critical Thinking**.
4. **GERC Proposal #23:** to approve **CHEM 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences**.
5. **GERC Proposal #24:** to approve **CHEM 1103** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences**.
6. **GERC Proposal #25:** to approve **MATH 1153** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3: Mathematics**.

CURRICULUM PROPOSALS:

[Back to List of Proposals](#)

1. **Proposal #36** from the **College of Technology** to change the names of its Professional-Technical certificates from *Postsecondary Technical Certificate* to *Basic Technical Certificate*, and from *Technical Certificate* to *Intermediate Technical Certificate*. These changes will align with the State Board of Education's recent changes.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:


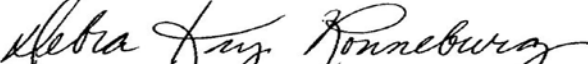

Proposal No.	# 36	UCC Decision	APPROVED	Date:	10/16/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	Letter	State Decision	APPROVED	Date:	See SBOE policy link below
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/23/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Professional-Technical Certificate name changes				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes	Catalog copy changes	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)
COT-2014-06

Proposal Title:	PTE Certificate Name Changes
College:	College of Technology
Department:	Multiple COT departments and programs
Proposal Originator (PO):	Debbie Ronneburg
Email:	ronndebr@isu.edu
Phone:	(208) 282-2602

Approval Required	Signature		Date
UCC Representative:			9/23/2014
Department Chair / Program Director:			9/22/2014
Dean or Designee:			9/23/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required?	No	State Proposal submitted to	Already approved by

(See Part D Impact section under the SIS impact response.)		Academic Affairs	SBOE
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Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	In February 2014, the Idaho State Board of Education changed the titles of two professional-technical certificates. <i>Postsecondary Technical Certificate</i> was replaced with <i>Basic Technical Certificate</i> and <i>Technical Certificate</i> is now <i>Intermediate Technical Certificate</i> . This proposal is to make the appropriate changes in the ISU Undergraduate Catalog to the certificate titles that are affected by the Idaho Division of Professional-Technical Education and the Idaho State Board of Education. The total credit requirement of the Intermediate Technical Certificate (formerly Technical Certificate) now requires a minimum of 30 credits as opposed to 27 credits previously. This proposal will align PTE certificates offered by ISU with current Board policy (see Idaho State Board of Education Governing Policies and Procedures III.E.1.a, http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiie_certificates_and_degrees_0214.pdf)
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The College of Technology Curriculum Committee voted on 9/3/2014 and the result was 10 yes/ 0 no. No abstentions.

Part B: Course Change(s)

Part B: Course Change(s) does not apply to this proposal

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Post-Secondary Certificates		
Program	Certificate Title	Credits
Business Technology	Post-Secondary Technical Certificate: Business Technology	18
Business Technology	Post-Secondary Technical Certificate: Small Business Technology	18
Civil Engineering Technology	Post-Secondary Technical Certificate: Materials and Testing Specification	10
Computerized Machining Technology	Post-Secondary Technical Certificate: CNC Programmer	24
Cosmetology	Post-Secondary Technical Certificate: Nail Technology	11
Early Childhood Care and Education	Post-Secondary Technical Certificate: Family Child Care	12

Energy Systems Technology and Education Center	Post-Secondary Technical Certificate: Instrumentation and Automation Assistant	29
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Technical Certificates		
Program	Certificate Title	Credits
Advanced Manufacturing Technology	Technical Certificate: Advanced Manufacturing	31
Aircraft Maintenance Technology	Technical Certificate: Airframe	45
Automotive Collision Repair and Refinishing	Technical Certificate: Automotive Collision Repair	40
Automotive Collision Repair and Refinishing	Technical Certificate: Automotive Refinishing	40
Automotive Technology	Technical Certificate: Automotive Technology	50
Business Technology	Technical Certificate: Accounting Technology	37
Business Technology	Technical Certificate: Administrative Technology	40
Computer Aided Design Drafting Technology	Technical Certificate: Mechanical Drafting	34
Early Childhood Care and Education	Technical Certificate: Early Childhood Care and Education	35
Energy Systems Technology and Education Center	Technical Certificate: Energy Systems Technology	29
Energy Systems Technology and Education Center	Technical Certificate: Energy Systems Renewable Energy Technology	33
Information Technology Systems	Technical Certificate: Computer Network Technician	28
Law Enforcement	Technical Certificate: Law Enforcement	34
Massage Therapy	Technical Certificate: Massage Therapy	35
Welding	Technical Certificate: Welder General	32

Abbreviations:

AA Associate of Arts
AAS Associate of Applied Science
AASBT Associate of Applied Science in Business Technology
AS Associate of Science
ATC Advanced Technical Certificate
BA Bachelor of Arts
BAS Bachelor of Applied Science
BAT Bachelor of Applied Technology
BBA Bachelor of Business Administration
BM Bachelor of Music
BME Bachelor of Music Education
BS Bachelor of Science
BSHS Bachelor of Science in Health Science
BS/MS Combined Bachelor of Science and Master of Science
BUS Bachelor of University Studies
C Courses only; no degree, major or minor
Ce Certificate (different from PSTC or TC)
E Emphasis
Ee Elementary Teaching Emphasis
M Minor
O Option
P Pre-Professional Program
PharmD Doctor of Pharmacy

PharmD/MBA Combined Doctor of Pharmacy and Master of Business Administration
PSTC Post-Secondary Technical Certificate
SS Secondary Single Subject Teaching Major
T Track
TC Technical Certificate
TM Secondary Teaching Major
Tm Secondary Teaching Minor

Advanced Manufacturing Technology

One Advanced Technical Certificate, one Associate of Applied Science Degree, and one Bachelor of Applied Science Degree are available...

Aircraft Maintenance Technology

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and one Bachelor of Applied Science degree are...

Automotive Collision Repair and Refinishing

Two Technical Certificates, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree are...

Automotive Technology

One Advanced Technical Certificate option, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available...

Business Technology

Four Certificate options, three Associate of Applied Science degrees, and a Bachelor of Applied Technology degree are available. For a Program Information...

Civil Engineering Technology

One Post-Secondary Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Computer Aided Design Drafting Technology

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Computerized Machining Technology

One Post-Secondary Technical Certificate, two Advanced Technical Certificates, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Cosmetology

Two certificates are available. The program also offers Cosmetology Instructor training to industry professionals, which provides them with the educational...

Early Childhood Care and Education Associate Degree Program ...

One Post-Secondary Technical Certificate, one Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree...

Energy Systems Technology and Education Center

Two Technical Certificates and eight Associate of Applied Science degrees are available. In response to a growing need for Engineering Technicians in the...

Information Technology Systems

One Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Law Enforcement

One Technical Certificate, one Associate of Applied Science degree, and a Bachelor of Applied Technology degree are available...

Massage Therapy

One Certificate, one Associate of Applied Science degree (see Associate of Applied Science degree in Business Technology), a Bachelor of Applied Technology...

Welding

One certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and a Bachelor of Applied Technology degree are available...

New Proposed Catalog Copy (clearly show changes from the original):

Basic Technical Certificates		
Program	Certificate Title	Credits
Business Technology	Post-Secondary Basic Technical Certificate: Business Technology	18
Business Technology	Post-Secondary Basic Technical Certificate: Small Business Technology	18
Civil Engineering Technology	Post-Secondary Basic Technical Certificate: Materials and Testing Specification	10
Computerized Machining Technology	Post-Secondary Basic Technical Certificate: CNC Programmer	24
Cosmetology	Post-Secondary Basic Technical Certificate: Nail Technology	11
Early Childhood Care and Education	Post-Secondary Basic Technical Certificate: Family Child Care	12
Energy Systems Technology and Education Center	Post-Secondary Basic Technical Certificate: Instrumentation and Automation Assistant	29-24*
Information Technology Systems	Basic Technical Certificate: Computer Network Technician	28

*pending approval of proposal

Intermediate Technical Certificates		
Program	Certificate Title	Credits
Advanced Manufacturing Technology	Intermediate Technical Certificate: Advanced Manufacturing	31
Aircraft Maintenance Technology	Intermediate Technical Certificate: Airframe	45
Automotive Collision Repair and Refinishing	Intermediate Technical Certificate: Automotive Collision Repair	40
Automotive Collision Repair	Intermediate Technical Certificate: Automotive Refinishing	40

and Refinishing		
Automotive Technology	Intermediate Technical Certificate: Automotive Technology	50
Business Technology	Intermediate Technical Certificate: Accounting Technology	37
Business Technology	Intermediate Technical Certificate: Administrative Technology	40
Computer Aided Design Drafting Technology	Intermediate Technical Certificate: Mechanical Drafting	34
Early Childhood Care and Education	Intermediate Technical Certificate: Early Childhood Care and Education	35
Energy Systems Technology and Education Center	Intermediate Technical Certificate: Energy Systems Technology	29-32*
Energy Systems Technology and Education Center	Intermediate Technical Certificate: Energy Systems Renewable Energy Technology	33
Law Enforcement	Intermediate Technical Certificate: Law Enforcement	34
Massage Therapy	Intermediate Technical Certificate: Massage Therapy	35
Welding	Intermediate Technical Certificate: Welder General	32

*pending approval of proposal

Abbreviations:

AA Associate of Arts
AAS Associate of Applied Science
AASBT Associate of Applied Science in Business Technology
AS Associate of Science
ATC Advanced Technical Certificate
BA Bachelor of Arts
BAS Bachelor of Applied Science
BAT Bachelor of Applied Technology
BBA Bachelor of Business Administration
BM Bachelor of Music
BME Bachelor of Music Education
BS Bachelor of Science
BSHS Bachelor of Science in Health Science
BS/MS Combined Bachelor of Science and Master of Science
BUS Bachelor of University Studies
C Courses only; no degree, major or minor
Ce Certificate (different from ~~PSBTC~~, ITC, or ATC)
E Emphasis
Ee Elementary Teaching Emphasis
M Minor
O Option
P Pre-Professional Program
PharmD Doctor of Pharmacy
PharmD/MBA Combined Doctor of Pharmacy and Master of Business Administration
~~PSTC Post-Secondary~~ BTC Basic Technical Certificate
SS Secondary Single Subject Teaching Major
T Track
ITC Intermediate Technical Certificate
TM Secondary Teaching Major
Tm Secondary Teaching Minor

Advanced Manufacturing Technology

One ~~Advanced~~ Intermediate Technical Certificate, one Associate of Applied Science Degree, and one Bachelor of Applied Science Degree are available...

Aircraft Maintenance Technology

One Intermediate Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and one Bachelor of Applied Science degree are...

Automotive Collision Repair and Refinishing

Two **Intermediate** Technical Certificates, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree are...

Automotive Technology

One ~~Advanced- Intermediate~~ Technical Certificate ~~option~~, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are available...

Business Technology

~~Four Certificate options~~ Two **Basic Technical Certificates**, two **Intermediate Technical Certificates**, three Associate of Applied Science degrees, and a Bachelor of Applied Technology degree are available. For a Program Information...

Civil Engineering Technology

One ~~Post-Secondary Basic~~ Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Computer Aided Design Drafting Technology

One **Intermediate** Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Computerized Machining Technology

One ~~Post-Secondary Basic~~ Technical Certificate, two Advanced Technical Certificates, one Associate of Applied Science degree, and one Bachelor of Applied Science...

Cosmetology

~~Two certificates~~ One **Basic Technical Certificate** and one **Advanced Technical Certificate** are available. The program also offers Cosmetology Instructor training to industry professionals, which provides them with the educational...

Early Childhood Care and Education Associate Degree Program ...

One ~~Post-Secondary Basic~~ Technical Certificate, one **Intermediate** Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Technology degree...

Energy Systems Technology and Education Center

~~Two~~ One **Basic** Technical Certificates, two **Intermediate Technical Certificates**, and ~~eight~~ six Associate of Applied Science degrees are available. In response to a growing need for Engineering Technicians in the...

Information Technology Systems

One **Intermediate** Technical Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree, and one Bachelor of Applied Science degree are...

Law Enforcement

One **Intermediate** Technical Certificate, one Associate of Applied Science degree, and a Bachelor of Applied Technology degree are available...

Massage Therapy

One **Intermediate** Certificate, one Associate of Applied Science degree (~~see Associate of Applied Science degree in Business Technology~~), and a Bachelor of Applied Technology...

Welding

One **Intermediate** Certificate, one Advanced Technical Certificate, one Associate of Applied Science degree and a Bachelor of Applied Technology degree are available...

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR: **This proposal has no impact on current library use.**

	Yes	No
Will students be required to use the Library’s existing electronic resources?	n/a	n/a
Will students be required to use the Library’s existing print resources?	n/a	n/a
Will students need to make use of library services in Pocatello?	n/a	n/a
Will students need to make use of library services in Idaho Falls?	n/a	n/a
Will students need to make use of library services in Meridian?	n/a	n/a
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	n/a	n/a
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?	n/a	n/a

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“I see no difficulties with this proposal.” -Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
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Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	n/a	n/a
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	n/a	n/a

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *“No advising concerns.” – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system can handle this proposal.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“From what I understand, the SBOE has already approved these changes. I will recommend to the UCC Executive Committee that this proposal be placed on the UCC’s consent agenda.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments

in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR: **This proposal will have no impact outside of the College of Technology.**

Department(s) Impacted	Describe Impact:
none	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

2. **Proposal #37** from the **Energy Systems Technology Program** to add COMM 1101 to the course required for an Intermediate Technical Certificate.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 37	UCC Decision	APPROVED	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	ESTEC: add COMM 1101 to required courses for Intermediate Tech Certificate				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

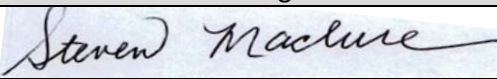

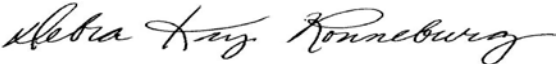
Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator) **COT-2014-11**

Proposal Title:	Intermediate Technical Certificate - Energy Systems Technology Required Course Listing
College:	College of Technology
Department:	Energy Systems Technology and Education Center

Proposal Originator (PO):	Ryan Pitcher
Email:	Pitcrya2@isu.edu
Phone:	208-221-9304 (cell) / 208-282-3224 (office)

Approval Required	Signature		Date
UCC Representative:			9/18/2014
Department Chair / Program Director:			9/18/2014
Dean or Designee:			9/18/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The purpose of this proposal is to include COMM 1101 into the required course listing for the Intermediate Technical Certificate in Energy Systems Technology. The Energy Systems Technology and Education Center advisory board has stressed the importance of an individual to be able to effectively communicate. The inclusion of this course supports the Department's mission of cultivating workers to support energy facilities.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Vote taken on September 5, 2014. Members in favor of proposal; Don Shepard, Evan Smith, Jeremy Perschon, Mike Fort, Mike Tauscher, Ryan Pitcher, Steve Larson, Steve Maclure, Terry Snarr. No opposed and no abstentions.

Part B: Course Change(s)

Part B: Course Change(s) does not apply to this proposal.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Technical Certificate: Energy Systems Technology

(2 semesters)

<u>ESET 0100</u>	Engineering Technology Orientation	1
<u>ESET 0101</u>	Electrical Circuits I	5
<u>ESET 0101L</u>	Electrical Circuits I Laboratory	5
<u>ESET 0102</u>	Electrical Circuits II	5
<u>ESET 0102L</u>	Electrical Circuits II Laboratory	5
<u>ESET 0141</u>	Applied Mathematics I	4
<u>ESET 0142</u>	Applied Mathematics II	4
Total Hours		29

New Proposed Catalog Copy (clearly show changes from the original):

Intermediate Technical Certificate: Energy Systems Technology

(2 semesters)

ESET 0100	Engineering Technology Orientation	1
ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0102	Electrical Circuits II	5
ESET 0102L	Electrical Circuits II Laboratory	5
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
COMM 1101	Principles of Speech¹	3
Total Hours		29 32

¹ **Contributes to a General Education requirement.**

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **"Infrastructure Review Request – [proposal name]."**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"This proposal presents no concerns for the Library."* – Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X ¹	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

¹All Associates of Applied Science (AAS) Degrees require COMM 1101. It is anticipated that nearly all students who obtain this certificate will continue onto their AAS degree and inclusion in the required course listing will not have an impact on current COMM 1101 courses.

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		

If yes, will any specific software be needed? N/A		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): N/A		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer: N/A		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system can support this change.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE proposal is required.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Technical General	Impact should be minimal since nearly all students will be pursuing an AAS

Education	degree and COMM 1101 is a required course.
Communication, Media, and Persuasion	Impact should be minimal since nearly all students will be pursuing an AAS degree and COMM 1101 is a required course.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, COT Technical General Education, anticipate that it can support this change?

- “The General Education Department teaches COMM 1101 already. Additional students will have no impact on the department. “ – Teena Rhoads, Department Chair

Does your department, Communication, Media, and Persasion, anticipate that it can support this change?

- “This proposal presents no problems for the COMM 1101 program.”

Jim DiSanza, Chair
Communication, Media, and Persuasion

[Back to List of Proposals](#)

3. **Proposal #38** from the **Industrial Controls Program** to add back the CHEM 1100 or PHYS 1101/PHYS 1101L option to the program requirements. This restores a requirement that was inadvertently removed from the catalog.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 38	UCC Decision	APPROVED	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/23/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	ESTEC: Industrial Controls add CHEM 1100 or PHYS 1101/1101L requirement				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

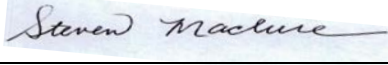

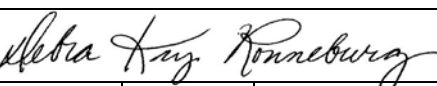
The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

COT-2014-

10

Proposal Title:	Industrial Controls Required Course Listing
College:	College of Technology
Department:	Energy Systems Technology and Education Center
Proposal Originator (PO):	Ryan Pitcher
Email:	Pitcrya2@isu.edu
Phone:	208-221-9304 (cell) 208-282-3224

Approval Required	Signature		Date
UCC Representative:			9/22/2014
Department Chair / Program Director:			9/22/2014
Dean or Designee:			9/22/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This proposal is to reinstate a course option in the required course listing for the Associates of Applied Science Degree in Industrial Controls. This proposal requests to add CHEM 1100 or PHYS 1101/1101L for the Industrial Controls program. The CHEM 1100 or PHYS 1101/1101L option was listed as a required course in the past, but was inadvertently removed in the 2013-2014 undergraduate catalog. This option will enhance the Industrial Controls graduate's ability to succeed in industry.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Vote taken on September 5, 2014. Members in favor of proposal; Don Shepard, Evan Smith, Jeremy Perschon, Mike Fort, Mike Tauscher, Ryan Pitcher, Steve Larson, Steve Maclure, Terry Snarr. No opposed and no abstentions.

Part B: Course Change(s)

Part B: Course Change(s) does not apply to this proposal.

Part C: Program (Course of Study) Change(s)**Part C: Program (Course of Study) Change(s)**

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Industrial Controls

(2 Semesters)

Industrial Controls is offered as a second AAS degree following completion of an Electrical Journeyman AAS, or an Electrical Apprenticeship AAS program and completion of all General Education requirements. Students must have completed a minimum of three years of the Electrical Apprenticeship Program towards the first AAS degree before being able to apply for the Industrial Controls program.

Required Courses:

<u>INST 0281</u>	Electrical Automation Theory	8
<u>INST 0282</u>	Electrical Automation Laboratory	5
<u>INST 0292</u>	Process Measurement and Control Theory	10
<u>INST 0293</u>	Process Measurement and Control Laboratory	4
Total Hours (minimum):		27

New Proposed Catalog Copy (clearly show changes from the original):

Associate of Applied Science Degree: Industrial Controls

(2 Semesters)

Industrial Controls is offered as a second AAS degree following completion of an Electrical Journeyman AAS, or an Electrical Apprenticeship AAS program and completion of all General Education requirements. Students must have completed a minimum of three years of the Electrical Apprenticeship Program towards the first AAS degree before being able to apply for the Industrial Controls program.

Required Courses:

INST 0281	Electrical Automation Theory	8
INST 0282	Electrical Automation Laboratory	5
INST 0292	Process Measurement and Control Theory	10
INST 0293	Process Measurement and Control Laboratory	4
CHEM 1100	Architecture of Matter	4
or PHYS 1101/1101L	Elements of Physics	
Total Hours (minimum):		27-31

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“I have no concerns with this proposal.” - Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X ¹
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X ¹	

¹CHEM1100 or PHYS1101/1101L were listed as required course option in the past, but were inadvertently removed in the 2013-2014 undergraduate catalog.

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed? N/A		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer:		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology? Courses already exist and scheduled through other departments.		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS" – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *“No advising concerns.” – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system will be able to support this proposal.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE action will be required.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum

utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
CoS&E Physics	Incoming Industrial Controls students will now be required to take CHEM100 or PHYS1101/1101L, resulting in an increase in students in these courses. Impact should be minimal.
CoS&E Chemistry	Incoming Industrial Controls students will now be required to take CHEM100 or PHYS1101/1101L, resulting in an increase in students in these courses. Impact should be minimal.
CoT TGE	Incoming Industrial Controls students will now be required to take CHEM100 or PHYS1101/1101L, resulting in an increase in students in these courses. Impact should be minimal.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, COT Technical General Education, anticipate that it can support this change?

- “The General Education Department teaches PHYS 1101 already. Additional students will have no impact on the department.” Teena Rhoads, Department Chair

Does your department, Physics, anticipate that it can support this change?

- “The proposed changes to the requirements for the Associates of Applied Science Degree in Industrial Controls should have minimal impact in the Physics Department.”

Best,

Dr. Mahbub Khandaker, Professor and Chair
Department of Physics

Does your department, Chemistry, anticipate that it can support this change?

- “With regard to the impact that this proposal will have on Chemistry, I do not anticipate any significant impact. CHEM1100 is taught on a regular basis with enrollments as large as 100 students per year.”

Rene Rodriguez
Prof. and Chair
Dept. of Chemistry

[Back to List of Proposals](#)

4. **Proposal #42** from **Civil and Environmental Engineering** for course and curriculum changes.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 42	UCC Decision	APPROVED	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	10/02/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Civil & Environmental Engineering course and curriculum changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	CE curriculum changes for AY 15-16
College:	Science and Engineering
Department:	Civil and Environmental Engineering
Proposal Originator (PO):	Bruce Savage
Email:	savabruc@isu.edu
Phone:	X 3131

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Mary M. Hofle		Sept 26, 2014
Department Chair / Program Director:	See signature page – signed by Bruce Savage		9-26-14
Dean or Designee:	See signature page – signed by R. Brey		29 Sept 14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes

How will this improve how the University and the Department or Program fulfills their	The CEE Department is suggesting several changes to improve our program plan of study by helping students take courses when the courses are of the best benefit to the student. This will be completed by changing course pre-requisites.
--	---

mission?	In addition, a course will be added to the departmental offerings. This is a cosmetic change in that the course is already being taught under the ME prefix and is usually taught by ME faculty. However, CE students take the course and CE faculty may teach the course. This allows more flexibility on who teaches the course and the offering department will then receive credit for the course.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The vote was unanimous on August 28, 2014 (Faculty Meeting) and is recorded in the faculty meeting minutes to make the requested changes. 6 – yes votes, 0 – no votes.

Part B: Course Change(s)

Do NOT use MICROSOFT WORD'S TRACK-CHANGES FEATURE; INSTEAD PLEASE USE STRIKE-OUT FOR ~~DELETIONS~~, UNDERLINE FOR NEW TEXT, AND COLORED FONTS IF DESIRED, TO SHOW THE CHANGES YOU WANT MADE IN THE CATALOG.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	ME	
Course Number:	2220	
Short Course Title: (30 character max, including spaces; no punctuation)	Engineering Dynamics	
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	None	
Course Description:	Principles of kinetics. Angular and linear displacement, velocity, and acceleration analysis. Rigid bodies in motion and types of motion. Application of principles of force-mass acceleration, work-kinetic energy, and impulse-momentum to solution of problems of force systems acting on moving particles and rigid bodies.	

Prerequisites:	ME 2210 or CE 2210	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	CE 2220
Fulfills General Education Objective:	no	
Terms Offered:	F,S	
Rationale for Change: This course is currently being taught as ME 2220 so technically it is not a “new” course. However, ME 2220 is a required course in the civil engineering curriculum and several CEE faculty are qualified to teach the class. Cross listing the course provides more flexibility in teaching the course.		

	Current	Changes
Subject Code:	CE	
Course Number:	3301	
Short Course Title: (30 character max, including spaces; no punctuation)	Surveying	
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	None	
Course Description:	Fundamental principles of surveying. Electronic and conventional angle and distance measurement, leveling traversing, stadia, solar observation, surveying computations, mapping. Application to engineering, geology and architecture.	
Prerequisites:	MATH 1147 or equivalent.	CE/ME 2210
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F,D	
Rationale for Change: This course is required for a B.S. degree in civil engineering. Recently, sophomore and sometimes freshman students are taking this course because the pre-req is Math 1147. By changing the pre-requisite to the course CE/ME 2210, students will be farther along academically and likely to have acquired junior standing (3000-level). This will be more in line with the CE department’s program plan of study. It should be noted that although the pre-req course itself is not required to be successful in the class, it does provide academic maturity.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CE	
Course Number:	3360	
Short Course Title: (30 character max, including spaces; no punctuation)	Engineering Economics	
Long Course Title:		
Credit Hours:	2	
Contact Hours:	2 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	None	
Course Description:	Economic analysis and comparison of engineering alternatives by annual cost, present and future worth, and rate of return methods. Study of cost factors upon which management decisions are based	
Prerequisites:	Junior standing in Engineering	CE/ME 2210 or by permission of the instructor
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F,S	
<p>Rationale for Change: This course is required for a B.S. degree in Mechanical engineering. Recently, sophomore and sometimes freshman students are taking this course. By changing the pre-requisite to the course CE/ME 2210, students will be farther along academically and likely to have acquired junior standing. This will be more in line with the ME department's program plan of study. It should be noted that although the pre-req course itself is not required to be successful in the class, it does provide academic maturity.</p> <p>The additional of "or by permission of the instructor" will allow exceptions when required. For example, a student outside of the ME department who wants to take the course but is not required to take the pre-req as part of their program plan of study.</p>		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	CE
Course Number:	2220
Short Course Title: (30 character max, including spaces; no punctuation)	Engineering Dynamics

Long Course Title:	
Credit Hours:	3
Contact Hours:	3 hours/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Principles of kinetics. Angular and linear displacement, velocity, and acceleration analysis. Rigid bodies in motion and types of motion. Application of principles of force-mass acceleration, work-kinetic energy, and impulse-momentum to solution of problems of force systems acting on moving particles and rigid bodies.
Prerequisites:	ME 2210 or CE 2210
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	ME 2220
Fulfills General Education Objective:	no
Terms Offered:	F, S
Rationale:	This course is currently being taught as ME 2220 so technically it is not a "new" course. However, ME 2220 is a required course in the civil engineering curriculum and several CEE faculty are qualified to teach the class. Cross listing the course provides more flexibility in teaching the course.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Please Note: CE, ME and NE programs of study are included below.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Civil Engineering

Including the University's General Education Requirements (a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog), students must complete the required courses listed below. Some of the required courses also satisfy or partially satisfy the General Education Objectives, as noted. The courses are listed in the sequence they are to be taken.

Required Courses

ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab	4
or BIOL 1100/1100L	Concepts Biology Human Concerns	
MATH 1175	Calculus II	4
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
CE 1105	Engineering Graphics	2
ME 1165	Structured Programming	2
CE/ME 2210	Engineering Statics	3
MATH 3352	Introduction to Probability	3
MATH 2240	Linear Algebra	3
CE 2200	Civil Engineering Tools	1
COMM 1101	Principles of Speech (Satisfies General Education Objective 2)	3
ME 2220	Engineering Dynamics	3
CE/ME 3350	Mechanics of Materials	3
MATH 3360	Differential Equations	3
CE 3332	Basic Geotechnics	3
CE 3337	Geotechnical Engineering Laboratory	1
CE 3301	Surveying	3

CE 3362	Structural Analysis	3
CE 3361	Engineering Economics and Management	3
CE 3366	Civil Engineering Materials	2
CE 3367	Civil Engineering Materials Laboratory	1
CE 4434	Geotechnical Design	3
CE/ME 3341	Fluid Mechanics	3
CE 3351	Engineering Hydrology	3
ENVE 4408	Water and Waste Water Quality	3
CE 4462	Design of Steel Structures	3
or CE 4464	Design of Concrete Structures	
ENVE 4410	Introduction to Environmental Engineering	3
CE 4435	Hydraulic Design	3
CE 4496A	Project Design I	3
CE 4436	Transportation Engineering	3
CE 4496B	Project Design II	3
CE Technical Electives ¹		12
Add'l General Education Objectives ²		

¹ List of approved courses is available in the Civil Engineering Checklist. The CE Technical Elective courses must be selected from at least two areas of Geotechnical, Structures, Water Resources, Environmental, or other areas.

² See the [General Education Requirements](#) in the Academic Information section of this catalog.

Emphasis in Engineering Geology

Complete the following courses in addition to the Bachelor of Science in Civil Engineering:

CE/GEOL 4454	Basic Engineering Geology	3
CE/GEOL 4455	Geologic Data Methods	3
CE/GEOL 4475	Essentials of Geomechanics	3

Bachelor of Science in Mechanical Engineering

Including the University General Education Requirements listed elsewhere (8 of the 9 General Education Objectives, a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog), the program of study for the Bachelor of Science in Mechanical Engineering degree totals a minimum of 120 credits as follows:

Additional Mathematics and Science Course Requirements:

MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3
MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
CHEM 1111	General Chemistry I (Partially satisfies General Education Objective 5)	4
CHEM 1111L	General Chemistry I Lab (Partially satisfies General Education Objective 5)	1
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
PHYS 2212	Engineering Physics II (Partially satisfies General Education Objective 5)	4

Note: Objective 5 is satisfied by taking all of the science courses identified above as partially satisfying this objective.

Mechanical Engineering Course Requirements:

CE/ME 2210	Engineering Statics ¹	3
EE 2240	Introduction to Electrical Circuits	3
CE/ME 3350	Mechanics of Materials ¹	3
CE 3360	Engineering Economics	2
ME 1105	Solid Modeling	2
ME 1165	Structured Programming	2

ME 2220	Engineering Dynamics ¹	3
ME 2222	Mechanical Engineering Materials	3
ME 2266	Symbolic Programming	1
ME 3307	Thermodynamics ¹	3
ME 3320	Kinematics and Dynamics of Machinery ¹	3
ME 3323	Machine Design	3
CE/ME 3341	Fluid Mechanics ¹	3
ME 4406	Measurement Systems Laboratory	1
ME 4440	Vibration Analysis	3
ME 4443	Thermal Fluids Laboratory	1
ME 4463	Mechanical Systems Design	3
ME 4465	Thermal Fluid System Design	3
ME 4473	Mechanical Control Systems	3
ME 4476	Heat Transfer	3
ME 4480	Mechanical Engineering Seminar	1
ME 4496	Project Design	3
ME Electives ²		12

¹ Course may involve evening examinations and/or presentations.

² Students are to consult with their advisors and choose courses which will complement their engineering education.

For students interested in focusing their ME degree in the *Biomedical* area, suggested electives are:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
PTOT 4401	Clinical Kinesiology and Biomechanics	4
PE 4482	Mechanical Analysis of Human Movement	3

PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
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For students interested in focusing their ME degree in the ***Systems*** area, suggested electives are:

ME 3355	System Dynamics	3
ME 4415	Model Theory	3
ME 4425	Mechatronics	3
MATH 4421	Advanced Engineering Mathematics I	3

For students interested in focusing their ME degree in the *Thermal/Fluids* area, suggested electives are:

CE 4435	Hydraulic Design	3
ME 4416	Thermal Power Cycles	3
ME 4451	Compressible Fluid Flow	3

For students interested in focusing their ME degree in the ***Robotics and Mechanical Design*** area, suggested electives are:

ME 3325	Advanced Machine Design	3
ME 3353	Manufacturing Processes	3
ME 4425	Mechatronics	3
CE 4431	Advanced Mechanics of Solids	3

For students interested in focusing their ME degree in the ***Energy*** area, suggested electives are:

MATH 4421	Advanced Engineering Mathematics I	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3

Bachelor of Science in Nuclear Engineering

Students earning this degree must complete 8 of the 9 University General Education Objectives (a minimum of 36 credits - see the [General Education Requirements](#) described in the Academic Information section of this catalog). The program of study for the Bachelor of Science in

Nuclear Engineering degree totals 126 credits (minimum) as follows. Some of the required courses also satisfy or partially satisfy General Education Objectives, as noted.

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
COMM 1101	Principles of Speech	3
CE 1105	Engineering Graphics	2
CE/ME 2210	Engineering Statics	3
CE/ME 3350	Mechanics of Materials	3
CE/ME 3341	Fluid Mechanics	3
CE 3361	Engineering Economics and Management	3
CS/NE 1181	Computer Science and Programming I	3
EE 2240	Introduction to Electrical Circuits	3
EE 4416	Applied Engineering Methods	3
ENGL 1102	Critical Reading and Writing	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
ME 2222	Mechanical Engineering Materials	3
NE 1120	Introduction to Nuclear Engineering	1
MATH 2275	Calculus III	4
PHYS 2211	Engineering Physics I	4
PHYS 2212	Engineering Physics II	4
MATH 2240	Linear Algebra	3
MATH 3360	Differential Equations	3
MATH 4421	Advanced Engineering Mathematics I	3
ME 2220	Engineering Dynamics	3
ME 3307	Thermodynamics	3
ME 4443	Thermal Fluids Laboratory	1
ME 4476	Heat Transfer	3

NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3
NE 4445	Reactor Physics	3
NE 4446	Nuclear Fuel Cycle Systems	3
NE 4447	Nuclear Systems Laboratory	1
NE 4451	Nuclear Seminar	1
NE 4496A	Project Design I	1
NE 4496B	Project Design II	3
	NE or other Engineering Elective	3
	ENGR elective	3

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

Bachelor of Science in Civil Engineering

Including the University's General Education Requirements (a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog), students must complete the required courses listed below. Some of the required courses also satisfy or partially satisfy the General Education Objectives, as noted. The courses are listed in the sequence they are to be taken.

Required Courses

ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab (Partially satisfies General Education Objective 5)	5
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab	4

or [BIOL 1100/1100L](#) Concepts Biology Human Concerns

MATH 1175	Calculus II	4
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
CE 1105	Engineering Graphics	2
ME 1165	Structured Programming	2
CE/ME 2210	Engineering Statics	3
MATH 3352	Introduction to Probability	3
MATH 2240	Linear Algebra	3
CE 2200	Civil Engineering Tools	1
COMM 1101	Principles of Speech (Satisfies General Education Objective 2)	3
CE/ME 2220	Engineering Dynamics	3
CE/ME 3350	Mechanics of Materials	3
MATH 3360	Differential Equations	3
CE 3332	Basic Geotechnics	3
CE 3337	Geotechnical Engineering Laboratory	1
CE 3301	Surveying	3
CE 3362	Structural Analysis	3
CE 3361	Engineering Economics and Management	3
CE 3366	Civil Engineering Materials	2
CE 3367	Civil Engineering Materials Laboratory	1
CE 4434	Geotechnical Design	3
CE/ME 3341	Fluid Mechanics	3
CE 3351	Engineering Hydrology	3
ENVE 4408	Water and Waste Water Quality	3
CE 4462	Design of Steel Structures	3
or CE 4464	Design of Concrete Structures	
ENVE 4410	Introduction to Environmental Engineering	3
CE 4435	Hydraulic Design	3

CE 4496A	Project Design I	3
CE 4436	Transportation Engineering	3
CE 4496B	Project Design II	3
CE Technical Electives ¹		12
Add'l General Education Objectives ²		

¹ List of approved courses is available in the Civil Engineering Checklist. The CE Technical Elective courses must be selected from at least two areas of Geotechnical, Structures, Water Resources, Environmental, or other areas.

² See the [General Education Requirements](#) in the Academic Information section of this catalog.

Emphasis in Engineering Geology

Complete the following courses in addition to the Bachelor of Science in Civil Engineering:

CE/GEOL 4454	Basic Engineering Geology	3
CE/GEOL 4455	Geologic Data Methods	3
CE/GEOL 4475	Essentials of Geomechanics	3
CE/GEOL 4476	Engineering Geology Project	1
CE 4480/GEOL 4483	Earthquake Engineering	

Bachelor of Science in Mechanical Engineering

Including the University General Education Requirements listed elsewhere (8 of the 9 General Education Objectives, a minimum of 36 credits--see the [General Education Requirements](#) in the Academic Information section of this catalog), the program of study for the Bachelor of Science in Mechanical Engineering degree totals a minimum of 120 credits as follows:

Additional Mathematics and Science Course Requirements:

MATH 1170	Calculus I (Satisfies General Education Objective 3)	4
MATH 1175	Calculus II	4
MATH 2240	Linear Algebra	3

MATH 2275	Calculus III	4
MATH 3360	Differential Equations	3
CHEM 1111	General Chemistry I (Partially satisfies General Education Objective 5)	4
CHEM 1111L	General Chemistry I Lab (Partially satisfies General Education Objective 5)	1
PHYS 2211	Engineering Physics I (Partially satisfies General Education Objective 5)	4
PHYS 2212	Engineering Physics II (Partially satisfies General Education Objective 5)	4

Note: Objective 5 is satisfied by taking all of the science courses identified above as partially satisfying this objective.

Mechanical Engineering Course Requirements:

CE/ME 2210	Engineering Statics ¹	3
EE 2240	Introduction to Electrical Circuits	3
CE/ME 3350	Mechanics of Materials ¹	3
CE 3360	Engineering Economics	2
ME 1105	Solid Modeling	2
ME 1165	Structured Programming	2
CE/ME 2220	Engineering Dynamics ¹	3
ME 2222	Mechanical Engineering Materials	3
ME 2266	Symbolic Programming	1
ME 3307	Thermodynamics ¹	3
ME 3320	Kinematics and Dynamics of Machinery ¹	3
ME 3323	Machine Design	3
CE/ME 3341	Fluid Mechanics ¹	3
ME 4406	Measurement Systems Laboratory	1
ME 4440	Vibration Analysis	3
ME 4443	Thermal Fluids Laboratory	1
ME 4463	Mechanical Systems Design	3
ME 4465	Thermal Fluid System Design	3

ME 4473	Mechanical Control Systems	3
ME 4476	Heat Transfer	3
ME 4480	Mechanical Engineering Seminar	1
ME 4496	Project Design	3
ME Electives ²		12

¹ Course may involve evening examinations and/or presentations.

² Students are to consult with their advisors and choose courses which will complement their engineering education.

For students interested in focusing their ME degree in the *Biomedical* area, suggested electives are:

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
PTOT 4401	Clinical Kinesiology and Biomechanics	4
PE 4482	Mechanical Analysis of Human Movement	3
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4

For students interested in focusing their ME degree in the *Systems* area, suggested electives are:

ME 3355	System Dynamics	3
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ME 4425	Mechatronics	3
MATH 4421	Advanced Engineering Mathematics I	3

For students interested in focusing their ME degree in the *Thermal/Fluids* area, suggested electives are:

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ME 4451	Compressible Fluid Flow	3

For students interested in focusing their ME degree in the ***Robotics and Mechanical Design*** area, suggested electives are:

ME 3325	Advanced Machine Design	3
ME 3353	Manufacturing Processes	3
ME 4425	Mechatronics	3
CE 4431	Advanced Mechanics of Solids	3

For students interested in focusing their ME degree in the ***Energy*** area, suggested electives are:

MATH 4421	Advanced Engineering Mathematics I	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	

Bachelor of Science in Nuclear Engineering

Students earning this degree must complete 8 of the 9 University General Education Objectives (a minimum of 36 credits - see the [General Education Requirements](#) described in the Academic Information section of this catalog). The program of study for the Bachelor of Science in Nuclear Engineering degree totals 126 credits (minimum) as follows. Some of the required courses also satisfy or partially satisfy General Education Objectives, as noted.

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
COMM 1101	Principles of Speech	3
CE 1105	Engineering Graphics	2
CE/ME 2210	Engineering Statics	3
CE/ME 3350	Mechanics of Materials	3
CE/ME 3341	Fluid Mechanics	3
CE 3361	Engineering Economics and Management	3
CS/NE 1181	Computer Science and Programming I	3
EE 2240	Introduction to Electrical Circuits	3

EE 4416	Applied Engineering Methods	3
ENGL 1102	Critical Reading and Writing	3
MATH 1170	Calculus I	4
MATH 1175	Calculus II	4
ME 2222	Mechanical Engineering Materials	3
NE 1120	Introduction to Nuclear Engineering	1
MATH 2275	Calculus III	4
PHYS 2211	Engineering Physics I	4
PHYS 2212	Engineering Physics II	4
MATH 2240	Linear Algebra	3
MATH 3360	Differential Equations	3
MATH 4421	Advanced Engineering Mathematics I	3
CE/ME 2220	Engineering Dynamics	3
ME 3307	Thermodynamics	3
ME 4443	Thermal Fluids Laboratory	1
ME 4476	Heat Transfer	3
NE 3301	Nuclear Engineering I	3
NE 3302	Nuclear Engineering II	3
NE 4419	Energy Systems and Nuclear Power	3
NE 4445	Reactor Physics	3
NE 4446	Nuclear Fuel Cycle Systems	3
NE 4447	Nuclear Systems Laboratory	1
NE 4451	Nuclear Seminar	1
NE 4496A	Project Design I	1
NE 4496B	Project Design II	3
NE or other Engineering Elective		3
ENGR elective		3

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Library Impact (sent by shrosand@isu.edu)

Hi, Bruce:

I don't see a problem with this proposal from the Library's point of view.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	x	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? Both courses, CE 3360 and CE 2220 (as ME 2220) are already being taught in Pocatello and in Idaho Falls on an as needed basis. It is expected that this will continue and hence there is no change to the current program.		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	x	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): broadcast between Idaho Fall and Pocatello, Moodle		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer : Library room, computer, symposium, elmo		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Video classroom network, moodle	
How many students are expected per semester? 30		
What is your anticipated scheduling of courses using this technology? Similar to the current scheduling		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?		x
Will you use Moodle to be fully online with no seat-time required?		x
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		x
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines

Bruce,
 No concerns from ITS.
 Thanks for checking.
 Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Joann Hertz

**Hi Bruce,
 No advising concerns.
 JoAnn**

Does CoTech Advising have any academic concerns with the proposal?

Hello Bruce,

No CoT advising impacts.

**Thank you,
 Corey Zink
 Director of Student Services
 Idaho State University - College of Technology
 921 South 8th Ave. Stop 8380
 Pocatello, ID 83209
 Phone: (208) 282-2622**

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Dr. Savage,

The student information system can support this change and no SBOE proposal is required.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) none

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
ME (changing pre-req. for CE 3360)	CE 3360 is part of the ME program plan of study. The change in CE 3360 will require to the ME student take the course as suggested in their program plan of study.

ME (adding CE 2220)	Will not impact the students. The change to ME 2220 to CE/ME 2220 will allow more flexibility in teaching the course.
NE (adding CE 2220)	Will not impact the students. The change to ME 2220 to CE/ME 2220 will allow more flexibility in teaching the course.
CEE (changing pre-req for CE 3301)	This change only affects civil engineering program

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ NAME _____, anticipate that it can support this change?

Bruce,

We are OK with the pre-req for CE 3360 being CE 2210.

With regards to changing ME 2220 to CD/ME 2220: we ran out of time at our last faculty meeting -- we meet tomorrow (Wednesday) at noon and I will put this at the top of the agenda.

Regards,

-Brian

Bruce,

The ME Dept is OK with converting ME 2220 into CE/ME 2220.

Regards,

-Brian

Brian G Williams, PhD, PE
 Chair and Professor
 Mechanical Engineering
 Idaho State University
 208-282-4129
willbria@isu.edu

Hello Bruce,

The NE department approves of this curriculum change relative to Engineering Dynamics.

Mary Lou

[Back to List of Proposals](#)

5. **Proposal #43** from **Communication, Media and Persuasion** to delete Photo Lab courses: CMP 2251L, CMP 3352L, CMP 4455L and CMP 4457L.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 43	UCC Decision	APPROVED	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	????				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/09/2014	UCC Agenda	10/09/2014
UCC Description:	Communication, Media, and Persuasion: delete Photography Labs				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Delete Photography Labs
College:	Arts & Letters
Department:	Communication, Media, and Persuasion
Proposal Originator (PO):	James DiSanza, Chair
Email:	disajame@isu.edu
Phone:	

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Thomas Kloss		9/19/14
Department Chair / Program Director:	See signature page – signed by James R. DiSanza		9/18/14
Dean or Designee:	See signature page – signed by Randy Earles		9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This proposal will clean unnecessary courses out of the catalog, thus simplifying it.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Yes. September 16 th , 2014. 10 in favor—0 against—0 abstentions

Part B: Course Change(s)

*Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.*

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

Changes to existing courses are listed below under Part C: Proposed New Catalog Copy

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

No new courses proposed, extraneous table deleted.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	CMP
Course Number:	2251L
Short Course Title:	Introduction to Photography Laboratory
Rationale:	The laboratory section (zero-credit) was needed as a supplement to the corresponding 3-credit lecture course with the same course number in the past because, prior to the advent of digital photography, students spent extensive time in photo dark rooms learning the chemical processes for safely and scientifically developing film and enlarge prints. Now, even esthetic photography is done digitally in the classroom, instead of in wet labs, and students use programs such as Photoshop for their digital processing work. So separate lab facilities are not necessary. Additionally, these kinds of zero credit lab sections can cause confusion and complication for ISU registration and scheduling processes, and even

	if separate designated “lab” hours/spaces are needed to supplement scheduled lecture times for instruction purposes, the registrar now can set up such lecture/lab scheduling within a single course and section designation.
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Subject Code:	CMP
Course Number:	3352L
Short Course Title:	Photo Communication Laboratory
Rationale:	(See rationale for CMP 2251L above.)

Subject Code:	CMP
Course Number:	4455L
Short Course Title:	Photo Media Laboratory
Rationale:	(See rationale for CMP 2251L above.)

Subject Code:	CMP
Course Number:	4457L
Short Course Title:	Advanced Photo Media Laboratory
Rationale:	(See rationale for CMP 2251L above.)

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

The following are text descriptions of the relevant courses as they are currently reflected in the online catalog:

CMP 2251 Introduction to Photography: 3 semester hours.

Introduction to the fundamentals of digital camera use, and important techniques such as light and composition. The use of photography as an artistic and expressive medium is explored through assignments. Class consists of lectures, demonstrations, and group critiques. Students must have own camera and paper. Laboratory required. COREQ: CMP 2251L. F, S

CMP 2251L Introduction to Photography Laboratory: 0 semester hours.

Assignments to apply principles from CMP 2251. COREQ: CMP 2251. F, S

CMP 3352 Photo Communication: 3 semester hours.

Application of still photographic methods to newspaper, magazine, and advertising/public relations needs. Introduction to computer manipulation of images. COREQ: CMP 3352L. PREREQ: CMP 2202 and CMP 2251, or permission of instructor. F

CMP 3352L Photo Communication Laboratory: 0 semester hours.

Assignments to apply principles from CMP 3352. COREQ: CMP 3352. F

CMP 4455 Photo Media: 3 semester hours.

Focuses on the art of visually communicating news or feature stories with still pictures and/or video. Emphasis on photographer adaptation to situations to cover stories as they unfold without becoming part of the story and application of multimedia formats expected within current social and mass media environments. CMP 3352/3352L strongly recommended. COREQ: CMP 4455L. PREREQ: CMP 2251 or permission of instructor. F

CMP 4455L Photo Media Laboratory: 0 semester hours.

Assignments apply principles from CMP 4455. COREQ: CMP 4455. F

CMP 4457 Advanced Photo Media: 3 semester hours.

Explores the notion of visual storytelling for multi-media/multi-platform productions. Investigation into photographer intent as it relates to crafting color or black and white images into a visual story, elements and decisions required for storytelling, and concept research techniques. Students create a body of cohesive images suitable for various forms of professional multi-platform distribution. COREQ: CMP 4457L. PREREQ: CMP 2251/2251L or permission of instructor. S

CMP 4457L Advanced Photo Media Laboratory: 0 semester hours.

Assignments apply principles from CMP 4457. COREQ: CMP 4457. S

The following are listings of the relevant courses as they are currently reflected in various programs of study in the online catalog:

<u>CMP 2251</u> & <u>2251L</u>	Introduction to Photography and Introduction to Photography Laboratory	3
<u>CMP 3352</u> & <u>3352L</u>	Photo Communication and Photo Communication Laboratory	3
<u>CMP 4455</u> & <u>4455L</u>	Photo Media and Photo Media Laboratory	3
<u>CMP 4457</u> & <u>4457L</u>	Advanced Photo Media and Advanced Photo Media Laboratory	3

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

From <http://coursecat.isu.edu/undergraduate/allcourses/cmp/> and <http://coursecat.isu.edu/undergraduate/artsandletters/communicationmediaandpersuasion/#courseinventory>

Note to catalog editor: the changes below also affect the College of Education's catalog entries. Please make sure those changes are made, too.

CMP 2251 Introduction to Photography: 3 semester hours.

Introduction to the fundamentals of digital camera use, and important techniques such as light and composition. The use of photography as an artistic and expressive medium is explored through assignments. Class consists of lectures, demonstrations, and group critiques. Students must have own camera and paper. Laboratory required. ~~COREQ: CMP 2251L~~. F, S

~~**CMP 2251L Introduction to Photography Laboratory: 0 semester hours.**
Assignments to apply principles from CMP 2251. COREQ: CMP 2251. F, S~~

CMP 3352 Photo Communication: 3 semester hours.

Application of still photographic methods to newspaper, magazine, and advertising/public relations needs. Introduction to computer manipulation of images. ~~COREQ: CMP 3352L~~. PREREQ: CMP 2202 and CMP 2251, or permission of instructor. F

~~**CMP 3352L Photo Communication Laboratory: 0 semester hours.**
Assignments to apply principles from CMP 3352. COREQ: CMP 3352. F~~

CMP 4455 Photo Media: 3 semester hours.

Focuses on the art of visually communicating news or feature stories with still pictures and/or video. Emphasis on photographer adaptation to situations to cover stories as they unfold without becoming part of the story and application of multimedia formats expected within current social and mass media environments. CMP 3352/3352L strongly recommended. ~~COREQ: CMP 4455L~~. PREREQ: CMP 2251 or permission of instructor. F

~~**CMP 4455L Photo Media Laboratory: 0 semester hours.**
Assignments apply principles from CMP 4455. COREQ: CMP 4455. F~~

CMP 4457 Advanced Photo Media: 3 semester hours.

Explores the notion of visual storytelling for multi-media/multi-platform productions. Investigation into photographer intent as it relates to crafting color or black and white images into a visual story, elements and decisions required for storytelling, and concept research techniques. Students create a body of cohesive images suitable for various forms of professional multi-platform distribution. ~~COREQ: CMP 4457L~~. PREREQ: CMP 2251/2251L or permission of instructor. S

~~**CMP 4457L Advanced Photo Media Laboratory: 0 semester hours.**
Assignments apply principles from CMP 4457. COREQ: CMP 4457. S~~

From

<http://coursecat.isu.edu/undergraduate/artsandletters/communicationmediaandpersuasion/#programtext>

In the Bachelor of Arts in Mass Communication section:

A) Photo Media Option

CMP 2250/ART 2210	History and Appreciation of Photography (Partially satisfies General Education Objective 4)	3
CMP 2251 & 2251L	Introduction to Photography —and Introduction to Photography Laboratory	3
CMP 3352 & 3352L	Photo Communication and Photo Communication Laboratory	3
CMP 4455 —& 4455L	Photo Media —and Photo Media Laboratory	3

CMP 4457 & 4457L	Advanced Photo Media and Advanced Photo Media Laboratory	3
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In the Minor in Organizational Communication section:

Option B: Select any TWO of the following courses

CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2231	Introduction to Graphic Design	3
CMP 2251 & 2251L	Introduction to Photography —and Introduction to Photography Laboratory	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4446	Public Relations Programs	3
CMP 4475	Corporate Video Production	3

Total minor credits: 18

In the Minor in Mass Communication section:

Select ONE of the following minor options (6 credits)

1) Photo Media Option

CMP 2251 & 2251L	Introduction to Photography —and Introduction to Photography Laboratory	3
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And ONE of the following courses: 3

CMP 3352 & 3352L	Photo Communication and Photo Communication Laboratory	
CMP 4455 & 4455L	Photo Media —and Photo Media Laboratory	
CMP 4457 & 4457L	Advanced Photo Media and Advanced Photo Media Laboratory	

Bachelor of Arts or Bachelor of Science in Theatre

From <http://coursecat.isu.edu/undergraduate/artsandletters/theatre/#programstext> (in the Bachelor of Arts in Theatre, Film, and Video section)

Select electives each semester from the list below: 36

ANTH 4494	Visual Anthropology	3
ART 1103	Creative Process	3
INFO 1101	Digital Information Literacy (Satisfies General Education Objective 8)	3
CMLT 2220	Introduction to International Film Studies	3
CMLT 3335	World Film Studies	3
CMLT 4435	Topics in World Film Studies	3
ENGL 1126	Art of Film I (Partially satisfies General Education Objective 4)	3
ENGL 3305	Art of the Film II	3
CMP 2231	Introduction to Graphic Design	3

CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 3337	Illustration	3
CMP 3352	Photo Communication	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4471	Advanced Television Production	3
THEA 1131	Voice and Diction	2
THEA 1191/3391	Theatre Production ¹	1
THEA 2218	Stage Dialects	2
THEA 3390	Practicum Theatre Arts I	1-2
OR		
THEA 4490	Practicum Theatre Arts II	1-3
THEA 4404	Problems in Acting	3
THEA 4405	Advanced Costume Construction	3
THEA 4424	Advanced Acting Styles	3
THEA 4426	Advanced Scene Design	3
THEA 4456	Advanced Stage Direction	3

Bachelor of Arts or Bachelor of Science in Secondary Education

From <http://coursecat.isu.edu/undergraduate/education/secondaryeducation/> (in the Mass Communication Minor section):

Mass Communication Minor

ENGL 4433	Methods Teaching English (highly recommended)	3
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2251 & 2251L	Introduction to Photography —and Introduction to Photography Laboratory	3
CMP 3310	Multiplatform Storytelling	3
Approved electives selected from:		
CMP 2271	Introduction to Television Production	3
CMP 3311	Public Affairs and Investigative Reporting	3
CMP 3339	Web Design	3
CMP 4403	Mass Communication and Society	3
CMP 4410	Mass Media History, Law, and Ethics	3

Physical Education Teaching Emphasis (K-12 certification) - 44 credits (not including credits in Education and the Physical Education Core)

Objective #6: To foster a well-rounded educational background with an emphasis on subjects with historic and traditional importance in the outdoor education field.

From <http://coursecat.isu.edu/undergraduate/education/sports-science-and-physical-education/#programstext> (in the Objective #6 section):

Electives (minimum of 6 credits)

Courses may include those listed in the Natural History Component and/or the following:

CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2241	Introduction to Public Relations	3
CMP 2251 & 2251L	Introduction to Photography —and Introduction to Photography Laboratory	3
CMP 3308	Groups and Communication	3
CMP 3339	Web Design	3
ENGL 2206	Creative Writing Workshop	3
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sport Law	3
PE 4493	Introduction to Sport Sociology	3
POLS 4455	Environmental Politics and Policy	3
POLS 4457	Grantwriting	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4441	Organization Behavior	3

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X

Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Jim:

No concerns from the Library.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook,		

etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jim,

No advising concerns.

Best wishes,

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thank you.

Corey Zink

Director of Student Services

Idaho State University - College of Technology

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jim,

The student information system can support this change and no SBOE proposal is required.
Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
------------------------	------------------

None	Note: the CMP 2251L course is listed (in conjunction with CMP 2251) in a number of programs other than CMP. However, the changes outlined in this proposal do not in any way impact those programs. CMP 2251 will remain listed and offered. This change simply results in the elimination of a redundant and unnecessary zero-credit “lab” co-listing.
-------------	---

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

6. **Proposal #44 as amended** from **Communication, Media and Persuasion** to swap CMP 1110 and CMP 2251 in the Advertising emphasis curriculum.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 44	UCC Decision	APPROVED as amended	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	09/19/2014	Processed Date:	10/09/2014	UCC Agenda	10/09/2014
UCC Description:	Communication, Media, and Persuasion: Advertising – swap CMP 1110 with CMP 2251				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Advertising – swap two courses
College:	Arts & Letters
Department:	Communication, Media, and Persuasion
Proposal Originator (PO):	James DiSanza, Chair
Email:	disajame@isu.edu
Phone:	

Approval Required	Signature	Date
-------------------	-----------	------

UCC Representative:	See signature page – signed by Thomas Kloss		9/19/14
Department Chair / Program Director:	See signature page – signed by James R. DiSanza		9/18/114
Dean or Designee:	See signature page – signed by Randy Earles		9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A
Overview of Proposed Changes			
How will this improve how the University and the Department or Program fulfills their mission?	This proposal makes a simple but important change to the current emphasis in Advertising. We propose switching a required course and an elective course, without changing total credit hour requirements. This proposal will improve student preparation for relevant employment in accordance with research findings that suggest “best practices” for advertising students.		
What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)	Yes: September 18 th , 2014—8 Yes, 0 No, 1 Abstention		

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes to existing courses proposed, extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

No changes to existing courses proposed, deleted extraneous table, but kept Rationale below:

Rationale:	The current Advertising emphasis within the Department of Communication, Media, and Persuasion does <i>not</i> require CMP 1110 Introductory Convergent Newswriting and Reporting, which is required in other CMP emphases. This contradicts what we know about the performance of graduates seeking employment in the field. Therefore, we propose moving CMP 2251: Introduction to Photography to an elective within the Advertising emphasis and replacing it with CMP 1110: Introduction to Convergent Newswriting and Reporting. This requires no credit changes in the program. It is a simple swap of an elective and a mandatory course. In addition, we are proposing to drop INFO 1101 and INFO 3301 from the list of electives in the Advertising curriculum. These
------------	--

	courses cover content in things like spread sheets than is covered in other courses.
--	--

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses being dropped, extraneous table deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

C) Advertising Track

Required track courses	18
CMP 2251 & 2251L Introduction to Photography and Introduction to Photography Laboratory	3
CMP 2261 Introduction to Advertising	3
CMP 3335 Typography and Layout	3
CMP 3365 Advertising Strategy and Copywriting	3
CMP 3367 Advertising Media Planning	3
CMP 4465 Advertising Campaigns	3
Select ONE of the following:	3
CMP 3339 Web Design	
CMP 4475 Corporate Video Production	
Track electives	6
Complete 6 credits from the following list of electives:	
INFO 1101 Digital Information Literacy (Satisfies General Education Objective 8)	3
INFO 3301 Introduction to Informatics and Analytics	3
CMP 1110 Introductory Convergent Newswriting and Reporting	3
CMP 2205 Argumentation	3
CMP 2241 Introduction to Public Relations	3
CMP 2286 Visual Rhetoric	3
CMP 3302 Image Management	3
CMP 3320 Foundations of Leadership	3
CMP 3346 Public Relations Writing	3
CMP 4410 Mass Media History, Law, and Ethics	3
CMP 4424 Management Communication	3
CMP 4446 Public Relations Programs	3
CMP 4460 Special Projects in Advertising	3
CMP 4475 Corporate Video Production	3
CMP 4485 Classical Rhetorical Theory	3
CMP 4486 Contemporary Rhetorical Theory	3
CMP 4488 Rhetorical Criticism	3
CMP 4494 Internship	1-3
MKTG 2225 Basic Marketing Management	3

Total major credits: 45

Rationale: The current Advertising emphasis within the Department of Communication, Media, and Persuasion places a bit too much emphasis on the visual aspects of communication and too little on the written.

This proposal (shown below) switches one required and one elective course to better balance learning needs. Students may still take both courses if desired without exceeding total number of credit hours.

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

C) Advertising Track

Required track courses 18

CMP 1110 Introductory Convergent Newswriting and Reporting 3

~~CMP 2251 & 2251L Introduction to Photography and Introduction to Photography Laboratory 3~~

CMP 2261 Introduction to Advertising 3

CMP 3335 Typography and Layout 3

CMP 3365 Advertising Strategy and Copywriting 3

CMP 3367 Advertising Media Planning 3

CMP 4465 Advertising Campaigns 3

Select ONE of the following: 3

CMP 3339 Web Design

CMP 4475 Corporate Video Production

Track electives 6

Complete 6 credits from the following list of electives:

~~INFO 1101 Digital Information Literacy (Satisfies General Education Objective 8) 3~~

~~INFO 3301 Introduction to Informatics and Analytics 3~~

~~CMP 1110 Introductory Convergent Newswriting and Reporting 3~~

CMP 2205 Argumentation 3

CMP 2241 Introduction to Public Relations 3

CMP 2251 & 2251L Introduction to Photography and Introduction to Photography Laboratory 3

CMP 2286 Visual Rhetoric 3

CMP 3302 Image Management 3

CMP 3320 Foundations of Leadership 3

CMP 3346 Public Relations Writing 3

CMP 4410 Mass Media History, Law, and Ethics 3

CMP 4424 Management Communication 3

CMP 4446 Public Relations Programs 3

CMP 4460 Special Projects in Advertising 3

CMP 4475 Corporate Video Production 3

CMP 4485 Classical Rhetorical Theory 3

CMP 4486 Contemporary Rhetorical Theory 3

CMP 4488 Rhetorical Criticism 3

CMP 4494 Internship 1-3

MKTG 2225 Basic Marketing Management 3

Total major credits: 45

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Jim:

No concerns from the Library.

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Jim,

No concerns from ITS.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jim,
No advising concerns.

Does CoTech Advising have any academic concerns with the proposal?

Jim,
No CoT advising concerns.

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?
Jim,

The student information system can support this change and no SBOE proposal is required.
Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) **None**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses?		X

(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

7. **Proposal #45 as amended** from **Communication, Media and Persuasion** to add a new course CMP 4440: Sport Public Relations.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 45	UCC Decision	APPROVED <u>as</u>	Date:	10/23/2014
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			amended		
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	???				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/09/2014	UCC Agenda	10/09/2014
UCC Description:	Communication, Media, and Persuasion: add new course CMP 4440				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Sport Public Relations—New Course—Change to PR Track
College:	Arts & Letters
Department:	Communication, Media, and Persuasion
Proposal Originator (PO):	James DiSanza, Chair
Email:	disajame@isu.edu
Phone:	

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Thomas Kloss		9/19/14
Department Chair / Program Director:	See signature page – signed by James R. DiSanza		9/18/14
Dean or Designee:	See signature page – signed by Randy Earles		9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The ubiquity of sports in our culture is difficult to ignore, even for non-sports fans. In the United States alone, the sports business brings in 422 billion dollars in revenue. Given its enormous size and scope, sports communication and sport PR are growing fields of interest among academics and students. We are proposing the addition of a CMP 4440: Sport Public Relations class within the existing Public Relations program, which will open new avenues for communication research and most importantly, make ISU more attractive to students interested in a variety of communication-related fields, including Public Relations, Advertising, Rhetoric, Journalism, and Visual Communication, and several fields outside of communication, including Marketing, and Sports Science and Physical Education.
What was your faculty's	September 16 th , 2014: 10 in favor—0 against—0 abstentions

vote on this matter? (Include the date and numbers of yes/no votes)	
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Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes proposed, extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	CMP
Course Number:	4440
Short Course Title: (30 character max, including spaces; no punctuation)	Sport Public Relations
Long Course Title:	Sport Public Relations
Credit Hours:	3
Contact Hours:	9 3
Default Grading Mode:	Letter grade
Available Grading Modes:	Letter grade
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Examines public relations theories and skills relevant to sport. Emphasizes image management; media and community relations; critical analysis of campaigns; and written and oral presentation skills necessary for sport public relations specialists.
Prerequisites:	No
Corequisites:	No
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	S
Rationale:	Sports in the United States is a 422 billion dollar a year enterprise. Sports influence how we receive and what we pay for our media, even if we are not sports fans. Sport themes and topics weave themselves through and

	<p>around many of our most important cultural discussions of labor relations, infrastructure development, economics, community improvement, family structure, gay rights and marriage equality, gender, and race. As I wrote this proposal, I learned that Ray Rice was cut from his team, the Baltimore Ravens, and suspended indefinitely by the NFL when the in-elevator video of his spousal abuse was made public. This public relations nightmare for Rice, the Ravens, the NFL, and its Commissioner, Roger Goodell, raises issues of domestic violence, justice for abusers and victims, the NFL and Ravens' tone-deaf responses, the media's unauthorized (by the victim, Janay Rice) release of the videotape, and our culture's habit of blaming the victims of domestic violence.</p> <p>As sport continues to pervade contemporary society and touch on our most significant conversations, the role of public relations becomes increasingly important for teams, communities, and individuals. The course investigates how sport public relations connects teams and communities, raises the level of visibility for teams and players, and comes to the defense of teams and players when negative publicity threatens to destroy image and profit.</p> <p>Students will come to understand the importance of image management as related to college athletics, professional sport franchises, and players; understand the various tasks involved in the areas of media relations, community relations, and crisis communication; understand how to pragmatically apply class concepts to a basic public relations sport campaign; as well a critical understanding of successful and unsuccessful, ethical and unethical sport public relations messaging. Students will develop an understanding of the written and oral presentation skills necessary for sport public relations specialists.</p> <p>A survey by Penn State's Curley Center for Sports Journalism found that more communication and media departments are providing a certificate, a minor, or an emphasis in some form of sports communication. The most common courses now being added at universities include sports writing and broadcasting in journalism programs, and well as sports media production and sports public relations or publicity.*</p> <p>Despite growing popularity at universities and growing interest among students, no other Idaho public institution offers a course in sports communication. As such, this course would be the first of its kind in Idaho and will provide an important recruiting and retention tool in the Department of Communication, Media, and Persuasion.</p> <p>*Penn State News, January 23rd, 2012: http://news.psu.edu/story/152329/2012/01/23/schools-across-country-increase-focus-sports-communication</p>
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To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses dropped, extraneous table deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Arts or Bachelor of Science in Communication and Rhetorical Studies

Select one of the following emphases:

1) Emphasis in Organizational Communication

Core courses:		18
CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2231	Introduction to Graphic Design	3
CMP 3308	Groups and Communication	3
CMP 4409	Communication Inquiry	3

Select ONE of the following tracks:

A) Leadership Track

Required track courses		12
CMP 3320	Foundations of Leadership	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
Track electives		15
Complete 15 credits from the following list of electives:		
CMP 2205	Argumentation	3
CMP 2241	Introduction to Public Relations	3
CMP 2261	Introduction to Advertising	3
CMP 2286	Visual Rhetoric	3
CMP 3302	Image Management	3

CMP 3346	Public Relations Writing	3
CMP 3367	Advertising Media Planning	3
CMP 4404	Gender and Communication	3
CMP 4446	Public Relations Programs	3
CMP 4475	Corporate Video Production	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3

B) Public Relations Track

Required track courses		15
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2241	Introduction to Public Relations	3
CMP 3335	Typography and Layout	3
CMP 3346	Public Relations Writing	3
CMP 4446	Public Relations Programs	3
Track electives		12
Complete 12 credits from the following list of electives:		
CMP 2205	Argumentation	3
CMP 2261	Introduction to Advertising	3
CMP 2271	Introduction to Television Production	3
CMP 2286	Visual Rhetoric	3
CMP 3302	Image Management	3
CMP 3320	Foundations of Leadership	3
CMP 3339	Web Design	3
CMP 3367	Advertising Media Planning	3
CMP 4404	Gender and Communication	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
CMP 4475	Corporate Video Production	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3

2) Emphasis in Rhetorical Studies

Core courses:		30
CMP 2205	Argumentation	3
CMP 2209	Persuasion	3
CMP 2286	Visual Rhetoric	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4482	American Public Address	3
CMP 4483	Rhetoric of Popular Culture	3
CMP 4484	Recent Rhetorical Issues	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3

Select ONE of the following options (6 credits):

A) Design Option

Select TWO of the following courses:		6
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2231	Introduction to Graphic Design	3
CMP 3339	Web Design	3

B) Advertising Option

Select TWO of the following courses:		6
CMP 2231	Introduction to Graphic Design	3
CMP 2261	Introduction to Advertising	3
CMP 3365	Advertising Strategy and Copywriting	3

C) Public Relations Option

Select TWO of the following courses:		6
CMP 2241	Introduction to Public Relations	3
CMP 3346	Public Relations Writing	3
CMP 4446	Public Relations Programs	3

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for [new text](#), and [colored fonts](#) if desired, to show the changes you want made in the catalog.]

CMP 4440 Sport Public Relations: 3 semester hours
 Examines public relations theories and skills relevant to sport. Emphasizes image management; media and community relations; critical analysis of campaigns; and written and oral presentation skills necessary for sport public relations specialists. S

Bachelor of Arts or Bachelor of Science in Communication and Rhetorical Studies

Select one of the following emphases:

1) Emphasis in Organizational Communication

Core courses:		18
CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2231	Introduction to Graphic Design	3
CMP 3308	Groups and Communication	3
CMP 4409	Communication Inquiry	3

Select ONE of the following tracks:

A) Leadership Track

Required track courses		12
CMP 3320	Foundations of Leadership	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
Track electives		15
Complete 15 credits from the following list of electives:		
CMP 2205	Argumentation	3
CMP 2241	Introduction to Public Relations	3
CMP 2261	Introduction to Advertising	3
CMP 2286	Visual Rhetoric	3
CMP 3302	Image Management	3
CMP 3346	Public Relations Writing	3
CMP 3367	Advertising Media Planning	3
CMP 4404	Gender and Communication	3
CMP 4440	Sports Public Relations	3
CMP 4475	Corporate Video Production	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4485	Classical Rhetorical Theory	3

CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3

B) Public Relations Track

Required track courses		15
CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2241	Introduction to Public Relations	3
CMP 3335	Typography and Layout	3
CMP 3346	Public Relations Writing	3
CMP 4440	Sports Public Relations	3
CMP 4446	Public Relations Programs	3
Track electives		12
Complete 9 12 credits from the following list of electives:		
CMP 2205	Argumentation	3
CMP 2261	Introduction to Advertising	3
CMP 2271	Introduction to Television Production	3
CMP 2286	Visual Rhetoric	3
CMP 3302	Image Management	3
CMP 3320	Foundations of Leadership	3
CMP 3339	Web Design	3
CMP 3367	Advertising Media Planning	3
CMP 4404	Gender and Communication	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4420	Advanced Leader Communication	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3
CMP 4475	Corporate Video Production	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3
CMP 4494	Internship	1-3

2) Emphasis in Rhetorical Studies

Core courses:		30
CMP 2205	Argumentation	3
CMP 2209	Persuasion	3

CMP 2286	Visual Rhetoric	3
CMP 4481	Rhetoric of Hitler and Churchill	3
CMP 4482	American Public Address	3
CMP 4483	Rhetoric of Popular Culture	3
CMP 4484	Recent Rhetorical Issues	3
CMP 4485	Classical Rhetorical Theory	3
CMP 4486	Contemporary Rhetorical Theory	3
CMP 4488	Rhetorical Criticism	3

Select ONE of the following options (6 credits):

A) Design Option

Select TWO of the following courses:		6
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2231	Introduction to Graphic Design	3
CMP 3339	Web Design	3

B) Advertising Option

Select TWO of the following courses:		6
CMP 2231	Introduction to Graphic Design	3
CMP 2261	Introduction to Advertising	3
CMP 3365	Advertising Strategy and Copywriting	3

C) Public Relations Option

Select TWO of the following courses:		6
CMP 2241	Introduction to Public Relations	3
CMP 3346	Public Relations Writing	3
CMP 4440	Sport Public Relations	3
CMP 4446	Public Relations Programs	3

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	X	
Will students be required to use the Library's existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Jim:

No concerns from the Library.

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		

Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Jim,
No concerns from ITS.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jim,
No advising concerns.
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Jim,
No CoT advising concerns.
Thank you,

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jim,
The student information system can support this change and no SBOE proposal is required.
Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered **YES to 2**: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

8. **Proposal #49** [as amended](#) from the **Division of Health Sciences** to add a new course DHS [4402](#) [4405](#).

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 49	UCC Decision	APPROVED as amended	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				
Proposed changes affect Grad Catalog – be aware of course number change!					
UCC Rec’d Date:	10/06/2014	Processed Date:	10/16/2014	UCC Agenda	10/16/2014
UCC Description:	Division of Health Sciences: new course DHS 4402 4405				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	New course proposal for DHS 4402 4405 Effects of Mindfulness Practice
College:	Division of Health Sciences
Department:	
Proposal Originator (PO):	Tony Seikel
Email:	seikel@isu.edu
Phone:	282-4037

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Karen Portillo		10/6/14
Department Chair / Program Director:	See signature page – signed by Kathleen A. Kangas		9-17-14
Dean or Designee:	See signature page – signed by Nancy Devine and Linda Rankin		09/17/2014 9/30/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This course follows sequentially DHS 4401/5501 Mindfulness in Health Professions course, which teaches mindful practices to health professionals in training. The Division of Health Sciences is charged with training the health professions workforce for the state of Idaho, and this course provides them with knowledge concerning the effects of Mindfulness Based Stress Reduction programs utilized for management of untreatable pain and other chronic conditions in the medical setting.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	This is offered as an interprofessional course at the level of the Division of Health Sciences. There are no faculty votes taken on course proposals by the entire faculty of DHS.

Part B: Course Change(s)

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	DHS
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Course Number:	4402 4405
Short Course Title: (30 character max, including spaces; no punctuation)	Effects of Mindfulness Pract
Long Course Title:	Effects of Mindfulness Practice
Credit Hours:	2
Contact Hours:	32- 2
Default Grading Mode:	Letter grade
Available Grading Modes:	Letter grade
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	DHS 4402 Effects of Mindful Meditation: 2 semester hours. This course examines physical, medical, psychological and neurophysiological effects of mindfulness meditation on the patient and clinician, from an interprofessional perspective. S
Prerequisites:	none
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	S
Rationale:	This course follows sequentially DHS 4401/5501 Mindfulness in Health Professions course, which teaches mindful practices to health professionals in training. The Division of Health Sciences is charged with training the health professions workforce for the state of Idaho, and this course provides professionals-in-training with knowledge concerning the effects of Mindfulness Based Stress Reduction programs utilized for management of untreatable pain and other chronic diseases. Mindful meditation has been shown to positively influence immune function, pain tolerance, resiliency in response to chronic, intractable tinnitus, substance abuse, heart disease and its risk factors, anxiety, anger and fear. A significant literature is developing around the neurophysiological effects of mindfulness, which include activation and enhancement of structures associated with attention, executive function, memory, and emotional regulation. Brain volume changes in the dorsal prefrontal cortex, right insular cortex and right hippocampus give evidence for enhanced metacognitive function, memory, and self-image. The literature on mindfulness practices is currently growing exponentially as the health care community becomes aware of the power it invests in the patient. Mindfulness Based Stress Reduction originated at the University of Massachusetts in what is now the University of Massachusetts Center for Mindfulness.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

NA

New Proposed Catalog Copy (clearly show changes from the original):

Course description deleted, redundant. All course changes are picked up through Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	x	
Will students be required to use the Library’s existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?	x	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	X A short term paper will be required, so an introduction to library resources would be helpful.	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Email correspondence with Dr. Sandra Shropshire

Hi, Tony:

October 23, 2014 – Minutes for 18th meeting of Undergraduate Curriculum Council for AY15-16 catalog

I have reviewed this proposal and expect that the Library will be able to support it using existing resources.

Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		x

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	x	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? This will use traditional classroom DL infrastructure, with Moodle support.		
Will access to student computer labs be necessary?		x
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	x	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): DL classroom, Moodle support		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer: projector, computer, internet connectivity		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Traditional DL classroom on each campus	
How many students are expected per semester? 15		
What is your anticipated scheduling of courses using this technology? Spring semester		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?		x
Will you use Moodle to be fully online with no seat-time required?		x
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		x
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Email correspondence with Randy Gaines:

Tony,

No concerns here..thanks for checking!

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

From: **Joann Hertz** <hertjoan@isu.edu>

Date: Mon, Sep 8, 2014 at 12:03 PM

Subject: Re: Proposal review request

To: Tony Seikel <seikel@isu.edu>

Hi tony,

No advising concerns.

Best wishes,

JoAnn

On Fri, Sep 5, 2014 at 3:30 PM, Tony Seikel <seikel@isu.edu> wrote:

Dear Joann,

Please find attached a new course proposal to be offered through the Division of Health Sciences. This course follows sequentially the DHS 4401 Mindfulness in Health Professions course, and will be offered by DL. There are no prerequisites, co-requisites, or other restrictions on taking the course. Thank you for reviewing this proposal. Please feel free to contact me if I may provide further information.

Tony Seikel

Does CoTech Advising have any academic concerns with the proposal?

Hello Tony,

No CoT advising concerns.

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

On Wed, Sep 17, 2014 at 3:45 PM, Christopher Hunt <huntchri@isu.edu> wrote:

Dr. Seikel,

There is one minor issue with this new course. You list the short title as "Effects of Mindfulness Practice" which is 31 characters. The short title can be no longer than 30 characters including spaces. Is "Effects of Mindfulness Pract" acceptable as a short title?

Other than that, the student information system can support this change and no SBOE proposal is required.

Best Regards,

Chris Hunt

Associate Registrar

Idaho State University

voice: (208) 282-4946

fax: (208) 282-4231

email: huntchri@isu.edu

Tony Seikel 4:34 PM (17 hours ago)

to Christopher, me

Yes, that's great! Thanks for catching that. We'll make the change and move it forward.

Tony

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for each proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

9. Proposal #50 as amended from the Division of Health Sciences to add a new course DHS 4403 4406

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 50	UCC Decision	APPROVED <u>as amended</u>	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				

Proposed changes affect Grad Catalog – be aware of course number change!					
UCC Rec'd Date:	10/06/2014	Processed Date:	10/16/2014	UCC Agenda	10/16/2014
UCC Description:	Division of Health Sciences: new course DHS 4403 4406				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	New course proposal for DHS 4403- 4406 The Mindful Practitioner
College:	Division of Health Sciences
Department:	
Proposal Originator (PO):	Tony Seikel
Email:	seikel@isu.edu
Phone:	282-4037

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This course follows sequentially DHS 4401/5501 Mindfulness in Health Professions course, as well as the proposed DHS 4402/5502 4405/5505 Health Effects of Mindfulness, which teach mindful practices to health professionals in training and discuss physical and psychological changes that occur in patients and practitioners as a result of mindfulness practice. The Division of Health Sciences is charged with training the health professions workforce for the state of Idaho, and this course provides them with knowledge concerning the effects of Mindfulness Based Stress Reduction programs utilized for management of untreatable pain and other chronic conditions in the medical setting.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	This is offered as an interprofessional course at the level of the Division of Health Sciences. There are no faculty votes taken on course proposals by the entire faculty of DHS.

Part B: Course Change(s)

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	DHS
Course Number:	4403 4406
Short Course Title: (30 character max, including spaces; no punctuation)	The Mindful Practitioner
Long Course Title:	The Mindful Practitioner
Credit Hours:	2
Contact Hours:	32 2
Default Grading Mode:	Letter grade
Available Grading Modes:	Letter grade
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	DHS 4403 The Mindful Practitioner: 2 semester hours. This seminar for the clinical practitioner in health professions discusses the direct effects of mindful meditation practice on clients and practitioners, and provides advanced mindfulness practice training. F
Prerequisites:	None
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	Fall
Rationale:	<p>This course provides students-in-training with an opportunity to examine the function of mindfulness within their own clinical practice, both as it relates to their clients' development and to their own. Mindfulness meditation has been shown to significantly reduce burnout in nurses, to reduce psychological stress within medical and nursing students, and to positively affect patients in a number of settings with a host of conditions. This course follows sequentially DHS 4401/5501 Mindfulness in Health Professions course and DHS 4402/5502 4405/5505 Effects of Mindfulness Meditation. The Division of Health Sciences is charged with training the health professions workforce for the state of Idaho, and this course provides professionals-in-training with knowledge concerning the effects of Mindfulness Based Stress Reduction programs utilized for management of untreatable pain and other chronic diseases. Mindfulness Based Stress Reduction originated at the University of Massachusetts in what is now the University of Massachusetts Center for Mindfulness.</p> <p>Mindful meditation has been shown to positively influence immune function, pain tolerance, resiliency in response to chronic, intractable tinnitus, substance abuse, heart disease and its risk factors, anxiety, anger and fear. A significant literature is developing around the</p>

	<p>neurophysiological effects of mindfulness, which include activation and enhancement of structures associated with attention, executive function, memory, and emotional regulation. Brain volume changes in the dorsal prefrontal cortex, right insular cortex and right hippocampus give evidence for enhanced metacognitive function, memory, and self-image. As an example, hippocampal volume increases in Parkinsons Disease patients shows promise for ameliorating the memory decline in that group of patients.</p> <p>The literature on mindfulness practices is currently growing exponentially as the health care community becomes aware of the power it invests in the patient to control his or her own response to disease conditions. Mindfulness meditation has been shown to reduce relapse in chronic depression by 50% and repeatedly demonstrates long-term effects when compared with other similar treatments, such as relaxation.</p>
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Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

NA

New Proposed Catalog Copy (clearly show changes from the original):

Course description deleted, redundant. All course changes are picked up in Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	x	
Will students be required to use the Library's existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?	X	
Will students need to make use of library services in Meridian?	x	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	X Students will have a written assignment in which they review journal articles, so an introduction to library resources would be helpful.	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Tony:

I have reviewed this proposal and concur that a library session would benefit the students. I believe that the Library can support this course using existing resources.

Sincerely,

Sandi Shropshire

On Mon, Sep 8, 2014 at 8:21 AM, Tony Seikel <seikel@isu.edu> wrote:

Dear Sandra,

Please find attached a new course proposal for "The Mindful Practitioner." This is a seminar course for practitioners in health professions, and will have a small paper as part of its requirements. Thank you in advance for reviewing this!

Tony

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		x

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	X	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? This will use traditional classroom DL infrastructure, with Moodle support.		
Will access to student computer labs be necessary?		x
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	X	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): DL classroom, Moodle support		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer: projector, computer, internet connectivity		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Traditional DL classroom on each campus	
How many students are expected per semester? 15		
What is your anticipated scheduling of courses using this technology? Spring semester		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?		x
Will you use Moodle to be fully online with no seat-time required?		x
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		x
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS.

Randy

On Mon, Sep 8, 2014 at 8:23 AM, Tony Seikel <seikel@isu.edu> wrote:

Dear Randy,

Please find attached a new course proposal for "The Mindful Practitioner." This is a seminar course for practitioners in health professions. We currently see this as a DL offering to Meridian, as we have many health professions on that campus. Thank you in advance for reviewing this!

Tony

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

From: **Joann Hertz** <hertjoan@isu.edu>
 Date: Mon, Sep 8, 2014 at 12:06 PM
 Subject: Re: course proposal review
 To: Tony Seikel <seikel@isu.edu>
 Cc: Corey Zink <zinkcore@isu.edu>

Hi Tony,
 No advising concerns.
 JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thank you,
 Corey Zink

Director of Student Services
 Idaho State University - College of Technology
 921 South 8th Ave. Stop 8380
 Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email correspondence with Chris Hunt:

On Fri, Sep 26, 2014 at 11:30 AM, Christopher Hunt <huntchri@isu.edu> wrote:

Tony,

It looks like the information regarding DHS 4402 was included in this proposal to add a new course DHS 4403.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Thanks, Chris! We'll make those corrections. Do you need to see it again?
Tony

Yes, please! I promise I'll respond quickly!
Chris

Hi, Chris! Here is the corrected DHS 4403 file, for your consideration. Thank you for reviewing this!
Tony

Tony,
The student information system can support this change and no SBOE proposal is required.
Best Regards,
Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

10. **Proposal #51** [as amended](#) from the **Division of Health Sciences** ([Appendix 10](#)) to add a new course DHS ~~4404~~ **4407**.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 51	UCC Decision	APPROVED as amended	Date:	10/23/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				
These changes affect Grad Catalog – be aware of course number changes!					
UCC Rec’d Date:	10/06/2014	Processed Date:	10/16/2014	UCC Agenda	10/16/2014
UCC Description:	Division Health Sciences: DHS 4404 4407 new course				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	New course proposal for DHS 4404 4407 Experience in Human Anatomy
College:	Division of Health Sciences
Department:	n/a
Proposal Originator (PO):	Tony Seikel
Email:	seikel@isu.edu
Phone:	282-4037

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Karen M. Portillo	10/6/14
Department Chair / Program Director:	See signature page – signed by Kathleen Kangas	9-17-14
Dean or Designee:	See signature page – signed by Nancy Devine and Linda Rankin	9/17/2014 9/30/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	A core component of the ISU Mission is education in health professions. This course provides an interprofessional mechanism for programs in health sciences on the Meridian campus to utilize the Treasure Valley Anatomy and Physiology Lab (TVAPL) through faculty supervision outside of traditional biological sciences courses.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	This is originating through consultation with Dean Katsilometes and Vice President Hatzenbuehler. The DHS assignment undergoes approval by the DHS Curriculum Committee, but not by departmental processes.

Part B: Course Change(s)

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	DHS
Course Number:	4404 4407
Short Course Title: (30 character max,	Experience in Human Anatomy

including spaces; no punctuation)	
Long Course Title:	Experience in Human Anatomy
Credit Hours:	1
Contact Hours:	16 1
Default Grading Mode:	Assigned letter grade
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	Yes, no maximum credits, no maximum repeats
Course Description:	DHS 4404 Experience in Human Anatomy: 1 semester hour. Provides experience with prosected human cadaver specimens under direct supervision and guidance by DHS faculty member. Permission of instructor. F/S
Prerequisites:	Permission of instructor
Corequisites:	none
Registration Restrictions:	Permission of instructor required
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	F / S
Rationale:	This course provides an interprofessional mechanism for programs in health sciences on the Meridian campus to utilize the Treasure Valley Anatomy and Physiology Lab (TVAPL) through faculty supervision outside of traditional biological sciences courses.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

n.a.

New Proposed Catalog Copy (clearly show changes from the original):

Course description deleted, redundant. All course changes are picked up from Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the

following as the **subject line** for the email, “**Infrastructure Review Request – New course proposal for Experience in Human Anatomy.**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Email correspondence with Dr. Sandra Shropshire:

Hi, Tony:

I have reviewed this proposal and find that it presents no difficulties for the Library.

Sincerely,

Sandi Shropshire

On Fri, Sep 5, 2014 at 2:47 PM, Tony Seikel <seikel@isu.edu> wrote:

Dear Sandra,

Please find attached a course proposal that would affect only the ISU Meridian campus. It is designed to provide a mechanism for a cadaver experience to classes not currently using the new Treasure Valley Anatomy & Physiology Lab. Please feel free to contact me if I may provide further information.

Tony Seikel

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		x
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	x	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? No requirements: taught only on-site in Meridian at Treasure Valley A & P lab.		
Will access to student computer labs be necessary?		x
If yes, will any specific software be needed? No		
Will any type of distance learning be needed?		x
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): Moodle should be available for instructor use.		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer none beyond available in lab		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		None
How many students are expected per semester? Variable: 20 maximum		
What is your anticipated scheduling of courses using this technology? none		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X possibly	
Will you use Moodle to reduce seat-time required in your course?	X possibly	
Will you use Moodle to be fully online with no seat-time required?		x
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		x
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Email correspondence with Randy Gaines:

Tony,
OK with ITS...and glad I don't have to take it!
Randy

On Fri, Sep 5, 2014 at 2:48 PM, Tony Seikel <seikel@isu.edu> wrote:

Dear Randy,

Please find attached a course proposal that would affect only the ISU Meridian campus. It is designed to provide a mechanism for a cadaver experience to classes not currently using the new Treasure Valley Anatomy & Physiology Lab. Please feel free to contact me if I may provide further information.

Tony Seikel

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

This is what I got and sent back to Tony. I think he added the F/S to the proposal and I saw he also changed 4405 to the correct 4404.

I think we are good to go!

JoAnn

----- Forwarded message -----

From: **Joann Hertz** <hertjoan@isu.edu>

Date: Mon, Sep 8, 2014 at 5:03 PM

Subject: Re: new course proposal

To: Tony Seikel <seikel@isu.edu>

Cc: Corey Zink <zinkcore@isu.edu>

Hi Tony,

Only one suggested addition - see in red:

New Proposed Catalog Copy (clearly show changes from the original):

DHS 4405 1 cr. Experience in human anatomy. Provides experience with prosected human cadaver specimens under direct supervision and guidance by DHS faculty member. Permission of instructor. **F/S**

JoAnn

On Fri, Sep 5, 2014 at 2:49 PM, Tony Seikel <seikel@isu.edu> wrote:

Dear Joann and Corey,

Please find attached a course proposal that would affect only the ISU Meridian campus. It is designed to provide a mechanism for a cadaver experience to classes not currently using the new Treasure Valley Anatomy & Physiology Lab. Please feel free to contact me if I may provide further information.

Tony Seikel

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thanks,

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209
Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email correspondence Sept 11, 2014:

Dr. Seikel,

I see no issues with our SIS being able to support this change and no SBOE action should be required. Will this Course be added to graduation requirements for any DHS programs?

Best Regards,
Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Lexie 12:59 PM (1 hour ago) Sept 12th
Baker

Did you respond yes or no to his question?

Tony Seikel 1:23 PM (1 hour ago)

to me

I said "no" at this time!

Will a State Proposal or Letter be required? (Specify which, please)

No

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

I don't foresee any impacted departments

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

Undergraduate Curriculum Council

October 30, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 19 (16-19)

Minutes – Approved by Curriculum Council on November 13, 2014; Accepted by Deans' Council and Provost on December 3, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Ben Crosby(for Mike McCurry), Mary Hofle, Bob Houghton, Spencer Jardine (for Phil Homan), Thomas Kloss, Steve Maclure, Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Chris Hunt, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Elizabeth Morgan, Margaret Johnson

1c. Known Guests: Sheldon Harris (student observer), Cathy Peppers (GERC chair), and faculty members Beverly Ray, Esther Ntuli, Tony Seikel

2. Minutes from **October 16, 2014** and **October 23, 2014** – deferred until next week.

3. Report from the Executive Committee:

Today's scheduled meeting with Academic Affairs regarding ENGL 1101 and College of Technology requirements was canceled, so nothing has been decided as yet.

4. Current Committee Activities:

Hofle reported GERC approved ACAD 1111, CMP 2203, SOC 2201, HIST 2201; rejected BT 1170, and remanded CSD 2210 for more explicit explanation of coursework. HONS 1101 and 1102 have been approved for Objectives 1 and 4A, respectively. An Honors section of THEA 1101 for Objective 4B. No decisions regarding courses restricted to certain students have been made; that will be taken up next semester after discussions between Academic Affairs and the State Board of Education. The College of Technology's proposal for ENGL 1101 was rejected; Academic Affairs is working with the State Board of Education to resolve the dilemma.

Replying to Cathy Peppers' inquiry, Hunt said CSD 2256 was rejected by GERC, but approved by UCC last year, and Academic Affairs had upheld keeping it as a 'grandfathered' Gen Ed course for one more year until the new GEM guidelines were settled. The course will be removed from the 2015-16 catalog. When he finds similar discrepancies between a council's recommendation and the catalog, he will write a memo to the council explaining the corrective actions taken.

GERC will discuss the LANG prefix proposal in their next meeting, after clarifying with the department whether Objective 9 was intended for LANG 2201 and 2202 or not.

5. Information from Academic Affairs:

- a. Provost has accepted UCC minutes for **September 4, 2014; September 11, 2014; September 18, 2014; September 25, 2014** and **October 2, 2014**.

6. Information from the Chair: none

7. Information from the Faculty Senate: did not meet this week, nothing to report

8. Other related information or questions: none

B. INFORMATION ITEMS – none

C. CONSENT CALENDAR – none this week

D. UNFINISHED BUSINESS

Curriculum, Course and Program Changes Proposed:

Council voted to untable Proposal #41 and include it under Unfinished Business, and to move Proposal #56 to the top of the agenda.

Council also voted to untable Proposal #35 and include it under Unfinished Business for discussion.

1. **Proposal #56** from **Teaching and Educational Studies (TES)** to change the course description for EDUC 2215. If GERC approves EDUC 2215 as an Objective 8 Gen Ed course, it will require a new course number to differentiate the course newly approved as a Gen Ed from the same course a student may have taken prior to it becoming a Gen Ed. Hunt said the Registrar's Office is working on streamlining simple course title changes to eliminate the need for a full proposal. UCC amended the course title and description, with the explicit approval from Beverly Ray and Esther Ntuli, the proposal originators, who were in attendance. **Tabled**, pending GERC's decision.
2. Council unanimously **approved revised Proposal #41 as amended** from **Business Technology** ([Appendix 1](#)) to change BT 0170 course description, ~~and the course number to BT 1170~~. Peppers explained why GERC rejected this course as a Gen Ed; the course focused on technical skills rather than the broader analysis and evaluation required by the Objective.
3. Council unanimously **approved Proposal #46** from **Communication, Media and Persuasion** ([Appendix 2](#)) to drop CMP 4495 and update the Journalism emphasis curriculum. Received verification from department that course offerings schedule allow for adequate flexibility in students' schedules.
4. **Proposal #52** from the **Organizational Learning and Performance (OLP)** for updates to the Workplace Training and Leadership Program. **Tabled** pending response from department.
5. Council unanimously **approved Proposal #53 as amended** from **Sport Science and Physical Education (SSPE)** ([Appendix 3](#)) for PEAC course changes.
6. Council unanimously **approved Proposal #54 as amended** from **Sport Science and Physical Education (SSPE)** ([Appendix 4](#)) to add an Outdoor Education Business component, and clean up course numbers.
7. Council unanimously **approved Proposal #55 as amended** from **Sport Science and Physical Education (SSPE)** ([Appendix 5](#)) to make course rotation changes in the Exercise Science Emphasis.
8. **Proposal #57** from **Art** to change the Art History curriculum and requirements for the B.A. and B.F.A. degrees, and minor in Art History. **Tabled** pending clarification and responses from the department.
9. Council unanimously **approved Proposal #35 as amended** from **Automotive Technology** ([Appendix 6](#)) for program and course changes.
10. **Proposal #58** from **Political Science** for course description changes. **Tabled** for College of Ed impact statements.

11. Council unanimously **approved Proposal #59** [as amended](#) from **Languages and Literatures** ([Appendix 7](#)) for new Basic and Advanced Certificates in Foreign Languages. Requires SBOE approval.
12. **Proposal #60** from **Languages and Literatures** to revive the LANG prefix for LANG 1101, 1102, 2201 and 2202 to provide a means for including transfer credits earned in languages not taught at ISU on students' transcripts. **Tabled** for department's response to Registrar's concerns.
13. **Proposal #61** from **College of Business** to change the admissions requirements for Bachelor of Business Administration majors. **Tabled** pending clarifying language from the college.
14. **Proposal #62** from **Communication Sciences and Disorders** for housekeeping changes to catalog copy. **Tabled** pending College of Ed impacts.
15. **Proposal #63** from **Communication Sciences and Disorders** for changes to CSD 4435/4435L, CSD 4450 and CSD 2205. **Tabled** pending College of Ed impacts.
16. Council unanimously **approved Proposal #64** from **Communication Sciences and Disorders** ([Appendix 8](#)) for course changes and updates to degree requirements for the B.S. in Sign Language Interpreting.
17. **Proposal #65** from **Communication Sciences and Disorders** for course updates to CSD 3351/3351L, CSD 3352/3352L, CSD 4470 and CSD 4455. **Tabled** for department to review whether new course numbers are warranted.
18. Council unanimously **approved Proposal #66** from the **Student Success Center** ([Appendix 9](#)) to add two new courses, ACAD 1105 and ACAD 1111, to the Academic Programs curriculum. GERC has approved ACAD 1111 as fulfilling Objective 8: Information Literacy.

E. REMAIN TABLED – Awaiting information or responses

1. Proposed **Faculty Constitution** for review and comment
2. **Proposal #39** from the **College of Technology** for changes to the college's Admissions policies and General Education requirements. This proposal also requires review by GERC and by Faculty Senate. **Tabled** pending GERC's approval, and decision whether ENGL 1101 will be allowed to fulfill Objective 1.
3. **Proposal #40** from the **Accounting Technology Program** to remove ENGL 1102 from the A.A.S. degree requirements.
4. **Proposal #47** from **Communication, Media and Persuasion** to add a new course CMP 2203: Media Literacy. A separate proposal has been submitted to GERC for this course to be a General Education course for Objective 8: Information Literacy. **Tabled** last time pending GERC's approval.
5. **Proposal #48** from **Communication Sciences and Disorders** to add a new Gen Ed course CSD 2210 for Objective 9: Cultural Diversity. Requires approval from GERC. **Tabled** last time pending GERC's approval.

F. NEW BUSINESS

General Education Course Proposals approved by GERC:

1. **GERC Proposal #19:** to approve **SOC 2201: Introduction to Gender and Sexuality Studies** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.
2. **GERC Proposal # 20:** to approve **ACAD 1111: University Inquiry** as a new General Education course fulfilling the requirements for **Objective 8: Information Literacy**.
3. **GERC Proposal # 26:** to approve **CMP 2203: Media Literacy** as a new General Education course fulfilling the requirements for **Objective 8: Information Literacy**.
4. **GERC Proposal # 31:** to approve **HIST 2201: Women in U.S. History** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.

Curriculum, Course and Program Changes Proposed:

1. **Proposal #67** from **Communication Sciences and Disorders** to create a new course, DHS 4417, to be equivalent to CSD 4417.
2. **Proposal #68** from **Health Occupations, Associate Degree Registered Nursing (ADRN)** program to add BIOL 2235/ BIOL 2235L as a prerequisite option.
3. **Proposal #69** from **Health Occupations** to remove ENGL 1102 from the A.A.S. degree requirements for Medical Assisting, Health Information Technology, and Physical Therapy Assisting.
4. **Proposal #70** from **ESTEC** to add new courses ESET 0100L, ESET 0110 and ESET 0110L, and to remove ESET 0101L as a required corequisite for ESET 0100.
5. **Proposal #71** from **ESTEC** to update the Basic Technical Certificate curriculum requirements for Instrumentation and Automation Assistants.
6. **Proposal #72** from **ESTEC** for course changes in the **Mechanical Engineering Technology** program A.A.S. degree requirements.

G. ADJOURNMENT: 6:27 pm

APPENDICES

PROPOSALS APPROVED:

GERC-approved Gen Ed proposals: none this week

CURRICULUM PROPOSALS:

[Back to List of Proposals](#)

1. Council unanimously approved **revised Proposal #41 as amended** from **Business Technology** to change BT0170 course description, ~~and course number to BT 1170.~~

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:


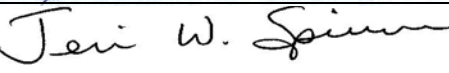
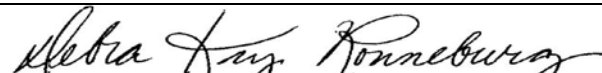
Proposal No.	# 41 Revised	UCC Decision	APPROVED <u>as</u> <u>amended</u>	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	REJECTED	Date:	10/28/2014
Graduate catalog?	No				
UCC Rec'd Date:	10/10/2014	Processed Date:	10/16/2014	UCC Agenda	10/16/2014
UCC Description:	Business Technology: change BT 0170 course description, course number to BT 1170				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Proposal to Change BT 0170 Description (number change pending GERC approval)
College:	Technology
Department:	Business & Service Department, Business Technology Program
Proposal Originator (PO):	Jeri Spinner
Email:	spinjeri@isu.edu
Phone:	X 3073

Approval Required	Signature	Date
UCC Representative:		9/23/2014
Department Chair / Program Director:		9/22/2014
Dean or Designee:		9/22/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This proposal request is to change the course description and, pending GERC approval, the number of BT 0170 to BT 1170. A new course description will better reflect a broad overview of how digital information is processed in a business setting.
What was your faculty's vote on this matter? (Include the date and	After discussion at a faculty meeting the previous week, a vote was taken on September 10, 2014, and all faculty members (Campbell, Larson, Paul, Warren) were in favor of this change.

numbers of yes/no votes)	
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Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	BT	
Course Number:	0170	1170 (pending approval by GERC)
Short Course Title: (30 character max, including spaces; no punctuation)	Introduction to Computers	
Long Course Title:		
Credit Hours:	3	
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:	Basic concepts, vocabulary, and working knowledge required to use a computer. Weekly lectures/labs utilizing computers to understand concepts, operating systems, and software applications such as word processing, database, spreadsheets, electronic presentations, E-mail/Internet, and integrated projects that are used in the business environment.	<u>This course will teach concepts, skills, and terminology required to process digital information in today’s business world. Research, verification, creation, and integration of business documents, reports, and presentations will be completed using Internet resources and current business software.</u>
Prerequisites:	25 nwpm.	25-nwpm
Corequisites:		
Registration Restrictions:		Limited to COT majors
Equivalencies:		
Fulfills General Education Objective:		Objective 8-pending GERC proposal
Terms Offered:	F, S, Su	
Rationale for Change: A new course description will better reflect a broad overview of how computers are used to process information in a business setting.		

Part C: Program (Course of Study) Change(s)

Deleted all of Part C, per decision by UCC - no changes proposed anymore, now that GERC has rejected this course as a Gen Ed.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“This proposal presents no concerns to the Library.” - Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any	X	

existing support requirements.		
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No impact on ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify	X	

possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *“No advising concerns.” – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system will be able to support this proposal.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE action will be required.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed? Yes, with description changed	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
COT Health Occupations Department	Students may take this class
COT Technical Department	Students may take this class
COT Trade and Industrial Department	Students may take this class
COE Business Education Department	Students may take this class

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ COT Health Occupations _____, anticipate that it can support this change?

- "The Department of Health Occupations sees no negative impact on its programs or students. The department is supportive of this proposal." – Paul Peterson, Department Chair

Does your department, _____ COT Technical _____, anticipate that it can support this change?

- “Any impacts to students taking programs in the Technical Department would be positive... allowing them more options to fulfill their General Education requirements. I support the proposal.” – Mike Wheelock, Department Chair

Does your department, _____ COT Trade and Industrial _____, anticipate that it can support this change?

- “My dept is fine with this. No impact.” – Dave Treasure, Department Chair

Does your department, _____ Business Education _____, anticipate that it can support this change?

- This proposal presents no concerns to the Business Education program.

Brenda Jacobsen

Dr. Brenda Jacobsen
Idaho State University
College of Education

2. Council unanimously **approved Proposal #46** from **Communication, Media and Persuasion** to drop CMP 4495 and update the Journalism emphasis curriculum. **Tabled** last time. Received verification from department that course offerings schedule allow for adequate flexibility in students' schedules.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 46	UCC Decision	APPROVED	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	???				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/09/2014	UCC Agenda	10/09/2014
UCC Description:	Communication, Media, and Persuasion: drop CMP 4495, Journalism emphasis updates				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Multi-Platform Journalism Proposal
College:	Arts & Letters
Department:	Communication, Media, and Persuasion
Proposal Originator (PO):	James DiSanza, Chair
Email:	disajame@isu.edu
Phone:	

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Thomas Kloss		9/19/14
Department Chair / Program Director:	See signature page – signed by James R. DiSanza		9/18/14
Dean or Designee:	See signature page – signed by Randy Earles		9/18/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve	This proposal takes the current emphasis in Journalism, which currently

how the University and the Department or Program fulfills their mission?	constitutes 15 distinct courses with no options or alternatives and provides greater flexibility for students. This proposal will improve student graduation times and improve student retention.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Yes. September 16, 2014 10 in favor—0 against—0 abstentions

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes to existing courses proposed, extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

No new courses proposed, deleted extraneous rows, but kept the Rationale below:

Rationale:	<p>The current Journalism emphasis within the Department of Communication, Media, and Persuasion mandates the completion of 15 distinct courses with no alternatives. The lock-step nature of the curriculum is a disincentive for students to select the emphasis. Missing one course in the tightly structured sequence could set graduation plans back a year or more.</p> <p>This proposal increases flexibility in the major by reducing the number of journalism core requirements and changing some of what were core requirements into Journalism Electives. This also leaves room for students to select several Department Electives that are germane to a career in journalism and media.</p>
------------	--

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	CMP
Course Number:	4495
Short Course Title:	Senior Capstone Experience
Rationale:	This course was never supposed to be in this year's catalog. It remains only because of a clerical error. CMP 3371: Video Editing and Compositing was supposed to be in place of CMP 4495. Nevertheless, we would like to take the opportunity now to delete this course. It is not being taught and doesn't fit the current curriculum.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

2) Emphasis in Journalism

CMP 1110	Introductory Convergent Newswriting and Reporting	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2209	Persuasion	3
CMP 2271	Introduction to Television Production	3
CMP 3302	Image Management	3
CMP 3310	Multiplatform Storytelling	3
CMP 3311	Public Affairs and Investigative Reporting	3
CMP 3339	Web Design	3
CMP 4403	Mass Communication and Society	3
CMP 4409	Communication Inquiry	3
CMP 4410	Mass Media History, Law, and Ethics	3
CMP 4415	Television News	3
CMP 4418	Advanced Reporting	3
CMP 4471	Advanced Television Production	3
CMP 4495	Senior Capstone Experience	3

Total major credits: 45

Rationale: The current Journalism emphasis within the Department of Communication, Media, and Persuasion mandates the completion of 15 distinct courses with no alternatives. The lock-step nature of the curriculum is a disincentive for students to select the emphasis. Missing one course in the tightly structured sequence could set graduation plans back a year or more.

This proposal (shown below) increases flexibility in the major by reducing the number of journalism core requirements and changing some of what were core requirements into Journalism Electives. This also leaves room for students to select several Department Electives that are germane to a career in journalism and media.

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

2) Emphasis in Journalism

<u>Core courses</u>	<u>27</u>
CMP 1110 Introductory Convergent Newswriting and Reporting	3
CMP 2202 Photo, Graphic, and Video Editing	3
CMP 2209 Persuasion	3
CMP 2271 Introduction to Television Production	3
CMP 3302 Image Management	3
CMP 3310 Multiplatform Storytelling	3
CMP 3311 Public Affairs and Investigative Reporting	3
CMP 3339 Web Design	3
CMP 4403 Mass Communication and Society	3
CMP 4409 Communication Inquiry	3
CMP 4410 Mass Media History, Law, and Ethics	3
CMP 4415 Television News	3
CMP 4418 Advanced Reporting	3
CMP 4471 Advanced Television Production	3
CMP 4495 Senior Capstone Experience	3

Journalism Electives

Complete 9 credits from the following list of electives

<u>CMP 3310 Multiplatform Storytelling</u>	<u>3</u>
<u>CMP 4415 Television News</u>	<u>3</u>
<u>CMP 4418 Advanced Reporting</u>	<u>3</u>
<u>CMP 4471 Advanced Television Production</u>	<u>3</u>
<u>CMP 4475 Corporate Video Production</u>	<u>3</u>

Department Electives

Complete 9 credits from the remaining electives above and/or from the list below

<u>CMP 2241 Introduction to Public Relations</u>	<u>3</u>
<u>CMP 3302 Image Management</u>	<u>3</u>
<u>CMP 3335 Typography and Layout</u>	<u>3</u>
<u>CMP 3346 Public Relations Writing</u>	<u>3</u>
<u>CMP 3371 Video Editing and Compositing</u>	<u>3</u>
<u>CMP 4404 Gender and Communication</u>	<u>3</u>
<u>CMP 4435 Narrative and Print</u>	<u>3</u>
<u>CMP 4455 Photo Media</u>	<u>3</u>
<u>CMP 4482 American Public Address</u>	<u>3</u>
<u>CMP 4481 Rhetoric of Hitler and Churchill</u>	<u>3</u>
<u>CMP 4483 Rhetoric of Popular Culture</u>	<u>3</u>

Total: 45 Credit Hours

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Jim:

I am comfortable that the changes in this proposal will present no difficulties for the Library.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our		X

curriculum and do not change any existing support requirements		
--	--	--

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Jim,
No concerns from ITS.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO

Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jim,
No advising concerns.
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Jim,
No CoT advising concerns.

Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jim,

The student information system can support this change and no SBOE proposal is required.
Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please)

From: **James Disanza** <disajame@isu.edu>

Date: Fri, Oct 24, 2014 at 1:30 PM

Subject: Re: UCC questions

To: Thomas Kloss <klosthom@isu.edu>

Hello Tom,

Thank you for the inquiry. I can answer your questions here.

Multiplatform Journalism: You are right that some of flexibility is reduced because of the number of 4000 level courses. Unfortunately, there is a pretty linear progression of skill and knowledge development from one class to the next, requiring a pretty strict prerequisite arrangement. I'm afraid this is the most flexibility we can get without putting students in classes they can't handle. So, everything works the way we intend it to.

Jim DiSanza

On Thu, Oct 23, 2014 at 5:00 PM, Thomas Kloss <klosthom@isu.edu> wrote:
Hello Professor DiSanza,

The curriculum committee had two questions concerning the following proposals:

Multiplatform Journalism: A committee member wanted to verify that the new course selection system would offer students more flexibility (which was one of your proposal's goals.) There are a lot of 4000 level courses, and if there is a sequence involved then it might not be as flexible as you want. (a statement that you've looked at when the courses would be offered and that everything works the way you want it to would be sufficient.)

The other proposals were approved and you will receive notice soon!.

Thanks,
Tom

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for each proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

3. Council unanimously **approved Proposal #53** as amended from **Sport Science and Physical Education (SSPE)** for PEAC course changes

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 53	UCC Decision	APPROVED <u>as amended</u>	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	9/18/2014	Processed Date:	10/22/2014	UCC Agenda	10/23/2014
UCC Description:	SSPE: PEAC 1146B & PEAC 1199 Changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	PEAC 1146B & PEAC 1199 Changes
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College:	Education
Department:	Sport Science and Physical Education
Proposal Originator (PO):	John Fitzpatrick, Chair, and Pat Peyton
Email:	Fitzjoh2@isu.edu , peytpat@isu.edu
Phone:	4058, 4852

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Justin N. Thorpe		Sept. 17, 2014
Department Chair / Program Director:	See signature page –signed by John Fitzpatrick		9/16/14
Dean or Designee:	See signature page – signed by Deb Hedeem		9*18*14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	<p>PEAC Mission Statement:</p> <p>Participation in regular physical activity is critical for the development and preservation of good health, and in fostering an understanding of the importance of and consequences of making healthy lifestyle choices. The PEAC program offers a variety of activity courses to reflect individual interests and the needs of society .The goal of the Idaho State University PEAC program as reflected by the National Association of Sport and Physical Education (NASPE), is "to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity."</p> <p>The Physical Education Activity (PEAC) program at Idaho State University serves to provide a wide variety of learning opportunities that encourage students to develop an active life style. The central mission of the program is to create a comprehensive learning experience that promotes the physical, social, and emotional benefits of physical activity. The PEAC courses at Idaho State University directly reflect the mission of the Department of Sport Science and Physical Education through a commitment to providing an academic program in which all individuals can experience, discover, and reflect upon human movement from a perspective of wellness. The academic instruction is sequential with integrated goals to acquire, develop, and improve performance skills, impart knowledge and concepts relevant to the historical background and philosophies of the particular activity, and to promote safe and lifelong participation in wellness-enhancing physical activity.</p> <p>FULFILLS ISU MISSION CORE VALUE OF ENGAGEMENT: Effective communities depend on active engagement from all constituencies to</p>

	identify and clarify complex challenges and to work toward identifying viable solutions, all of which informs effective learning. Idaho State University is committed to an environment where interaction is encouraged, experiences can be shared, opportunities provided, and all members of the community can be engaged in building better lives and a better community.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Faculty were all emailed 2/13/2014, vote was unanimous yes, 10 of 10 vote yes

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	PEAC	
Course Number:	1146B	
Short Course Title: (30 character max, including spaces; no punctuation)	Archery-Bowhunter Education	
Long Course Title:	NA	
Credit Hours:	1	
Contact Hours:	1	
Default Grading Mode:	LETTER GRADE	
Available Grading Modes:	None, Regular letter, A-F, I	CHANGED
Repeatability: (yes or no, max credits or number of repeats.)	YES, 8-CREDITS TOWARD GRADUATION	CHANGED
Course Description:	Technique, strategy, safety and equipment in the sport of Bowhunter Archery. Bowhunter Education	Technique, strategy, safety and equipment in the sport of Bowhunter Archery. Bowhunter Education Certification optional

	Certification included.	at course end.
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	none	
Terms Offered:	F, S	
Rationale for Change: The 1146B certification is conducted through Idaho Fish and Game, and is optional.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	PEAC
Course Number:	1131P
Short Course Title:	Interval Training
Long Course Title:	
Credit Hours:	1 cr.
Contact Hours:	1 hr/week
Default Grading Mode:	LETTER GRADE
Available Grading Modes:	None, Regular letter, A-F None, Regular letter, A-F, I
Repeatability:	YES, 8 CREDITS TOWARD GRADUATION
Course Description:	Interval Cross Training is a class designed to combine the advantages of Interval training and the benefits of cross training exercises. Develop proper technique and safety involved in Interval Cross Training, as well as proper posture and alignment for a stronger, healthier body. Increase cardiovascular health, muscular strength and endurance, increase flexibility and improve body composition.
Prerequisites:	none
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	No
Terms Offered:	F, S, Su
Rationale:	This course has been a course requested by students and is a current fitness trend.
Subject Code:	
Course Number:	
Short Course Title: (30 character max, including spaces; no punctuation)	

Long Course Title:	
Credit Hours:	
Contact Hours:	
Default Grading Mode:	
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	
Course Description:	
Prerequisites:	
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	
Rationale:	

Subject Code:	PEAC
Course Number:	1126
Short Course Title:	Self Defense
Long Course Title:	
Credit Hours:	1
Contact Hours:	1 hr./week
Default Grading Mode:	LETTER GRADE
Available Grading Modes:	None, Regular letter, A-F, I (INCOMPLETE) NOT AVAILABLE
Repeatability:	YES, 8 CREDITS TOWARD GRADUATION
Course Description:	Applications of self-defense within the framework of mixed martial arts.
Prerequisites:	none
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	F, S, Su
Rationale:	This course has been a course requested by students and is a current fitness trend.

Subject Code:	PEAC
Course Number:	1146C
Short Course Title:	Hunters Education Certification
Long Course Title:	
Credit Hours:	1
Contact Hours:	1 hr./week
Default Grading Mode:	LETTER GRADE
Available Grading Modes:	None, Regular letter, A-F, I (INCOMPLETE) NOT AVAILABLE
Repeatability:	YES, 8 CREDITS TOWARD GRADUATION
Course Description:	Idaho Fish and Game approved course to teach hunters to become: Safe, responsible, knowledgeable and involved in hunting and conservation organizations. Hunter Education Certification optional at course end.
Prerequisites:	none
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	none
Fulfills General Education Objective:	no
Terms Offered:	F, S, Su
Rationale:	This course has been a course requested by students and is a current fitness trend.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No course deletions requested, extraneous table removed.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

No changes requested, extraneous boilerplate text deleted.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hello, John:
I have reviewed this proposal and concur that it should cause no effect upon the Library.
Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our		X

curriculum and do not change any existing support requirements		
--	--	--

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

ok...no concerns from ITS/ETS.

Thank You!

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	

Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?
Tue 4/15/2014 4:15 PM

Does CoTech Advising have any academic concerns with the proposal?

John,
No CoT advising concerns.
Thanks,
Cory

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?
4/18/14

Pat,

Regarding the PEAC proposal:

- PEAC courses are typically repeatable for credit, but only 8 credits are allowed towards graduation. Do you want the new courses set up the same way? Does that really make sense with a course like Hunter's Education Certification? Either way is fine, but if you want the PEAC 1146C to not be repeatable, we should probably add some language to the description so it is clear to students that it is different than other PEAC courses.
- Please clarify what grading mode will be the default and what other grading modes should be available. The P/NP is available on every undergraduate course, and we typically set up the Audit grade mode for every course unless the department says that the course should not be audited.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946

fax: (208) 282-4231

email: huntchri@isu.edu

Corrections made above.

Will a State Proposal or Letter be required? (Specify which, please) None

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ NAME _____, anticipate that it can support this change?

4. Council unanimously **approved Proposal #54** [as amended](#) from **Sport Science and Physical Education (SSPE)** to add an Outdoor Education Business component, and clean up course numbers..

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 54	UCC Decision	APPROVED as amended	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/18/2014	Processed Date:	10/22/2014	UCC Agenda	10/23/2014
UCC Description:	SSPE: Outdoor Education Business component, course number cleanup				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	SSPE Outdoor Education: Business Option & Course Number Clean-up
College:	Education
Department:	Sports Science & Physical Education
Proposal Originator (PO):	Ron Watters
Email:	wattron@isu.edu
Phone:	208.232.6857

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Justin N. Thorpe		Sept 10, 2014
Department Chair / Program Director:	See signature page – signed by John Fitzpatrick		9/16/14
Dean or Designee:	See signature page – signed by Deb Hedeem		9.18.14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
Overview	<p>This proposal addresses several changes to the Physical Education Major with an Outdoor Education Emphasis and the Outdoor Education Minor.</p> <p>Currently, students take eight (8) natural history credits (biology or geology) in the Physical Education Major with an Outdoor Education Emphasis. This proposal would increase that to nine (9) credits. Additionally, this proposal adds a "business option" to the curriculum. Instead of taking the nine (9) credits in natural history, students could take nine (9) credits in business. Students would have the choice: either the "natural history" option or the "business" option.</p> <p>This new business option increases employment prospects for our graduates and better prepares those students who are more inclined towards entrepreneurship. It also gives Idaho State University something that other competing universities don't offer.</p> <p>In conjunction with the above, this proposal adds a similar "business option" (but less credits) to the Outdoor Education Minor.</p> <p>Finally, we are doing some housekeeping: (a) clarifying some catalog copy; (b) changing the scheduling for PE 3384 (Risk Management and Liability) and increasing it from two to three credits; (c) simplifying catalog listings by eliminating component goals and course criteria; (d) clearing up recent course number changes instituted by the Department Geosciences; and, (e) adding two history courses and one sports science course to the "Electives" component of the Outdoor Education Emphasis.</p>
How will this improve how the University and the Department or Program fulfills their mission?	<p>University Mission: <i>"Enhancement of technical, undergraduate, graduate, and professional education"</i> This proposal enhances professional education by providing a new "business" option which broadens the employment options and/or entrepreneur opportunities available to outdoor education students.</p> <p>University Mission: <i>"Provide leadership to enrich the future in a diverse, global society."</i> A business option as a part of an outdoor education curriculum is new. I've been in the field for 40 years, attending many national conferences, and I know of no other school – nationally or internationally - that offers the option. (That also was confirmed by conducting a web search). This new approach to outdoor education shows leadership on the part of Idaho State University.</p> <p>Departmental Mission: <i>"To provide candidates with the intellectual and physical skills necessary to maximize their potential."</i> This proposal has been developed, in large part, to respond to student requests. A number of students currently in the program have suggested that the addition of business courses would be of great value to them. By offering this new option, we are helping those students maximize their potential.</p>
What was your faculty's vote on this matter?	<p>Unanimously Approved. The faculty vote was taken on Friday, April 25, 2014. Twelve (12) votes in favor of the proposal. None were opposed. Two small additions were made to the proposal after the April 25th vote.</p>

<p>(Include the date and numbers of yes/no votes)</p>	<p>The faculty was provided with a copy of the additions along with the full proposal. The vote was taken via email on May 15, 2014. The additions were approved. None were opposed.</p>
---	--

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, or if a **new General Education course** is being proposed, a **separate proposal** must be sent to the General Education Requirements Committee (GERC). Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>

	<u>Current</u>	<u>Changes (highlighted in red)</u>
Subject Code:	PE	PE
Course Number:	3384	3384
Short Course Title: (30 character max, including spaces; no punctuation)	Outdoor Risk Management	Outdoor Risk Management
Long Course Title:	Outdoor Risk Management and Liability	Outdoor Risk Management and Liability
Credit Hours:	2	3
Contact Hours:	32	32 3
Default Grading Mode:	Letter	Letter
Available Grading Modes:	Letter/Audit/Pass-NoPass	Letter/Audit/Pass-NoPass
Repeatability: (yes or no, max credits or number of repeats.)	Yes, but limited to 2 credits	Yes, but limited to 3 credits No
Course Description:	Legal implications of outdoor recreation programming including a study of tort liability, risk evaluation, relevant case law, legal management strategies, and the use of waivers and releases.	Legal implications of outdoor recreation programming including a study of tort liability, risk evaluation, relevant case law, legal management strategies, and the use of waivers and releases.
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	OF	F
Rationale for Change: The increase from two to three credits allows us to provide a more complete coverage of this highly important aspect of outdoor education. Additionally, we would like to move this course to an “every fall” schedule. The change is requested due to increasing numbers of outdoor education majors.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

No new courses proposed, extraneous table deleted.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses proposed for deletion, extraneous table eliminated.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Outdoor Education Emphasis -- 39 credits, plus Core

Objective #1: To explore the intellectual, historic and philosophic foundations of the field of physical education and movement science.

Physical Education Core Component (included in PE Core): 9 credits

Note: First Aid ([PE 2222](#)) core requirements are satisfied by [PE 2285](#), Wilderness First Aid, or [PE 4441](#), Wilderness First Responder, included below.

Objective #2: To develop leadership and teaching skills.

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of leadership in the outdoor environment, (b) explore the literature of the outdoor field, and (c) provide practical experience in leadership and teaching.

Leadership and Teaching Component (10 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4

Objective #3: To conduct outdoor activities safely in the outdoors with minimal impact on the environment.

Criteria for courses: Courses that fulfill this objective (a) stress safe use of the outdoors, (b) provide the knowledge and experience to respond to outdoor emergencies, and (c) examine ways in which impact on the environment can be minimized.

Outdoor Education Safety Component (7 credits)

Any of the following may be selected, but Outdoor Risk Management, Leave No Trace Trainer, and first aid certification (Wilderness First Aid, Wilderness First Responder or Emergency Medical Technician) are required.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2283	Leave No Trace Trainer	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 3384	Outdoor Risk Management and Liability	2
PE 4441	Wilderness First Responder Certification	3

Candidates who at the time of graduation possess a current certificate in Emergency Medical Technician (EMT) or Wilderness First Responder may apply three (3) credits to this component.

Objective #4: To understand and interpret the natural environment.

Criteria for courses: Courses that fulfill this objective (a) provide a scientific foundation of the understanding of the outdoor world and natural systems; and (b) develop knowledge and the requisite skills to identify plants, animals, rocks, minerals, landforms, and other natural objects.

Natural History Component (8 credits)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
BIOL 4489	Field Ecology	4
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3

GEOL 4456	Geology of Idaho	2
GEOL 4491	Seminar	1
PHYS 1152	Descriptive Astronomy	3
PHYS 1153	Descriptive Astronomy Laboratory	1
PHYS 3325	Introduction to Weather and Climate	3

Objective #5: To cultivate and refine skills in a variety of outdoor activities.

Criteria for courses: Courses that fulfill this objective (a) emphasize an understanding of the techniques, equipment and safety procedures associated with specific outdoor activities, and (b) provide opportunities to learn, practice and refine outdoor skills.

Experiential Skills Component (Minimum of 8 credits)

Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component. (Note: Only eight (8) PEAC credits can be counted towards graduation requirement.)

PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1
PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1

PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop ¹	1-3

¹ When workshop relates to outdoor education, i.e., Canoe Workshop (1 credit), Whitewater Rafting Workshop (1 credit), Backpacking Workshop (1 credit), Advanced Kayaking-Summer Field Experience (1 credit), Beginning Rock Climbing-Summer Field Experience (1 credit), Advanced Rock Climbing-Summer Field Experience (1 credit).

Objective #6: To foster a well-rounded educational background with an emphasis on subjects with historic and traditional importance in the outdoor education field.

Criteria for courses: Courses that fulfill this objective (a) emphasize the expression of ideas through the written and spoken word, (b) provide experience in creative processes, and (c) explore environmental issues through the political process.

Electives (minimum of 6 credits)

Courses may include those listed in the Natural History Component and/or the following:

CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2241	Introduction to Public Relations	3
CMP 2251 & 2251L	Introduction to Photography and Introduction to Photography Laboratory	3
CMP 3308	Groups and Communication	3
CMP 3339	Web Design	3
ENGL 2206	Creative Writing Workshop	3
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sport Law	3
PE 4493	Introduction to Sport Sociology	3
POLS 4455	Environmental Politics and Policy	3
POLS 4457	Grantwriting	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4441	Organization Behavior	3

Minor in Outdoor Education

Outdoor Education Standards

The Outdoor Education minor is modeled around 4 goals that were developed after an extensive review of several other Outdoor Education program curricula. The Association of Outdoor Recreation and Education (AORE) recommends that individual programs establish goals that are relevant to their specific programs. The four component areas in the Outdoor Education minor include Leadership and Teaching, Outdoor Education Safety, Natural History, and Experiential Skills.

Candidates seeking a minor in outdoor education must complete a total of 23 credits from the following four components:

Leadership and Teaching Component (9 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3

Outdoor Education Safety Component (5 credits):

Required Course

PE 2283	Leave No Trace Trainer	1
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Electives

Choose a minimum of four (4) additional credits from the following list. One of the courses (and no more than one course) must be wilderness first aid-related.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4441	Wilderness First Responder Certification	3

Natural History Component

Minimum of four (4) credits required. (The Natural History Component is waived for majors or minors in geology, biology, botany, zoology or ecology.)

BIOL 1101	Biology I	4
& 1101L	and Biology I Lab	
BIOL 1102	Biology II	4
& 1102L	and Biology II Lab	
BIOL 2209	General Ecology	4
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
GEOL 1100	The Dynamic Earth	4
& 1100L	and The Dynamic Earth Lab	
GEOL 1101	Physical Geology	4
& 1101L	and Physical Geology Lab	
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 4491	Seminar ¹	1

Experiential Skills Component

Minimum of five (5) credits required. Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component.

PE 2200	Team Building Leadership	2
PE 2271s	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop ¹	1-3
PEAC 1101	Adaptive Snow Skiing	1

PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1

¹ When workshop relates to outdoor education, i.e., Canoe Workshop (1 cr), Whitewater Rafting Workshop (1 cr), Backpacking Workshop (1 cr), Advanced Kayaking-Summer Field Experience (1 cr), Beginning Rock Climbing-Summer Field Experience (1 cr), Advanced Rock Climbing-Summer Field Experience (1 cr).

New Proposed Catalog Copy (clearly show changes from the original):

→ Proposed catalog copy changes are in RED font.

→ *Notes to the Curriculum Council are in italicized violet font.*

Note: We are removing the goals that proceeded each component. Most departments don't include them. Moreover, when included they make the catalog copy confusing and difficult to follow. There are alternative ways in which we can provide this information to students.

Outdoor Education Emphasis -- 41 credits, plus Core

Physical Education Core Component (included in PE Core): 9 credits

Note: First Aid (PE 2222) core requirements are satisfied by PE 2285, Wilderness First Aid, or PE 4441, Wilderness First Responder, included below.

Leadership and Teaching Component. (10 credits)

PE 3386	Outdoor Leadership	3	
PE 4440	Survey of Outdoor Education Literature	3	
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4	
	<u>(4 credits required for majors)</u>		(PE

4445 has variable credits. The note above clarifies that majors need 4 credits. Minors, however, as noted in "Outdoor Education Minor," below, need 3 credits.)

Outdoor Education Safety Component. (8 credits)

Any of the following may be selected, but Outdoor Risk Management and Liability, Leave No Trace Trainer, and first aid certification (Wilderness First Aid, Wilderness First Responder or Emergency Medical Technician) are required.

PE 2271	Winter Survival Skills	1	
PE 2272	Wilderness Survival Skills		1
PE 2282	Map Compass Backcountry Navigation	1	
PE 2283	Leave No Trace Trainer	1	
PE 2285	Wilderness First Aid	1	
PE 2286	Avalanche Winter Sport Safety	1	
PE 3381	River Safety and Rescue	1	
PE 3383	Advanced Rock Climbing	2	
PE 3384	Outdoor Risk Management <u>and Liability</u>	3	
PE 4441	Wilderness First Responder Certification	3	

Candidates who at the time of graduation possess a current certificate in Emergency Medical Technician (EMT) or Wilderness First Responder may apply three (3) credits to this component.

Natural History OR Outdoor Business Component
Students may select either one or the other of the following two options:

Option A: Natural History Component (minimum of 9 credits)
(Increase of 1 credit to coordinate credits with new business option)

Select a minimum of nine (9) credits from the following list. (Courses in this option are waived for majors or minors in geology, biology, botany, zoology or ecology.)
(The above "waived" sentence has always be our intent – and it is even included with the catalog copy for the Outdoor Education Minor. It should be included here as well.)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4	
BIOL 1102 & 1102L	Biology II and Biology II Lab	4	
BIOL 2209	General Ecology	3	
BIOL 2213	Fall Flora	2	
BIOL 2214	Spring Flora	2	
BIOL 3337	Conservation Biology	3	
BIOL 4426	Herpetology	3	
BIOL 4427	Ichthyology	3	
BIOL 4438	Ornithology	4	
BIOL 4441	Mammalogy	3	
BIOL 4489	Field Ecology	4	
GEOL 1100 & 1100L	The Dynamic Earth & Lab		<u>3-4</u>

GEOL 1100L	The Dynamic Earth Lab	<u>1</u>
GEOL 1109	(Remove- Physical Geol - GEOL 1109 has been replaced with GEOL 1101)	
GEOL 1101	Physical Geology	<u>3</u>
GEOL 1101L	Physical Geology Lab	<u>1</u>
GEOL 1110	Physical Geology for Scientists Lab	<u>1</u>
GEOL 2210	Earth in Space and Time	3
GEOL 4456	Geology of Idaho	2
GEOL 4491	Seminar	1
PHYS 1152	Descriptive Astronomy	3
PHYS 1153	Descriptive Astronomy Lab	1
PHYS 3325	Introduction to Weather and Climate	3

Option B: Outdoor Business Component (9 credits)

~~Nine (9) credits required.~~ **(Courses in this option are waived for business related majors or minors.)**

BA 1110	The World of Business	<u>3</u>
MKTG 2225	Basic Marketing Management	<u>3</u>
ACCNT 3303	Accounting Concepts	<u>3</u>

Experiential Skills Component (Minimum of 8 credits) *No changes to this component*

Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component. (Note: Only eight (8) PEAC credits can be counted towards graduation requirement.)

PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training Adaptive Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Ski	1
PEAC 1178B	Intermediate Telemark Cross-Country Ski	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1
PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass Backcountry and Navigation	1

PE 2284	Intermediate Kayaking	1
PE 2286	Avalanche Winter Sport Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Rescue	1
PE 3383	Advanced Rock Climbing	2
PE 4491	Physical Education Workshop *	1-3

*When workshop relates to outdoor education, i.e., Canoe Workshop (1 credit), Whitewater Rafting Workshop (1 credit), Backpacking Workshop (1 credit), Advanced Kayaking-Summer Field Experience (1 credit), Beginning Rock Climbing-Summer Field Experience (1 credit), Advanced Rock Climbing-Summer Field Experience (1 credit).

Electives (Minimum of 6 credits)

Courses may include those listed in the Natural History, [and/or Business Component](#), and/or the following. [\(Other courses may be approved by the advisor.\)](#)

ENGL 2206	Creative Writing Workshop	3
ENGL 3307	Professional and Tech Writing	3
ENGL 3308	Business Communications	3
CMP 2201	Business and Professional Speaking	3
CMP 2202	Photo, Graphic & Video Editing	3
CMP 2241	Introduction to Public Relations	3
CMP 2251 & 2251L	Introduction to Photography & Lab	3
CMP 3339	Web Design	3
CMP 3308	Groups and Communication	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sports Law	3
PE 3366	Sport Marketing	3 (to be added)
PE 4493	Intro to Sport Sociology	3
POLS 4455	Environmental Politics and Policy	3
POLS 4457	Grantwriting	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4441	Organizational Behavior	3
HIST 4432	U.S. Environmental History	3 (to be added)
HIST 4485	Historical Geography of National Parks	3 (to be added)

Minor in Outdoor Education

(Note that we have eliminated the first paragraph that appeared in the previous catalog. It's wordy and not necessary for a catalog listing.)

Candidates seeking a minor in outdoor education must complete a total of **22** credits from the following four components:

Leadership and Teaching Component. (9 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4

(Note that for PE 4445, only three (3) credits are required for minors)
This is a clarification as noted above.

Outdoor Education Safety Component. (5 credits) *No changes to this component*

Required Course

PE 2283	Leave No Trace Trainer	1
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Electives

Choose a minimum of four (4) additional credits from the following list. One of the courses (and no more than one course) must be wilderness first aid-related.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass Backcountry Navigation	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche Winter Sport Safety	1
PE 3381	River Safety and Rescue	1
PE 3383	Advanced Rock Climbing	2
PE 4441	Wilderness First Responder Certification	3

Candidates who at the time of graduation possess a current certificate in Emergency Medical Technician (EMT) or Wilderness First Responder may apply three (3) credits to this component.

Natural History OR Outdoor Business Component
Students may select either one or the other of the following two options:

Option A: Natural History Component (minimum of 3 credits)

Minimum of three (3) credits required. (Courses in this option are waived for majors or minors in geology, biology, botany, zoology or ecology.)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	3
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
BIOL 4489	Field Ecology	4
GEOL 1100 & 1100L	The Dynamic Earth & Lab	3 -4

GEOL 1100L	The Dynamic Earth Lab	<u>1</u>
GEOL 1109	(Remove- Physical Geol - GEOL 1109 has been replaced with GEOL 1101)	
GEOL 1101	Physical Geology	<u>3</u>
GEOL 1101L	Physical Geology Lab	<u>1</u>
GEOL 1110	Physical Geology for Scientists Lab	<u>1</u>
GEOL 2210	Earth in Space and Time	3
GEOL 4456	Geology of Idaho	2
GEOL 4491	Seminar	1
PHYS 1152	Descriptive Astronomy	3
PHYS 1153	Descriptive Astronomy Lab	1
PHYS 3325	Introduction to Weather and Climate	3

Option B: Outdoor Business Component (3 credits)

A minimum of three (3) credits required. (Courses in this option are waived for business related majors or minors.)

BA 1110	The World of Business	<u>3</u>
MKTG 2225	Basic Marketing Management	<u>3</u>
ACCNT 3303	Accounting Concepts	<u>3</u>

Experiential Skills Component (Minimum of 5 credits) *No changes to this component*

Minimum of five (5) credits required. Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component.

PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training Adaptive Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Ski	1
PEAC 1178B	Intermediate Telemark Cross-Country Ski	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1
PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass Backcountry and Navigation	1

PE 2284	Intermediate Kayaking	1
PE 2286	Avalanche Winter Sport Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Rescue	1
PE 3383	Advanced Rock Climbing	2
PE 4491	Physical Education Workshop *	1-3

*When workshop relates to outdoor education, i.e., Canoe Workshop (1 credit), Whitewater Rafting Workshop (1 credit), Backpacking Workshop (1 credit), Advanced Kayaking-Summer Field Experience (1 credit), Beginning Rock Climbing-Summer Field Experience (1 credit), Advanced Rock Climbing-Summer Field Experience (1 credit).

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	Some Use	
Will students be required to use the Library’s existing print resources?	Some Use	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

EMAIL DATED 6/16/2014, SANDI SHROPSHIRE RESPONDED WITH THE FOLLOWING:

Hi Ron:

I see no problems with this proposal from the Library perspective.

Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines
(gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. You still must, however, send the proposal to IT services for their approval.

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	Some Use	
If yes, will any specific software be needed? NO		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer The same equipment we currently use		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?	NA	
What is your anticipated scheduling of courses using this technology?	NA	
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	Some Use	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

EMAIL DATED 6/9/2014, RANDY GAINES RESPONDED WITH THE FOLLOWING:

Ron,
I don't see any additional impact on ITS. Thanks for checking.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	Yes – with above suggested changes	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

EMAIL DATED 6/9/2014, JOANN HERTZ RESPONDED WITH THE FOLLOWING:

Hi Ron,

On the proposal, I noted in red a couple of very minor things for your attention.

In Part B: the current course title sections did not show the complete title, I believe. See additions in red.

On page 12, a typo - see in blue.

On page 13, a typo, see in blue

Outside of those small issues, I have no advising concerns.

Best wishes,

JoAnn

***PO's response:** My many thanks to Joann for pointing out an abbreviated course title and two typo corrections – all three of which have been corrected in this version.*

Does CoTech Advising have any academic concerns with the proposal?

EMAIL DATED 6/9/2014, COREY ZINK RESPONDED WITH THE FOLLOWING:

CoTech advising has no academic concerns with this proposal.

Corey Zink
Director of Student Services
Idaho State University - College of Technology

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change? Will a State Proposal or Letter be required? (Specify which, please)

EMAIL DATED 8/4/2014, CHRIS HUNT RESPONDED WITH THE FOLLOWING:

Ron,

I don't see any student information system issues with this proposal, but I do have some questions about the changes to PE 3384 (Outdoor Risk Management) from 2 to 3 credits. What are your plans for the following two scenarios?

1. Can a student who has taken the 2 credit PE 3384 use it to graduate from the 2015-16 catalog? (...which will list a 3 credit PE 3384 as a requirement.)
2. Can a student who has taken the 3 credit PE 3384 use it to graduate from a catalog previous to 2015-16?

Thanks!

Chris Hunt
Associate Registrar

PO's Response (Email Dated 8/4/2014):

The answers to your two questions are "YES" to both. We understand that there is a transition period, and during that period, we don't want to negatively affect the ability of our students to graduate. We will allow students who have taken the 2 credit PE 3384 course to graduate from the 2015-16 catalog - and those students who take the 3 credit course may use it to graduate from catalogs prior to 2015-16.

Let me know if this sounds reasonable and workable from your end. Once I get confirmation from you that everything looks good from your end, I will relay the proposal onto the Dean for her final approval.

Thanks again, Chris.

*Ron Watters, Professor Emeritus
Sports Science & Physical Education*

CHRIS HUNT'S RESPONSE (Email Dated 8/4/2014):

Ron,

This sounds just fine! Go ahead and send it through.

Best Regards,

Chris Hunt
Associate Registrar

UCC QUESTION (email dated 10/5/2104)

Hi Ron,

I received an email from the UCC asking about your proposal. In section C, page 16, it says that GEOL 1110 will be removed, but it is also listed below in red as an addition. We are not sure if it should be added or deleted.

Thanks,
Justin

PO's Response (Email Dated 10/15/2014):

Hello Justin,

Mea Culpa. Mea Culpa. My mistake. GEOL 1110 should be ADDED to the Natural History Component. This error occurs twice: on page 13 and 16.

Funny how one reviews and reviews over a 6 month period and something like that still slips by. Thanks for finding it.

Best,

Ron

Correction was made in the two places where it occurred: the incorrect deletion was removed.

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Department of Geosciences	<p>This was a housekeeping change. The Geosciences changed course numbers related to Physical Geology. We have made the appropriate changes in the "Proposed New Catalog Copy" above. The chair of the department re-checked our entire list of geology courses and approved it (see Documentation of Acceptance #1, below).</p> <p>Impact: there is no appreciable change in impact since this was an adjustment in course numbers.</p>

Department of History	Kevin R. Marsh, Chair of the History Department wrote to us last year suggesting two possible history courses to be added to the “Electives Component” of the Outdoor Education Emphasis. After reviewing them, we agreed. The “Proposed New Catalog Copy” above adds those two courses. Dr. Marsh has approved the addition of the courses (see Documentation of Acceptance #2, below). Impact: this may result in some new students taking the courses.
Department of Management	We are adding one course offered by the Department of Management. The Department chair has approved it (see Documentation of Acceptance #3, below). Impact: this will result in some new students taking the course.
Marketing Department	We are adding one course offered by the Marketing Department. The department chair has approved it (see Documentation of Acceptance #4, below) Impact: this will result in some new students taking the course.
Accounting Department	We are adding one course offered by the Accounting Department. The department chair has approved it (see Documentation of Acceptance #5, below). Impact: this will result in some new students taking the course.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

1. DOCUMENTATION OF ACCEPTANCE: GEOSCIENCES DEPARTMENT (Email dated 4/21/2014)

Ron,

Per our email exchange, I lend my approval for the Outdoor Education Major and Minor offered by the Sports Science and Physical Education Department be updated to include the following Geosciences courses:

- GEOL 1100, 1100L
- GEOL 1101, 1101L
- GEOL 1110
- GEOL 2210
- GEOL 4456
- GEOL 4491

Cheers,

Leif

Dr. Leif Tapanila
Chair & Associate Professor of Geosciences, Idaho State University
Head & Research Curator of Earth Sciences, Idaho Museum of Natural History

2. DOCUMENTATION OF ACCEPTANCE: DEPARTMENT OF HISTORY (Email dated 4/28/2014)

Hi Ron,

Thank you for following up on this idea. I still support listing HIST 4432 and HIST 4485 as electives in the Outdoor Education curriculum. I think they will be valuable classes for this field. These courses will also be taught at the 5500-level, in case that's useful to your program.

Best wishes,

Kevin

Kevin R. Marsh
Professor and Department Chair
Department of History

3. DOCUMENTATION OF ACCEPTANCE: DEPARTMENT OF MANAGEMENT (Email dated 4/11/2014)

Ron,

I am aware that BA 1110 is being proposed as an addition to the Outdoor Education emphasis in Sports Science and Physical Education Department. I approve of this proposal.

Greg Murphy
Chair, Department of Management

4. DOCUMENTATION OF ACCEPTANCE: MARKETING DEPARTMENT (Email dated 4/11/2014)

Hi Ron,

We absolutely welcome your students! I would love to see them in both MKTG 2225, as well as BA 1110. There are no prereqs for either course, and both I think would suit your students very well. I am excited about this and look forward to having your students in our classroom.

Sandra
Sandra K. Smith Speck, Ph.D.
Professor and Chair, Marketing Department
Idaho State University
Pocatello, Idaho

5. DOCUMENTATION OF ACCEPTANCE: ACCOUNTING DEPARTMENT (Email dated 4/21/2014)

Yes. It's ok to add ACCT 3303 to your curriculum.

Jan

Jan Smolarski
Chair, Accounting Department

[Back to List of Proposals](#)

- Council unanimously **approved Proposal #55** [as amended](#) from **Sport Science and Physical Education (SSPE)** to make course rotation changes in the Exercise Science Emphasis.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 55	UCC Decision	APPROVED <u>as amended</u>	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/18/2014	Processed Date:	10/22/2014	UCC Agenda	10/23/2014
UCC Description:	SSPE Dept: Exercise Science Emphasis Course Rotation Changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	SSPE Dept. Exercise Science Emphasis Course Rotation Changes_2015-16 CATALOG
College:	Education
Department:	Sport Science and Physical Education
Proposal Originator (PO):	John Fitzpatrick, Chair, and Pat Peyton, AA2
Email:	Fitzjoh2@isu.edu and peytpat@isu.edu
Phone:	4058 and 4852

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Justin N. Thorpe	9/16/14
Department Chair / Program Director:	See signature page – signed by John Fitzpatrick	9/16/14
Dean or Designee:	See signature page – signed by Deb Hedeem	9.18.14
Is a Gen Ed proposal required?	No	Separate Gen Ed Proposal
		N/A

(See Part B: Course Changes)		submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	<p>Summary:</p> <ol style="list-style-type: none"> 1) Add a new course PE 3303 2) Change the terms offered for six PE courses (PE 3301, PE 3301L, 3302, 3302L, 4482, 4484) 3) Change PE Teaching Emphasis (K-12 Certification) Curriculum 4) Change Sport Management Emphasis Curriculum 5) Change Minor in Coaching Curriculum <p>University Mission: PEAC Mission Statement:</p> <p>Participation in regular physical activity is critical for the development and preservation of good health, and in fostering an understanding of the importance of and consequences of making healthy lifestyle choices. The PEAC program offers a variety of activity courses to reflect individual interests and the needs of society .The goal of the Idaho State University PEAC program as reflected by the National Association of Sport and Physical Education (NASPE), is "to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity."</p> <p>The Physical Education Activity (PEAC) program at Idaho State University serves to provide a wide variety of learning opportunities that encourage students to develop an active life style. The central mission of the program is to create a comprehensive learning experience that promotes the physical, social, and emotional benefits of physical activity. The PEAC courses at Idaho State University directly reflect the mission of the Department of Sport Science and Physical Education through a commitment to providing an academic program in which all individuals can experience, discover, and reflect upon human movement from a perspective of wellness. The academic instruction is sequential with integrated goals to acquire, develop, and improve performance skills, impart knowledge and concepts relevant to the historical background and philosophies of the particular activity, and to promote safe and lifelong participation in wellness-enhancing physical activity.</p> <p>FULFILLS ISU MISSION CORE VALUE OF ENGAGEMENT: Effective communities depend on active engagement from all constituencies to identify and clarify complex challenges and to work toward identifying viable solutions, all of which informs effective learning. Idaho State</p>

	University is committed to an environment where interaction is encouraged, experiences can be shared, opportunities provided, and all members of the community can be engaged in building better lives and a better community.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Faculty and Staff meeting 2/7/14 held vote, vote was unanimous yes, 10 of 10 vote yes

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for *deletions*, underline for *new text*, and *colored fonts* if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	PE	
Course Number:	3301	
Short Course Title: (30 character max, including spaces; no punctuation)	Physiology of Exercise	
Long Course Title:	Physiology of Exercise	
Credit Hours:	3Cr.	
Contact Hours:	3 hours/week	
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Theoretical and applied study of the effects of physical work and exercise on physiological processes of the human body. Lecture and laboratory.	
Prerequisites:	PE 2243 OR BIOL 3301 AND BIOL 3302	
Corequisites:	PE 3301L	
Registration Restrictions:	none	
Equivalencies:	none	

Fulfills General Education Objective:	No	
Terms Offered:	F, ASU	F, S, D
Rationale for Change:		
<ol style="list-style-type: none"> 1. This change aligns program theory with function 2. This change meets the increased needs of students in the program 3. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 4. Increases timely graduation rate 5. Increases student retention 		

2) Changes in PE 3301L

	<u>Current</u>	<u>Changes</u>
Subject Code:	PE	
Course Number:	3301L	
Short Course Title:	Physiology of Exercise Lab	
Long Course Title:	Physiology of Exercise Laboratory	
Credit Hours:	1 Cr.	
Contact Hours:	2	2 hours/week
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability:	none	
Course Description:	Physiological experiments and testing.	
Prerequisites:	PE 2243 OR BIOL 3301 AND BIOL 3302	
Corequisites:	PE 3301	
Registration Restrictions:	none	
Equivalencies:	none	

Fulfills General Education Objective:	No	
Terms Offered:	F, ASU	F, S, D
Rationale for Change:		
<ol style="list-style-type: none"> 1. This change aligns program theory with function 2. This change meets the increased needs of students in the program 3. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 4. Increases timely graduation rate 5. Increases student retention 		

3) Change Existing Course: PE 3302

	<u>Current</u>	<u>Changes</u>
Subject Code:	PE	
Course Number:	3302	
Short Course Title:	Biomechanics	
Long Course Title:	Biomechanics	
Credit Hours:	3 Cr.	
Contact Hours:	3 hours/week	
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability:	none	
Course Description:	The study of anatomical and mechanical principles that apply to human movement. Study will include exercise and sport applications. Lecture and laboratory.	
Prerequisites:	PE 2243 OR BIOL 3301 and BIOL 3302 and PHYS 1100 OR PHYS 1111	

Corequisites:	PE 3302L	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	F, ASU	F, S, D
Rationale for Change:		
<ol style="list-style-type: none"> 1. This change aligns program theory with function 2. This change meets the increased needs of students in the program 3. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 4. Increases timely graduation rate 5. Increases student retention 		

4) Change Existing Course: PE 3302L

	<u>Current</u>	<u>Changes</u>
Subject Code:	PE	
Course Number:	3302L	
Short Course Title:	Biomechanics Lab	
Long Course Title:	Biomechanics Laboratory	
Credit Hours:	1 Cr.	
Contact Hours:	2	2 hours/week
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability:	none	
Course Description:	Biomechanical experiments and testing.	
Prerequisites:		

Corequisites:	PE 3302	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	F, ASU	F, S, D
Rationale for Change:		
<ol style="list-style-type: none"> 1. This change aligns program theory with function 2. This change meets the increased needs of students in the program 3. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 4. Increases timely graduation rate 5. Increases student retention 		

5) Change Existing Course: PE 4482

	<u>Current</u>	<u>Changes</u>
Subject Code:	PE	
Course Number:	4482	
Short Course Title:	Mech Analysis of Movement	
Long Course Title:	Mechanical Analysis of Human Movement	
Credit Hours:	3 Cr.	
Contact Hours:	3 hours/week	
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability:	none	
Course Description:	Advanced study of assessing human motion patterns. Course will include computer analysis and videography techniques along with various field analysis techniques	

	utilized in physical skill analyses.	
Prerequisites:	PE 3302	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	F, ASU	F, S
Rationale for Change: <ol style="list-style-type: none"> 1. This change aligns program theory with function 2. This change meets the increased needs of students in the program 3. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 4. Increases timely graduation rate 5. Increases student retention 		

6) Change to PE 4484

	<u>Current</u>	<u>Changes</u>
Subject Code:	PE	
Course Number:	4484	
Short Course Title:	Exercise Assessment	
Long Course Title:	Exercise Assessment and Prescription	
Credit Hours:	3 Cr.	
Contact Hours:	3 hours/week	
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability:	none	

Course Description:	Design and principles of exercise assessment procedures in physical education and sport setting. Physical Fitness testing concepts and procedures will be covered along with the principles involved when prescribing exercise programs for physical education and sport participants.	
Prerequisites:	PE 3301	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	F, ASU	F, S
Rationale for Change:		
<ol style="list-style-type: none"> 1. This change aligns program theory with function 2. This change meets the increased needs of students in the program 3. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 4. Increases timely graduation rate 5. Increases student retention 		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	PE	
Course Number:	3303	
Short Course Title: (30 character max, including spaces; no punctuation)	Kinesiology Teachers & Coaches	
Long Course Title:	Kinesiology for Teachers & Coaches	

Credit Hours:	3 Cr.	
Contact Hours:	3 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:	None, Regular letter, A-F	
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	The study of the scientific foundations of human activity including exercise physiology and biomechanics. Some laboratory activities included. Course is designed for non-exercise science emphasis health and physical education candidates.	
Prerequisites:	PE 2243	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	S	
Rationale:	<ol style="list-style-type: none"> 1. This change meets the increased needs of students in the program 2. This change makes our program consistent with: <ol style="list-style-type: none"> a. ACSM standards b. Sport Science program curriculum with similar intuitions across the country 3. Increases timely graduation rate 4. Increases student retention 	

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses being deleted, extraneous table eliminated.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Exercise Science Emphasis (77 credits, plus Core)

Objective #1: To develop foundational knowledge in the basic sciences (39 credits)

(Note: [PE 2243](#) requirement in SSPE Core is satisfied by [BIOL 3301](#), [BIOL 3302](#), and labs.)

Biological Cognate: 8 credits

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4

Chemistry Cognate: 9 credits

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4

Physics Cognate: 8 credits

PHYS 1111 & PHYS 1113	General Physics and General Physics I Laboratory	4
PHYS 1112 & PHYS 1114	General Physics II and General Physics II Laboratory	4

Math Cognate: 11 credits

MATH 1143	College Algebra ¹	3
MATH 1144	Trigonometry ¹	2
MATH 1153	Introduction to Statistics	3
MATH 1160	Applied Calculus	3

(each of the TWO courses above satisfies General Education Objective 3)

¹ [MATH 1147](#) Precalculus (5 cr) will substitute for [MATH 1143](#) and [MATH 1144](#).

Psychology Cognate: 3 credits

PSYC 1101	Introduction to General Psychology (partially satisfies General Education Objective 3, 6)	3
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Objective #2: To develop specialized knowledge in human movement activities (14 credits)

PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302	Biomechanics	4

& 3302L	and Biomechanics Laboratory	
PE 3322	Introduction to Sport Psychology	3

Objective #3: To develop skills assessing and analyzing human movement activities (12 credits)

PE 3370	Care and Prevention of Athletic Injuries	3
PE 4482	Mechanical Analysis of Human Movement	3
PE 4484	Exercise Assessment and Prescription	3
PE 4490	Practicum in Physical Education	3

Objective #4: To develop knowledge and skills in cognate exercise disciplines (12 credits)

NTD 2239	Nutrition	3
	Electives, chosen with advisor approval	9
	Recommended Electives:	
BIOL 4453	Foundations in Neuroscience	3
HE 3340	Fitness and Wellness Programs	
NTD 4439	Sports Nutrition	
PE 4427	Personal Trainer Certification	
PE 4494	Adapted Physical Activity	
PSCI 2205	Drugs in Society	

Physical Education Teaching Emphasis (K-12 certification) - 44 credits (not including credits in Education and the Physical Education Core)

Candidates who have completed the required physical education teaching emphasis courses must also obtain K-12 Teacher Certification in Physical Education by completing all requirements in the Teacher Education Program.

Candidates completing the Physical Education Teaching Emphasis are not required to take the [PE 4454](#) Senior Capstone core course.

In addition to completing departmental major requirements, candidates must make formal application and complete an interview for admission to the Teacher Education Program. See all requirements in the Teacher Education section of the [College of Education](#) section of the catalog.

The Physical Education Learning Goals are aligned with 2 sets of standards: The Idaho State University College of Education Core Standards and the Content Standards in Physical Education of the National Association for Sport and Physical Education (NASPE).

NASPE Content Standards in Physical Education

The NASPE Standards identify seven areas that include the following.

The candidate completing this program:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms;
2. Applies movement concepts and principles to the learning and development of motor skills;
3. Exhibits a physically active lifestyle;

4. Achieves and maintains a health-enhancing level of physical fitness;
5. Demonstrates responsible personal and social behavior in physical activity settings;
6. Demonstrates understanding and respect for differences among people in physical activity settings; and
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Core Component: 9 credits

PE 2222	First Aid CPR and Sport Safety	3
PE 2223	Founds of Phys Educ and Sport	3
PE 2243	Anatomical Foundations	3

Objective #1: To develop teaching skills in a variety of areas in physical activities, athletics, and creative movement (20 credits)

Skills Component: 10 credits

PE 2235	Activity Performance Techs I	3
PE 2236	Activity Performance Techs II	3
PE 2237	Activity Performance Techs III	3

One (1) aquatics course 1

Methods Component: 10 credits

PE 2281	Practical Outdoor Skills	1
PE 3357	Methods of Teaching Elem PE	3
PE 3370	Care and Prevention of Ath Inj	3
PE 4437	Methods Teaching Secondary PE	3

Objective #2: To acquire knowledge in the basic foundations of human activity (17 credits)

PE 3300	Movement Theory and Mtr Dev	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Lab	4
PE 3302 & 3302L	Biomechanics and Biomechanics Lab	4
PE 3322	Intro to Sport Psychology	3
PE 4494	Adapted Physical Activity	3

Objective #3: To understand and develop skills required for teaching physical education (9 credits)

PE 3362	Tests and Measurements in PE	3
PE 3364	Introduction to Sports Law	3
PE 4475	Org and Admin PE and Sport	3

Objective #4: To understand and develop general pedagogical skills and teacher effectiveness

Required Education Foundation Courses

Refer to College of Education [Teacher Education Admission standards](#) and [Elementary](#) and/or [Secondary](#) Teacher Education course Requirements earlier in this catalog.

Outdoor Education Emphasis -- 39 credits, plus Core

Objective #1: To explore the intellectual, historic and philosophic foundations of the field of physical education and movement science.

Physical Education Core Component (included in PE Core): 9 credits

Note: First Aid ([PE 2222](#)) core requirements are satisfied by [PE 2285](#), Wilderness First Aid, or [PE 4441](#), Wilderness First Responder, included below.

Objective #2: To develop leadership and teaching skills.

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of leadership in the outdoor environment, (b) explore the literature of the outdoor field, and (c) provide practical experience in leadership and teaching.

Leadership and Teaching Component (10 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4

Objective #3: To conduct outdoor activities safely in the outdoors with minimal impact on the environment.

Criteria for courses: Courses that fulfill this objective (a) stress safe use of the outdoors, (b) provide the knowledge and experience to respond to outdoor emergencies, and (c) examine ways in which impact on the environment can be minimized.

Outdoor Education Safety Component (7 credits)

Any of the following may be selected, but Outdoor Risk Management, Leave No Trace Trainer, and first aid certification (Wilderness First Aid, Wilderness First Responder or Emergency Medical Technician) are required.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2283	Leave No Trace Trainer	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 3384	Outdoor Risk Management and Liability	2
PE 4441	Wilderness First Responder Certification	3

Candidates who at the time of graduation possess a current certificate in Emergency Medical Technician (EMT) or Wilderness First Responder may apply three (3) credits to this component.

Objective #4: To understand and interpret the natural environment.

Criteria for courses: Courses that fulfill this objective (a) provide a scientific foundation of the understanding of the outdoor world and natural systems; and (b) develop knowledge and the requisite skills to identify plants, animals, rocks, minerals, landforms, and other natural objects.

Natural History Component (8 credits)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
BIOL 4489	Field Ecology	4
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 4456	Geology of Idaho	2
GEOL 4491	Seminar	1
PHYS 1152	Descriptive Astronomy	3
PHYS 1153	Descriptive Astronomy Laboratory	1
PHYS 3325	Introduction to Weather and Climate	3

Objective #5: To cultivate and refine skills in a variety of outdoor activities.

Criteria for courses: Courses that fulfill this objective (a) emphasize an understanding of the techniques, equipment and safety procedures associated with specific outdoor activities, and (b) provide opportunities to learn, practice and refine outdoor skills.

Experiential Skills Component (Minimum of 8 credits)

Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component. (Note: Only eight (8) PEAC credits can be counted towards graduation requirement.)

PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1

PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1
PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop ¹	1-3

¹ When workshop relates to outdoor education, i.e., Canoe Workshop (1 credit), Whitewater Rafting Workshop (1 credit), Backpacking Workshop (1 credit), Advanced Kayaking-Summer Field Experience (1 credit), Beginning Rock Climbing-Summer Field Experience (1 credit), Advanced Rock Climbing-Summer Field Experience (1 credit).

Objective #6: To foster a well-rounded educational background with an emphasis on subjects with historic and traditional importance in the outdoor education field.

Criteria for courses: Courses that fulfill this objective (a) emphasize the expression of ideas through the written and spoken word, (b) provide experience in creative processes, and (c) explore environmental issues through the political process.

Electives (minimum of 6 credits)

Courses may include those listed in the Natural History Component and/or the following:

CMP 2201	Business and Professional Communication	3
CMP 2202	Photo, Graphic, and Video Editing	3
CMP 2241	Introduction to Public Relations	3
CMP 2251	Introduction to Photography	3
& 2251L	and Introduction to Photography Laboratory	3
CMP 3308	Groups and Communication	3
CMP 3339	Web Design	3
ENGL 2206	Creative Writing Workshop	3
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sport Law	3
PE 4493	Introduction to Sport Sociology	3
POLS 4455	Environmental Politics and Policy	3

POLS 4457	Grantwriting	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4441	Organization Behavior	3

Sport Management Emphasis -- 43 credits, plus Core

Objective #1: To understand and appreciate the physical education and sport setting (13 credits)

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of sport and motor development, and (b) explore administrative duties in the athletic setting.

Select TWO of the following: 6

PE 2235	Activity Performance Techs I	3
PE 2236	Activity Performance Techs II	3
PE 2237	Activity Performance Techs III	3

Additional Coursework (7 credits):

PE 2281	Practical Outdoor Skills	1
PE 3322	Intro to Sport Psychology	3
Approved Electives		3

Possible Elective Choices:

PE 3300	Movement Theory and Mtr Dev	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Lab	4
PE 3302 & 3302L	Biomechanics and Biomechanics Lab	4
PE 3357	Methods of Teaching Elem PE	3
PE 3362	Tests and Measurements in PE	3
PE 3370	Care and Prevention of Athletic Injury	3
PE 4437	Methods Teaching Secondary PE	3
PE 4493	Intro to Sport Sociology	3
PE 4494	Adapted Physical Activity	3

Objective #2: To develop leadership and management skills (12 credits)

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of leadership in the sport setting, and (b) explore administrative duties in the athletic setting.

PE 3364	Introduction to Sports Law	3
PE 4473	Facilities Planning and Design	3
PE 4475	Organization and Administration of PE and Sport	3
Approved Electives		3

Possible Elective Choices:

PE 3386	Outdoor Leadership	3
POLS 4458	Public Administration Ethics	3
CMP 2201	Business-Professional Speaking	3
CMP 3308	Groups and Communication	3
CMP 3320	Foundations of Leadership	3
CMP 4409	Communication Inquiry	3

CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3

Objective #3: To understand and interpret the business setting (15 credits)

Criteria for courses: Courses that fulfill this objective (a) provide a business perspective of the understanding of the management setting; (b) provide understanding of human resource management; and (c) provide understanding of legal implications in running a business.

ACCT 3303	Accounting Concepts	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4473	Human Resource Management	3
or MGT 4441	Organization Behavior	
PE 3366	Sport Marketing	3
Approved Electives		3

Possible Elective Choices:

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
CIS 3300	DELETE – NO LONGER A COURSE	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
FIN 3315	Corporate Financial Management	3
MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
MGT 2261	Legal Environment of Orgs	3
MKTG 2225	Basic Marketing Management	3
MGT 4441	Organization Behavior	3
MKTG 3327	Consumer Behavior	3
MC 2241	Introduction Public Relations	3
POLS 4409	Community Regional Planning	3
POLS 4441	Administrative Law	3
POLS 4442	Constitutional Law	3
POLS 4443	Constitutional Law	3
POLS 4451	Org Theory Bureaucratic Struc	3
POLS 4452	Fin Admin and Budgeting	3
POLS 4454	Public Personnel Admin	3
POLS 4456	Labor Organization	3
POLS 4457	Grantwriting	3

Objective # 4: To obtain practical experience in the field of sport management (3 credits)

Criteria for courses: Candidates will engage in a pre-approved 45-hour sports management internship.

Three (3) credits required.

PE 4490	Practicum in PE	3
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Minor in Coaching

The Coaching minor is modeled from the NASPE National Standards for Athletic Coaches which are intended to provide direction for administrators, coaches, athletes and the public regarding the skills

and knowledge that coaches should possess. There are a total of 37 standards organized in 8 domains. The domains include: Injury Prevention, Care and Management; Risk Management; Growth, Development and Learning; Training, Conditioning and Nutrition; Social-Psychological Aspects of Coaching; Skills, Tactics and Strategies; Teaching and Administration; and Professional Preparation and Development.

To be eligible for the Coaching minor, candidates must complete 24 credits—17 credits of required courses and 7 credits of elective courses.

Required Courses (17 credits)

PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Lab	4
PE 3302 & 3302L	Biomechanics and Biomechanics Lab	4
PE 3322	Intro to Sport Psychology	3
PE 3370	Care and Prevention of Athletic Injury	3
PE 4480	Coaching Problems	3

Elective Courses (7 credits)

Select four (4) credits: 4

PE 3312	Pract App of Coaching Baseball
PE 3313	Pract App Coaching Basketball
PE 3314	Pract App of Coaching Football
PE 3315	Pract App of Coaching Soccer
PE 3316	Pract App of Coaching Tennis
PE 3317	Pract App of Coaching Track
PE 3318	Pract App Coaching Volleyball
PE 3319	Pract App Coaching Wrestling

Select three (3) credits: 3

PE 3300	Movement Theory and Mtr Dev
PE 4475	Org and Admin PE and Sport
PE 4493	Intro to Sport Sociology

Minor in Outdoor Education

Outdoor Education Standards

The Outdoor Education minor is modeled around 4 goals that were developed after an extensive review of several other Outdoor Education program curricula. The Association of Outdoor Recreation and Education (AORE) recommends that individual programs establish goals that are relevant to their specific programs. The four component areas in the Outdoor Education minor include Leadership and Teaching, Outdoor Education Safety, Natural History, and Experiential Skills.

Candidates seeking a minor in outdoor education must complete a total of 23 credits from the following four components:

Leadership and Teaching Component (9 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3

Outdoor Education Safety Component (5 credits):

Required Course

PE 2283	Leave No Trace Trainer	1
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Electives

Choose a minimum of four (4) additional credits from the following list. One of the courses (and no more than one course) must be wilderness first aid-related.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4441	Wilderness First Responder Certification	3

Natural History Component

Minimum of four (4) credits required. (The Natural History Component is waived for majors or minors in geology, biology, botany, zoology or ecology.)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4427	Ichthyology	3
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab	4
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3

Experiential Skills Component

Minimum of five (5) credits required. Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component.

PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop ¹	1-3
PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1

¹ When workshop relates to outdoor education, i.e., Canoe Workshop (1 cr), Whitewater Rafting Workshop (1 cr), Backpacking Workshop (1 cr), Advanced Kayaking-Summer Field Experience (1 cr), Beginning Rock Climbing-Summer Field Experience (1 cr), Advanced Rock Climbing-Summer Field Experience (1 cr).

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

Exercise Science Emphasis (77 credits, plus Core)

Objective #1: To develop foundational knowledge in the basic sciences (39 42 credits)

(Note: [PE 2243](#) requirement in SSPE Core is satisfied by [BIOL 3301](#), [BIOL 3302](#), and labs.)

Biological Cognate: 8 11 credits

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 4453	<u><i>Foundations in Neuroscience</i></u> , ADD NEW	<u>3</u>

Chemistry Cognate: 9 credits

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab	4

Physics Cognate: 8 credits

PHYS 1111 & PHYS 1113	General Physics and General Physics I Laboratory	4
PHYS 1112 & PHYS 1114	General Physics II and General Physics II Laboratory	4

Math Cognate: 11 credits

MATH 1143	College Algebra ¹	3
MATH 1144	Trigonometry ¹	2
MATH 1153	Introduction to Statistics	3
MATH 1160	Applied Calculus	3

(each of the TWO courses above satisfies General Education Objective 3)

¹ [MATH 1147](#) Precalculus (5 cr) will substitute for [MATH 1143](#) and [MATH 1144](#).

Psychology Cognate: 3 credits

PSYC 1101	Introduction to General Psychology (partially satisfies General Education Objective 3 6)	3
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Objective #2: To develop specialized knowledge in human movement activities (14 credits)

PE 3300	Movement Theory and Motor Development	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Laboratory	4
PE 3302 & 3302L	Biomechanics and Biomechanics Laboratory	4
PE 3322	Introduction to Sport Psychology	3

Objective #3: To develop skills assessing and analyzing human movement activities (12 credits)

PE 3370	Care and Prevention of Athletic Injuries	3
PE 4482	Mechanical Analysis of Human Movement	3
PE 4484	Exercise Assessment and Prescription	3
PE 4490	Practicum in Physical Education	3

Objective #4: To develop knowledge and skills in cognate exercise disciplines (~~12~~ 9 credits)

NTD 2239	Nutrition	3
Electives, chosen with advisor approval		9
Recommended Electives:		6
BIOL 2221	Introductory Microbiology and Lab ADD NEW	4
BIOL 2235	General Microbiology and Lab ADD NEW	4
BIOL 4460	Neuroscience	4
CHEM 3301	Organic Chemistry ADD NEW	3
HE 2210	Medical Terminology and Communication ADD NEW	2
HE 3340	Fitness and Wellness Programs	3
NTD 4439	Sports Nutrition	3
PE 4427	Personal Trainer Certification	3
PE 4494	Adapted Physical Activity	3
PSCI 2205	Drugs in Society	2
PSYC 2225	Child Development ADD NEW	3
PSYC 3301	Abnormal Psychology ADD NEW	3

Physical Education Teaching Emphasis (K-12 certification) - 41 credits (not including Professional Education Core and the Physical Education Core Components)

Candidates who have completed the required physical education teaching emphasis courses must also obtain K-12 Teacher Certification in Physical Education by completing all requirements in the Teacher Education Program.

Candidates completing the Physical Education Teaching Emphasis are not required to take the [PE 4454](#) Senior Capstone core course.

In addition to completing departmental major requirements, candidates must make formal application and complete an interview for admission to the Teacher Education Program. See all requirements in the Teacher Education section of the [College of Education](#) section of the catalog.

The Physical Education Learning Goals are aligned with 2 sets of standards: The Idaho State University College of Education Core Standards and the Content Standards in Physical Education of the National Association for Sport and Physical Education (NASPE).

NASPE Content Standards in Physical Education

The NASPE Standards identify seven areas that include the following.

The candidate completing this program:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms;
2. Applies movement concepts and principles to the learning and development of motor skills;
3. Exhibits a physically active lifestyle;
4. Achieves and maintains a health-enhancing level of physical fitness;
5. Demonstrates responsible personal and social behavior in physical activity settings;
6. Demonstrates understanding and respect for differences among people in physical activity settings; and
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Physical Education Core Component: 9 credits

PE 2222	First Aid CPR and Sport Safety	3
PE 2223	Founds of Physical Education and Sport	3
PE 2243	Anatomical Foundations	3

Objective #1: To develop teaching skills in a variety of areas in physical activities, athletics, and creative movement (20 credits)

Skills Component: 10 credits

PE 2235	Activity Performance Techs I	3
PE 2236	Activity Performance Techs II	3
PE 2237	Activity Performance Techs III	3
	One (1) aquatics course	1

Methods Component: 10 credits

PE 2281	Practical Outdoor Skills	1
PE 3357	Methods of Teaching Elementary PE	3
PE 3370	Care and Prevention of Athletic Injury	3
PE 4437	Methods Teaching Secondary PE	3

Objective #2: To acquire knowledge in the basic foundations of human activity (12 credits)

PE 3300	Movement Theory and Mtr Dev	3
PE 3301 & 3301L	<Physiology of Exercise and Physiology of Exercise Lab> DELETE	4
PE 3302 & 3302L	<Biomechanics and Biomechanics Lab> DELETE	4
PE 3303	Kinesiology Teachers & Coaches, ADD NEW	3
PE 3322	Intro to Sport Psychology	3
PE 4494	Adapted Physical Activity	3

Objective #3: To understand and develop skills required for teaching physical education (9 credits)

PE 3362	Tests and Measurements in PE	3
PE 3364	Introduction to Sports Law	3
PE 4475	Organization and Administration PE and Sport	3

Objective #4: To understand and develop general pedagogical skills and teacher effectiveness

Required Education Foundation Courses-Professional Education Core Courses

Refer to College of Education [Teacher Education Admission standards](#) and [Elementary](#) and/or [Secondary Education Core](#) earlier in this catalog.

Outdoor Education Emphasis -- 39 credits, plus Core

Objective #1: To explore the intellectual, historic and philosophic foundations of the field of physical education and movement science.

Physical Education Core Component (included in PE Core): 9 credits

Note: First Aid ([PE 2222](#)) core requirements are satisfied by [PE 2285](#), Wilderness First Aid, or [PE 4441](#), Wilderness First Responder, included below.

Objective #2: To develop leadership and teaching skills.

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of leadership in the outdoor environment, (b) explore the literature of the outdoor field, and (c) provide practical experience in leadership and teaching.

Leadership and Teaching Component (10 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3-4

Objective #3: To conduct outdoor activities safely in the outdoors with minimal impact on the environment.

Criteria for courses: Courses that fulfill this objective (a) stress safe use of the outdoors, (b) provide the knowledge and experience to respond to outdoor emergencies, and (c) examine ways in which impact on the environment can be minimized.

Outdoor Education Safety Component (7 credits)

Any of the following may be selected, but Outdoor Risk Management, Leave No Trace Trainer, and first aid certification (Wilderness First Aid, Wilderness First Responder or Emergency Medical Technician) are required.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2283	Leave No Trace Trainer	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 3384	Outdoor Risk Management and Liability	2
PE 4441	Wilderness First Responder Certification	3

Candidates who at the time of graduation possess a current certificate in Emergency Medical Technician (EMT) or Wilderness First Responder may apply three (3) credits to this component.

Objective #4: To understand and interpret the natural environment.

Criteria for courses: Courses that fulfill this objective (a) provide a scientific foundation of the understanding of the outdoor world and natural systems; and (b) develop knowledge and the requisite skills to identify plants, animals, rocks, minerals, landforms, and other natural objects.

Natural History Component (8 credits)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4
BIOL 2209L	General Ecology Lab ADD NEW	0
BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation Biology	3
BIOL 4426	Herpetology	3
BIOL 4426L	Herpetology Lab ADD NEW	1
BIOL 4427	Ichthyology	3
BIOL 4427L	Ichthyology Lab ADD NEW	1
BIOL 4438	Ornithology	4
BIOL 4441	Mammalogy	3
BIOL 4441L	Mammalogy Lab ADD NEW	1
BIOL 4489	Field Ecology	4
GEOL 1100 & GEOL 1100L	The Dynamic Earth and The Dynamic Earth Lab	3 1
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 1101	Physical Geology ADD NEW	3
GEOL 1101L	Physical Geology Lab ADD NEW	1
GEOL 2210	Earth in Space and Time	3
GEOL 4456	Geology of Idaho	2
GEOL 4491	Seminar	1
PHYS 1152	Descriptive Astronomy	3
PHYS 1153	Descriptive Astronomy Laboratory	1
PHYS 3325	Introduction to Weather and Climate	3

Objective #5: To cultivate and refine skills in a variety of outdoor activities.

Criteria for courses: Courses that fulfill this objective (a) emphasize an understanding of the techniques, equipment and safety procedures associated with specific outdoor activities, and (b) provide opportunities to learn, practice and refine outdoor skills.

Experiential Skills Component (Minimum of 8 credits)

Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component. (Note: Only eight (8) PEAC credits can be counted towards graduation requirement.)

PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1
PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1
PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop ¹	1-3

¹When workshop relates to outdoor education, i.e., Canoe Workshop (1 credit), Whitewater Rafting Workshop (1 credit), Backpacking Workshop (1 credit), Advanced Kayaking-Summer Field Experience (1 credit), Beginning Rock Climbing-Summer Field Experience (1 credit), Advanced Rock Climbing-Summer Field Experience (1 credit).

Objective #6: To foster a well-rounded educational background with an emphasis on subjects with historic and traditional importance in the outdoor education field.

Criteria for courses: Courses that fulfill this objective (a) emphasize the expression of ideas through the written and spoken word, (b) provide experience in creative processes, and (c) explore environmental issues through the political process.

Electives (minimum of 6 credits)

Courses may include those listed in the Natural History Component and/or the following:

CMP 2201	<u>Business and Professional Communication</u>	<u>3</u>
CMP 2202	<u>Photo, Graphic, and Video Editing</u>	<u>3</u>
CMP 2241	<u>Introduction to Public Relations</u>	<u>3</u>
CMP 2251 & 2251L	<u>Introduction to Photography</u> <u>and Introduction to Photography Laboratory</u>	<u>3</u>
CMP 3308	<u>Groups and Communication</u>	<u>3</u>
CMP 3339	<u>Web Design</u>	<u>3</u>
ENGL 2206	Creative Writing Workshop	3
ENGL 3307	Professional and Technical Writing	3
ENGL 3308	Business Communications	3
PE 3322	Introduction to Sport Psychology	3
PE 3364	Introduction to Sport Law	3
PE 4493	Introduction to Sport Sociology	3
POLS 4455	Environmental Politics and Policy	3
POLS 4457	Grantwriting	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4441	Organization Behavior	3

Sport Management Emphasis -- 43 credits, plus Core

Objective #1: To understand and appreciate the physical education and sport setting (13 credits)

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of sport and motor development, and (b) explore administrative duties in the athletic setting.

Select TWO of the following: 6

PE 2235	Activity Performance Techs I	
PE 2236	Activity Performance Techs II	
PE 2237	Activity Performance Techs III	

Additional Coursework (7 credits):

PE 2281	Practical Outdoor Skills	1
PE 3322	Intro to Sport Psychology	3
Approved Electives		3

Possible Elective Choices:

PE 3300	Movement Theory and Motor Dev	3
PE 3301 & 3301L	Physiology of Exercise and Physiology of Exercise Lab	4
PE 3302 & 3302L	Biomechanics and Biomechanics Lab	4
PE 3303	Kinesiology Teachers & Coaches, ADD NEW	3
PE 3357	Methods of Teaching Elementary PE	3
PE 3362	Tests and Measurements in PE	3
PE 3370	Care and Prevention of Athletic Injury	3
PE 4437	Methods Teaching Secondary PE	3
PE 4493	Intro to Sport Sociology	3
PE 4494	Adapted Physical Activity	3

Objective #2: To develop leadership and management skills (12 credits)

Criteria for courses: Courses that fulfill this objective (a) introduce the concepts of leadership in the sport setting, and (b) explore administrative duties in the athletic setting.

PE 3364	Introduction to Sports Law	3
PE 4473	Facilities Planning and Design	3
PE 4475	Org and Admin PE and Sport	3
Approved Electives		3

Possible Elective Choices:

PE 3386	Outdoor Leadership	3
POLS 4458	Public Administration Ethics	3
CMP 2201	Business and Professional Communication	3
CMP 3308	Groups and Communication	3
CMP 3320	Foundations of Leadership	3
COMM 3355	Nonverbal Communication DELETE	3
CMP 4409	Communication Inquiry	3
CMP 4422	Conflict Management	3
CMP 4424	Management Communication	3

Objective #3: To understand and interpret the business setting (15 credits)

Criteria for courses: Courses that fulfill this objective (a) provide a business perspective of the understanding of the management setting; (b) provide understanding of human resource management; and (c) provide understanding of legal implications in running a business.

ACCT 3303	Accounting Concepts	3
MGT 3312	Individual and Organizational Behavior	3
MGT 4473	Human Resource Management	3
or MGT 4441	Organization Behavior	
PE 3366	Sport Marketing	3
Approved Electives		3

Possible Elective Choices:

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
CIS 3300	DELETE NO LONGER A COURSE	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
FIN 3315	Corporate Financial Management	3
MGT 2216	Business Statistics	3
MGT 2217	Advanced Business Statistics	3
MGT 2261	Legal Environment of Orgs	3
MKTG 2225	Basic Marketing Management	3
MGT 4441	Organization Behavior	3
MKTG 4427	Consumer Behavior ADD THIS COURSE	3
CMP 2241	Introduction to Public Relations	3
POLS 4409	Community Regional Planning	3
POLS 4441	Administrative Law	3
POLS 4442	Constitutional Law	3
POLS 4443	Constitutional Law	3
POLS 4451	Org Theory Bureaucratic Structure	3
POLS 4452	Fin Admin and Budgeting	3
POLS 4454	Public Personnel Admin	3
POLS 4456	Labor Organization	3
POLS 4457	Grantwriting	3

Objective # 4: To obtain practical experience in the field of sport management (3 credits)

Criteria for courses: Candidates will engage in a pre-approved 45-hour sports management internship.

Three (3) credits required.

[PE 4490](#)

Practicum in PE

3

Minor in Coaching

The Coaching minor is modeled from the NASPE National Standards for Athletic Coaches which are intended to provide direction for administrators, coaches, athletes and the public regarding the skills and knowledge that coaches should possess. There are a total of 37 standards organized in 8 domains. The domains include: Injury Prevention, Care and Management; Risk Management; Growth, Development and Learning; Training, Conditioning and Nutrition; Social-Psychological Aspects of Coaching; Skills, Tactics and Strategies; Teaching and Administration; and Professional Preparation and Development.

To be eligible for the Coaching minor, candidates must complete 19 credits—12 credits of required courses and 7 credits of elective courses.

Required Courses (12 credits)

PE 3301 & 3301L	<Physiology of Exercise and Physiology of Exercise Lab< DELETE	4
PE 3302 & 3302L	<Biomechanics and Biomechanics Lab> DELETE	4
PE 3303	Kinesiology Teachers & Coaches , ADD NEW	3
PE 3322	Intro to Sport Psychology	3
PE 3370	Care and Prevention of Athletic Injury	3
PE 4480	Coaching Problems	3

Elective Courses (7 credits total)

Select four (4) credits:		4
PE 3312	Practical App of Coaching Baseball	2
PE 3313	Practical App Coaching Basketball	2
PE 3314	Practical App of Coaching Football	2
PE 3315	Practical App of Coaching Soccer	2
PE 3316	Practical App of Coaching Tennis	2
PE 3317	Practical App of Coaching Track	2
PE 3318	Practical App Coaching Volleyball	2
PE 3319	Practical App Coaching Wrestling	2
Select three (3) credits:		3
PE 3300	Movement Theory and Motor Dev	3
PE 4475	Organization and Administration PE and Sport	3
PE 4493	Introduction to Sport Sociology	3

Minor in Outdoor Education

Outdoor Education Standards

The Outdoor Education minor is modeled around 4 goals that were developed after an extensive review of several other Outdoor Education program curricula. The Association of Outdoor Recreation and Education (AORE) recommends that individual programs establish goals that are relevant to their specific programs. The four component areas in the Outdoor Education minor include Leadership and Teaching, Outdoor Education Safety, Natural History, and Experiential Skills.

Candidates seeking a minor in outdoor education must complete a total of 23 credits from the following four components:

Leadership and Teaching Component (9 credits)

PE 3386	Outdoor Leadership	3
PE 4440	Survey of Outdoor Education Literature	3
PE 4445	Methods of Teaching Outdoor Activities and Practicum	3

Outdoor Education Safety Component (5 credits):

Required Course

PE 2283	Leave No Trace Trainer	1
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Electives

Choose a minimum of four (4) additional credits from the following list. One of the courses (and no more than one course) must be wilderness first aid-related.

PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2285	Wilderness First Aid	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4441	Wilderness First Responder Certification	3

Natural History Component

Minimum of four (4) credits required. (The Natural History Component is waived for majors or minors in geology, biology, botany, zoology or ecology.)

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 1102 & 1102L	Biology II and Biology II Lab	4
BIOL 2209	General Ecology	4

BIOL 2213	Fall Flora	2
BIOL 2214	Spring Flora	2
BIOL 3337	Conservation of Natural Resources	3
BIOL 4426/4426L	Herpetology and Lab	4
BIOL 4427/4427L	Ichthyology and Lab	4
BIOL 4438	Ornithology	4
BIOL 4441/4441L	Mammalogy and Lab	4
BIOL 4489	Field Ecology ADD NEW	4
GEOL 1100	The Dynamic Earth	3
& GEOL 1100L	and The Dynamic Earth Lab	1
GEOL 1101	Physical Geology	4
& 1101L	and Physical Geology Lab	4
GEOL 1110	Physical Geology for Scientists Laboratory	1
GEOL 2210	Earth in Space and Time	3
GEOL 4456	Geology of Idaho ADD NEW	2
GEOL 4491	Seminar ¹	1
PHYS 1152	Descriptive Astronomy ADD NEW	3
PHYS 1153	Descriptive Astronomy Lab ADD NEW	1
PHYS 3325	Introduction to Weather and Climate	3

Experiential Skills Component

Minimum of five (5) credits required. Courses selected must be different from those used to fulfill the requirements of the Outdoor Education Safety Component.

PE 2200	Team Building Leadership	2
PE 2271	Winter Survival Skills	1
PE 2272	Wilderness Survival Skills	1
PE 2280	Winter Camping and Backcountry Travel	1
PE 2281	Practical Outdoor Skills	1
PE 2282	Map Compass and Backcountry Navigation	1
PE 2284	Intermediate Kayaking and Whitewater Safety	1
PE 2286	Avalanche and Winter Sports Safety	1
PE 2287	Snowboard Instructor Training	1
PE 2288	Ski Instructor Training	1
PE 3381	River Safety and Swiftwater Rescue	1
PE 3383	Advanced Rock Climbing and Climbing Safety	2
PE 4491	Physical Education Workshop ¹	1-3
PEAC 1101	Adaptive Snow Skiing	1
PEAC 1108	Instructor Training of Adapted Snowskiing	1
PEAC 1163	Backpacking	1
PEAC 1165	Backcountry GPS Navigation	1
PEAC 1166	Canoeing	1
PEAC 1167	Kayak Touring	1
PEAC 1175A	Beginning Kayaking	1
PEAC 1176A	Beginning Rock Climbing	1
PEAC 1177A	Beginning Cross-Country Skiing	1
PEAC 1178A	Beginning Telemark Cross-Country Skiing	1

PEAC 1178B	Intermediate Telemark Cross-Country Skiing	1
PEAC 1181	Mountain Biking	1
PEAC 1182C	Advanced Dutch Oven Cooking	1
PEAC 1185	Basic Mountaineering	1
PEAC 1186B	Intermediate Fly Fishing	1
PEAC 1189	Beginning Gym Climbing	1
PEAC 1191B	Intermediate Horsemanship	1
PEAC 1194	Caving Workshop	1

¹ When workshop relates to outdoor education, i.e., Canoe Workshop (1 cr), Whitewater Rafting Workshop (1 cr), Backpacking Workshop (1 cr), Advanced Kayaking-Summer Field Experience (1 cr), Beginning Rock Climbing-Summer Field Experience (1 cr), Advanced Rock Climbing-Summer Field Experience (1 cr).

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?	X	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hello, John:

I have reviewed this proposal and concur that it should cause no effect upon the Library.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X (There is one new course but no change in existing support requirements)	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be		

required to deliver this course?		
----------------------------------	--	--

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

On Tue, Mar 18, 2014 at 1:55 PM, Pat Peyton <peytpat@isu.edu> wrote:

ok...no concerns from ITS/ETS.

Thank You!

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Pat,

Please let me know if you have questions about my comments.

1. Most COMM and all MC prefixes are no longer valid at ISU beginning fall 2014. MC and COMM have been replaced by CMP (Communication, Media, and Persuasion) - contact John Gribas or Jim DiSanza for appropriate replacements for MC and COMM courses in the proposal.

2. Course name abbreviations should not be used in the New Proposed Catalog Copy (e.g. Techs I, Mtr Dev, Elem, etc.)

3. On page 11, "Physical Education Teaching Emphasis (K-12 certification) - 41 credits (**not including credits in Education and the Physical Education Core**)."

It is not clear if the "credits in Education" refer to the "Professional Education Core" on pages 142 and 143 of the 2013.14 catalog or something else.

and it is not clear if the "Physical Education Core" refers to the "Core Component" on page 155 or something else. For better clarity, could you change these references to the specific names of the catalog sections you are referring?

4. Use standard phrasing (e.g. either "Plus Core" (on page 14) or "Not including Core Component" (on page 11)).

Thanks,

JoAnn Hertz, Advising

Does CoTech Advising have any academic concerns with the proposal?

John,
No CoT advising concerns.
Thanks,
Cory

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?
Regarding the PEAC proposal:

Regarding the Exercise Science proposal:

- Available grading modes for PE 3301 are Letter and Audit, with Letter being the default. Please clarify if this should change. **Response: Grading should be Letter and Audit with Letter being the default.**
- Available grading modes for PE 3301L are Letter and Audit, with Letter being the default. Please clarify if this should change. **Response: Grading should be Letter and Audit with Letter being the default.** The current short title for PE 3301L is "Physiology of Exercise Lab" Do you want to keep this short title? The current number of contact hours/week listed in Banner for PE 3301L is 1. Should it be changed to 3? **Response: "Physiology of Exercise Lab" is kept for the short title. The contact hours for PE 3301L should be 2. The credit hours for PE 3301 L is 1.**
- Available grading modes for PE 3302 are Letter, P/NP and Audit, with Letter being the default. Please clarify if this should change. **Response: Grading should be Letter and Audit with Letter being the default.**
- Available grading modes for PE 3302L are Letter, P/NP and Audit, with Letter being the default. Please clarify if this should change. **Response: Grading should be Letter and Audit with Letter being the default.** The current number of contact hours/week listed in Banner for PE 3302L is 1. Should it be changed to 3? **Response: The contact hours for PE 3302L should be 2. The credit hours for PE 3302L is 1.**
- Available grading modes for PE 4482 are Letter, P/NP and Audit, with Letter being the default. Please clarify if this should change. **Response: Grading should be Letter and Audit with Letter being the default** The short title includes shortening Mechanical to Mech. The long title is Mechanical Analysis of Human Movement.
- Available grading modes for PE 4484 are Letter, P/NP and Audit, with Letter being the default. Please clarify if this should change. **Response: Grading should be Letter and Audit with Letter being the default**
- PE 3303 - The short title can only be 30 characters including spaces. "Kinesiology for Teachers and Coaches" is 36 characters. Please provide a 30 character short description. "Kinesiology for Teachers and Coaches" can be used for the long title. Please also clarify which grading modes should be available and which one should be the default. **Response: Grading should be Letter and Audit with Letter being the default. Short Title can be "Kinesiology Teachers and Coaches"**

Best Regards,

Chris Hunt
 Associate Registrar
 Idaho State University
 voice: (208) 282-4946
 fax: (208) 282-4231
 email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ NAME _____, anticipate that it can support this change?

[Back to List of Proposals](#)

6. Council unanimously **approved Proposal #35 as amended** from **Automotive Technology** ([Appendix 6](#)) for program and course changes.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

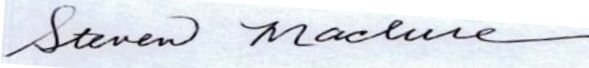

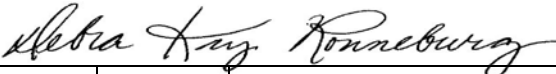
Proposal No.	# 35	UCC Decision	APPROVED as amended	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	09/30/2014	Processed Date:	10/02/2014	UCC Agenda	10/09/2014
UCC Description:	Automotive Technology program and course changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Automotive Technology Proposal
College:	College of Technology
Department:	Trade and Industrial
Proposal Originator (PO):	Dave Treasure
Email:	treawill@isu.edu
Phone:	X2678

Approval Required	Signature		Date
UCC Representative:			9/30/2014
Department Chair / Program Director:			9/29/2014
Dean or Designee:			9/29/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The Automotive Technology program desires to make changes to comply with accreditation standards from ASE/NATEF. Course titles, descriptions, and credits will be updated through the addition of new courses and deletion of old courses. AUTM 0100, Introduction to Automotive Technology will increase the credits to provide students with more basic training on tools and methods. The course number will also change to AUTM 0100A. Courses will be standardized in blocks of four credits to make training length more consistent and to comply with accreditation standards. This is the first step in a major overhaul of the program.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Vote was taken on 27 August 2014. Three yes votes, zero no votes. Vote was unanimous.

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for *deletions*, underline for *new text*, and *colored fonts* if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

	Current	Changes
Subject Code:	AUTM	
Course Number:	0100	0100A
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Automotive Technology	
Long Course Title:	Introduction to Automotive Technology	
Credit Hours:	2	8
Contact Hours:	30	120 30
Default Grading Mode:	S/U	Letter
Available Grading Modes:	S/U	Letter
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Personal and equipment safety procedures in the automotive industry, use of hand tools, component identification and function, fasteners, use of threaded materials, tubing, hydraulic	<u>An introduction to the automotive industry including automotive history, safety practices, shop equipment and tools, vehicle subsystems, service publications, professional responsibilities, and basic</u>

	tools, and familiarization with technical manuals and procedures	automotive maintenance.
Prerequisites:	None	
Corequisites:	none	
Registration Restrictions:	Must be admitted to AUTM	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, S, Su	F, S, Su
Rationale for Change: Changes will help to comply with accreditation standards from ASE/NATEF. 1) Students are in need of more basic training on tools and methods in AUTM 0100A (formally AUTM 0100), so credits will be increased from two to eight, 2) standardizes course credits in blocks of four credits per course that will make training better and comply with accreditation standards, and 3) this is the first step in a major overhaul of the program		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

Subject Code:	AUTM
Course Number:	0101
Short Course Title: (30 character max, including spaces; no punctuation)	Engine Repair
Long Course Title:	Engine Repair
Credit Hours:	4
Contact Hours:	120 — 15
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students will be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0102
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0102
Short Course Title: (30 character max, including spaces; no punctuation)	Automotive Electrical I
Long Course Title:	Automotive Electrical I
Credit Hours:	4
Contact Hours:	120 15
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Electronic theory, wiring diagrams, test equipment, diagnosis, repair, replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Upon completion, students will be able to properly use wiring diagrams to diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0101
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0103
Short Course Title: (30 character max, including spaces; no punctuation)	Engine Performance
Long Course Title:	Engine Performance
Credit Hours:	4
Contact Hours:	120 15
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Theory of operation, and basic diagnostic process used to locate engine performance concerns and to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and emission control devices. Upon completion, students will be able to describe operation and diagnose/repair basic ignition, fuel and emission

	related drivability problems using appropriate test equipment/service information in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0104
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0104
Short Course Title: (30 character max, including spaces; no punctuation)	Automotive Electrical II
Long Course Title:	Automotive Electrical II
Credit Hours:	4
Contact Hours:	120 15
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting using labsopes and other diagnostic equipment. Upon completion, students will be able to properly use diagnostic equipment to properly diagnose, test, and repair electronic concerns in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0103
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0105
Short Course Title: (30 character max, including spaces; no punctuation)	Steering/Suspension
Long Course Title:	Steering/Suspension
Credit Hours:	4
Contact Hours:	120 15
Default Grading Mode:	Letter

Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students will be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0106
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0106
Short Course Title: (30 character max, including spaces; no punctuation)	Brakes
Long Course Title:	Brakes
Credit Hours:	4
Contact Hours:	60 15
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students will be able to diagnose, service, and repair various automotive braking systems in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0105
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Significant depth is being added to this course to comply with an upcoming accreditation visit.

Subject Code:	AUTM
Course Number:	0107
Short Course Title: (30 character max, including spaces; no punctuation)	Manual Drivetrains and Axles
Long Course Title:	Manual Drivetrains and Axles
Credit Hours:	4
Contact Hours:	120 15
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students will be able to explain operational theory, diagnose and repair manual drive trains in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0108
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0108
Short Course Title: (30 character max, including spaces; no punctuation)	Auto Transmissions/Transaxles
Long Course Title:	Automatic Transmissions/Transaxles
Credit Hours:	4
Contact Hours:	120 15
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	Operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service

	information, tools, and equipment. Upon completion, students will be able to explain operational theory, diagnose and repair manual drive trains in accordance with Automotive Service Excellence (ASE) standards.
Prerequisites:	None
Corequisites:	AUTM 0107
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

Subject Code:	AUTM
Course Number:	0109
Short Course Title: (30 character max, including spaces; no punctuation)	Live Work
Long Course Title:	Live Work
Credit Hours:	8
Contact Hours:	240 30
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Work on customer-owned, current, and late model vehicles in a shop environment. Prepares students for ASE certification via work on customer-owned, current, and late model vehicles in a shop environment. Shop management and customer relations.
Prerequisites:	AUTM 0100A, AUTM 0101, AUTM 0102, AUTM 0103, AUTM 0104, AUTM 0105, AUTM 0106, AUTM 0107, AUTM 0108
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S, Su
Rationale:	Changes will help to comply with accreditation standards from ASE/NATEF.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Subject Code:	AUTM
Course Number:	0110
Short Course Title:	Vehicle Controls I
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Course titles,

	descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.
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Subject Code:	AUTM
Course Number:	0111
Short Course Title:	Vehicle Controls II
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0112
Short Course Title:	Power Trains I
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Existing course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0113
Short Course Title:	Power Trains II
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0114
Short Course Title:	Automotive Engines I
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0115
Short Course Title:	Automotive Engines II
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Existing course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0116
Short Course Title:	Automotive Electrical I
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0117
Short Course Title:	Automotive Electrical II
Rationale:	The Automotive Technology program is modifying curriculum to comply with accreditation standards from ASE/NATEF. Course titles, descriptions, and credits will be updated through the addition of new courses. Old courses are being deleted.

Subject Code:	AUTM
Course Number:	0118
Short Course Title:	Live Work I
Rationale:	Hands on experience with tools and procedures will be taught in the AUTM 0109.

Subject Code:	AUTM
Course Number:	0119
Short Course Title:	Live Work II
Rationale:	Hands on experience with tools and procedures will be taught in the 0100 class and credits from this deleted course (AUTM 0119) will backfill to raise the total to eight credits in AUTM 0100A.

NOTE: AUTM 0198 Special Topics, AUTM 0201 Advanced Electrical, AUTM 0296 Independent Study, and AUTM 0298 Special Topics remain unchanged.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Technical Certificate: Automotive Technology

(3 Semesters)

AUTM 0100	Introduction to Automotive Technology	2
AUTM 0110	Vehicle Controls I	4
AUTM 0111	Vehicle Controls II	4
AUTM 0112	Power Trains I	3
AUTM 0113	Power Trains II	5
AUTM 0114	Automotive Engines I	3
AUTM 0115	Automotive Engines II	5
AUTM 0116	Automotive Electrical I	4
AUTM 0117	Automotive Electrical II	4
AUTM 0118	Live Work I	8
AUTM 0119	Live Work II	8
Total Hours		50

Associate of Applied Science Degree: Automotive Technology

(4 Semesters)

Required Courses:

AUTM 0100	Introduction to Automotive Technology	2
AUTM 0110	Vehicle Controls I	4
AUTM 0111	Vehicle Controls II	4
AUTM 0112	Power Trains I	3
AUTM 0113	Power Trains II	5
AUTM 0114	Automotive Engines I	3
AUTM 0115	Automotive Engines II	5
AUTM 0116	Automotive Electrical I	4
AUTM 0117	Automotive Electrical II	4
AUTM 0118	Live Work I	8
AUTM 0119	Live Work II	8
AUTM 0201	Advanced Electrical Systems	8
General Education courses ¹		
COMM 1101	Principles of Speech ²	3
Additional General Education courses		12
Total Hours		73

¹ See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of

the College of Technology section of the catalog.

² Contributes to AAS English/Communication Requirement; satisfies a General Education requirement.

New Proposed Catalog Copy (clearly show changes from the original):

Intermediate Technical Certificate: Automotive Technology

Required Courses	Title	credits
AUTM 0100A	Introduction to Automotive Technology	2 8
AUTM0110	Vehicle Controls I	4
AUTM-0111	Vehicle Controls II	4
AUTM-0112	Power Trains I	3
AUTM-0113	Power Trains II	5
AUTM-0114	Automotive Engines I	3
AUTM-0115	Automotive Engines II	5
AUTM-0116	Automotive Electrical I	4
AUTM-0117	Automotive Electrical II	4
AUTM-0118	Live Work I	8
AUTM-0119	Live Work II	8
AUTM 0101	Engine Repair	4
AUTM 0102	Automotive Electrical I	4
AUTM 0103	Engine Performance	4
AUTM 0104	Automotive Electrical II	4
AUTM 0105	Steering/Suspension	4
AUTM 0106	Brakes	4
AUTM 0107	Manual Drivetrains/Axles	4
AUTM 0108	Automatic Transmissions/Transaxles	4
AUTM 0109	Live Work	8
Total		50 48

Automotive Technology: Associate of Applied Science Degree

Required Courses	Title	credits
AUTM 0100A	Introduction to Automotive Technology	2 8
AUTM0110	Vehicle Controls I	4
AUTM-0111	Vehicle Controls II	4
AUTM-0112	Power Trains I	3
AUTM-0113	Power Trains II	5
AUTM-0114	Automotive Engines I	3
AUTM-0115	Automotive Engines II	5
AUTM-0116	Automotive Electrical I	4
AUTM-0117	Automotive Electrical II	4
AUTM-0118	Live Work I	8
AUTM-0119	Live Work II	8
AUTM 0101	Engine Repair	4
AUTM 0102	Automotive Electrical I	4
AUTM 0103	Engine Performance	4

AUTM 0104	Automotive Electrical II	4
AUTM 0105	Steering/Suspension	4
AUTM 0106	Brakes	4
AUTM 0107	Manual Drivetrains/Axles	4
AUTM 0108	Automatic Transmissions/Transaxles	4
AUTM 0109	Live Work	8
AUTM 0201	Advanced Electrical	8
General Education courses ¹		<u>12</u>
COMM 1101 ²	Principles of Speech	3

Total ~~73~~ 71

¹ See **General Education Requirements** (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

² Contributes to ~~AAS Spoken Communication Requirement; satisfies~~ a General Education requirement.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"I don't see an affect on the Library from this proposal." - Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed? X		
Will any type of distance learning be needed? NO		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? 15		
What is your anticipated scheduling of courses using this technology? NONE		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *“No concerns from ITS.” – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *“No advising concerns.” – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jessica,

I have the following input on this proposal:

- We will need to assign a new number to AUTM 0100. We cannot keep the same course number with a change in credits from 2 to 8. I realize this may mean renumbering the rest of the new courses, and I'm willing to help think that through if it would be helpful.
- My office needs a memo explaining how students in catalog years previous to 2015-16 will be allowed to complete the program with all of the course drops so we can update the student's degree audit in DegreeWorks.

Best Regards,

Chris Hunt
Associate Registrar

Chris,

We will change the course to AUTM 0100A on the proposal and submit a memo to your office on Monday regarding the student's that are meeting requirements of a previous catalog.

Debbie Ronneburg
Associate Dean
Idaho State University - College of Technology

Jessica,

With this change, the student information system can support this change and no SBOE proposal is required.

Best Regards,

Chris Hunt
Associate Registrar

Will a State Proposal or Letter be required? (Specify which, please)

- “No SBOE proposal is required.” – Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

7. Council unanimously **approved Proposal #59 as amended** from **Languages and Literatures** for new Basic and Advanced Certificates in Foreign Languages. Requires SBOE approval.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 59	UCC Decision	APPROVED as amended	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	YES	State Decision		Date:	
Gen Ed course?	Yes – CLEP credit	GERC Decision		Date:	
Graduate catalog?	No				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/22/2014	UCC Agenda	10/23/2014
UCC Description:	Languages & Literatures: new Certificates in Foreign Languages				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Certificate in Foreign Languages
College:	Arts & Letters
Department:	Languages & Literatures
Proposal Originator (PO):	Cathleen Tarp
Email:	tarphele@isu.edu
Phone:	282-3329

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Thom Kloss?		9/19/14
Department Chair / Program Director:	See signature page – signed by ?? [illegible]		9.16.14
Dean or Designee:	See signature page – signed by Randy Earles		9/19/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes?	Separate Gen Ed Proposal submitted to GERC	CLEP Credit ??
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes	State Proposal submitted to Academic Affairs	Yes

Overview of Proposed Changes	
<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>The creation of the Basic and the Advanced Certificates in Language fulfill the Department’s goals teaching “speaking, listening, reading, and writing in languages other than English....necessary to the use of language in the profession of choice.” It reflects the College’s mission by offering “a variety of academic programs that develop skills in written and oral communication and critical thinking while exploring the diversity and scope of the human experience with both undergraduate and graduate students.” It aligns with the University’s mission “to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.” The proposed program supports ISU Core Theme Two: Access and Opportunity. “Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives” by providing students ISU students with enhanced opportunities to achieve a measurable degree of basic proficiency in a second language in order to enhance their employment opportunities upon graduation. Because the proposed Certificates do not require any new courses, we do not anticipate any negative impact on any program or budget.</p> <p>We also propose changes to the <u>Catalog</u> language treating the CLEP exam in order to make this portion of the Catalog more easily understandable to students and advisors.</p>
<p>What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Sept 16th, 2014, via e-mail. 11 yes, 0 no.</p>

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

NO NEW COURSES REQUIRED.

Extraneous tables deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Minors in French, German, Japanese, and Spanish, and introductory and intermediate courses in Arabic, Chinese, Latin, Russian, and Shoshoni, provide an important component of the student’s general education in the Humanities and complement a wide variety of majors in other disciplines, increasing the ability to compete for jobs where a knowledge of one or more foreign languages is desired. The Department of Languages and Literatures, also teaches courses in comparative literature, literature in translation, film, and cultural studies designed for a broad audience, in particular for those who lack the language competency to read major works in their original languages.

New Proposed Catalog Copy (clearly show changes from the original):

Minors in French, German, Japanese, and Spanish, and introductory and intermediate courses in Arabic, Chinese, Latin, Russian, and Shoshoni, provide an important component of the student’s general education in the Humanities and complement a wide variety of majors in other disciplines, increasing the ability to compete for jobs where a knowledge of one or more foreign languages is desired. The Department of Languages and Literatures, also

teaches courses in comparative literature, literature in translation, film, and cultural studies designed for a broad audience, in particular for those who lack the language competency to read major works in their original languages.

The Basic Certificates in Language in French, German, and Japanese provide students with a recognized credential for completion of a coherent program of study consisting of 18 credits or more. The Advanced Certificate in Language provides students in French, German, Japanese and Spanish with a recognized credential for completion of a coherent program of study consisting of 21-24 credits. Both credentials give students more flexibility in how they demonstrate language proficiency to enhance marketability and career choice options.

Current Catalog Copy (Paste current eCatalog copy below)

Minor in Spanish

SPAN 1101, 1102 Elementary Spanish I and II 8 cr
SPAN 3301 or 3302 Spanish Conversation and
Composition I or II 3 cr

One elective upper-division course in Spanish 3 cr

Either the following three courses (10 credits):

SPAN 2200 Intermediate Enrichment* 2 cr
SPAN 2201, 2202 Intermediate Spanish I and II 8 cr

Or the following three courses (10 credits):

SPAN 2200 Intermediate Enrichment* 4 cr
SPAN 2210, 2211 Spanish for Health Care 6 cr

Choose ONE of the following (3 cr):

CMLT 2207 Contemporary
European Culture 3 cr
CMLT 2208 Cultures of
the Spanish-Speaking World 3 cr
CMLT 2209 Cultures of Asia 3 cr

**This is a variable-credit course that must be repeated to obtain this number of credits.*

ADD TO FOLLOW:

BASIC CERTIFICATE IN LANGUAGE: FRENCH, GERMAN, or JAPANESE (18 cr.)

<u>1101</u>	<u>4 cr. or equivalent</u>
<u>1102</u>	<u>4 cr. or equivalent</u>
<u>2200 or other 2000 course</u>	<u>2 or more cr.</u>
<u>2201</u>	<u>4 cr. or equivalent</u>
<u>2202</u>	<u>4 cr. or equivalent</u>

ADVANCED CERTIFICATE IN LANGUAGE: FRENCH, GERMAN, SPANISH, JAPANESE (21-24 cr.)

Students seeking the Advanced Certificate in Language must complete 24 credits in the chosen language, 6 at the 3000 or 4000 level, and must get a minimum score of Intermediate Mid on the ACTFL OPI (American Council of Teachers of Foreign Languages' Oral proficiency Interview). Please see a department advisor for more information on the ACTFL OPI.

Students take these 18 credits.

<u>1101</u>	<u>4 cr. or equivalent</u>
<u>1102</u>	<u>4 cr. or equivalent</u>
<u>2200 or other 2000 course</u>	<u>2 or more cr.</u>
<u>2201</u>	<u>4 cr. or equivalent</u>
<u>2202</u>	<u>4 cr. or equivalent</u>

Students choose and take 6 additional upper division credits in the language from the following.

3301 <u>Conversation & Composition I</u>	3 cr.
3302 <u>Conversation & Composition II</u>	3 cr.
3303 <u>Professional French or German or Japanese or Spanish</u>	3 cr.
3300 <u>*Intensive Conversation (waived by Int. High on OPI)</u>	3 cr.
<u>Upper division credits in the language</u>	3 cr.

The 3300 Intensive Conversation course may be waived if the candidate earns an Intermediate High or above on the ACTFL OPI. If the 3300 conversation course is waived by the required score, the student may graduate with 21 credits. If the student does not earn the minimum score of Intermediate High, the student must complete 24 credits as indicated above. Please speak to an advisor.

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

Current Catalog Copy (Paste current eCatalog copy below)

C.L.E.P. Credit

This section was removed from the proposal as it is general academic policy and should be addressed by Faculty Senate, per Chris Hunt.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	YES	
Will students be required to use the Library's existing print resources?	YES	
Will students need to make use of library services in Pocatello?	YES	
Will students need to make use of library services in Idaho Falls?	YES	
Will students need to make use of library services in Meridian?	YES	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	YES	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?	NO	

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Dear Cathleen:

I concur--there should be no affect on the Library from this change.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	YES	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	YES	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	YES	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	YES	
If yes, will any specific software be needed? NO		
Will any type of distance learning be needed?	YES	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): MOODLE, ONLINE		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer: projector, computer, internet connectivity		
Will ITS support be needed for server, installation, maintenance, backup, etc.?	YES	
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	MODLE, Digitizing class sessions	
How many students are expected per semester? now.	No more than we serve	
What is your anticipated scheduling of courses using this technology? consistent with current use.	Scheduling will be	
Will you be installing your own video conferencing systems to deliver this course?	NO	

Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	YES	
Will you use Moodle to reduce seat-time required in your course?	YES	
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	NO	
Is Webconferencing required to deliver this course?	NO	
Are there other technology needs related to instruction that will be required to deliver this course?	NO	

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines

Helen, No impact on ITS.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	YES	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	YES	
Are course credits correct? Is terminology up to date? Are credit sums correct?	YES	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	YES, no changes to these elements	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

**Hi Cathleen,
No advising concerns.
Best wishes,**

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Hello Helen,

**No CoT advising impacts.
Thank you,**

**Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209**

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

From: **Christopher Hunt** <huntchri@isu.edu>
Date: Tue, Sep 23, 2014 at 9:21 AM
Subject: Fwd: Program Impact for UCC, proposed Certificate in Languages
To: Helen Tarp <tarphele@isu.edu>

Dr. Tarp,

The student information system can support the part of your proposal regarding the new certificates. SBOE approval will be required to add new certificates.

I believe the part of your proposal that changes text regarding C.L.E.P. and fulfillment of General Education is not directly in the purview of UCC and should be addressed through different channels. I'd like to request that you remove these changes from the submitted proposal. As my office received specific instruction from the Provost's office on the approved wording in the catalog regarding C.L.E.P. and General Education for the 2014-15 catalog, I think it would be prudent to request their advice on how to proceed with requesting changes to those sections.

This proposal does not reference the existing text in the 2014-15 eCatalog. The following is the existing, approved text:

C.L.E.P. Credit

Students can receive credits by examination (C.L.E.P.) to be applied to their transcripts with an "S" grade (16 credits maximum).

Other Language Exams

Students who have learned languages other than French, German, or Spanish may partially satisfy Objective 4 of the General Education Requirements by successfully completing one of the proficiency exams developed by Brigham Young University for a number of rarely taught languages. Applications for this exam may be obtained in the office of the Department of Languages and Literatures (Business Administration Building, Room 338-A).

Language Requirement for International Students

International students cannot apply their native languages to partial fulfillment of Objective 4 of the General Education Requirements. Instead, their passing [ENGL 1101](#) and [ENGL 1102](#) with at least a C-average will serve the dual purpose of fulfilling Objective 1 and partially fulfilling Objective 4.

Proposed Language: *(see my notes in parentheses.)*

C.L.E.P. Credit *(I'm not sure why you are requesting the removal of the header.)*

Students who speak French, German, or Spanish at home or who have learned the language abroad can receive credits in partial fulfillment of Objective 4 of the General Education Requirements. *(Why are you not including reference to the C.L.E.P. exam?)* For further information, see [the beginning of catalog](#) and/or [contact](#) the department secretary. *(I'd prefer not to change the language referring to fulfillment of General Education here if it isn't necessary. We have tried to keep language regarding fulfilling general education as consistent as possible throughout the catalog. We could add "Please refer to the catalog section General Education for more information.")*

Other Language Exams

Students who have learned languages other than French, German, or Spanish may partially satisfy Objective 4 of the General Education Requirements by successfully completing one of the proficiency exams developed by Brigham Young University for a number of rarely taught languages.

Applications for this exam may be obtained in the office of the Department of Languages and Literatures ~~(Business Administration Building, Room 338-A)~~. [\(Graveley Hall Room 103.\)](#)

Language Requirement for International Students:

International students can~~not~~ apply their native languages in ~~to~~ partial fulfillment of Objective 4 of the General Education Requirements. ~~Instead, their passing English 1101 and 1102 with at least a C-average will serve the dual purpose of fulfilling Objective 1 and partially fulfilling Objective 4.~~

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) **Yes, we are submitting a new program proposal to the State Board.**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		NO
2. Are any NEW Gen Ed courses being proposed?		NO

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
N/A	No impact. We are not adding or subtracting any course or course sequence. Nothing changes except the way in which students can choose to demonstrate language proficiency earned.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

8. Council unanimously **approved Proposal #64** from **Communication Sciences and Disorders** for course changes and updates to degree requirements for the B.S. in Sign Language Interpreting

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 64	UCC Decision	APPROVED	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	???				
UCC Rec'd Date:	10/20/2014	Processed Date:	10/23/2014	UCC Agenda	10/23/2014
UCC Description:	CSD: course changes, updates to degree requirements for B.S. in Sign Language Interpreting				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Delete CSD 4452 and incorporate into CSD 4453, remove CSD 4452 as a required course from the Bachelor of Science in Sign Language Interpreting, update pre-req and co-req for CSD 4454, update B.S. in Sign Language requirements
College:	Division of Health Sciences
Department:	Communication Sciences & Disorders
Proposal Originator (PO):	Emily Turner
Email:	turnemil@isu.due
Phone:	5341

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Karen M. Portillo	10/22/2014
Department Chair / Program Director:	See signature page – signed by Kathleen A. Kangas	9-17-14
Dean or Designee:	See signature page – signed by Nancy Devine and L. Hatzenbeuhler	09-17-2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes

How will this improve	We are asking to combine CSD 4452 (Manually Coded English) into CSD
------------------------------	---

how the University and the Department or Program fulfills their mission?	4453 (Transliterating) because it reflects current trends in training sign language interpreters. Our program was focused on training interpreters in Educational settings only but now we are expanding to include interpreting in medical settings which uses more transliterating than Manually Coded English. Fits into DHS Goals 1 and 2: Goal 1 - To provide high quality programs that are efficient, cost effective, and student oriented. Goal 2 - To create an environment conducive to inquiry. Transliterating uses different systems of Manually Coded English so it makes sense to combine the two courses. MCE is used mainly in educational settings and our focus has shifted to more general/medical.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous vote Aug. 20. 2014 31-yes 0-no

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4453	
Short Course Title: (30 character max, including spaces; no punctuation)	Translit 1: Voice to Sign	
Long Course Title:	Transliterating 1: Voice to Sign	
Credit Hours:	4	
Contact Hours:	4 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Theoretical and practical "hands-on" approach to the process of sign language transliterating. Students will render spoken messages in English into contact varieties and signed English, using sample discourses and texts as appropriate to K-12 educational settings.	<u>Transliterating is a sign system incorporating elements of American Sign Language and English language structure. This course emphasizes and enhances skills that include a complex combination of features from ASL and English that are accomplished by conscious strategies used by the transliterator. A brief introduction to Manually Coded English systems is included.</u>
Prerequisites:	CSD 3354 and permission of	CSD 3354 and permission of instructor

	instructor	
Corequisites:	4453L	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F	
Rationale for Change: Combining the two courses will reflect current trends and standards in the profession. Our program was focused on training interpreters for educational settings only. Our mission/vision has changed to include interpreting in medical settings which uses more translitering and not much manually coded English. Transliterating uses different systems of Manually Coded English so it makes sense to combine the two courses. MCE is used mainly in educational settings and our4 focus has shifted to more general/medical. Permission of instructor not necessary, only pre-req and co-req		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4454	
Short Course Title: (30 character max, including spaces; no punctuation)	Translit 2: Sign to Voice	
Long Course Title:	Transliterating 2: Sign to Voice	
Credit Hours:	4	
Contact Hours:	4 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Continuation of the theoretical and practical "hands-on" approach to sign language transliterating. Render contact varieties and signed English messages into spoken English.	
Prerequisites:	CSD 3354 and permission of instructor	CSD 3354 and permission of instructor
Corequisites:	4454L	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S	
Rationale for Change: Permission of instructor not necessary, only pre-req and co-req		

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that

any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	CSD
Course Number:	4452
Short Course Title:	Manually Coded English
Rationale:	No longer reflects current trends and standards in the profession. MCE is used mainly in education settings and our focus has shifted to more "general/medical".

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Sign Language Interpreting

The following courses are required in addition to an Associate Degree or equivalent in Sign Language Studies or related area:

Required Courses¹

ENGL 3307 Professional and Technical Writing	3
or ENGL 3308 Business Communications	
CSD 3330 Language Science and Development	3
CSD 3351 American Sign Language V	4
CSD 3352 American Sign Language VI	4
CSD 3353 Interpreting Seminar	4
CSD 3354 Interpreting	4
CSD 4452 Manually Coded English	3
CSD 4453 & 4453L Transliterating I:Voice to Sign and Transliterating I:Voice to Sign Laboratory	4
CSD 4454 & 4454L Transliterating II:Sign to Voice and Transliterating II:Sign to Voice Laboratory	4
CSD 4455 Creative Interpreting	3
CSD 4460 Educational Audiology	3
CSD 4461 The Professional Interpreter	3
CSD 4470 Field Observation in Interpreting	2
CSD 4473 Collaboration	2
CSD 4474 Educational Interpreting Internship	4-8

¹ In addition to the 30 credits listed in the Associate of Science in Sign Language Studies

Redundant course listings deleted

New Proposed Catalog Copy (clearly show changes from the original):

Bachelor of Science in Sign Language Interpreting

The following courses are required in addition to an Associate Degree or equivalent in Sign Language Studies or related area:

Required Courses¹

ENGL 3307 Professional and Technical Writing	3
or ENGL 3308 Business Communications	
CSD 3330 Language Science and Development	3
CSD 3351 American Sign Language V	4
CSD 3352 American Sign Language VI	4
CSD 3353 Interpreting Seminar	4
CSD 3354 Interpreting	4
CSD 4452 Manually Coded English	3
CSD 4453 & 4453L Transliterating I:Voice to Sign and Transliterating I:Voice to Sign Laboratory	4

CSD 4454 & 4454L Transliterating II:Sign to Voice and Transliterating II:Sign to Voice Laboratory	4
CSD 4455 Creative Interpreting	3
CSD 4460 Educational Audiology	3
CSD 4461 The Professional Interpreter	3
CSD 4470 Field Observation in Interpreting	2
CSD 4473 Collaboration	2
CSD 4474 Educational Interpreting Internship	4-8

¹ In addition to the 30 credits listed in the Associate of Science in Sign Language Studies

Redundant course listings deleted, all course changes are picked up from Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

***PD NOTE: As this proposal only involves existing courses, no additional library resources are anticipated.**

	Yes	No
Will students be required to use the Library’s existing electronic resources?		
Will students be required to use the Library’s existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Lexie:

This response is applicable to each of the five proposals that you sent to me:
The changes described in this proposal present no concerns for the Library.

Sincerely,
 Sandi Shropshire
 Associate University Librarian
 Collections & Special Projects
 Eli M. Oboler Library
 Idaho State University
 850 South 9th Avenue
 Pocatello, Idaho 83209-8089
 Phone: (208) 282-2671
 Fax: (208) 282-5847

Information Technology Services Questionnaire send entire proposal to Randy Gaines
gainrand@isu.edu

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? ISU Meridian DL classroom		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed? no		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.):		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

Does ITS anticipate that it can support this change?

On Mon, Sep 8, 2014 at 11:26 AM, Lexie Baker <bakelexi@isu.edu> wrote:
Hello Randy,
Please review the attached proposals for your approval.
Thank you,
Lexie

Lexie,
No concerns from ITS on any of these.
Thanks for checking.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Email correspondence Sept 10, 2014:

No advising concerns.
Best wishes,

JoAnn

JoAnn Hertz, Director
Central Academic Advising
Idaho State University
307 Museum Building
Pocatello, ID 83209
208/282.3277
hertjoan@isu.edu
www.isu.edu/advising

Does CoTech Advising have any academic concerns with the proposal?

Please apply the statement below to proposals 2-5:

No CoT advising concerns.

Thank you,

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209
Phone: (208) 282-2622

On Mon, Sep 8, 2014 at 11:29 AM, Lexie Baker <bakelexi@isu.edu> wrote:

Hello Corey,

Please review the attached proposals for your approval.

Thank you,

Lexie

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email Correspondence with Chris Hunt Sept 30th:

Lexie,

I do have some questions regarding these proposals.

CSD #4

- Deleting CSD 4452 - you will need to add to the proposal changes to the BS in Sign Language Interpreting as CSD 4452 is a required course in this program. My office will also need a memo detailing the exceptions that will need to be made in DegreeWorks in catalog years 2014-15 and earlier to allow students to graduate when their degree requirements include CSD 4452 and CSED 4452

Best Regards,

Chris Hunt

Associate Registrar

Idaho State University

voice: (208) 282-4946

fax: (208) 282-4231

email: huntchri@isu.edu

Lexie Baker <bakelexi@isu.edu> Oct 3

to Christopher

Hello Mr. Hunt,

After reviewing your comments with the Faculty we have the following edits.

*I have added the updates to the BS in SLI to have CSD 4452 removed as a required course. Memo has been completed and sent to Sarah Mead. She will let me know if it needs edited.

Lexie Baker <bakelexi@isu.edu> 10:18 AM (1 hour ago, Oct 15, 2014)

to Christopher

Good Morning Chris,

I forwarded the updated proposals on Oct 3 with edits we made per your requests. I was wondering if I needed to wait for you to respond again or if we were okay to submit our proposals. I thought we needed to wait for your okay, but maybe I have misunderstood. Thank you again for all your help on this.

Best regards,
Lexie

Christopher Hunt 10:51 AM (56 minutes ago)

to UG, FACULTY, me

Lexie,

I'm sorry for the lack of clarity on my part. With your responses, these should be sent to UCC.

Best Regards,

Chris Hunt

Associate Registrar

Idaho State University

voice: (208) 282-4946

fax: (208) 282-4231

email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered **YES to 2**: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR: N/A

Department(s) Impacted	Describe Impact:
none	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

9. Council unanimously **approved Proposal #66** from the **Student Success Center** to add two new courses, ACAD 1105 and ACAD 1111, to the Academic Programs curriculum. GERC has approved ACAD 1111 as fulfilling Objective 8: Information Literacy.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 66	UCC Decision	APPROVED	Date:	10/30/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	APPROVED	Date:	10/28/2014
Graduate catalog?	No				
UCC Rec'd Date:	10/23/2014	Processed Date:	10/23/2014	UCC Agenda	10/23/2014
UCC Description:	Student Success Center: Academic Programs new courses ACAD 1105 and ACAD 1111				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Revision of Academic Programs Course Offerings
College:	
Department:	Student Success Center
Proposal Originator (PO):	Kay A. Flowers
Email:	flowkay@isu.edu
Phone:	282-3933

Approval Required	Signature		Date
UCC Representative:	The Student Success Center does not have a UCC rep.		
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	<input checked="" type="checkbox"/> Yes/ <input type="checkbox"/> No	Separate Gen Ed Proposal submitted to GERC	09/19/2014
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/ <input checked="" type="checkbox"/> No/ <input type="checkbox"/> Ltr	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	<p>Nationally, First Year Seminars have been shown to increase retention of first year students. However, the numbers reported in the literature are for courses with more intellectual content. At this time, only 1/3 of all entering students at ISU take FYS (ACAD 1102). Given this experience, Academic Programs would like to revise the courses offered to first year students in a way that would increase their participation and retention and help fulfill the mission of the Student Success Center</p> <p>The revisions would be as follows:</p> <ul style="list-style-type: none"> • ACAD 1105: Special Topics in First Year Seminar: A special topics course that will allow us to have First Year Seminar sections hosted by the colleges. Hosting by the colleges will allow students to connect with colleges in which they have expressed interest and will allow the colleges to offer a First Year Seminar experience that is more richly tied to the college. • ACAD 1111: University Inquiry. This course would combine some limited FYS orientation content with content that introduces the academic side of the university through information literacy and critical thinking. Such a course will more closely resemble those courses that support higher retention numbers.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The faculty of Academic Programs supports this proposal unanimously. 3 yes/ 0 no 9/19/2014

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No changes proposed, extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	ACAD
Course Number:	ACAD 1105
Short Course Title: (30 character max, including spaces; no punctuation)	Spec Topics 1st Year Seminar
Long Course Title:	Special topics in First Year Seminar
Credit Hours:	1
Contact Hours:	1 hr/week for 16 weeks
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Provides an extended orientation to the university for new students. while offering them an opportunity to explore a topic relevant to their majors.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	F
Rationale:	This course is to improve retention. Students who connect with both their college and relevant faculty early in their educational career are more likely to be retained. A special topics course allows the courses to vary in subject/discipline content while maintaining the FYS content.

Subject Code:	ACAD
Course Number:	ACAD 1111
Short Course Title: (30 character max, including spaces; no punctuation)	University Inquiry
Long Course Title:	University Inquiry
Credit Hours:	3
Contact Hours:	3 hrs/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Introduces students to inquiry in a university setting. The course will

	introduce the academic culture of ISU through research and university academic resources. The course will primarily deal with the level of inquiry and evidence expected of university students. Students will learn how to identify an information need, evaluate information discovered, and use information effectively and ethically.
Prerequisites:	
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	Objective 8 [Approved by GERC 10/28/2014]
Terms Offered:	F,S
Rationale:	<p>While First Year Seminar courses have shown consistent increases in retention, one particular course produced increases of 10% (average) for students in traditionally at-risk populations: first-generation, low-income, underrepresented minorities, and males. The course combines a traditional introduction to the university in the context of information literacy and critical thinking.</p> <p>Ahuna, K., Tinnesz, C., & VanZile-Tamsen, C. (2011). 'Methods of Inquiry': Using Critical Thinking to Retain Students. <i>Innovative Higher Education</i>, 36(4), 249-259. doi:10.1007/s10755-010-9173-5</p>

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

N/A – extraneous table deleted.

Part C: Program (Course of Study) Change(s)

No changes proposed, extraneous boilerplate content deleted.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?	X	

Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.) Students will be using library resources, both paper and digital, in their assignments for using information. One or two introductory sessions will be needed.	X	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Dear Kay:

I am comfortable with the Library's ability to support the changes in this proposal using existing resources.

Sincerely,
Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	X	
If yes, will any specific software be needed? ■ No, existing installations will suffice		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer ■ Projector, computer, and internet connectivity		
Will ITS support be needed for server, installation, maintenance,		X

backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? 30		
What is your anticipated scheduling of courses using this technology? ■ The course will be scheduled between 9 am and 7 pm		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	X	
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Kay,
no concerns from ITS!
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Kay,

No advising concerns.

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thanks,
Corey

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Will a State Proposal or Letter be required? (Specify which, please)

- ACAD 1105 - I would prefer to not use "ST: First Year Seminar" as the short title. Usage of the "ST" is done by the University Scheduler when a department wishes to assign a specific title for the section that shows the specific topic covered for the term. Would "Spec Topics 1st Year Seminar" as the short title for this course be acceptable for you? **Change made kaf**

Best Regards,

Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum
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utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

No other departments are impacted. The special topics FYS is at the discretion of the department and not meant to be a requirement of any program.

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

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Undergraduate Curriculum Council
November 6, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 20 (16-20)
Minutes – Approved by Curriculum Council on November 13, 2014; Accepted by Deans' Council and Provost on December 3, 2014

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Mike McCurry, Elizabeth Morgan (telecom), Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: none

Known Guests: Tony Seikel, Maria Madrigal (ASISU)

2. Council approved their Minutes from **October 16, 2014** and **October 23, 2014**

3. Report from the Executive Committee: didn't meet, nothing to report

4. Current Committee Activities:

Council accepted GERC's minutes from **September 30, 2014, October 14, 2014** and **October 28, 2014**

Hofle reported the PHYS and HIST courses were approved. LANG 1101 and 1102 were approved for Objective 4C, but GERC did not make any determination regarding LANG 2201 or 2202. Still awaiting proposal for MATH 1127. EDUC 2215 was rejected, but GERC suggested the department submit a revised proposal for next year. The committee's last meeting before the 2015-16 catalog deadline is this coming Tuesday.

5. Information from Academic Affairs:

Johnson reported Academic Affairs is finalizing the first-phase Program Prioritization changes they hope to fast-track so those changes can be sent to SBOE next week for the December meeting agenda. They are working with the colleges to get the needed information.

6. Information from the Chair: nothing to report

7. Information from the Faculty Senate:

David Alexander, ISU's General Counsel, attended Monday's Faculty Senate meeting to discuss the proposed Minors on Campus policy. Several members of the Music department were there, and expressed concerns about the adverse impact the policy would have on several annual events sponsored by Music as well as by other departments on campus. A revised policy will be drafted and sent out for another 30-day review period. Alexander was very appreciative faculty were weighing in on proposed policies; there are many aspects of the campus and activities that cannot be known by any one entity, so input from faculty and staff is quite valuable in crafting policies that function well and are practical for everyone when implemented.

Stacy Gibson, Director of Equal Opportunity, Affirmative Action & Diversity, addressed Senators regarding the various Title IX requirements, including university employees' responsibilities in reporting harassment and/or assaults involving students or employees. She will be conducting workshops and training sessions for faculty and staff.

Faculty Senate is working with Student Affairs on revising the Academic Dishonesty policy.

Senators are also working on procedures for conducting faculty votes in preparation for a faculty-wide vote on the Faculty Constitution once the review and revision process has been completed. The first round of comments are due the week of November 19, 2014 from college executive committees, UCC, GERC, Research Council and Graduate Council.

8. Other related information or questions: none

Hunt clarified for the council that if, in a proposal, the content of a course is changing significantly, the Registrar's Office is counting on the faculty in this council as the curriculum experts to inform the Registrar staff of that fact, and to let them know when a new course number will be required. The staff in the Registrar's Office do not have the training nor the authority to make those determinations. The Registrar's Office will soon begin tracking assessment and outcomes of courses, and if assessment and outcomes of a course ever change, the course numbers have to change, too. This council will bear much of the responsibility of identifying and insisting those course number changes be made so that assessment and outcomes can be tracked effectively by the institution.

This is something that should be addressed in the next revision of the proposal form and instructions, so that proposal originators would be required to indicate whether and by how much courses' assessment and student learning outcomes are changing. Faculty in the departments and on this council would recognize that, whereas the Registrar's Office would not.

Hunt announced that his staff have figured out how to fix Banner and the eCatalog so that a change to a course's short title no longer will require a curriculum proposal, which will simplify a lot of work for everyone. He has identified only one curriculum on campus where the course titles truly matter, and he will ask this council to request that department review the curriculum to determine whether that can be changed.

B. INFORMATION ITEMS – none this week

C. CONSENT CALENDAR:

Council voted unanimously to **approve all the items** on the Consent Calendar. All the GERC Proposals were approved:

General Education Course Proposals approved by GERC: ([Appendix A](#))

1. Council **approved** as Consent Calendar item: **GERC Proposal #19:** to approve **SOC 2201: Introduction to Gender and Sexuality Studies** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.
2. Council **approved** as Consent Calendar item: **GERC Proposal # 20:** to approve **ACAD 1111: University Inquiry** as a new General Education course fulfilling the requirements for **Objective 8: Information Literacy**.
3. Council **approved** as Consent Calendar item: **GERC Proposal # 26:** to approve **CMP 2203: Media Literacy** as a new General Education course fulfilling the requirements for **Objective 8: Information Literacy**.
4. Council **approved** as Consent Calendar item: **GERC Proposal # 31:** to approve **HIST 2201: Women in U.S. History** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.

D. UNFINISHED BUSINESS

Curriculum, Course and Program Changes Proposed:

1. Council **untabled** and unanimously **approved Proposal #47 as amended** from **Communication, Media and Persuasion** ([Appendix 1](#)) to add a new course CMP 2203: Media Literacy. A separate proposal was submitted to GERC for this course to be a General Education course, and GERC has **approved** this course for **Objective 8: Information Literacy**.
2. Council unanimously **approved revised Proposal #52 as amended** from the **Organizational Learning and Performance (OLP)** ([Appendix 2](#)) for updates to the Workplace Training and Leadership Program.
3. Council unanimously **approved revised Proposal #56 as amended** from **Teaching and Educational Studies (TES)** ([Appendix 3](#)) to change the course description for EDUC 2215. If GERC approves EDUC 2215 as an Objective 8 Gen Ed course, it will require a new course number. However, GERC **rejected** this course because it needs more work to meet the Objective's criteria. The department is encouraged to submit a revised Gen Ed proposal for the next catalog year, but the department wanted this curriculum proposal to go forward with just the amended course title and description changes.
4. **Revised Proposal #57** from **Art** to change the Art History curriculum and requirements for the B.A. and B.F.A. degrees, and minor in Art History. Was tabled previously pending clarification and responses from the department. **Tabled** again to allow Hunt to contact the department to let them know the process for course title changes has been made easier, which may simplify the proposal. Also needs impact responses from the College of Education.
5. Council **approved** (with one abstention) the **revised Proposal #60 as amended** from **Languages and Literatures** ([Appendix 4](#)) to revive the LANG prefix for LANG 1101, 1102, 2201 and 2202 to provide a means for including transfer credits earned in languages not taught at ISU on students' transcripts. Was tabled previously awaiting department's response to Registrar's concerns. Responses received, Registrar was satisfied. GERC **approved LANG 1101 and LANG 1102** as meeting **Objective 4C**, but did not make any determination regarding LANG 2201 and 2202, pending further assessment of the larger issues involving credits by examination. For now, LANG 2201 and LANG 2202 do **not** fulfill either Objective 4 or Objective 9: Cultural Diversity, since credits by exam do not count toward Objective 9.
6. Council unanimously **approved corrected Proposal #61 as amended** from **College of Business** ([Appendix 5](#)) to change the admissions requirements for Bachelor of Business Administration majors. Was tabled previously pending clarifying language from the college; response has been received and incorporated into the proposal.
7. Council unanimously **approved revised Proposal #62 as amended** from **Communication Sciences and Disorders** ([Appendix 6](#)) for housekeeping changes to catalog copy. Was tabled previously pending College of Ed impacts, which have since been received and incorporated.
8. Council unanimously **approved revised Proposal #63 as amended** from **Communication Sciences and Disorders** ([Appendix 7](#)) for changes to CSD 4435/4435L, CSD 4450 and CSD 2205. College of Ed impacts received. A separate proposal was submitted to Grad Council to update the Graduate Catalog.
9. Council unanimously **approved Proposal #67** from **Communication Sciences and Disorders** ([Appendix 8](#)) to create a new course, DHS 4417, to be equivalent to CSD 4417.
10. Council unanimously **approved Proposal #68 as amended** from **Health Occupations, Associate Degree Registered Nursing (ADRN)** ([Appendix 9](#)) program to add BIOL 2235/ BIOL 2235L as a prerequisite option.

11. **Proposal #69** from **Health Occupations** to remove ENGL 1102 from the A.A.S. degree requirements for Medical Assisting, Health Information Technology, and Physical Therapy Assisting. **Tabled** to consult with the department; GERC **rejected** ENGL 1101 as an **Objective 1** course.
12. Council unanimously **approved Proposal #70 as amended** from **ESTEC (Appendix 10)** to add new courses ESET 0100L, ESET 0110 and ESET 0110L, and to remove ESET 0101L as a required corequisite for ESET 0100.
13. Council unanimously **approved Proposal #71** from **ESTEC (Appendix 11)** to update the Basic Technical Certificate curriculum requirements for Instrumentation and Automation Assistants.
14. Council unanimously **approved Proposal #72 as amended** from **ESTEC (Appendix 12)** for course changes in the **Mechanical Engineering Technology** program A.A.S. degree requirements.

E. REMAIN TABLED – Awaiting information or responses

1. **Proposal #39** from the **College of Technology** for changes to the college's Admissions policies and General Education requirements. This proposal also requires review by GERC and by Faculty Senate. **Tabled** pending GERC's approval, and decision whether ENGL 1101 will be allowed to fulfill Objective 1. GERC has **rejected ENGL 1101** as an **Objective 1 Gen Ed** course.
2. **Proposal #40** from the **Accounting Technology Program** to remove ENGL 1102 from the A.A.S. degree requirements. GERC has **rejected ENGL 1101** as an **Objective 1 Gen Ed** course.
3. **Proposal #48** from **Communication Sciences and Disorders** to add a new Gen Ed course CSD 2210 for Objective 9: Cultural Diversity. Requires approval from GERC. GERC has remanded this proposal for revisions. Remains **tabled**.
4. **Proposal #58** from **Political Science** for course description changes. **Tabled** for College of Ed impact statements.
5. **Proposal #65** from **Communication Sciences and Disorders** for course updates to CSD 3351/3351L, CSD 3352/3352L, CSD 4470 and CSD 4455. **Tabled** for department to review whether new course numbers are warranted.

Catalog Policy Change Recommendation from GERC approved September 30, 2014 regarding CLEP exams to replace existing catalog text. *This is Faculty Senate's purview as an Academic Standards matter, not curriculum. Faculty Senate will be discussing it in their next meeting.*

Credit through C.L.E.P. and Other Approved Examinations

Any ~~s~~Students, including International Students, can ~~may~~ receive up to 16 credits by examination (C.L.E.P., BYU Language Exams, or other exams approved by the Department) to be applied to their transcripts with an "S" grade. Students who are proficient in a language other than English may satisfy one component of Objective 4 of the General Education Requirements by successfully earning four credits on one of these exams.

Proposed **Faculty Constitution** for review and comment

F. NEW BUSINESS

Council voted unanimously to approve and immediately **table** the following New Business items:

General Education Course Proposals approved by GERC:

1. **GERC Proposal #17 as amended:** to approve **HONS 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 1: Written English;**
2. and **HONS 1102** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 4A: Humanities**
3. **GERC Proposal #30 as amended:** to approve **LANG 1101** and **LANG 1102** (with the reinstated generic prefix LANG for languages not offered at ISU) as General Education courses meeting the state-wide GEM competency guidelines for **Objective 4C: Foreign Languages.** *Note: no determination was made for LANG 2201 or LANG 2202 at this time, pending further assessment of the larger issues involving credits by examination.*
4. **GERC Proposal #32:** to approve **PHYS 1152** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences.**
5. **GERC Proposal #33:** to approve **PHYS 1153** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences.**
6. **GERC Proposal #34:** to approve **HIST 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences.**
7. **GERC Proposal #35** to approve **HIST 1102** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences.**
8. **GERC Proposal #36:** to approve **HIST 1111** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences.**
9. **GERC Proposal #37:** to approve **HIST 1112** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences.**

Curriculum, Course and Program Changes Proposed: none this week

G. ADJOURNMENT: 6:00 p.m.

APPENDICES

PROPOSALS APPROVED:

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A. General Education Course Proposals approved by GERC:

1. **GERC Proposal #19:** to approve **SOC 2201: Introduction to Gender and Sexuality Studies** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity.**
2. **GERC Proposal # 20:** to approve **ACAD 1111: University Inquiry** as a new General Education course fulfilling the requirements for **Objective 8: Information Literacy.**
3. **GERC Proposal # 26:** to approve **CMP 2203: Media Literacy** as a new General Education course fulfilling the requirements for **Objective 8: Information Literacy.**

4. **GERC Proposal # 31:** to approve **HIST 2201: Women in U.S. History** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.

CURRICULUM PROPOSALS:

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1. **Proposal #47** from **Communication, Media and Persuasion** [as amended](#) to add a new course CMP 2203: Media Literacy. A separate proposal has been submitted to GERC for this course to be a General Education course for Objective 8: Information Literacy, and GERC has **approved** this course for **Objective 8: Information Literacy**.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 47	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	APPROVED	Date:	10/28/2014
Graduate catalog?	No				
Dept. wants this new course ONLY if approved as a Gen Ed course, per response comments in Part D.					
UCC Rec'd Date:	9/29/2014	Processed Date:	10/09/2014	UCC Agenda	10/09/2014
UCC Description:	Communication, Media & Persuasion: new Gen Ed course CMP 2203				
Catalog Editors: Course changes?	YES	Curriculum Changes?	Yes	Gen Ed List – only if approved by GERC	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Media Literacy—New Course—Objective 8
College:	Arts & Letters
Department:	Communication, Media, and Persuasion
Proposal Originator (PO):	James DiSanza, Chair
Email:	disajame@isu.edu
Phone:	

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Thomas Kloss	9/29/14
Department Chair / Program Director:	See signature page – signed by James R. DiSanza	9/29/14
Dean or Designee:	See signature page – signed by Randy Earles	9/29/14

Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	9/30/2014
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The proposed course in media literacy will fill a void in ISU's general education curriculum by adding Media Literacy to the list of options in Objective 8. Students now spend more time consuming or interacting with media than they do in school. Unfortunately, because of packed schedules and tight budgets, media education is not included in most primary or secondary school curricula. Given the ubiquity of media in the lives of today's students, media literacy is a vital part of a well-rounded person's education. A media literacy course will add to the list of options in Objective 8 and improve the ability of students to gather and use information from the media, assess its credibility and reliability, and ethically apply the information they gain from media sources for their purposes. Media literacy is a vital part of any university's general education curriculum.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Yes: September 25 th , 2014—9 yes, 0 no, 0 abstentions

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for *deletions*, underline for *new text*, and *colored fonts* if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

No changes to existing courses proposed, extraneous table deleted.

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	CMP
Course Number:	2203
Short Course Title: (30 character max, including spaces; no punctuation)	Media Literacy

Long Course Title:	Media Literacy
Credit Hours:	3
Contact Hours:	9 3
Default Grading Mode:	Letter grade
Available Grading Modes:	Letter grade
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	
Prerequisites:	No
Corequisites:	No
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	Objective 8 [Approved by GERC 10/28/2014]
Terms Offered:	F and S
Rationale:	<p>According to the Center for Media Literacy, “Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.*</p> <p>This proposed course, CMP 2203: Media Literacy, teaches students how to negotiate contemporary media as active participants, equipping them with the tools to assess source credibility and reliability among the different media outlets, data, and messages that surround them. Students will learn how to effectively gather and evaluate information culled from print, electronic, and digital media and distinguish legitimate research data from popular news outlets.</p> <p>According to the Scripps Health blog, “The average 8-10 year old in the U.S. spends around eight hours per day in front of a screen. Teens may spend as many as 11 hours per day. Many children spend more time interacting with media than they spend sleeping or going to school.”+ Unfortunately, despite the ubiquity of media in young people’s lives, media literacy is not a part of the curricula in most primary or secondary schools.</p> <p>Indeed, young adults are often assumed to be ‘digital natives’ capable of immediately adopting and mastering a myriad of internet and communication technologies, when the reality is much more problematic. Their drive to adopt and engage with media masks a lack of deep understanding of the media, creating a generation inundated with media messages, yet unable to accurately discern the diamonds from the dross. By moving beyond traditional literacy to a more fluid definition of multi-literacies, students will be able not only consume media, but to use, understand, and critically analyze messages from a variety of media outlets and explore the impact, context, history, and interactions between the media, messages, and society.</p> <p>References *http://www.medialit.org/media-literacy-definition-and-more +http://www.scripps.org/news_items/4688-do-your-kids-spend-too-</p>

	much-time-in-front-of-a-screen
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To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses be dropped, extraneous table deleted.

Part C: Program (Course of Study) Change(s)
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Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Courses satisfying Objective 8:

FIN 1115	Personal Finance	3
GEOL 1108	Exploring Data and Information	3
HIST 2291	The Historian's Craft	3
INFO 1101	Digital Information Literacy	3
LLIB 1115	Introduction to Information Research	3

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for [new text](#), and [colored fonts](#) if desired, to show the changes you want made in the catalog.]

CMP 2203 Media Literacy: 3 semester hours. A broad survey of the foundations of the mass media through critical and theoretical perspectives, with particular attention devoted to how economic structures influence media content, the impact of technological innovation, and the proper evaluation of media sources. Topics include how the media manufacture stories, differences between various print and electronic sources of information, recognizing media bias, and different types of media polling. F, S

Courses satisfying Objective 8:

FIN 1115	Personal Finance	3
GEOL 1108	Exploring Data and Information	3
CMP 2203	Media Literacy	3
HIST 2291	The Historian's Craft	3

INFO 1101	Digital Information Literacy	3
LLIB 1115	Introduction to Information Research	3

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?	X	
Will students need to make use of library services in Meridian?	X	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hello, Jim:

I am comfortable that the Library has among its existing resources the ability to support the change contained in this proposal.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines
(gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?	X	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	X	
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concerns from ITS
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jim,
No advising concerns.
Best wishes,
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thanks,
Corey

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jim,

The student information system can support this change and no SBOE proposal is required.

I think this is a great idea for a Gen Ed course!

Best Regards,
Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please) None

From: **James Disanza** <disajame@isu.edu>

Date: Fri, Oct 24, 2014 at 1:30 PM

Subject: Re: UCC questions

To: Thomas Kloss <klosthom@isu.edu>

Hello Tom,

Thank you for the inquiry. I can answer your questions here.

Media Literacy: I am a guest member of the GERC committee and having been in many meetings, I am pretty confident that this our media literacy course will be approved. Nevertheless, if the course is not approved by GERC, we DO NOT want it in the catalog.

Jim DiSanza

On Thu, Oct 23, 2014 at 5:00 PM, Thomas Kloss <klosthom@isu.edu> wrote:

Hello Professor DiSanza,

The curriculum committee had two questions concerning the following proposals:

Media Literacy: Chris Hunt would like you to respond: *We should ask the department if they wish the course to be created if GERC remands their proposal. If the course goes into the 2015-16 catalog not being a gen ed, and then is approved to be a gen ed for the 2016-17 catalog, the course will require a new number in the 2016-17 catalog*

(again, a statement from you on what you would like to do would be sufficient)

The other proposals were approved and you will receive notice soon!.

Thanks,

Tom

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)	X	
2. Are any NEW Gen Ed courses being proposed?	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered **YES to 2:** You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

2. **Revised Proposal #52 as amended** from the **Organizational Learning and Performance (OLP)** for updates to the Workplace Training and Leadership Program

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 52 Revised	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	YES				
Grad Council approved the corresponding Graduate proposal on 10/23/2014					
UCC Rec’d Date:	11/04/2014	Processed Date:	11/05/2014	UCC Agenda	11/06/2014
UCC Description:	OLP: Workplace Training & Leadership Program updates				
Catalog Editors: Course changes?	YES	Curriculum Changes?	YES		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	2015-16 Workplace Training and Leadership Proposal
College:	College of Education
Department:	Organizational Learning and Performance (OLP)
Proposal Originator (PO):	Karen Wilson Scott
Email:	scotkare@isu.edu
Phone:	208-282-4519 (Poc); 208-282-7967 (IF) 208-521-9793 (Cell)

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/ <u>No</u>	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/ <u>No</u> /Ltr	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>The B.S. in Workplace Training and Leadership wishes to:</p> <ul style="list-style-type: none"> - Move OLP 2210/3310 Competency-Based Experience into Electives, such that there are 51 Elective credits required for the B.S. in Workplace Training and Leadership and 54 Elective credits required for the B.S. in Workplace Training and Leadership – PTE Option. - Increase the Workplace Training and Leadership Core and WTL-PTE Core to 11 courses, 33 credits, by adding new course, OLP 3331 <i>Theories of Leadership</i>. - Revise wording of Technical Specialization Coursework, in WTL-PTE Option, to be optional, allowing an individual to major in the B.S. in WTL-PTE with strong industry trade background who does not hold an associates degree or other technical specialization coursework. - Add two new OLP leadership courses: OLP 2231 Introduction to Leadership and OLP 3331 Theories of Leadership. - Add 8 new PTE courses with the “PTE” prefix to separate and deepen the Professional Technical Education courses and more importantly their content from their “OLP” prefix counterpart courses that are renamed and redesigned to deepen HRD content. Six new PTE courses are: PTE 4401-4404, 4444, and 4464. These six include the Idaho Division of PTE certification courses for which the Department of OLP has a grant to deliver. The 7th new PTE course, PTE 4443, <i>Supervision and Organization of Career and Technical Student Organizations</i>, adds a new WTL-PTE elective. The 8th new PTE prefix course is PTE 4467, <i>Practicum: Student Teaching in the WTL-PTE Core only</i>, replacing OLP 4467. - Add OLP 4450 <i>Principles of Adult Education</i> to the Workplace Training and Leadership-PTE Core. - Move OLP 4407 Instructional Design in HRD from the WTL-PTE Core to the WTL-PTE Electives.

	<ul style="list-style-type: none"> - Move OLP 4410, Principles of Change into the WTL and WTL-PTE Cores from respective Electives. - Move OLP 4457, Facilitating Adult Learning out of the WTL and WTL-PTE Cores and into respective Electives. - Revise title of OLP 4465, Practicum in Workplace Training and Leadership to allow Advisor-approved option. - Revise catalog copy of OLP 2210, Competency-Based Equivalency I, to include copy formerly stated in program requirements. - Revise catalog copy of OLP 3310, Competency-Based Equivalency II, to specify “supervisory workplace competencies” and to include copy formerly stated in program requirements. - Delete catalog copy of masters-level courses from the Undergraduate Catalog. [This change does not delete the courses, but only the removes the 55XX and 66XX course copy from the Undergraduate course listing, where they inappropriately appear in the 2014-15 Catalog.]
What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)	Vote: 3 Yes / 0 No 9-7-14

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	2210	
Short Course Title: (30 character max, including spaces; no punctuation)	Competency-Based Equivalency I	
Long Course Title:	Competency-Based Equivalency I	
Credit Hours:	12	
Contact Hours:	5,000+ hr/Equivalency Review	
Default Grading Mode:	S/U	
Available Grading Modes:	S/U	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Credit, unique to Workplace Training and Leadership majors, for verified workplace competencies evaluated by review committee. Credits are awarded as experiential learning credit. Graded S/U. PREREQ: Junior standing and six required	Credit, unique to Workplace Training and Leadership majors, for verified workplace competencies evaluated by review committee. A minimum of 5,000 hours of documented work experience in an occupational specialty is mandatory to apply. A maximum of 24 months

	credits in the major.	of professional-technical, proprietary, or military education successfully completed in an approved program may be applied. Credits are awarded as experiential learning credit. Graded S/U. PREREQ: Junior standing and six required credits in the major.
Prerequisites:	Junior Status; Completed 2 WTL courses; Permission of instructor	
Corequisites:		
Registration Restrictions:	None; Alternate Process	
Equivalencies:	DOL Industry Competencies demonstrated through portfolio review process	
Fulfills General Education Objective:		
Terms Offered:	F,S,Su	
Rationale for Change: Move OLP 2210/3310 Competency-Based Experience from program requirement to program Elective, such that there are 51 Elective credits required for the B.S. in Workplace Training and Leadership and 54 Elective credits required for the B.S. in Workplace Training and Leadership – PTE Option. This move allows traditional students to pursue the B.S. in Workplace Training and Leadership.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	3310	
Short Course Title: (30 character max, including spaces; no punctuation)	Competency-Based Equivalency II	
Long Course Title:	Competency-Based Equivalency II	
Credit Hours:	12	
Contact Hours:	5,000+ hr/Equivalency Review	
Default Grading Mode:	S/U	
Available Grading Modes:	S/U	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Credit, unique to Workplace Training and Leadership majors, for verified workplace competencies evaluated by review committee. Credits are awarded as experiential learning credit. Graded S/U. PREREQ: Junior standing and six required credits in the major.	Credit, unique to Workplace Training and Leadership majors, for verified supervisory or advanced specialization workplace competencies evaluated by review committee. A minimum of 5,000 hours of documented work experience in an occupational specialty is mandatory to apply. A maximum of 24 months of professional-technical, proprietary, or military education successfully completed in an approved program may be applied. Credits are awarded as experiential learning credit. Graded S/U. PREREQ: Junior

		standing and six required credits in the major.
Prerequisites:	Junior Status; Completed 2 WTL courses; Permission of instructor	
Corequisites:		
Registration Restrictions:	None; Alternate Process	
Equivalencies:	DOL Industry Competencies demonstrated through portfolio review process	
Fulfills General Education Objective:		
Terms Offered:	F, S, Su	
Rationale for Change: Move OLP 2210/3310 Competency-Based Experience from program requirement to program Elective, such that there are 51 Elective credits required for the B.S. in Workplace Training and Leadership and 54 Elective credits required for the B.S. in Workplace Training and Leadership – PTE Option. This move allows traditional students to pursue the B.S. in Workplace Training and Leadership. Adding “supervisory” to the 3310 requires the applicant to demonstrate supervisory subject matter expertise beyond industry competency (subject matter expertise).		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4401	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Foundations of PTE and HRD</i>	<i>Foundations of HRD</i>
Long Course Title:	<i>Foundations of Professional Technical Education and Human Resource Development</i>	<i>Foundations of Human Resource Development</i>
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Acquaints the student with the various aspects of professional-technical technical education: history, legislation, philosophy, and organization of professional-technical technical education.	Acquaints the student with the various aspects of human resource development ; history, philosophy, and theory of HRD .
Prerequisites:		
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	F, S, Su
Rationale for Change: Revise titles and content of 6 OLP courses to separate and deepen the Professional Technical Education courses and more importantly their content from their former “OLP” prefix courses that are renamed and redesigned to deepen HRD content. [For students in previous catalog years OLP and PTE prefix courses will be equivalent.]		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4402	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Occ Analysis Course Construct</i>	
Long Course Title:	<i>Occupational Analysis and Course Construction</i>	
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Analysis of components of occupations to determine instructional content. Development of instructional materials based on performance objectives and competency identification.	
Prerequisites:		
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	F, S, Su
Rationale for Change: Revise titles and content of 6 OLP courses to separate and deepen the Professional Technical Education courses and more importantly their content from their former "OLP" prefix courses that are renamed and redesigned to deepen HRD content. [For students in previous catalog years OLP and PTE prefix courses will be equivalent.]		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4403	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Methods Teach in Corp and PTE</i>	<i>Methods of Training</i>
Long Course Title:	<i>Methods of Teaching in Corporate and Professional-Technical Education</i>	<i>Methods of Training</i>
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Teaching methods and techniques applicable to teaching in corporate and professional-technical education.	Training methods and techniques designed to address workplace issues.

Prerequisites:		
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Revise titles and content of 6 OLP courses to separate and deepen the Professional Technical Education courses and more importantly their content from their former "OLP" prefix courses that are renamed and redesigned to deepen HRD content. [For students in previous catalog years OLP and PTE prefix courses will be equivalent.]		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4404	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Evaluation in Corp and PTE</i>	<i>Evaluating Training</i>
Long Course Title:	<i>Evaluation in Corporate and Professional-Technical Education</i>	<i>Evaluating Training</i>
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Designing and conducting evaluations at four levels in professional-technical education, and in business and industry training, including data analysis and preparation of evaluation reports.	Designing and conducting evaluations for business and industry training, including data analysis and preparation of evaluation reports.
Prerequisites:		
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Revise titles and content of 6 OLP courses to separate and deepen the Professional Technical Education courses and more importantly their content from their former "OLP" prefix courses that are renamed and redesigned to deepen HRD content. [For students in previous catalog years OLP and PTE prefix courses will be equivalent.]		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4409	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Prof Readings and Writing</i>	<i>Prof Readings Writing in HRD</i>
Long Course Title:	<i>Professional Readings and</i>	<i>Professional Readings and Writing in</i>

	<i>Writing</i>	<i>Human Resource Development</i>
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Exposure to the professional literature and websites of professional-technical education and corporate training, including practice in writing abstracts of journal articles using APA style.	Exposure to the professional literature of human resource development, including practice in writing abstracts of journal articles using APA style.
Prerequisites:		
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F	
Rationale for Change: Revise wording to remove reference to websites.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4444	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Career Guidance Spec Needs</i>	<i>Ethics and Diversity</i>
Long Course Title:	<i>Career Guidance and Special Needs</i>	<i>Ethics and Diversity in the Workplace</i>
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Examine career guidance concepts, specialist services, special needs legislation, abilities and inabilities (both mental and physical), job seeking skills, and information sources.	A contemporary exploration of issues related to both ethics and diversity in the workplace
Prerequisites:		
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F	
Rationale for Change: Revise titles and content of 6 OLP courses to separate and deepen the Professional Technical Education courses and more importantly their content from their former "OLP" prefix courses that are renamed and redesigned to deepen HRD content. [For students in previous catalog years OLP and PTE prefix courses will be equivalent.]		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4461	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Directed Studies</i>	
Long Course Title:	<i>Directed Studies</i>	
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	Yes; May Repeat Once, Max 6 credits	
Course Description:	Individual work under staff guidance. Field research on specific occupational advances in technology. PREREQ: Permission of instructor.	Individual work under staff guidance. Field research on specific occupational advances in technology. May be repeated (Max. 6 credits). PREREQ: Permission of instructor.
Prerequisites:	Permission of instructor	
Corequisites:		
Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	D	
Rationale for Change: Directed studies offer flexibility in the program for unique enrichment offerings for individual programs of study. Allows occasional students to include a second directed study for deeper exploration.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	OLP	
Course Number:	4464	
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Instructional Facilities Mgt</i>	<i>Facilities Management</i>
Long Course Title:	<i>Instructional Facilities Management</i>	<i>Facilities Management</i>
Credit Hours:	3	
Contact Hours:	48 3	
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Organization, safety, and management of professional-technical education training facilities. An in-depth study of laboratory requirements and total facility planning.	Organization, safety, and management of facilities. An in-depth study of facility requirements and facility planning.
Prerequisites:		
Corequisites:		

Registration Restrictions:	B.S. WTL Major	
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Revise titles and content of 6 OLP courses to separate and deepen the Professional Technical Education courses and more importantly their content from their former "OLP" prefix courses that are renamed and redesigned to deepen HRD content. [For students in previous catalog years OLP and PTE prefix courses will be equivalent.]		

New Course Proposed (Non-GERC)

Subject Code:	OLP
Course Number:	2231
Short Course Title: (30 character max, including spaces; no punctuation)	Introduction to Leadership
Long Course Title:	Introduction to Leadership
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course provides students with the opportunity to explore leadership through inquiry and a variety of learning experiences. Students will combine readings, experiential learning activities, and critical reflection to identify foundational leadership concepts, apply leadership to real-world situations, and develop a philosophy of leadership.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL Major
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	The B.S. in Workplace Training and Leadership is increasing leadership coursework. This is one of two planned new leadership courses. This course is added to electives in the B.S. in WTL.

Subject Code:	OLP
Course Number:	3331
Short Course Title: (30 character max, including spaces; no punctuation)	Theories Models of Leadership
Long Course Title:	Theories and Models of Leadership
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No

Course Description:	The course examines classic and contemporary theories and models of leadership. Students will analyze the concepts, strengths, and weaknesses of these leadership theories. Through a variety of experiences, students will use inquiry and critical reflection to connect the application of these theories and models to effective leadership and team practice.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL Major
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	The B.S. in Workplace Training and Leadership is increasing leadership coursework. This is one of two planned new leadership courses. This course is added to in the B.S. in WTL Core.

Subject Code:	PTE
Course Number:	4401
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Foundations of PTE</i>
Long Course Title:	<i>Foundations of Professional Technical Education</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Acquaints the student with the various aspects of professional-technical technical education: history, legislation, philosophy, and organization of professional-technical technical education.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	For WTL students in catalog years before 2015-16, OLP and PTE prefix courses will be equivalent.
Fulfills General Education Objective:	
Terms Offered:	F, S, Su
Rationale:	Add 6 "PTE" prefix courses as stand-alone Professional Technical Education courses separating their content from the former "OLP" prefix courses that are renamed and redesigned to deepen HRD content.

Subject Code:	PTE
Course Number:	4402
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Occ Analysis Course Construct</i>
Long Course Title:	<i>Occupational Analysis and Course Construction in Professional Technical Education</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter

Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Analysis of components of occupations to determine instructional content. Development of professional-technical technical education instructional materials based on performance objectives.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	For WTL students in catalog years before 2015-16, OLP and PTE prefix courses will be equivalent.
Fulfills General Education Objective:	
Terms Offered:	F, S, Su
Rationale:	Add 6 "PTE" prefix courses as stand-alone Professional Technical Education courses separating their content from the former "OLP" prefix courses that are renamed and redesigned to deepen HRD content.

Subject Code:	PTE
Course Number:	4403
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Methods Teach in PTE</i>
Long Course Title:	<i>Methods of Teaching in Professional Technical Education</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Teaching methods and techniques applicable to teaching in professional-technical education.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	For WTL students in catalog years before 2015-16, OLP and PTE prefix courses will be equivalent.
Fulfills General Education Objective:	
Terms Offered:	F, S
Rationale:	Add 6 "PTE" prefix courses as stand-alone Professional Technical Education courses separating their content from the former "OLP" prefix courses that are renamed and redesigned to deepen HRD content.

Subject Code:	PTE
Course Number:	4404
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Evaluation in PTE</i>
Long Course Title:	<i>Evaluation in Professional Technical Education</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter

Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Designing and conducting formative and summative assessments and evaluations in professional-technical education.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	For WTL students in catalog years before 2015-16, OLP and PTE prefix courses will be equivalent.
Fulfills General Education Objective:	
Terms Offered:	F, S
Rationale:	Add 6 "PTE" prefix courses as stand-alone Professional Technical Education courses separating their content from the former "OLP" prefix courses that are renamed and redesigned to deepen HRD content.

Subject Code:	PTE
Course Number:	4443
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Supervis and Organiz of CTSOs</i>
Long Course Title:	<i>Supervision and Organization of Career and Technical Student Organizations</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course is an examination of historical perspectives of Career and Technical Student Organizations. Course will focus on recruitment and retention of student members, the development of student leadership skills, presentation skills, technical skills appropriate to the specific career program, and implications of state and federal CTSO standards. Instruction will also include preparing students for local, state and national skills events.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	Add new "PTE" prefix course as stand-alone Professional Technical Education courses to better serve Idaho Division of PTE and PTE students.

Subject Code:	PTE
Course Number:	4444
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Career Guidance Spec Needs</i>
Long Course Title:	<i>Career Guidance and Special Needs Professional Technical Education</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter

Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Acquaints the student with the various aspects of professional technical education: history, legislation, philosophy, and organization of professional technical technical education. Examine career guidance concepts, specialist services, special needs legislation, abilities and inabilities (both mental and physical), job seeking skills, and information sources for PTE. D
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	For WTL students in catalog years before 2015-16, OLP and PTE prefix courses will be equivalent.
Fulfills General Education Objective:	
Terms Offered:	F [or is it D, as shown in course description above?]
Rationale:	Add 6 "PTE" prefix courses as stand-alone Professional Technical Education courses separating their content from the former "OLP" prefix courses that are renamed and redesigned to deepen HRD content.

Subject Code:	PTE
Course Number:	4464
Short Course Title: (30 character max, including spaces; no punctuation)	<i>Instructional Facilities Mgt</i>
Long Course Title:	<i>Professional Technical Education Instructional Facilities Management</i>
Credit Hours:	3
Contact Hours:	48 3
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Organization, safety, and management of professional-technical education teaching facilities. An in-depth study of laboratory requirements and total facility planning.
Prerequisites:	
Corequisites:	
Registration Restrictions:	B.S. WTL-PTE Major
Equivalencies:	For WTL students in catalog years before 2015-16, OLP and PTE prefix courses will be equivalent.
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	Add 6 "PTE" prefix courses as stand-alone Professional Technical Education courses separating their content from the former "OLP" prefix courses that are renamed and redesigned to deepen HRD content.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing

catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Overview

The Department of Organizational Learning and Performance (OL&P) offers courses to prepare students for a Bachelor of science degree in Workplace Training and Leadership (WTL), including an optional concentration in Professional-Technical Education. A master's degree in Organizational Learning and Performance is offered and described in the [Graduate Catalog](#).

The baccalaureate program in the Department of Organizational Learning and Performance, aligned with State educational standards, provides the adult learner with opportunities to engage in the processes of inquiring, learning, and applying known competencies within the fields of Human Resource Development and Professional-Technical Education.

A course grade of "C-" is the minimum acceptable grade in an Organizational Learning and Performance (OLP prefix) course and/or required course. A course grade of "D" or lower in any OLP prefix course and/or required course is unacceptable towards graduation and should be repeated.

For online information about this department and its programs, visit <http://www.isu.edu/olp/>.

Faculty **Faculty**

Chair and Professor
Scott

Assistant Professors
Lindbeck
Lion

Programs

Bachelor of Science Degree: Workplace Training and Leadership

Credit Requirements

Credit toward the BS in Workplace Training and Leadership must be earned in three (3) specific areas:

1. *General Education* - University requirements for a BS degree: 36 credits minimum (see the [General Education Requirements](#) described in the Academic Information section of this catalog).
2. *Program Core and Electives Coursework* - See requirements listed below.
3. *Competency-Based Experience* - Credit may be granted for occupational competency based on demonstration of competency in an occupational specialization. Portfolios will be accepted after the student's sophomore year. A minimum of 10,000 hours of documented work experience in an occupational specialty is mandatory to apply. A maximum of 24 months of professional-technical, proprietary, or military education successfully completed in an approved program may be applied. All applicable work experience and technical education must be documented, verified, and evaluated by a review committee prior to granting of 24 credits, maximum. The credit granted may be applied toward the Workplace Training and Leadership degree only.

Workplace Training and Leadership

The BS in Workplace Training and Leadership program prepares the student to analyze, design, develop, implement, and evaluate training in business and industry. The degree has been designed to recognize work experience competency and technical skill earned through a post-secondary technical program, the military, or continuing education evaluated by the American Council of Education Guide.

Minimum Requirements:

General education requirements for a BS Degree (minimum) 36

Program Core 30

Electives 30

Competency-Based Experience ([OLP 2210](#)/[OLP 3310](#)) 24

Total Hours

Required Courses:

OLP 4401 Foundations of Professional Technical Education and Human Resource Development 3

OLP 4402 Occupational Analysis and Course Construction 3

OLP 4403 Methods of Teaching in Corporate and Professional-Technical Education 3

OLP 4404 Evaluation in Corporate and Professional-Technical Education 3

OLP 4407 Instructional Technology in Human Resource Development 3

OLP 4409 Professional Readings and Writing 3

OLP 4431 Workplace Leadership 3

OLP 4450 Principles of Adult Education 3

OLP 4457 Facilitating Adult Learning 3

OLP 4465 Practicum in Workplace Training and Leadership 3

Electives:

OLP 3320 Selected Topics 1-8

OLP 4405	Learning Fundamentals	3
OLP 4406	Grantwriting	3
OLP 4410	Principles of Change	3
OLP 4444	Career Guidance and Special Needs	3
OLP 4461	Directed Studies	1-4
OLP 4464	Instructional Facilities Management	3

Workplace Training and Leadership - Professional-Technical Teacher Education Option

The Workplace Training and Leadership with a Professional-Technical Teacher Education (WTL-PTE) option prepares persons for instructional responsibilities in professional-technical education. The program includes content applicable to State of Idaho standards for Professional-Technical educators. It emphasizes teaching career and technical subject areas in secondary and post-secondary institutions.

Technical Specialization Coursework

Students enrolled in the WTL-PTE option must possess coursework leading to a technical specialization in at least one occupational area recognized as a specialization offered in a post-secondary professional-technical system.

Minimum Requirements: Workplace Training and Leadership – Professional-Technical Teacher Education Option

General Education requirements for a B.S. Degree (minimum)	36
Option Core	30
Competency-Based Experience (OLP 2210 /OLP 3310)	24
Technical specialization (maximum of 18) and electives	30
Total Hours	120

Required Courses: Workplace Training and Leadership - Professional-Technical Teacher Education Option

OLP 4401	Foundations of Professional Technical Education and Human Resource Development	3
OLP 4402	Occupational Analysis and Course Construction	3
OLP 4403	Methods of Teaching in Corporate and Professional-Technical Education	3
OLP 4404	Evaluation in Corporate and Professional-Technical Education	3
OLP 4407	Instructional Technology in Human Resource Development	3

OLP 4431	Workplace Leadership	3
OLP 4444	Career Guidance and Special Needs	3
OLP 4457	Facilitating Adult Learning	3
OLP 4464	Instructional Facilities Management	3
OLP 4467	Practicum:Student Teaching	3-8

Electives: Workplace Training and Leadership – Professional-Technical Teacher Education Option

OLP 3320	Selected Topics	1-8
OLP 4405	Learning Fundamentals	3
OLP 4406	Grantwriting	3
OLP 4409	Prof Readings and Writing	3
OLP 4410	Principles of Change	3
OLP 4450	Principles of Adult Education	3
OLP 4461	Directed Studies	1-4
Total Hours		17-27

List of courses deleted -- redundant, takes up unnecessary space

New Proposed Catalog Copy (clearly show changes from the original):

Overview

The Department of Organizational Learning and Performance (OL&P) offers courses to prepare students for a Bachelor of ~~science~~ [Science](#) degree in Workplace Training and Leadership (WTL), including an optional concentration in Professional-Technical Education. A master’s degree in Organizational Learning and Performance is offered and described in the [Graduate Catalog](#).

The baccalaureate program in the Department of Organizational Learning and Performance, aligned with State educational standards, provides the adult learner with opportunities to engage in the processes of inquiring, learning, and applying known competencies within the fields of Human Resource Development and Professional-Technical Education.

A course grade of “C-” is the minimum acceptable grade in an Organizational Learning and Performance (OLP [or](#) PTE prefix) course and/or required course. A course grade of “D” or lower in any OLP [or](#) PTE prefix course and/or required course is unacceptable towards graduation and should be repeated.

For online information about this department and its programs, visit <http://www.isu.edu/olp/>.

Faculty

Chair and Professor
Scott

Assistant Professors

[Jacobsen](#)

Lindbeck

Lion

Programs

Bachelor of Science Degree: Workplace Training and Leadership

Credit Requirements

Credit toward the BS in Workplace Training and Leadership must be earned in ~~three (3)~~ **two (2)** specific areas:

1. *General Education* - University requirements for a BS degree: 36 credits minimum (see the [General Education Requirements](#) described in the Academic Information section of this catalog).
2. *Program Core and Electives Coursework* - See requirements listed below.
3. ~~*Competency-Based Experience* - Credit may be granted for occupational competency based on demonstration of competency in an occupational specialization. Portfolios will be accepted after the student's sophomore year. A minimum of 10,000 hours of documented work experience in an occupational specialty is mandatory to apply. A maximum of 24 months of professional technical, proprietary, or military education successfully completed in an approved program may be applied. All applicable work experience and technical education must be documented, verified, and evaluated by a review committee prior to granting of 24 credits, maximum. The credit granted may be applied toward the Workplace Training and Leadership degree only.~~

Workplace Training and Leadership

The BS in Workplace Training and Leadership program prepares the student to analyze, design, develop, implement, and evaluate training in business and industry. The degree has been designed to recognize work experience competency and technical skill earned through a post-secondary technical program, the military, or continuing education evaluated by the American Council of Education Guide.

Minimum Requirements:

General education requirements for a BS Degree (minimum) 36

Program Core **3033**

Electives **5451**

~~Competency-Based Experience (OLP 2210/OLP 3310)~~ **24**

Total Hours 120

Required Courses:

[OLP 3331](#) [Theories and Models of Leadership](#) 3

~~OLP 4401~~ Foundations of ~~Professional Technical Education and~~ Human Resource 3

Development

OLP 4402	Occupational Analysis and Course Construction	3
OLP 4403	Methods of Training <u>Teaching in Corporate and Professional Technical Education</u>	3
OLP 4404	Evaluati on <u>g Training in Corporate and Professional Technical Education and</u>	3
OLP 4407	Instructional Technology in Human Resource Development	3
OLP 4409	Professional Readings and Writing <u>in HRD</u>	3
<u>OLP 4410</u>	<u>Principles of Change</u>	<u>3</u>
OLP 4431	Workplace Leadership	3
OLP 4450	Principles of Adult Education	3
OLP 4457	Facilitating Adult Learning	3
OLP 4465	Practicum in Workplace Training and Leadership, <u>or Advisor Approved Course</u>	3

Electives:

<u>OLP 2210</u>	<u>Competency Based Experience I</u>	<u>12</u>
<u>OLP 2231</u>	<u>Introduction to Leadership</u>	<u>3</u>
<u>OLP 3310</u>	<u>Competency Based Experience II</u>	<u>12</u>
OLP 3320	Selected Topics	1-8
OLP 4405	Learning Fundamentals	3
OLP 4406	Grantwriting	3
OLP 4410	Principles of Change	3
OLP 4444	Career Guidance and Special Needs <u>Ethics and Diversity in the Workplace</u>	3
<u>OLP 4457</u>	<u>Facilitating Adult Learning</u>	<u>3</u>
OLP 4461	Directed Studies	1-4
OLP 4464	Instructional Facilities Management	3

Workplace Training and Leadership - Professional-Technical Teacher Education Option

The Workplace Training and Leadership with a Professional-Technical Teacher Education (WTL-PTE) option prepares persons for instructional responsibilities in professional-technical education. The program includes content applicable to State of Idaho standards for Professional-Technical educators. It emphasizes teaching career and technical subject areas in secondary and post-secondary institutions.

Technical Specialization Coursework

Students enrolled in the WTL-PTE option ~~must possess~~ **may include in Electives** coursework leading to a technical specialization in ~~at least one~~ **an** occupational area recognized as a specialization offered in a post-secondary professional-technical system.

Minimum Requirements: Workplace Training and Leadership – Professional-Technical Teacher Education Option

General Education requirements for a B.S. Degree (minimum)	36
Option Core	3330
Competency-Based Experience (OLP 2210/OLP 3310)	24
Electives (including Technical specialization - maximum of 18) and electives	5130
Total Hours	120

Required Courses: Workplace Training and Leadership - Professional-Technical Teacher Education Option

<u>OLP 3331</u>	<u>Theories and Models of Leadership</u>	3
<u>OLP 4401</u> <u>PTE 4401</u>	Foundations of Professional Technical Education and Human Resource Development	3
<u>OLP 4402</u> <u>PTE 4402</u>	Occupational Analysis and Course Construction <u>in Professional-Technical Education</u>	3
<u>OLP 4403</u> <u>PTE 4403</u>	Methods of Teaching in Corporate and Professional-Technical Education	3
<u>OLP 4404</u> <u>PTE 4404</u>	Evaluation in Corporate and Professional-Technical Education	3
<u>OLP 4407</u>	Instructional Technology in Human Resource Development	3
<u>OLP 4410</u>	<u>Principles of Change</u>	3
<u>OLP 4431</u>	Workplace Leadership	3
<u>OLP 4444</u> <u>PTE 4444</u>	Career Guidance and Special Needs <u>in PTE</u>	3

OLP 4450	Principles of Adult Education	3
OLP 4457	Facilitating Adult Learning	3
OLP 4464 PTE 4464	Instructional Facilities Management	3
OLP 4467 PTE 4467	Practicum: Student Teaching	3-8

Electives: Workplace Training and Leadership – Professional-Technical Teacher Education Option

OLP 2210	Competency Based Experience I	12
OLP 2231	Introduction to Leadership	3
OLP 3310	Competency Based Experience II	12
OLP 3320	Selected Topics	1-8
OLP 4405	Learning Fundamentals	3
OLP 4406	Grantwriting	3
OLP 4409	Prof Readings and Writing	3
OLP 4410	Principles of Change	3
OLP 4450	Principles of Adult Education	3
OLP 4443	Supervision and Organization of Career and Technical Student Organizations	3
OLP 4457	Facilitating Adult Learning	3
OLP 4461	Directed Studies	1-4
Total Hours		17-27

Courses

Course listings deleted; all course changes are picked up in Part B. Listing them here is redundant and introduces the possibility of discrepancies and errors.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

Proposal Originator's College: College of Education, Department of Organizational Learning and Performance

With five full-time OLP faculty, there will be sufficient faculty for Fall 2015 and in the foreseeable future for staffing courses and advising for the B.S. in Workplace Training and Leadership and the WTL-PTE emphasis, as well as for the associated Master of Organizational Learning and Performance (M.OLP). This assessment of sufficiency includes staffing for occasional face-to-face offerings in Idaho Falls, Pocatello, Twin Falls, and Meridian.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	Yes	
Will students be required to use the Library's existing print resources?		No
Will students need to make use of library services in Pocatello?	Yes	
Will students need to make use of library services in Idaho Falls?	Yes	
Will students need to make use of library services in Meridian?		No
Are there elements of writing, research or similar types of work expected in this program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		No
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		No

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?
Library Impact (sent by shrosand@isu.edu) 8:37 AM (1 hour ago)

Hi, Karen:

In my estimation, the Library will not be affected by the changes in this proposal.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any		No

existing support requirements.		
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		No

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	Yes	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? Moodle will be needed for the new courses.		
Will access to student computer labs be necessary?		No
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	Yes	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): Moodle		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer None		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		No
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Moodle	
How many students are expected per semester?	15-30/course	
What is your anticipated scheduling of courses using this technology? Asynchronous online delivery		
Will you be installing your own video conferencing systems to deliver this course?		No
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	Yes	
Will you use Moodle to reduce seat-time required in your course?		No
Will you use Moodle to be fully online with no seat-time required?	Yes	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	Yes	
Is Webconferencing required to deliver this course?		No
Are there other technology needs related to instruction that will be required to deliver this course?		No

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Randy Gaines

1:28 PM (10 hours ago)

to me

Yes...sorry..I spaced this!

No impact on ITS.

Thanks for reminding me!

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	Yes	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	Yes	
Are course credits correct? Is terminology up to date? Are credit sums correct?	Yes	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	Yes	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Joann Hertz

11:58 AM (2 hours ago)

to me, Justin

Hi Karen,

I have no advising concerns regarding this proposal.

Best wishes,

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Corey Zink

5:28 PM (16 hours ago)

to me, Justin

Karen,

No CoT advising concerns.

Corey

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

From original proposal:

Registrar's Office Request [Chris Hunt in Oct. 23, 2014 email to Karen Wilson Scott]

- Can you please provide a 30 character short title for the following courses?
 - OLP 4409: Your proposed short title, "Prof Readings and Writing in HRD" is 32 characters.
 - PTE 4402: Your proposed short title, "Occ Analysis Course Construct in PTE" is 36 characters.
 - PTE 4443: Your proposed short title, "Supervision and Organization of CTSOs" is 37 characters.
 - PTE 4444: Your proposed short title, "Career Guidance Spec Needs in PTE" is 33 characters. (Should the course description read, "Acquaints the student with the various aspects of professional-technical technical education: history, legislation, philosophy, and organization of professional-technical **special** education" instead of "...technical education"?)
 - PTE 4464: Your proposed short title, "PTE Instructional Facilities Mgt" is 32 characters.

OLP Response:

Current Short Title	Revised Short Title [32 characters]
OLP 4409 Prof Readings and Writing in HRD	OLP 4409 Prof Readings Writing in HRD
PTE 4402 Occ Analysis Course Construct in PTE	PTE 4402 Occ Analysis Course Construct
PTE 4443 Supervision and Organization of CTSOs	PTE 4443 Supervis and Organiz of CTSOs
PTE 4444 Career Guidance Spec Needs in PTE	PTE 4444 Career Guidance Spec Needs Description: "Acquaints the student with the various aspects of professional-technical technical education: history, legislation, philosophy, and organization of professional-technical special education." (Thanks!)
PTE 4464 PTE Instructional Facilities Mgt	PTE 4464 Instructional Facilities Mgt

Registrar's Office Request [Chris Hunt, continued]

- You are requesting to change the short title of the following courses: OLP 4403, 4404, 4409, 4444 and 4464. Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken OLP 4403 with the title "Evaluation in Corp and PTE" and then takes OLP 4403 with the title "Evaluating Training":
 - the student will receive credit for both courses,
 - the grades for both will count in the student's GPA,
 - an academic petition would be required to change the students transcript.
- To create the new subject code of PTE, I will need a description of the subject code that is no more than 30 characters long. I will also need a CIP code to associate with the new courses.

OLP Response:

A primary reason for changing the Course Subject Code is accountability to the Idaho Division of Professional-Technical Education, the State of Idaho agency who provides a grant to Idaho State University to deliver those courses, five of which are certification courses for PTE educators. The PTE-subject code courses will be advised specifically for PTE educators. There has been increasing pressure from the IDPTE for accounting for PTE students, including recruitment, retention, graduation, and placement metrics. Banner and Argos do not do that well for us, as there are insufficient identifiers for

PTE students. Typically, a PTE graduate student is an Idaho PTE educator pursuing PTE certification of one kind or another or pursuing a higher education degree. A PTE educator might hold a graduate degree in an academic field, such as nursing or engineering or architecture, but wish to teach Professional-Technical courses in a secondary or post-secondary environment. The IDPTE requires PTE certification regardless of degree(s) held, if that did not include PTE certification coursework. Should a student elect to take OLP 4404 Evaluating Training after taking OLP 4404 Evaluation in Corp and PTE, the student will find himself or herself in a different course with different content and a different text than his or her earlier course. This separation will also allow for deepening the content focus, which is another request of our PTE sponsor and actually a recommendation of a recent study our faculty conducted of the PTE teachers and administrators in Idaho. Deepening the content allows for a shift to a richer HRD focus for HRD discipline students, as well as to a richer PTE focus for the PTE discipline students. Even in semesters where for fiscal or reasons decisions are made to merge the OLP section with the PTE section, the content will remain separate and the tracking will still be possible. According to the NCED website, the CIP: [Technical Teacher Education - 13.1319](#), is appropriate. Please use that CIP code for the PTE subject coded courses. The definition of the Technical Teacher Education CIP is: "A program that prepares individuals to teach specific vocational **technical education** programs at various **educational** levels." [\[http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=technical.education&sw=1,2,3&ct=1,2,3&ca=1,2,5,3,4\]](http://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=technical.education&sw=1,2,3&ct=1,2,3&ca=1,2,5,3,4)
Short Subject Code Title: [Technical Teacher Education](#) [26 Characters]; CIP: [13.1319](#)

Registrar's Office Request [Chris Hunt, continued]

I'm assuming that any students in previous catalog years who are focusing their HRD/OLP degree on the technical specialization will be required to take the new PTE courses instead of the HRD/OLP courses. If so, my office will require a memo detailing what course substitutions will be required for the degree audit system for previous catalog years.

OLP Response:

We did not realize that we could make requirements of students in previous catalog years to alter their plans of study to accommodate the new subject code PTE courses. Given that OLP can advise current students who are PTE educators to take the PTE sections of courses they have yet to fulfill, we will do so and provide Degree Works with the changes as they occur. This change overall should be clarifying for Degree Works (and for students), in that the coursework for BS Workplace Training and Leadership students should have clear separation from the coursework for BS WTL-PTE concentration students. That is certainly one objective in this move. Our WTL faculty really like Degree Works as an advising tool and our conversations with respect to the changes in this UCC Proposal had much to do with simplifying advisement with cleaner Degree Works audit reports for students and for faculty. We strongly hope that objective will be achieved, especially as the older catalog year students graduate and the new program is the only version of our program in the system.

From revised proposal:

From: **Karen Wilson Scott** <scotkare@isu.edu>
Date: Tue, Nov 4, 2014 at 1:39 PM
Subject: UCC Proposal Update
To: Justin Thorpe <thorjust@isu.edu>, Christopher Hunt <huntchri@isu.edu>, REGISTRATION INFO ACCT <reginfo@isu.edu>

Hello Chris and Justin,

Thank you for a very productive meeting this morning. I believe that we addressed the remaining pieces in a very student-centered way. I have attached the updated UCC OLP Proposal for 2015-16 and the Response to the Registrar's Office document addressing the substitutions we discussed today (see p. 2). As a convenience, I am

pastings those substitutions here. If you both approve them, I will also email them to Sarah Mead to add to her Degree Works "Protocols."

Again, thanks much for a great discussion.

Best,
Karen

Managing the “Teach-Out” of B.S. Human Resource Training and Development

During the “teach-out” of the B.S. in HRTD, students will need to fulfill program requirements of Catalog Years 2012-13, 2013-14, and 2014-15 with courses offered in 2015 and beyond. [Please note that students with catalog years prior to 2012 have been or are being moved to the 2012-13 catalog to meet program and university requirement changes that took effect in that year. The program is working with Degree Works to facilitate this change for students.] In order to manage course substitutions for course requirements of prior catalog years, the following standard will apply:

1. For Catalog Years 2012 and 2013-14:

- PTE 4401 substitutes for HRD 4401 for HRD-PTE concentration; OLP 4401 substitutes for HRD 4401 for CT concentration
- PTE 4402 substitutes for HRD 4402 for HRD-PTE concentration; OLP 4402 substitutes for HRD 4402 for CT concentration 2
- PTE 4403 substitutes for HRD 4403 for HRD-PTE concentration; OLP 4403 substitutes for HRD 4403 for CT concentration
- PTE 4404 substitutes for HRD 4404 for HRD-PTE concentration; OLP 4404 substitutes for HRD 4404 for CT concentration
- PTE 4444 substitutes for HRD 4444 for HRD-PTE concentration; OLP 4444 substitutes for HRD 4444 for CT concentration
- PTE 4464 substitutes for HRD 4464 for HRD-PTE concentration; OLP 4464 substitutes for HRD 4464 for CT concentration

2. For Catalog Year 2014-15:

- PTE 4401 substitutes for OLP 4401 for WTL-PTE concentration; OLP 4401 = OLP 4401 for WTL, without concentration
- PTE 4402 substitutes for OLP 4402 for WTL-PTE concentration; OLP 4402 = OLP 4402 for WTL, without concentration
- PTE 4403 substitutes for OLP 4403 for WTL-PTE concentration; OLP 4403 = OLP 4403 for WTL, without concentration
- PTE 4404 substitutes for OLP 4404 for WTL-PTE concentration; OLP 4404 = OLP 4404 for WTL, without concentration
- PTE 4444 substitutes for OLP 4444 for WTL-PTE concentration; Not required for BS WTL
- PTE 4464 substitutes for OLP 4464 for WTL-PTE concentration; Not required for BS WTL

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		No
2. Are any NEW Gen Ed courses being proposed?		No

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for each proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

- Revised Proposal #56 as amended** from **Teaching and Educational Studies (TES)** to change the course description for EDUC 2215. GERC **rejected** this course; it needs more work to meet the Objective’s criteria. If resubmitted next year for a Gen Ed course, it will require a new course number.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC’s use only:

Proposal No.	# 56	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	REJECTED	Date:	11/04/2014

Graduate catalog?	No				
UCC Rec'd Date:	10/22/2014	Processed Date:	10/22/2014	UCC Agenda	10/23/2014
UCC Description:	Teaching and Educational Studies : EDUC 2215 course description changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	EDUC 2215: Description changes
College:	Education
Department:	Teaching and Educational Studies (TES)
Proposal Originator (PO):	Dr. Esther Ntuli & Dr. Beverly Ray
Email:	raybeve@isu.edu
Phone:	X4516

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Justin Thorpe		9/18/14
Department Chair / Program Director:	See signature page – signed by Beverly B. Ray		9/18/14
Dean or Designee:	See signature page – signed by Deb Hedeem		9.18.14
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	Yes, 10/23/2014
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes

How will this improve how the University and the Department or Program fulfills their mission?	The changes will better clarify how the course is currently taught even as it allows the department demonstrate alignment of the course to the General Education Objective 8: Information Literacy.
What was your faculty's vote on this matter?	Faculty in the Department of Teaching and Educational Studies voted to approve (10-0-0) these changes on September 18, 2014.

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes"

column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	EDUC
Course Number:	2215	2215
Short Course Title: (30 character max, including spaces; no punctuation)	Preparing to Teach with Techno	Preparing to Teach with Techno Preparing to Teach with Techno Using Tech in Digital Wrld
Long Course Title:	Preparing to Teach with Technology	Preparing to Teach with Technology Preparing to Teach with Technology Using Technology in a Digital World
Credit Hours:	3	3
Contact Hours:	3 hours lecture	3 hours lecture
Default Grading Mode:	Product Based Assignments	Product Based Assignments
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	No
Course Description:	Provides prospective Teacher Education candidates the strategies and techniques for planning and instructional delivery: troubleshooting, content/tool software, ethical/fair use of technology in the educational setting.	Provides strategies and techniques to function effectively in a dynamic technological era, promotes development of practical computer-related skills in various software packages for immediate application to varied curricular areas and future workplaces, facilitates the development and application of problem-solving skills, and addresses the economic, ethical, legal, and social issues related to the use of technology in education and other professional fields.
Prerequisites:	None	None
Corequisites:	None	None
Registration Restrictions:	None	None
Equivalencies:	None	None
Fulfills General Education Objective:	8	8 8- GERC did NOT approve this one.
Terms Offered:	F, S, Su	F, S, Su
Rationale for Change: The change to the description better clarifies for students how the course is currently taught even as it allows the COE to align the course to General Education Objective 8: Information Literacy. Offering the course as a General Education course assists all undergraduate programs in the COE to better recruit and retain students to the college, even as it gives students a broad perspective regarding 21st century technology and information literacy issues. This perspective will assist those entering the college to better understand the issues impacting the larger society in which children, parents, and other societal members, including educators, exist. It will also give		

~~undergraduates a foundation of knowledge to build upon in EDUC 3311, a required technology course for prospective teachers.~~

Updated version (rec'd 10/23/2014):

The changes better clarify for students how the course is currently taught even as it allows the COE to align the course to General Education Objective 8: Information Literacy. Offering the course as a General Education course assists all undergraduate programs in the COE to better recruit and retain students to the college, even as it gives students a broad perspective regarding 21st century technology and information literacy issues. This perspective will assist those entering the college to better understand the issues impacting both the larger society in which children, parents, and other societal members, including educators, exist. It will also give them a foundation of knowledge to build upon in EDUC 3311, a required technology course for prospective teachers

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

No new courses nor deletions proposed, extraneous tables removed.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

No changes proposed, redundant course listings deleted.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	x	
Will students be required to use the Library's existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?	x	

Will students need to make use of library services in Meridian?	x	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	x	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change? YES

Email September 19, 2014: "I have reviewed the proposal and believe that the Library can support this change using current existing resources. --Sandi Shropshire"

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		

Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Email from R. Gaines, September 17, 2014:

“No impact on ITS. Randy”

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal? No

Email sent September 17, 2014:

“No advising concerns. JoAnn”

Does CoTech Advising have any academic concerns with the proposal? No

“No CoT advising concerns. Thank you. Corey Zink”

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email from Chris Hunt, October 20, 2014: “**If EDUC 2215 is approved by GERC as meeting a General Education objective, it will need a new course number.**”

Will a State Proposal or Letter be required? (Specify which, please) NO

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

This proposal has been resubmitted to GERC and reflects recommended/requested changes provided to the department in September 2014. It was resubmitted for review at the same as this form was submitted to Curriculum Council.

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Requested GERC changes outlined in this document were re-submitted to the General Education committee at the same time as this proposal was sent to Curriculum Council.

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
SSPE (COE)	“I see no impacts on our program. John [Fitzpatrick, Department Chair]”
OLP (COE)	“No impacts” Dr. Jacobsen, OLP Undergraduate Coordinator

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The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, SSPE, anticipate that it can support this change? YES

Email from SSPE, September 17, 2014:
 "I see no impacts on our program. John [Fitzpatrick, Department Chair]"

Does your department, OLP, anticipate that it can support this change? YES
 Verbal confirmation of no impacts from Dr. Jacobsen, September 26, 2014.

[Back to List of Proposals](#)

4. **Revised Proposal #60** [as amended](#) from **Languages and Literatures** (Appendix 4) to revive the LANG prefix for LANG 1101, 1102, 2201 and 2202 to provide a means for including transfer credits earned in languages not taught at ISU on students' transcripts. GERC **approved LANG 1101 and LANG 1102** as meeting **Objective 4C**, but did not make any determination regarding LANG 2201 and 2202, pending further assessment of the larger issues involving credits by examination.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 60 Revised	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	Yes	GERC Decision	PARTIALLY APPROVED	Date:	11/04/2014
Graduate catalog?	No				
UCC Rec'd Date:	11/03/2014	Processed Date:	11/05/2014	UCC Agenda	11/06/2014
UCC Description:	Languages & Literatures: Reactivation of LANG prefixes for LANG 1101, 1102, 2201, 2202				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Reactivation of LANG 1101, 1102, 2201, 2202
College:	Arts & Letters
Department:	Languages & Literatures
Proposal Originator (PO):	Cathleen Tarp

Email:	tarphele@isu.edu
Phone:	282-3329

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	10/07/2014
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The restoration of the LANG 1101, 1102, 2201, 2202 courses is a response to a request from the Registrar and Academic affairs to provide a mechanism by which foreign language credits earned outside of ISU may be “transcribed” onto ISU students transcripts in order to facilitate the transfer of these credits.
What was your faculty’s vote on this matter? (Include the date and numbers of yes/no votes)	12 yes, 0 no. October 3, 2014

Part B: Course Change(s)

DO NOT USE MICROSOFT WORD'S TRACK-CHANGES FEATURE; INSTEAD PLEASE USE STRIKE-OUT FOR DELETIONS, UNDERLINE FOR NEW TEXT, AND COLORED FONTS IF DESIRED, TO SHOW THE CHANGES YOU WANT MADE IN THE CATALOG.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank. If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

REVIVE PRE-EXISTING COURSES

	Current	Changes
Subject Code:	LANG	

Course Number:	1101	
Short Course Title: (30 character max, including spaces; no punctuation)	LANG 1101	
Long Course Title:	Elementary Foreign Language I	
Credit Hours:	04	
Contact Hours:		
Default Grading Mode:	S/U	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	NO	
Course Description:	Basic communication skills, grammatical structures, and acquaintance with culture in languages other than those regularly taught.	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	1 st semester language	
Fulfills General Education Objective:	Partial fulfillment of 4	
Terms Offered:	D	
Rationale for Change: Allow students to transcript courses		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	LANG
Course Number:	1102
Short Course Title: (30 character max, including spaces; no punctuation)	LANG 1102
Long Course Title:	Elementary Foreign Language II
Credit Hours:	4
Contact Hours:	
Default Grading Mode:	S/U
Available Grading Modes:	S/U
Repeatability: (yes or no, max credits or number of repeats.)	NO
Course Description:	Basic communication skills, grammatical structures, and acquaintance with culture in languages other than those regularly taught.
Prerequisites:	1101 or equivalent
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	1102 language courses
Fulfills General Education Objective:	Partial fulfillment of 4
Terms Offered:	D

Rationale:	Allow students to transcript courses
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To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete. If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	LANG
Course Number:	2201
Short Course Title: (30 character max, including spaces; no punctuation)	LANG 2201
Long Course Title:	Intermediate Foreign Language I
Credit Hours:	4
Contact Hours:	
Default Grading Mode:	S/U
Available Grading Modes:	S/U
Repeatability: (yes or no, max credits or number of repeats.)	NO
Course Description:	Extensive grammar review; communication skills in languages other than those regularly taught.
Prerequisites:	1102 or equivalent
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	2201 language courses
Fulfills General Education Objective:	Partial fulfillment of 4 [Not approved or determined by GERC, pending larger discussion of credit by exam]
Terms Offered:	D
Rationale:	Allow students to transcript courses

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete. If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	LANG
Course Number:	2202
Short Course Title: (30 character max, including spaces; no punctuation)	LANG 2202
Long Course Title:	Intermediate Foreign Language II
Credit Hours:	4
Contact Hours:	
Default Grading Mode:	S/U
Available Grading Modes:	S/U
Repeatability: (yes or no, max credits or number of repeats.)	NO
Course Description:	Extensive grammar review; communication skills in languages other than those regularly taught.
Prerequisites:	1101 or equivalent

Corequisites:	none
Registration Restrictions:	none
Equivalencies:	1102 language courses
Fulfills General Education Objective:	Partial fulfillment of 4 [Not approved or determined by GERC, pending larger discussion of credit by exam]
Terms Offered:	D
Rationale:	Allow students to transcript courses

Extraneous table deleted

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Not applicable

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	NO	
Will students be required to use the Library’s existing print resources?	No	
Will students need to make use of library services in Pocatello?	NO	
Will students need to make use of library services in Idaho Falls?	NO	
Will students need to make use of library services in Meridian?	NO	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)	NO	
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?	NO	

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Cathleen: I concur--there should be no change required in Library support as a result of this proposal. Sincereley, Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		no
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		no

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		no
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		no
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		no
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		no
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester? No idea. Transfer students transferring credit, not actually taking courses from us.		
What is your anticipated scheduling of courses using this technology? Not planning on scheduling		
Will you be installing your own video conferencing systems to deliver this course?		no
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		no
Will you use Moodle to reduce seat-time required in your course?		no
Will you use Moodle to be fully online with no seat-time required?		no
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		no
Is Webconferencing required to deliver this course?		no
Are there other technology needs related to instruction that will be required to deliver this course?		no

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No concern from ITS. Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?		
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?		
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?		

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Would Lang 2201 and 2202 be able to be used for Objective 9?

I believe it would be helpful for GERC (or Foreign Language) to make a definitive statement regarding LANG 2201 and 2202 related to completion of Objective 9?

Does CoTech Advising have any academic concerns with the proposal?

Helen,

No CoT advising concerns. Thanks, Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Dr. Tarp,

The student information system can support this change, and the Registrar's Office also supports this change. However, your stated rationale for proposing the change is incorrect, and I would like to request that it be changed before being sent to UCC for deliberation. The Office of the Registrar can, and does, represent credit awarded by examination on the student's transcript. There is no issue with Banner. If the Language and Literature department doesn't have courses in the catalog to reflect credit awarded by examination in a manner that the department wishes, that is an issue with the Language and Literature curriculum and course offerings, and not an issue with Banner or any other technology.

Best Regards,

*Chris Hunt
Associate Registrar
Idaho State University*

Mon, Nov 3, 2014 at 2:48 PM
Catherine,

I'm fine with these changes.

Best Regards,
Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)	YES, OBJ 4	
2. Are any NEW Gen Ed courses being proposed?	REVIVED to aid "transcripting" of transfer language credit of languages not taught at ISU.	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

NO IMPACTS FORESEEN. NO CHANGES TO CURRENT OFFERINGS OR PROGRAMS.

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

5. **Corrected Proposal #61** [as amended](#) from **College of Business** to change the admissions requirements for Bachelor of Business Administration majors.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 61 Corrected	UCC Decision	APPROVED <u>as amended</u>	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	10/14/2014	Processed Date:	10/23/2014	UCC Agenda	10/23/2014
UCC Description:	College of Business: Admission to Bachelors of Business Administration (BBA) Major				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	COB Admission to Major
College:	Business
Department:	
Proposal Originator (PO):	Joanne Tokle
Email:	tokljoan@isu.edu
Phone:	X2934

Approval Required	Signature		Date
UCC Representative:	See signature page – signed by Robert Houghton		10/14/14
Department Chair / Program Director:	See signature page – signed by Joanne Tokle		10/14/14
Dean or Designee:	See signature page – signed by Thomas A. Ottaway		10/14/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Clarifies language in catalog regarding when COB students can take upper division courses
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	October 10, 2014 26-0-1 to approve

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	FIN	
Course Number:	3315	
Short Course Title: (30 character max, including spaces; no punctuation)	Corporate Financial Management	
Long Course Title:	Corporate Financial Management	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	

Course Description:	Corporate finance basics such as financial statement analysis, time value of money, security valuation, capital investment analysis, cost of capital, capital structure, and dividend policy. PREREQ: Admission to major. F, S	Corporate finance basics such as financial statement analysis, time value of money, security valuation, capital investment analysis, cost of capital, capital structure, and dividend policy.
Prerequisites:	Admission to major	Completion of lower division requirements
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F,S	
Rationale for Change: Removal of admission to major		

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	MGT	
Course Number:	3329	
Short Course Title: (30 character max, including spaces; no punctuation)	Operations Production Mgt	
Long Course Title:	Operations and Production Management	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	<i>MGT 3329 Operations and Production Management: 3 semester hours.</i> Basic concepts, philosophy, and techniques of analysis for decision-making at the operational level. PREREQ: MGT 2217 and admission to College of Business. PREREQ or COREQ: INFO	Basic concepts, philosophy, and techniques of analysis for decision-making at the operational level. PREREQ: MGT 2217 and admission to College of Business. PREREQ or COREQ: INFO 3301. F, S

	3301. F, S	
Prerequisites:	MGT 2217, INFO 3301, admission to College of Business	MGT 2217, INFO 3301, completion of lower division requirements
Corequisites:	INFO 3301	INFO 3301
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Removal of admission to major		

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	MGT	
Course Number:	3345	
Short Course Title: (30 character max, including spaces; no punctuation)	Crit Analys Creative Prob Solv	
Long Course Title:	Critical Analysis and Creative Problem Solving	
Credit Hours:	3	
Contact Hours:	3	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	<p><i>MGT 3345 Critical Analysis and Creative Problem Solving: 3 semester hours.</i></p> <p>Provides processes and techniques for formulating and solving business-relevant problems. The ability to effectively communicate the results of the problem-solving process, especially in writing, is also stressed. PREREQ: Admission to</p>	<p>Provides processes and techniques for formulating and solving business-relevant problems. The ability to effectively communicate the results of the problem-solving process, especially in writing, is also stressed.</p>

	College of Business. F, S	
Prerequisites:	Admission to College of Business	Completion of lower division requirements
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	F, S	
Rationale for Change: Removal of Admission to Major		

To propose a new course, include this table. Not applicable.

To delete a course, use this table. Not applicable.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Admission to Major Status

Students wishing to major in disciplines offered in the College of Business are first enrolled at Idaho State University as Pre-Business students. To move from Pre-Business status to Business major status, students must be formally admitted to the College of Business. Students begin the admission process by completing an application form and submitting it, together with an official copy of their transcript, to the office of the College of Business. The application process should occur during the semester in which the student will complete the following requirements:

1. Complete at least 58 credit hours.
2. Complete the remainder of the specific lower division requirements listed in the "Minimum Criteria for Admission" section below.

All College of Business majors are required to meet the minimum criteria listed below before they may enroll in upper division College of Business courses (those courses numbered 3000 and above). Pre-Business students enrolled in upper division College of Business courses without admission to Business major status will be administratively withdrawn. Pre-Business status remains in effect until the student meets the Business Major admission requirements.

Incoming freshmen or transfer students should plan their scheduled course work in order to complete the requirements for admission to Business major status. Information regarding Business major status along with application for admission are available from:

Undergraduate Programs Coordinator
College of Business
Phone: (208) 282-3448

Minimum Criteria for Admission to Business Major Status

Students must be officially admitted to Idaho State University. Students must successfully complete the following lower division courses or their equivalent. Successful completion means that students must have passed each course with a grade of C- or better and have a 2.25 grade point average among these required courses. Application may be made during the semester in which the student completes the remainder of these courses.

ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
COMM 1101	Principles of Speech (satisfies Goal 2)	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics (each of the 2 courses above satisfies Goal 11)	3
ENGL 1102	Critical Reading and Writing (satisfies Goal 1)	3
MGT 2216	Business Statistics	3
MATH 1143	College Algebra	3
BA 1110	The World of Business	3
Total Hours		27

Students must have completed 58 credit hours. The 58 hours may include transfer credits and courses the student is taking during the application semester. Students must submit to the office of the College of Business a completed application form.

New Proposed Catalog Copy (clearly show changes from the original):

***Admission to Major Status*—Majoring in Business**

~~Students wishing to major in disciplines offered in the College of Business are first enrolled at Idaho State University as Pre-Business students. To move from Pre-Business status to Business major status, students must be formally admitted to the College of Business. Students begin the admission process by completing an application form and submitting it, together with an official copy of their transcript, to the office of the College of Business. The application process should occur during the semester in which the student will complete the following requirements:~~

Revised changes from Bob Houghton 11/04/2014:

In order to enroll in any upper division (3000 and above) College of Business course, except Economics and 3303 courses, all BBA majors must meet with either the College of Business Advisor or a College of Business Faculty advisor to determine if the students has:

1. Completed at least 58 credit hours. The 58 hours may include transfer credits.
2. ~~Complete the remainder of the specific lower division requirements listed in the "Minimum Criteria for Admission" section below.~~ Fulfilled the minimum criteria for enrolling in College of Business upper division courses.

Students in non-BBA majors will still need to fulfill the prerequisites for the individual upper division College of Business classes

~~In order to enroll in any upper division (3000 and above) College of Business course, except Economics, all BBA majors must:~~

- ~~1. Complete at least 58 credit hours. The 58 hours may include transfer credits.~~
- ~~2. Complete the remainder of the specific lower division requirements listed in the "Minimum Criteria for Admission" section below. Fulfill minimum criteria for enrolling in College of Business upper division courses.~~

~~All College of Business majors are required to meet the minimum criteria listed below before they may enroll in upper division College of Business courses (those courses numbered 3000 and above). Pre-Business students enrolled in upper division College of Business courses without admission to Business major status will be administratively withdrawn. Pre-Business status remains in effect until the student meets the Business Major admission requirements.~~

~~Incoming freshmen or transfer students should plan their scheduled course work in order to complete the requirements for admission to Business major status. Information regarding Business major status along with application for admission are available from:~~

~~Undergraduate Programs Coordinator
College of Business
Phone: (208) 282-3448~~

Minimum Criteria for ~~Admission to Business Major Status~~ Enrolling in College of Business Upper Division Courses

Students must be officially admitted to Idaho State University. Students must successfully complete the following lower division courses or their equivalent. Successful completion means that students must have passed each course with a grade of C- or better and have a ~~2.25~~ 2.0 grade point average among these required courses. ~~Application may be made during the semester in which the student completes the remainder of these courses.~~

ACCT 2202	Principles of Accounting II	3
COMM 1101	Principles of Speech (satisfies Goal 2 Obj 2)	3
ECON 2201	Principles of Macroeconomics (partially satisfies Obj 6)	3
ECON 2202	Principles of Microeconomics (each of the 2 courses above partially satisfies Goal 11 Obj 6)	3
ENGL 1102	Critical Reading and Writing (satisfies Goal Obj 1)	3
MGT 2216	Business Statistics (satisfies Obj 3)	3
MATH 1143	College Algebra	3
BA 1110	The World of Business	3
Total Hours		27

~~Students must have completed 58 credit hours. The 58 hours may include transfer credits, and courses the student is taking during the application semester. Students must submit to the office of the College of Business a completed application form.~~

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors?		x

Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi, Joanne:

I don't see an effect on the Library from this proposal.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		

Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

No impact on ITS
Randy

Sent from my iPhone
> <COB Admission to Major.doc>

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Joanne,

I wonder if it would be more accurate/helpful to indicate that the ECON 2201 and 2202 courses "partially" satisfies Obj. 6? Students must take two courses from two different prefixes so it may be confusing to indicate "satisfies Obj. 6" on each of the ECON courses.

No other advising concerns.

JoAnn

Note: we added "partially" after receiving this input.

Does CoTech Advising have any academic concerns with the proposal?

No advising impact for CoT.

Thanks,
Corey

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Joanne,

I think this is a great idea, but I do have some questions about this change.

- Do you really want to include ACCT 3303, FIN 3303 and MGT 3303 in these requirements?
- What about HCA majors? They are required to take FIN 3315, INFO 3301, MGT 3312 and MGT 3329. Would you be giving all HCA majors overrides for these courses?
- The COB minors for non-business majors require 3000 level courses, but these students are not required to take the business core classes listed. The same is true for any student earning the Post Bach Certificate in Informatics.
- Would you want to replace the XB01 test score that is currently in place to allow COB to control access to 3000 level courses with this new set of prereqs? Do you want to reconsider the use of the XB02 test score that COB uses to control access to 4000 level courses?
- MBA/MACC from institutions other than students who want to take 3000 level courses probably won't have the undergraduate coursework that would show these prereqs as met.
- As you're writing the proposal, I think it would be acceptable to list the 3000 level courses you'd want to add this prereq to and then one course change table.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231

Joanne responds:

BBA majors do not take ACCT 3303, FIN 3303, or MGT 3303. These classes are not part of the business major so their enrollment requirements will not change.

HCA majors are not BBA majors, and this change only applies to BBA majors, so current registration requirements stay the same.

The COB minors are not BBA majors, so the current registration requirements stay the same.

The XB01 block is not currently mentioned in the catalog, so this change will not affect its appearance in the catalog. We want the XB01 block to remain in place.

Graduate students from other institutions will continue to be given the overrides that we currently provide.

See course description changes above.

We are prepared to grant overrides as necessary, just as we currently provide.

Does SIS anticipate that it can support this change?

Will a State Proposal or Letter be required? (Specify which, please)

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

6. **Revised Proposal #62** [as amended](#) from **Communication Sciences and Disorders** for housekeeping changes to catalog copy.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 62 Revised	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	11/03/2014	Processed Date:	11/05/2014	UCC Agenda	11/06/2014
UCC Description:	CSD: Housekeeping changes to catalog copy				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Housekeeping catalog copy – minor changes
College:	Division of Health Sciences
Department:	Communication Sciences & Disorders
Proposal Originator (PO):	Lexie Baker

Email:	bakelexi@isu.edu
Phone:	4544

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	NA
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	NA

Overview of Proposed Changes	
<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>Housekeeping: These are minor updates to the catalog copy. It will make it easier for current and future students to understand what courses are required by our Dept.</p> <p>1) Courses CSD 3315 Clinical Processes: Pediatric is currently listed as a 'Required Departmental Course' for the B.S. in CSD emphasis in Pre-Audiology and Pre-Speech. This course is only required for the Pre-Speech emphasis. We would like to remove it from under this heading and have it listed under the 'Pre-Speech Language Pathology Emphasis' heading only. <u>Please update Degree Works to reflect the changes.</u></p> <p>2) Remove both BIOL 3302 Anatomy and Physiology and BIOL 3302L Anatomy and Physiology Lab courses from under the 'Other Required Courses'. They are not required by our department and have not been for a few years. <u>Please update Degree Works to reflect the changes.</u></p> <p>3) Remove the 'American Sign Language (ASL) option:' and the 'Spanish Language Option:' from under the Pre-Audiology Emphasis heading. Currently, it is cluttering the catalog. This will simplify and streamline the Pre-Audiology Emphasis option. The students are not and have not in the past few years utilized these options. If a student would like to take these courses, the Faculty will approve this on a case by case basis. Update the wording under the Pre-Audiology Emphasis heading and the Elective Course Option to reflect the changes. Update the Elective Courses: list to reflect the changes in new electives the faculty have approved. The updates are shown in the New Catalog Copy below. <u>Please update Degree Works to reflect the changes.</u></p> <p>4) Under 'Required Departmental Courses' remove 'Students may substitute CSD 1151, CSD 1152, CSD 2251, and CSD 2252 (12 credits) for CSD 2227 and CSD 2228'. Remove courses CSD 2227 and CSD 2228 as required departmental courses and add CSD 1151 and CSD 1151 Lab. Permanently Delete courses CSD 2227 and CSD 2228. We will no longer offer these courses beginning Fall 2015. CSD 1151/1151L is a better fit for our students in all our CSD programs. The credits for CSD 1151/1151L are equivalent to CSD 2227 and CSD 2228. <u>Please update Degree Works to reflect the</u></p>

	<p><u>changes.</u></p> <p>5) Remove BIOL 1101 and it's co-requisite BIOL 1101L as a Department Requirement. This will make it easier for transfer students and will eliminate the need for waivers or alternatives to get through our program. BIOL 1101 will remain a pre-requisite for BIOL 3301. <u>Please update Degree Works to reflect the changes.</u></p> <p>6) Update pre-reqs for CSD 4420. CSD 4405 will no longer be a pre-req for CSD 4420. CSD 4420 and CSD 4405 are offered the same semester. The only pre-req will be CSD 3315. <u>Please update Degree Works to reflect the changes.</u></p>
<p>What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Unanimous vote April 18.2014 (#1, #2, #4, #5) 24-yes 0-no</p> <p>Unanimous vote Aug. 20. 2014 (#6, #7) 31-yes 0-no</p> <p>Unanimous vote Sept. 12. 2014 (#3) 25-yes 0-no</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4420	
Short Course Title: (30 character max, including spaces; no punctuation)	Clinical Processes Adult	
Long Course Title:	Clinical Processes Adult	
Credit Hours:	3	
Contact Hours:	3/wk	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	CSD 4420 Clinical Processes Adult: 3 semester hours. Assessment and treatment principles, methods and procedures in speech	CSD 4420 Clinical Processes Adult: 3 semester hours. Assessment and treatment principles, methods and procedures in speech language

	language pathology with focus on the adult population.	pathology with focus on the adult population.
Prerequisites:	CSD 3315 and CSD 4405 or permission of instructor	CSD 3315
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	no	
Terms Offered:	F, Su	
Rationale for Change: CSD 4405 will no longer be a pre-req for CSD 4420. CSD 4420 and CSD 4405 are offered the same semester only. CSD 3315 will remain a pre-req.		

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	CSD
Course Number:	2227
Short Course Title:	Basic Sign I
Rationale:	We are no longer going to offer CSD 2227 beginning Fall 2015. The course that we will be offering in place of CSD 2227 and CSD 2228 is CSD 1151/1151L. The credits are equivalent and CSD 1151/1151L is a better fit for our students in all our CSD programs.

Subject Code:	CSD
Course Number:	2228
Short Course Title:	Basic Sign II
Rationale:	We are no longer going to offer CSD 2228 beginning Fall 2015. The course that we will be offering in place of CSD 2227 and CSD 2228 is CSD 1151/1151L. The credits are equivalent and CSD 1151/1151L is a better fit for our students in all our CSD programs.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Communication Sciences and Disorders, with Emphasis in Pre-Audiology or Pre-Speech-Language Pathology

The following courses are required in addition to the university's [General Education Requirements](#). Students must choose either the Pre-Audiology Emphasis or the Pre-Speech-Language Pathology Emphasis.

Required Departmental Courses

CSD 1126	Deaf Studies	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2227	Basic Sign I	2
CSD 2228	Basic Sign II	2
CSD 3315	Clinical Processes Pediatric	3
CSD 3321 & 3321L	Clinical Phonetics and Phonology and Clinical Phonetics and Phonology Lab	4
CSD 3330	Language Science and Development	3
CSD 3341	Audiometry and Hearing Science	3
CSD 4405	Neurological Bases of Communication Disorders	3
CSD 4417	Interdisciplinary Evaluation Team	1
CSD 4435 & 4435L	Speech and Hearing Science and Speech and Hearing Science Laboratory	4
CSD 4445	Aural Rehabilitation	3
CSD 4460	Educational Audiology	3

¹ Students may substitute [CSD 1151](#), [CSD 1152](#), [CSD 2251](#), and [CSD 2252](#) (12 credits) for [CSD 2227](#) and [CSD 2228](#).

Other Required Courses

BIOL 1101 & 1101L	Biology I and Biology I Lab	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
ENGL 3307	Professional and Technical Writing	3
HCA 1110	Introduction to the Allied Health Professions	3
MATH 1153	Introduction to Statistics	3
PSYC 1101	Introduction to General Psychology	3
PSYC 2225	Child Development	3
or PSYC 3332	Psychology of Adolescence	
SOC 2248	Critical Analysis of Social Diversity	3

Recommended Course

ANTH/ENGL 1107	Nature of Language	3
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Pre-Audiology Emphasis

Students choosing the Emphasis in Pre-Audiology must complete the degree requirements above, the Required Courses listed below, and one of the three Options listed below.

Required Courses

CSD 2256	Deaf Culture and Community	3
CSD 3340	Communication Disorders Lifetime Perspective	3
CSD 4415	Clinical Practicum in Audiology	1-2
CSD 4416	Audiology Methods and Applications	1
Plus electives		8
Subtotal		16 or 17

American Sign Language (ASL) Option:

Students choosing the ASL option must complete the following course work. The student choosing the ASL option will substitute ASL I and ASL II for [CSD 2227](#) and [CSD 2228](#).

CSD 1151 & 1151L	American Sign Language I and American Sign Language I Laboratory	4
CSD 1152 & 1152L	American Sign Language II and American Sign Language II Laboratory	4
CSD 2251 & 2251L	American Sign Language III and American Sign Language III Laboratory	4
CSD 2252 & 2252L	American Sign Language IV and American Sign Language IV Laboratory	4

Spanish Language Option:

Students choosing the Spanish option must complete the following courses:

SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4
SPAN 2201	Intermediate Spanish I	4
SPAN 2202	Intermediate Spanish II	4

Elective Course Option:

Students choosing the Elective option must complete 8 elective credits from the list below, and may petition to take courses not on this list.

BIOL 3358	Genetics	3
BIOL 4415L	Human Neurobiology Lab	1
BIOL 4453	Foundations in Neuroscience	3
BIOL 4460	Neuroscience	4
COUN 3300	Interpersonal Skills in Health Professions	2
CSD 3325	Speech Sound Development and Disorders	3
CSD 3335	Language Disorders	3
CSD 4420	Clinical Processes Adult	3
CSD 4425	Speech Language Pathology Methods and Application	3
HPHY 3300	Medical Electronics	2
PHYS 1100	Essentials of Physics	4
PHYS 1111	General Physics	3
PHYS 1112	General Physics II	3
PSYC 3344	Adult Development and Aging	3
PSYC 4446	Cognitive Process	3

Pre-Speech Language Pathology Emphasis

Students choosing the Emphasis in Pre-Speech-Language Pathology must complete the degree requirements above and the Required Courses listed below.

Required Courses:

CSD 3325	Speech Sound Development and Disorders	3
CSD 3335	Language Disorders	3
CSD 4420	Clinical Processes Adult	3
Subtotal		9
Recommended Course:		
CSD 4425	Speech Language Pathology Methods and Application	3

Redundant course listings deleted.

New Proposed Catalog Copy (clearly show changes from the original):

Bachelor of Science in Communication Sciences and Disorders, with Emphasis in Pre-Audiology or Pre-Speech-Language Pathology

The following courses are required in addition to the university's [General Education Requirements](#). Students must choose either the Pre-Audiology Emphasis or the Pre-Speech-Language Pathology Emphasis.

Note to catalog editors: Please change all references in Deaf Education and Human Exceptionality (under CoEd Teaching and Educational Studies) to take CSD 1151 and 1151L instead of CSD 2227 and 2228.

Required Departmental Courses

CSD 1126	Deaf Studies	1
CSD 1151	American Sign Language I	3
CSD 1151L	American Sign Language I Lab	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2227	Basic Sign I	2
CSD 2228	Basic Sign II	2
CSD 3315	Clinical Processes Pediatric	3
CSD 3321 & 3321L	Clinical Phonetics and Phonology and Clinical Phonetics and Phonology Lab and Clinical Phonetics and Phonology Lab [keep in catalog]	4
CSD 3330	Language Science and Development	3
CSD 3341	Audiometry and Hearing Science	3
CSD 4405	Neurological Bases of Communication Disorders	3
CSD 4417	Interdisciplinary Evaluation Team	1
CSD 4435 & 4435L	Speech and Hearing Science and Speech and Hearing Science Laboratory	4
CSD 4445	Aural Rehabilitation	3

Students may substitute [CSD 1151](#), [CSD 1152](#), [CSD 2251](#), and [CSD 2252](#) (12 credits) for [CSD 2227](#) and [CSD 2228](#).

Other Required Courses

BIOL 1101 & 1101L	Biology I —and Biology I Lab	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology —and Anatomy and Physiology Lab	4
ENGL 3307	Professional and Technical Writing	3
HCA 1110	Introduction to the Allied Health Professions	3
MATH 1153	Introduction to Statistics	3
PSYC 1101	Introduction to General Psychology	3
PSYC 2225 or PSYC 3332	Child Development Psychology of Adolescence	3
SOC 2248	Critical Analysis of Social Diversity	3
Recommended Course		
ANTH/ENGL 1107	Nature of Language	3

Pre-Audiology Emphasis

Students choosing the Emphasis in Pre-Audiology must complete the degree requirements above, the Required Courses listed below, and one of the three Options listed below. **8 credits from the list of Elective Courses.**

Required Courses

CSD 2256	Deaf Culture and Community	3
CSD 3340	Communication Disorders Lifetime Perspective	3
CSD 4415	Clinical Practicum in Audiology	1-2
CSD 4416	Audiology Methods and Applications	1
Plus electives		8
Subtotal		16 or 17

American Sign Language (ASL) Option:

Students choosing the ASL option must complete the following course work. The student choosing the ASL option will substitute ASL I and ASL II for [CSD 2227](#) and [CSD 2228](#).

CSD 1151 & 1151L	American Sign Language I —and American Sign Language I Laboratory	4
CSD 1152 & 1152L	American Sign Language II —and American Sign Language II Laboratory	4
CSD 2251 & 2251L	American Sign Language III —and American Sign Language III Laboratory	4
CSD 2252 & 2252L	American Sign Language IV —and American Sign Language IV Laboratory	4

Spanish Language Option:

Students choosing the Spanish option must complete the following courses:

SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4
SPAN 2201	Intermediate Spanish I	4
SPAN 2202	Intermediate Spanish II	4

Elective Course Option Courses:

Students choosing the Elective option must complete 8 elective credits from the list below, and may petition to take courses not on this list. **Electives not on the list may be taken with Audiology Faculty approval.**

BIOL 3358	Genetics	3
BIOL 4415L	Human Neurobiology Lab	1
BIOL 4453	Foundations in Neuroscience	3
BIOL 4460	Neuroscience	4
COUN 3300	Interpersonal Skills in Health Professions	2
CSD 3315	Clinical Processes: Pediatric	3
CSD 3325	Speech Sound Development and Disorders	3
CSD 3335	Language Disorders	3
CSD 4420	Clinical Processes: Adult	3
CSD 4425	Speech Language Pathology Methods and Application	3
DHS 4401	Mindfulness in Health Science	1-2
DHS 4402	Survey of Aging Issues	3
DHS 4403 4406	The Mindful Practitioner	2
DHS 4404- 4407	Experience in Human Anatomy	1
HPHY 3300	Medical Electronics	2
PHYS 1100	Essentials of Physics	4
PHYS 1111	General Physics	3
PHYS 1112	General Physics II	3
PSYC 3344	Adult Development and Aging	3
PSYC 4446	Cognitive Process	3
SPED 3330	The Exceptional Child	4

Pre-Speech Language Pathology Emphasis

Students choosing the Emphasis in Pre-Speech-Language Pathology must complete the degree requirements above and the Required Courses listed below.

Required Courses:

CSD 3315	Clinical Processes Pediatric	3
CSD 3321L	Clinical Phonetics and Phonology Lab	1
CSD 3325	Speech Sound Development and Disorders	3
CSD 3335	Language Disorders	3
CSD 4420	Clinical Processes Adult	3

Recommended Course:

[CSD 4425](#) Speech Language Pathology Methods and Application 3

Course Descriptions:

Redundant course listings deleted; all course changes will be picked up from Part B. Listing courses here introduces possibility of discrepancies and errors.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

***PO NOTE: As this proposal only involves an existing course, no additional library resources are anticipated.**

	Yes	No
Will students be required to use the Library’s existing electronic resources?		
Will students be required to use the Library’s existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Email correspondence Sept 10. 2014:

Hi Lexie:

This response is applicable to each of the five proposals that you sent to me:

The changes described in this proposal present no concerns for the Library.

Sincerely,

Sandi Shropshire
 Associate University Librarian
 Collections & Special Projects
 Eli M. Oboler Library
 Idaho State University
 850 South 9th Avenue
 Pocatello, Idaho 83209-8089
 Phone: (208) 282-2671
 Fax: (208) 282-5847

Information Technology Services Questionnaire send entire proposal to Randy Gaines
gainrand@isu.edu

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

On Mon, Sep 8, 2014 at 11:26 AM, Lexie Baker <bakelexi@isu.edu> wrote:

Hello Randy,

Please review the attached proposals for your approval.

Thank you,

Lexie

Lexie,

No concerns from ITS on any of these.

Thanks for checking.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified?)	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Email correspondence Sept 10, 2014:

Hi Lexie,

RE: **Pre-Audiology Emphasis**

Students choosing the Emphasis in Pre-Audiology must complete the degree requirements above, the Required Courses listed below, **one of the three Options listed below.**

There is only one option which is the Elective Option. Should this be changed to "Students choosing the Emphasis in Pre-Audiology must complete the degree requirements above, the Required Courses listed below, and 8 cr from the list of Electives one of the three Options listed below" ?

Other than this issue,

No advising concerns.

Best wishes,

JoAnn

Joann,

We are so happy you caught this! Yes, we need to change the wording. I discussed this with Dr. Mary Whitaker, who originally wanted the options removed from the catalog. She would like to change the wording to the following:

"Students choosing the Emphasis in Pre-Audiology must complete the degree requirements above, the Required Courses listed below, and 8 credits from the list of Elective Courses."

change Elective Course Option: to

Elective Courses:

Electives not on the list may be taken with Audiology Faculty approval.

Lexie

Lexie,

This will work!

I have no advising concerns.

Best wishes,

JoAnn

(At this stage, you can incorporate the update into this proposal.
thanks!)

Does CoTech Advising have any academic concerns with the proposal?

No CoT advising concerns.

Thank you,

Corey Zink

Director of Student Services

Idaho State University - College of Technology

921 South 8th Ave. Stop 8380

Pocatello, ID 83209

Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email Correspondence from Chris Hunt on Sept 30th:

Lexie,

I do have some questions regarding these proposals.

CSD #1

- Deleting CSD 2227/CSD 2228 from the catalog and replacing it with CSD 1151/1151L. My office will need a memo detailing the exceptions that will need to be made in DegreeWorks in catalog years 2014-15 and earlier to allow students to graduate when their degree requirements include CSD 2227/2228 and CSED 2227/2228.
- CSD 4420 - Please add a course change table in part B to reflect the request to change the prereq of CSD 4405 to a coreq. Please understand that by changing this to a coreq, all students will need to register for both CSD 4420 and CSD 4405 in the same semester and in the same registration transaction. If you have any students who have successfully completed CSD 4405 in a previous term, they will require instructor overrides to register.
- On page 7 of this proposal:
 - You are removing CSD 3321L from the core requirements BS in Communication Sciences and Disorders. Students in the pre-Audiology emphasis, who are not required to

- complete the lab to graduate, will not be able to register for CSD 3321 without the lab, as both the lab and the lecture list the other as a corequisite.
- o You are removing CSD 3315 from the BS in Communication Sciences and Disorders. CSD 4425 is listed as an elective for the pre-Audiology emphasis, but it requires CSD 3315 as a prerequisite.

Best Regards,
Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Lexie Baker <bakelexi@isu.edu> Oct 3 (12 days ago)

to Christopher

Hello Mr. Hunt,
After reviewing your comments with the Faculty we have the following edits.

CSD #1

- Deleting CSD 2227/CSD 2228 from the catalog and replacing it with CSD 1151/1151L. My office will need a memo detailing the exceptions that will need to be made in DegreeWorks in catalog years 2014-15 and earlier to allow students to graduate when their degree requirements include CSD 2227/2228 and CSED 2227/2228. [Memo has been completed and sent to Sarah Mead. She will let me know if it needs edited.](#)
- CSD 4420 - Please add a course change table in part B to reflect the request to change the prereq of CSD 4405 to a coreq. Please understand that by changing this to a coreq, all students will need to register for both CSD 4420 and CSD 4405 in the same semester and in the same registration transaction. If you have any students who have successfully completed CSD 4405 in a previous term, they will require instructor overrides to register. [Table B has been added to edit the pre-reqs/co-reqs for CSD 4420. Faculty decided to remove 4405 as a coreq and keep only CSD 3315 as a pre-req.](#)
- On page 7 of this proposal:
 - o You are removing CSD 3321L from the core requirements BS in Communication Sciences and Disorders. Students in the pre-Audiology emphasis, who are not required to complete the lab to graduate, will not be able to register for CSD 3321 without the lab, as both the lab and the lecture list the other as a corequisite. [We are going to remove this part of the proposal keep as is. The Audiology Faculty have decided to have their students take both 3321 and the lab.](#)
 - o You are removing CSD 3315 from the BS in Communication Sciences and Disorders. CSD 4425 is listed as an elective for the pre-Audiology emphasis, but it requires CSD 3315 as a prerequisite. [CSD 4425 is not an elective for the pre-AuD students but it is for the pre-Speech students and 4425 is a recommended course. CSD 3315 is not a requirement for pre-AuD, but it is for pre-Speech. This proposal should be okay as is.](#)

CSD #2

- Title Changes for CSD 2205, CSD 4405. Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken CSD 2205 with the title "Intro to Comm Dif and Dis" and then takes CSD 2205 with the title "**Intro to Professions in Comm Sci**":
 - the student will receive credit for both courses,
 - the grades for both will count in the student's GPA,
 - an academic petition would be required to change the students transcript.

As long as you understand that impact on the CSD department, I don't have any issues with proposal CSD #2. [Faculty understands and is okay with the impact.](#)

CSD #3

- The student information system can support proposal CSD #3 and no SBOE proposal is required. [ok](#)

CSD #4

- Deleting CSD 4452 - you will need to add to the proposal changes to the BS in Sign Language Interpreting as CSD 4452 is a required course in this program. My office will also need a memo detailing the exceptions that will need to made in DegreeWorks in catalog years 2014-15 and earlier to allow students to graduate when their degree requirements include CSD 4452 and CSED 4452 [I have added the updates to the BS in SLI to have CSD 4452 removed as a required course. Memo has been completed and sent to Sarah Mead. She will let me know if it needs edited.](#)

CSD #5

- Title changes CSD 3351, CSD 3351L, CSD 3352, CSD 3352L, CSD 4470. Please see input regarding title changes under CSD #2 [Faculty understands and is okay with the impact.](#)
- Change in prereq for CSD 4455 - is a minimum grade required to meet this prerequisite? [I spoke with Emily Turner, the program director for our Sign Language program states the Sign Language Interpreting Program Policy Manual has a requirement of a B- or higher as a minimum grade for all CSD Sign Language Interpreting courses. All students are informed of this information once they have been accepted into the program. I included the minimum grade requirement information in the memo to Sarah.](#)
- Are the zero credit labs for CSD 3351 and CSD 3352 necessary? Department doesn't typically assign days and times or rooms. If you are not actively providing instruction as part of the zero credit labs, please consider dropping them. [We cannot drop the lab without changing the course fee structure. The course fees are collected with the lab. Emily Turner, program director, will consider changing the course to a 3 credit class and the lab to 1 credit instead of having the course as 4 credits and the lab a 0 credits.](#)

Thank you for your input on this. We really appreciated all the information you provided. I have attached the updated proposals for your review.

Best regards,
Lexie

Lexie Baker <bakelexi@isu.edu> 10:18 AM (1 hour ago)

to Christopher

Good Morning Chris,

I forwarded the updated proposals on Oct 3 with edits we made per your requests. I was wondering if I needed to wait for you to respond again or if we were okay to submit our proposals. I thought we needed to wait for your okay, but maybe I have misunderstood. Thank you again for all your help on this.

Best regards,
Lexie

Christopher Hunt 10:51 AM (22 minutes ago)

to **UG, FACULTY**, me

Lexie,

I'm sorry for the lack of clarity on my part. With your responses, these should be sent to UCC.
Best Regards,

Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Math	(#6) Should be minimal. We are mainly eliminating the need for petitions from students that have attended other universities and taken a statistics course from that university that would satisfy our Dept. Requirements.
Biology	(#2, #5) Should be minimal. We are mainly eliminating the need for petitions from students that have attended other universities and taken a biology course from that university that would satisfy our Dept. Requirements. We have not required the 3302/3302L for years, it is a catalog error that we have tried many times to correct.
College of Education	See below

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, Biology, NAME: Janet Loxterman, anticipate that it can support this change?

Email correspondence Sept 10, 2014:

Hi Lexie,

Dr. Austin forwarded your proposal to me for review. I do have one question. You have removed BIOL 1101/1101L from the required list, which is not a problem, but you have BIOL 3301/3301L required. BIOL 1101/1101L is a pre-requisite for BIOL 3301/3301L, so students will still be required to take it before they are able to register for BIOL 3301/3301L.

Is that correct?

Thanks

Janet

--

Janet L. Loxterman, Ph.D.
 Department of Biological Sciences
 Idaho State University
 Pocatello, ID 83209
 208 282-6167

Yes, you are correct. It will just help with the amount of petitions that have to be done when transfer students have taken an equivalent Biol 1101/1101L. Does that make sense?

Lexie

Great. I do not see any problems from our end. Thank you for keeping us posted.
Janet

Email correspondence, Oct. 31, 2014”:

Dear David, Howard, and Karen,

We are proposing several curriculum changes to the CSD undergraduate curriculum, and need to determine the impact of the proposed changes on the COE curriculum. I have attached PDFs of these proposals, but here are summaries of what we propose (I will have to send them in shifts as I have exceeded the limits of e-mail):

1. Dropping Basic Sign I and II. This course is being replaced by our ASL 1 and ASL 2 courses. I believe this course is used in Deaf Education, and perhaps School Psychology and Secondary Education.
2. Changing the content of CSD 3351 American Sign Language V so significantly that we will actually add a new course to replace it. Curriculum Council advised that the content changes were sufficiently significant in this course that we needed to create a new course to replace it. I can't find where it is used by COE, but I could have missed it in my search of the catalog.
3. Name change for CSD 4405. This is used by School Psychology, I believe. We are changing the name to reflect the current trends in the field (and to correct a semantic error in the title as well). The original name is "Neurological Bases of Communication Disorders," and we're proposing "Neuroscience of Communication Disorders."
4. Shifting credits in CSD 4435. I'm not sure which program uses this, but we were advised to check with COE on this. We are re-aligning credits so that the current zero-credit lab gets 1 credit, and the didactic portion is reduced from 4 to 3 credits. There will be no net gain or loss in credits.
5. Changing the name of CSD 2205. We propose changing the name of CSD 2205 from "Introduction to Communication Differences and Disorders" to "Introduction to Professions in Communication Sciences."
6. CSD 4452, 4453 and 4452. I believe these are likely Deaf Education considerations. We are deleting CSD 4452 Manually code English because we want to combine it with CSD 4453 Transliterating, to reflect current trends. We are proposing to change CSD 4453 to reflect this. We are proposing to change the pre-requisites to CSD 4454 so that a student must have taken CSD 3354 before registering for CSD 4454.

--

John A. (Tony) Seikel, Ph.D., Professor
Communication Sciences & Disorders
School of Rehabilitation and Communication Sciences, Division of Health
Sciences
Idaho State University
921 S. 8th Ave., Mail Stop 8116
Pocatello, ID 83209-8116
208-282-4037
<http://tonyseikel.net/>

On Fri, Oct 31, 2014 at 12:31 PM, Karren Streagle <strekarr@isu.edu> wrote:
Hi Tony,

From a program point of view, I do not see any issues. Students in the Undergraduate Human Exceptionality program can take the ASL classes in place of the Basic Sign classes as electives without a problem.

However, from a catalog standpoint, I do have a problem. Basic Sign I and II are listed as approved electives for the Bachelor of Arts or Bachelor of Science in Human Exceptionality in the Undergraduate Catalog. See page 275 of the 2014-15 Undergraduate Catalog. What needs to happen to have the ASL courses replace the Basic Sign classes? Are you responsible for requesting that change in the catalog or am I?
Karren

Karren Streagle, Ph.D.
Assistant Professor of Special Education
College of Education
Idaho State University
921 South 8th Avenue, Stop 8059
Pocatello, ID 83209-8059
Phone: 208-282-4428
strekarr@isu.edu

Forwarded message -----

From: **Karren Streagle** <strekarr@isu.edu>
Date: Fri, Oct 31, 2014 at 6:49 PM
Subject: Re: Impact of course changes
To: Tony Seikel <seikel@isu.edu>
Cc: Justin Thorpe <thorjust@isu.edu>

On Friday, October 31, 2014, Tony Seikel <seikel@isu.edu> wrote:
Thanks for spotting that, Karren. I will be representing these proposals (perhaps next week), and if you give me permission to request that change I can do so. I'm not sure who would do that, but I think if I include it in our revised proposal the curriculum council should be able to make that change!
Tony

Hi Tony,
I would be happy to give permission for that additional change for the approved electives in Human Exceptionality. I will be out of town next week at a conference. Monday is likely to be the only day I will be on campus. Let me know if you're need anything else from me.
Have a great weekend,
Karren

----- Forwarded message -----
From: **David Mercaldo** <mercdavi@isu.edu>
Date: Mon, Nov 3, 2014 at 1:18 PM
Subject: Re: CSD 2227/2228

To: Tony Seikel <seikel@isu.edu>

On Mon, Nov 3, 2014 at 12:59 PM, Tony Seikel <seikel@isu.edu> wrote:
Hi, David! It was great talking with you just now! Could you reply to this note saying that there are no conflicts with Deaf Education concerning taking CSD 2227 and CSD 2228 off the books and replacing them with ASL 1 and 2? That will give me a record for the Curriculum Council proposal. Thanks!

Tony

--

John A. (Tony) Seikel, Ph.D., Professor
Communication Sciences & Disorders
School of Rehabilitation and Communication Sciences, Division of Health
Sciences
Idaho State University
921 S. 8th Ave., Mail Stop 8116
Pocatello, ID 83209-8116
208-282-4037
<http://tonyseikel.net/>

Hello Tony:

As a follow-up to our phone conversation, as well as to your email, the courses that you mentioned [CSD 2227 and CSD 2228 off the books and replacing them with ASL 1 and 2?] will not negatively impact the Deaf Education graduate program. In fact, students taking the ASL sequence is much better.

Please let me know if any additional information is required for this curriculum change.

David Mercaldo
Program Leader, Deaf Education Program
College of Education
ISU

[Back to List of Proposals](#)

7. **Revised Proposal #63** [as amended](#) from **Communication Sciences and Disorders** for changes to CSD 4435/4435L, CSD 4450 and CSD 2205. A separate proposal has been submitted to Grad Council to update the Graduate Catalog.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 63 Revised	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	????				
UCC Rec'd Date:	11/03/2014	Processed Date:	11/05/2014	UCC Agenda	11/06/2014

UCC Description:	CSD 4435/4435L credit change, CSD 4405 title change, CSD 2205 title change		
Catalog Editors: Course changes?	Yes	Curriculum Changes?	

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	CSD 4435/4435L credit change, CSD 4405 title change, CSD 2205 title change,
College:	Division of Health Sciences
Department:	Communication Sciences & Disorders
Proposal Originator (PO):	Lexie Baker
Email:	bakelexi@isu.edu
Phone:	4544

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	NA
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	NA

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	1) Change CSD 4435 Speech and Hearing Science credits from 4 to 3 and CSD 4435 L Speech and Hearing Science Lab from 0 credits to 1 credit. This better reflects work completed by the students. 2) Change title for CSD 4405 Neurological Bases of Communication Disorders to CSD Neuroscience for Communication Disorders. This title change is a better fit for the curriculum content of the course. 3) Change title for CSD 2205 Introduction to Communication Differences and Disorders to CSD 2205 Introduction to Professions in Communication Sciences. This title change is a better fit for the spirit and curriculum content of the course.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous vote April 18, 2014 (#3) 24-yes 0-no Unanimous vote Aug. 20, 2014 (#1, #2) 31-yes 0-no

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4435	
Short Course Title: (30 character max, including spaces; no punctuation)	Speech and Hearing Science	
Long Course Title:		
Credit Hours:	4	3
Contact Hours:	4 hrs/week	3 hrs/week
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Introduction to the anatomy and physiology of speech production. Topics include respiratory dynamics, laryngeal functions, articulatory dynamics, hearing mechanism, and the neurophysiology of speech and hearing.	
Prerequisites:	none	
Corequisites:	COREQ: CSD 4435L	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	S	
Rationale for Change: By changing the credits from 4 to 3 and giving the lab 1 credit, this will better reflect work the completed by the student.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4435L	
Short Course Title: (30 character max, including spaces; no punctuation)	Speech and Hearing Science Lab	
Long Course Title:		
Credit Hours:	0	1
Contact Hours:	0 hrs/week	1 hr/week

Default Grading Mode:	S/U	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Required laboratory portion of CSD 4435.	
Prerequisites:	none	
Corequisites:	CSD 4435	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	No	
Terms Offered:	S	
Rationale for Change: By changing the lab credits from 0 to 1 will better reflect work the completed by the student.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4405	
Short Course Title: (30 character max, including spaces; no punctuation)	Neurological Bases of Comm Dis	Neuroscience for Comm Dis
Long Course Title:	Neurological Bases of Communication Disorders	Neuroscience for Communication Disorders
Credit Hours:	3	
Contact Hours:	3 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Fundamentals of neuroanatomy and physiology related to speech, language, and hearing. Introduction to communication disorders related to neurological damage	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F	
Rationale for Change: This title change is a better fit for the curriculum content of the course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	

Course Number:	2205	
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Comm Dif and Dis	Intr to Professions in Com Sci
Long Course Title:	Introduction to Communication Differences and Disorders	Introduction to Professions in Communication Sciences
Credit Hours:	3	
Contact Hours:	3 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Survey of speech, hearing, and language disorders, including study of the development of speech. Observations, films and assigned readings serve as illustrations of the various communication problems.	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	S	
Rationale for Change: This title change is a better fit for the curriculum content of the course.		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Communication Sciences and Disorders, with Emphasis in Pre-Audiology or Pre-Speech-Language Pathology

The following courses are required in addition to the university's [General Education Requirements](#). Students must choose either the Pre-Audiology Emphasis or the Pre-Speech-Language Pathology Emphasis.

Required Departmental Courses

CSD 1126	Deaf Studies	1
CSD 2205	Introduction to Communication Differences and Disorders	3
CSD 2227	Basic Sign I	2
CSD 2228	Basic Sign II	2

CSD 3315	Clinical Processes Pediatric	3
CSD 3321 & 3321L	Clinical Phonetics and Phonology and Clinical Phonetics and Phonology Lab	4
CSD 3330	Language Science and Development	3
CSD 3341	Audiometry and Hearing Science	3
CSD 4405	Neurological Bases of Communication Disorders	3
CSD 4417	Interdisciplinary Evaluation Team	1
CSD 4435 & 4435L	Speech and Hearing Science and Speech and Hearing Science Laboratory	4
CSD 4445	Aural Rehabilitation	3
CSD 4460	Educational Audiology	3

Redundant course listings deleted.

New Proposed Catalog Copy (clearly show changes from the original):

Bachelor of Science in Communication Sciences and Disorders, with Emphasis in Pre-Audiology or Pre-Speech-Language Pathology

The following courses are required in addition to the university's [General Education Requirements](#). Students must choose either the Pre-Audiology Emphasis or the Pre-Speech-Language Pathology Emphasis.

Required Departmental Courses

CSD 1126	Deaf Studies	1
CSD 2205	Introduction to Professions in Communication Sciences	3
CSD 2227 1151	Basic Sign I American Sign Language 1	3 2
CSD 2228 1151L	Basic Sign II American Sign Language 1 Lab	1 2
CSD 3315	Clinical Processes Pediatric	3
CSD 3321 & 3321L	Clinical Phonetics and Phonology and Clinical Phonetics and Phonology Lab	4
CSD 3330	Language Science and Development	3
CSD 3341	Audiometry and Hearing Science	3
CSD 4405	Neuroscience for Communication Disorders	3
CSD 4417	Interdisciplinary Evaluation Team	1
CSD 4435 CSD 4435L	Speech and Hearing Science Speech and Hearing Science Laboratory	3 1
CSD 4445	Aural Rehabilitation	3
CSD 4460	Educational Audiology	3

Redundant course listings deleted to reduce possibility of discrepancies or errors. Changes are picked up from Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

***PD NOTE: As this proposal only involves existing courses, no additional library resources are anticipated.**

	Yes	No
Will students be required to use the Library’s existing electronic resources?		
Will students be required to use the Library’s existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Lexie:

This response is applicable to each of the five proposals that you sent to me:

The changes described in this proposal present no concerns for the Library.

Sincerely,

Sandi Shropshire

Associate University Librarian

Collections & Special Projects

Eli M. Oboler Library

Idaho State University

850 South 9th Avenue

Pocatello, Idaho 83209-8089

Phone: (208) 282-2671

Fax: (208) 282-5847

Information Technology Services Questionnaire send entire proposal to Randy Gaines
(gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

On Mon, Sep 8, 2014 at 11:26 AM, Lexie Baker <bakelexi@isu.edu> wrote:

No concerns from ITS on any of these.

Thanks for checking.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Email correspondence Sept 10, 2014:

No advising concerns.

Best wishes,

JoAnn

JoAnn Hertz, Director
 Central Academic Advising
 Idaho State University
 307 Museum Building
 Pocatello, ID 83209
 208/282.3277

hertjoan@isu.edu

www.isu.edu/advising

Does CoTech Advising have any academic concerns with the proposal?

Please apply the statement below to proposals 2-5:

No CoT advising concerns.

Thank you,

Corey Zink

Director of Student Services
 Idaho State University - College of Technology
 921 South 8th Ave. Stop 8380
 Pocatello, ID 83209
 Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email Correspondence with Chris Hunt on Sept 30th:

Lexie,

I do have some questions regarding these proposals.

CSD #2

- Title Changes for CSD 2205, CSD 4405. Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken CSD 2205 with the title "Intro to Comm Dif and Dis" and then takes CSD 2205 with the title "Intro to Professions in Comm Sci":
 - the student will receive credit for both courses,
 - the grades for both will count in the student's GPA,
 - an academic petition would be required to change the students transcript.

As long as you understand that impact on the CSD department, I don't have any issues with proposal CSD #2.

Best Regards,
Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Lexie Baker <bakelexi@isu.edu> Oct 3 (3 days ago)

to Christopher

Hello Mr. Hunt,
After reviewing your comments with the Faculty we have the following edits.
***Faculty understands and is okay with the impact.**

Lexie Baker <bakelexi@isu.edu> 10:18 AM (1 hour ago, Oct 15, 2014)

to Christopher

Good Morning Chris,
I forwarded the updated proposals on Oct 3 with edits we made per your requests. I was wondering if I needed to wait for you to respond again or if we were okay to submit our proposals. I thought we needed to wait for your okay, but maybe I have misunderstood. Thank you again for all your help on this.

Best regards,
Lexie

Christopher Hunt 10:51 AM (56 minutes ago)

to UG, FACULTY, me

Lexie,
I'm sorry for the lack of clarity on my part. With your responses, these should be sent to UCC.
Best Regards,

Chris Hunt
 Associate Registrar
 Idaho State University
 voice: (208) 282-4946
 fax: (208) 282-4231
 email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR: N/A

Department(s) Impacted	Describe Impact:
College of Education	See below

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ CSD _____, anticipate that it can support this change?
Email correspondence from Dr. Tony Seikel, Oct 31st, 2014:

Dear David, Howard, and Karen,

We are proposing several curriculum changes to the CSD undergraduate curriculum, and need to determine the impact of the proposed changes on the COE curriculum. I have attached PDFs of these proposals, but here are summaries of what we propose (I will have to send them in shifts as I have exceeded the limits of e-mail):

1. Dropping Basic Sign I and II. This course is being replaced by our ASL 1 and ASL 2 courses. I believe this course is used in Deaf Education, and perhaps School Psychology and Secondary Education.
2. Changing the content of CSD 3351 American Sign Language V so significantly that we will actually add a new course to replace it. Curriculum Council advised that the content changes were sufficiently significant in this course that we needed to create a new course to replace it. I can't find where it is used by COE, but I could have missed it in my search of the catalog.
3. Name change for CSD 4405. This is used by School Psychology, I believe. We are changing the name to reflect the current trends in the field (and to correct a semantic error in the title as well). The original name is "Neurological Bases of Communication Disorders," and we're proposing "Neuroscience of Communication Disorders."
4. Shifting credits in CSD 4435. I'm not sure which program uses this, but we were advised to check with COE on this. We are re-aligning credits so that the current zero-credit lab gets 1 credit, and the didactic portion is reduced from 4 to 3 credits. There will be no net gain or loss in credits.
5. Changing the name of CSD 2205. We propose changing the name of CSD 2205 from "Introduction to Communication Differences and Disorders" to "Introduction to Professions in Communication Sciences."
6. CSD 4452, 4453 and 4452. I believe these are likely Deaf Education considerations. We are deleting CSD 4452 Manually code English because we want to combine it with CSD 4453 Transliterating, to reflect current trends. We are proposing to change CSD 4453 to reflect this. We are proposing to change the pre-requisites to CSD 4454 so that a student must have taken CSD 3354 before registering for CSD 4454.

--

John A. (Tony) Seikel, Ph.D., Professor
Communication Sciences & Disorders
School of Rehabilitation and Communication Sciences, Division of Health
Sciences
Idaho State University
921 S. 8th Ave., Mail Stop 8116
Pocatello, ID 83209-8116
208-282-4037
<http://tonyseikel.net/>

Tony

----- Forwarded message -----

From: **Chunghau Fan** <fanchun@isu.edu>

Date: Fri, Oct 31, 2014 at 10:13 AM

Subject: Re: Impact of course changes

To: Tony Seikel <seikel@isu.edu>

Morning Tony,

How are you doing so far this semester?

Thank you for your consideration of our inputs.

I like the change of CSD 4405's name to "**Neuroscience** of Communication Disorders."

Neuroscience can cover a broad areas, especially this is an undergrad course.

I am interested in the contents of this course because in our school psy field, the debate remains that if it is reasonable to teach neuropsy course at Ed.S. level.

One possible reason is that not every program has resources/faculty for offering such course across the U.S., even at the Ph.D. level.

My program currently use neurocognition in the course title because at our Ed.S. level course, we narrow the course contents to the assessment.

but as I mentioned, for an undergrad course in your department, neuroscience seems more reflective ...even though I don't know the contents of instruction.

Please let me know anything I can help with Tony!

Sincerely,

Howard

[Back to List of Proposals](#)

8. **Proposal #67** from **Communication Sciences and Disorders** to create a new course, DHS 4417, to be equivalent to CSD 4417.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 67	UCC Decision	APPROVED	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	Yes				
A separate proposal has been submitted to Grad Council.					
UCC Rec'd Date:	10/29/2014	Processed Date:	10/30/2014	UCC Agenda	10/30/82014
UCC Description:	CSD: new DHS 4417 course, to be equivalent to CSD 4417				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Create DHS 4417, update course listing for CSD 4417 to include the equivalent DHS 4417.
College:	Division of Health Sciences
Department:	Communication Sciences & Disorders
Proposal Originator (PO):	Lexie Baker
Email:	bakelexi@isu.edu
Phone:	4544

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by	
Department Chair / Program Director:	See signature page – signed by Kathleen Kangas	9-17-14
Dean or Designee:	See signature page – signed by Nancy Devine and Linda Hatzenbuehler Okayed by Linda Rankin per email	09/17/2014 10/30/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Creating course DHS 4417 Interdisciplinary Evaluation Team will allow many students not in our programs the opportunity to take this course. The course will be equivalent to CSD 4417, NURS 4417, PSYC 4417, and SOWK 4417.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Unanimous Faculty vote April 18, 2014 24-yes 0-no This is offered as an interprofessional course at the level of the Division of Health Sciences, and was vetted through the DHS Executive Committee.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4417	
Short Course Title: (30 character max, including spaces; no punctuation)	Interdisciplinary Eval Team	
Long Course Title:	Interdisciplinary Evaluation Team	
Credit Hours:	1	
Contact Hours:	1 hr/wk	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Nursing, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology.	Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Dietetics , Nursing, Occupational Therapy , Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology.
Prerequisites:	Permission of instructor	
Corequisites:	none	
Registration Restrictions:		
Equivalencies:	NURS 4417, PSYC 4417, and SOWK 4417	DHS 4417 , NURS 4417, PSYC 4417, and SOWK 4417
Fulfills General Education Objective:	no	
Terms Offered:	S	
Rationale for Change: Includes the equivalent of the newly created course DHS 4417.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	DHS
Course Number:	4417
Short Course Title: (30 character max, including spaces; no punctuation)	Interdisciplinary Eval Team
Long Course Title:	Interdisciplinary Evaluation Team
Credit Hours:	1
Contact Hours:	1/per week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	Introduction to principles, techniques of interdisciplinary evaluation. Disciplines emphasized: Audiology, Dietetics, Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work, Special Education, Speech-Language Pathology.
Prerequisites:	Permission of instructor
Corequisites:	none
Registration Restrictions:	none
Equivalencies:	CSD 4417, NURS 4417, PSYC 4417, and SOWK 4417
Fulfills General Education Objective:	no
Terms Offered:	S
Rationale:	Creating course DHS 4417 Interdisciplinary Evaluation Team will allow many students not in enrolled in one of our programs the opportunity to take this course.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Course listings deleted – redundant. All course changes are picked up from Part B. No curriculum changes proposed.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	X –no change	
Will students be required to use the Library's existing print resources?	X –no change	
Will students need to make use of library services in Pocatello?	X –no change	
Will students need to make use of library services in Idaho Falls?	X –no change	
Will students need to make use of library services in Meridian?	X –no change	
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Lexie:

This response is applicable to each of the five proposals that you sent to me:

The changes described in this proposal present no concerns for the Library.

Sincerely,

Sandi Shropshire

Associate University Librarian

Collections & Special Projects

Eli M. Oboler Library

Idaho State University

850 South 9th Avenue

Pocatello, Idaho 83209-8089

Phone: (208) 282-2671

Fax: (208) 282-5847

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X (DHS 4417, see below)
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	x-DL	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? DL scheduling		
Will access to student computer labs be necessary?	x-no change	
If yes, will any specific software be needed? Office		
Will any type of distance learning be needed?	X	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): DL - video between Pocatello and Meridian		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer standard DL room		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	none	
How many students are expected per semester?	20	
What is your anticipated scheduling of courses using this technology?	S	
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?		x
Will you use Moodle to be fully online with no seat-time required?	x- we will have 2 online sections	
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	X – we will have 2 online sections	
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

On Mon, Sep 8, 2014 at 11:26 AM, Lexie Baker <bakelexi@isu.edu> wrote:

Hello Randy,

Please review the attached proposals for your approval.

Thank you,

Lexie

Lexie,

No concerns from ITS on any of these.

Thanks for checking.

Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Email correspondence Sept 10, 2014:

**No advising concerns.
Best wishes,**

JoAnn

JoAnn Hertz, Director
Central Academic Advising
Idaho State University
307 Museum Building
Pocatello, ID 83209
208/282.3277
hertjoan@isu.edu
www.isu.edu/advising

Does CoTech Advising have any academic concerns with the proposal?

Please apply the statement below to proposals 2-5:

No CoT advising concerns.

Thank you,

Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209
Phone: (208) 282-2622

On Mon, Sep 8, 2014 at 11:29 AM, Lexie Baker <bakelexi@isu.edu> wrote:

Hello Corey,

Please review the attached proposals for your approval.

November 6, 2014 -- Minutes for 20th meeting of Undergraduate Curriculum Council for AY15-16 catalog

Thank you,
Lexie

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email Correspondence with Chris Hunt Sept 30th:

Lexie,

CSD #3

The student information system can support proposal CSD #3 and no SBOE proposal is required.

Best Regards,

Chris Hunt

Associate Registrar

Idaho State University

voice: (208) 282-4946

fax: (208) 282-4231

email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for each proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
none	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

9. **Proposal #68** [as amended](#) from **Health Occupations, Associate Degree Registered Nursing (ADRN)** program to add BIOL 2235/ BIOL 2235L as a prerequisite option.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 68	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	10/20/2014	Processed Date:	10/30/2014	UCC Agenda	10/30/2014
UCC Description:	Health Occupations ADRN program: add BIOL 2235/2235L prereq option				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		



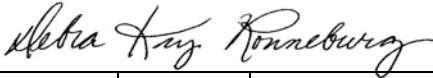
Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator) **COT-2014-21**

Proposal Title:	Add an additional one course prerequisite option to the Associate Degree Registered Nursing (ADRN) program
-----------------	--

College:	College of Technology
Department:	Health Occupations Department
Proposal Originator (PO):	Paul Peterson
Email:	petepaul@isu.edu
Phone:	X4169

Approval Required	Signature	Date
UCC Representative:		10/17/2014
Department Chair / Program Director:		10/20/2014
Dean or Designee:		10/20/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	This proposal will simply add a second Microbiology option (BIOL 2235 & BIOL 2235L) to the already existing Microbiology option (BIOL 2221 & BIOL 2221L) as a prerequisite to the ADRN program. This substitution has been allowed in the past without a petition, but in order to increase the accuracy of Degree Works, the Registrar's Office has recommended making this current practice official by adding the option to the catalog.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	In a vote taken by telephone conversations on September 30, all three faculty members (Pearce, Brumfield, and Kubiak) voted in favor of this proposal. Unanimous Approval. None opposed, No abstentions.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses that box blank.

Not applicable.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Science Degree: Nursing

4½ Semester Program, including prerequisite courses

This is an academic Associate of Science degree program that provides classroom, laboratory, and clinical practicum instruction which prepares graduates to write the NCLEX-RN examination. Successfully passing this examination is a prerequisite for registered nurse licensure. Graduates from this program may articulate into programs offering B.S. and/or M.S. degrees in Nursing.

The courses listed below are specific to Idaho State University. Equivalent courses from other institutions will be individually evaluated and transferred in as appropriate.

General Education and Prerequisite Courses

Students must complete 8 of the 9 University's General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog.) Listed below are program requirements, some of which will also satisfy General Education Objectives.

BIOL 2221 & 2221L	Introductory Microbiology and Introductory Microbiology Laboratory	4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
COMM 1101	Principles of Speech	3
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing	3
NTD 2239	Nutrition	3
or NTD 3340	Nutrition for Health Professionals	
PSYC 1101	Introduction to General Psychology	3
Objective 3 (MATH 1153 preferred)		3
Objective 4 (minimum of 6 cr)		6
One additional Objective 6 course with different prefix from that chosen earlier		3
Objective 9 (minimum of 3 cr)		3

Program-Specific Courses

ADRN 1105	Nursing Applications	1
ADRN 2210	Nursing Transition	2
ADRN 2211	Mental Health Nursing	3
ADRN 2212	Clinical Foundations of Nursing III	2
ADRN 2220 & 2220L	Health Assessment and Health Assessment Lab	3
ADRN 2230	Medical and Surgical Nursing III	3
ADRN 2231	Clinical Foundations of Nursing IV	4
ADRN 2232	Family Nursing	3
ADRN 2233	Medical and Surgical Nursing IV	3
ADRN 2245	Clinical Foundations of Nursing V	4
Total Hours		70

Proposed Catalog Copy

Associate of Science Degree: Nursing

4½ Semester Program, including prerequisite courses

This is an academic Associate of Science degree program that provides classroom, laboratory, and clinical practicum instruction which prepares graduates to write the NCLEX-RN examination. Successfully passing this examination is a prerequisite for registered nurse licensure. Graduates from this program may articulate into programs offering B.S. and/or M.S. degrees in Nursing.

The courses listed below are specific to Idaho State University. Equivalent courses from other institutions will be individually evaluated and transferred in as appropriate.

General Education and Prerequisite Courses

Students must complete 8 of the 9 University's General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog.) Listed below are program requirements, some of which will also satisfy General Education Objectives.

BIOL 2221 & 2221L Or BIOL 2235 & BIOL 2235L	Introductory Microbiology and Introductory Microbiology Laboratory General Microbiology and General Microbiology Lab	4 4
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	4
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	4
COMM 1101 ¹	Principles of Speech	3
ENGL 1101	English Composition	3
ENGL 1102 ¹	Critical Reading and Writing	3
NTD 2239 ¹	Nutrition	3
or NTD 3340	Nutrition for Health Professionals	
PSYC 1101 ¹	Introduction to General Psychology	3
Objective 3 (MATH 1153 preferred)		3
Objective 4 (minimum of 6 cr)		6
Objective 5 depends on Microbiology and NTD course choices. See ADRN advisor for options. BIOL 1101 and BIOL 1101L are required prereqs for BIOL courses above.		(minimum of 7 cr)
One additional Objective 6 course with different prefix from that chosen earlier		3
Objective 7 or 8		3
Objective 9 (minimum of 3 cr)		3
Program-Specific Courses		
ADRN 1105	Nursing Applications	1
ADRN 2210	Nursing Transition	2
ADRN 2211	Mental Health Nursing	3
ADRN 2212	Clinical Foundations of Nursing III	2
ADRN 2220 & 2220L	Health Assessment and Health Assessment Lab	3
ADRN 2230	Medical and Surgical Nursing III	3

ADRN 2231	Clinical Foundations of Nursing IV	4
ADRN 2232	Family Nursing	3
ADRN 2233	Medical and Surgical Nursing IV	3
ADRN 2245	Clinical Foundations of Nursing V	4
Total Hours		7073

¹ **Contributes to a General Education requirement.**

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“I don’t see an affect on the Library from this change.” – Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		X
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Hi Jessica,

For clarity, I would suggest the required courses that meet Objectives are identified and that all Objectives are included in (i.e. 5 and 7 or 8). See suggested language.

If you include all Objectives, the total number of credits will need to change also.

JoAnn

[BIOL 2221](#)
& [2221L](#)

Introductory Microbiology
and Introductory Microbiology Laboratory

Or

[BIOL 2235 & BIOL 2235L](#)

General Microbiology and General Microbiology Lab

[BIOL 3301](#)
& [3301L](#)

Anatomy and Physiology
and Anatomy and Physiology Lab

[BIOL 3302](#)
& [3302L](#)

Anatomy and Physiology
and Anatomy and Physiology Lab

[COMM 1101](#)

Principles of Speech **(Objective 2)**

[ENGL 1101](#)

English Composition

[ENGL 1102](#)

Critical Reading and Writing **(Objective 1)**

[NTD 2239](#)

Nutrition **(Objective 5)**

or [NTD 3340](#)

Nutrition for Health Professionals

[PSYC 1101](#)

Introduction to General Psychology **(Objective 6)**

Objective 3 ([MATH 1153](#) preferred)

Objective 4 (minimum of 6 cr)

Objective 5 depends on Microbiology and NTD course choices. See ADRN advisor for options (minimum of 7 cr)

One additional Objective 6 course with different prefix from that chosen earlier

Objective 7 or 8 3

Objective 9 (minimum of 3 cr)

Total Hours	70 ??

Response to JoAnn Hertz:

Good Morning JoAnn,

Thank you for your suggestion for the ADRN proposal. Please see the response from Paul Peterson, Department Chair for Health Occupations.

"It has not been the conventional practice at the College of Technology to specifically designate each and every course in a program's plan of study that contributes to the fulfilling of general education requirements. This information is available in other sections of the catalog and on Degree Works."

Thanks, Paul P

Thank you!

On Fri, Oct 10, 2014 at 10:55 AM, Joann Hertz <hertjoan@isu.edu> wrote:

Hi Paul,

Is there a reason why some of the Objectives are not identified and some are mentioned (i.e. Obj. 4 6, 9) even though there is not a course preference for the Objectives that are mentioned? I see that as very confusing.

JoAnn

Response to JoAnn Hertz:

Hi JoAnn,

To clarify the Objectives listed in the course sequence we will add the following statement:

¹ *Contributes to a General Education requirement.*

We have submitted other proposals with this statement which will make the language consistent throughout the catalog for the College of Technology programs.

Please see the revised proposal below that illustrates this change.

*Thank you!
Jessica Cooper*

Response from JoAnn Hertz:

Hello again,

My question was, why do you specifically identify needing Obj. 4, 6, and 9 when there is no specific course requirement and you do not mention needing Obj 5 nor mention needing Obj 7/8?

<i>Objective 4 (minimum of 6 cr)</i>	<i>6</i>
<i>One additional Objective 6 course with different prefix from that chosen earlier</i>	<i>3</i>
<i>Objective 9 (minimum of 3 cr)</i>	<i>3</i>

Response to JoAnn Hertz:

Hello JoAnn,

We have reviewed the plan of study for the ADRN program and agree that Objective 7/8 needs to be added to the course sequence, changing the total credits from 70 to 73. We have also added your suggested statement clarifying Objective 5 gen eds.

I have attached the updated proposal for your review.

*Thank you!
Jessica Cooper*

Response from JoAnn Hertz:

Hi Jessica,

Thank you very much! No other advising concerns.

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

- “I have no advising concerns.” – Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- “The student information system can support this change.” – Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

- “No SBOE proposal is required.” – Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Biology Department	A few more students may decide to take BIO 2235 & BIOL 2235L. However, the impact is expected to be very modest.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, Biology, anticipate that it can support this change?

- “Biology sees no conflict or issues with your proposal. Just keep in mind BIOL 2221 Intro Microbiology and BIOL 2235 General Microbiology are two very different courses and that BIOL 1101 is a prereq. for all four courses BIOL 2221, 2235, 3301, 3302.”

Mark C. Austin, Ph.D.
Professor and Chair
Department of Biological Sciences

[Back to List of Proposals](#)

10. **Proposal #70** as amended from **ESTEC** to add new courses ESET 0100L, ESET 0110 and ESET 0110L, and to remove ESET 0101L as a required corequisite for ESET 0100.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

Proposal No.	# 70	UCC Decision	APPROVED <u>as amended</u>	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	10/9/2014	Processed Date:	10/30/2014	UCC Agenda	10/30/2014
UCC Description:	ESTEC: new courses ESET 0100L, ESET 0110/0110L, remove coreq				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

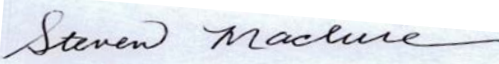

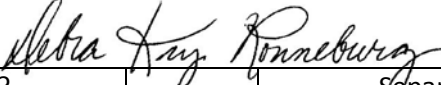
Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)
2014-15

COT-

Proposal Title:	Energy Systems Instrumentation Engineering Technology
College:	College of Technology
Department:	Energy Systems Technology and Education Center
Proposal Originator (PO):	Ryan Pitcher
Email:	Picrya2@isu.edu
Phone:	208-221-9304 (cell) 208-282-3224

Approval Required	Signature	Date
UCC Representative:		10/9/2014
Department Chair / Program Director:		10/9/2014
Dean or Designee:		10/9/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes

How will this improve how the University and	The purpose of this proposal is to no longer require <i>ESET 0200 Applications of Electronic, Electrical and Power Systems Control</i>
---	---

the Department or Program fulfills their mission?	<i>Fundamentals and Safety</i> from the graduation requirements; create three new courses that will be taken during the students first year of their program in place of ESET 0200; and change <i>ESET 0100 Engineering Technology Orientation</i> title and co-requisites. Instrumentation students are currently required to take ESET 0200 in the early 8-weeks of the Summer Semester. This has had a negative impact on the students' ability to obtain internships and creates an unnecessary financial burden on the students. Significant alignment within the first year of the program has allowed for an overall reduction in program credit hours.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Vote taken on September 5, 2014. Seven members in favor of proposal; Don Shepard, Evan Smith, Jeremy Perschon, Mike Tauscher, Ryan Pitcher, Steve Larson, Steve Maclure. No opposed and two abstentions (Terry Snarr, Mike Fort)

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0100	
Short Course Title: (30 character max, including spaces; no punctuation)	Engineering Technology Orientation	Intro to Engineering Tech
Long Course Title:	Engineering Technology Orientation	Introduction to Engineering Technology
Credit Hours:	1	
Contact Hours:	15	15 1
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	An introduction to the opportunities and responsibilities of an engineering technician. Exposure to the various fields of technology through field trips, movies and guest lectures. Introduction to materials, techniques, and	

	college services, which will assist the student in completing a technology program.	
Prerequisites:	None	
Corequisites:	ESET 0101L	ESET 0101L
Registration Restrictions:	Must be a College of Technology Student	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, S, D	
Rationale for Change: Name change is to align with new courses being created. There should not be a corequisite. The course should be available to any College of Technology student waiting to enter their program.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	ESET
Course Number:	0100L
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Engineering Tech Lab
Long Course Title:	Introduction to Engineering Technology Laboratory
Credit Hours:	1
Contact Hours:	30 2
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	NO
Course Description:	A laboratory introduction to the skills of an engineering technician. Includes an overview of safety, tools, electrical wiring, instrumentation and programmable logic controllers.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	Must be a College of Technology Student
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S, D
Rationale:	The creation of this course and two others will allow ESET 0200 to no longer be a graduation requirement for the Energy Systems Instrumentation Engineering Technology AAS degree program resulting in an overall credit reduction.

Subject Code:	ESET
Course Number:	0110
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Process Control
Long Course Title:	Introduction to Process Control
Credit Hours:	1
Contact Hours:	15 1
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	NO
Course Description:	An introduction to the basic concepts of process control through the study of control devices, process variables, programmable logic controllers, instrument calibration, motor control, test equipment, and diagrams.
Prerequisites:	ESET 0100
Corequisites:	ESET 0110L
Registration Restrictions:	Must be an ESTEC major
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S, D
Rationale:	The creation of this course and two others will allow ESET 0200 to no longer be a graduation requirement for the Energy Systems Instrumentation Engineering Technology AAS degree program resulting in an overall credit reduction.

Subject Code:	ESET
Course Number:	0110L
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Process Control Lab
Long Course Title:	Introduction to Process Control Laboratory
Credit Hours:	1
Contact Hours:	30 2
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	NO
Course Description:	A laboratory introduction to the application and use of control devices, programmable logic controllers, and test equipment. Experiments with motor control, instrument calibration, and process control.
Prerequisites:	ESET 0100L
Corequisites:	ESET 0110
Registration Restrictions:	Must be an ESTEC major
Equivalencies:	None
Fulfills General Education Objective:	No
Terms Offered:	F, S, D
Rationale:	The creation of this course and two others will allow ESET 0200 to no longer be a graduation requirement for the Energy Systems Instrumentation Engineering Technology AAS degree program resulting in an overall credit reduction.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Energy Systems Instrumentation Engineering Technology

(4 1/2 Semesters)

Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems instrumentation engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Graduates will have a fundamental knowledge of energy systems, thermodynamics, electronics and electrical systems. They will have extensive hands-on experience setting up and troubleshooting single and three-phase motor controls, variable frequency drives, programmable logic controllers, sensors, relays, timers, solenoids, and human machine interface stations. They will be able to install, troubleshoot and calibrate instrumentation that measures and controls temperature, level, flow, pressure and other process variables.

Students must register concurrently for the lab course associated with each theory course.

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0101	Electrical Circuits I	5
ESET 0101L	Electrical Circuits I Laboratory	5
ESET 0102	Electrical Circuits II	5
ESET 0102L	Electrical Circuits II Laboratory	5
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0200	Applications of Electronic Electrical and Power Systems Control Fundamentals and Safety	6

<u>INST 0281</u>	Electrical Automation Theory	8
<u>INST 0282</u>	Electrical Automation Laboratory	5
<u>INST 0292</u>	Process Measurement and Control Theory	10
<u>INST 0293</u>	Process Measurement and Control Laboratory	4
<u>COMM 1101</u>	Principles of Speech ¹	3
<u>MATH 1153</u>	Introduction to Statistics ²	3
or		
<u>MATH 1170</u>	Calculus I ²	4
<u>PHYS 1101</u> & <u>1101L</u>	Elements of Physics and Elements of Physics Laboratory ³	4
or		
<u>CHEM 1100</u>	Architecture of Matter ³	4
<u>TGE 0159</u>	Internship Strategies	1
Total Hours (minimum):		79

¹ Contributes to AAS English/Communication and satisfies General Education Objective 2.

² Either option satisfies the AAS Mathematics/Computation Requirement and satisfies General Education Objective 3.

³ Either option satisfies the AAS Elective General Education Requirement and partially satisfies General Education Objective 5.

New Proposed Catalog Copy (clearly show changes from the original):

Associate of Applied Science Degree: Energy Systems Instrumentation Engineering Technology

(4 1/2 Semesters)

Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems instrumentation engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Graduates will have a fundamental knowledge of energy systems, thermodynamics, electronics and electrical systems. They will have extensive hands-on experience setting up and troubleshooting single and three-phase motor controls, variable frequency drives, programmable logic controllers, sensors, relays, timers, solenoids, and human machine interface stations. They will be able to install, troubleshoot and calibrate instrumentation that measures and controls temperature, level, flow, pressure and other process variables.

Students must register concurrently for the lab course associated with each theory course.

General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

ESET 0100	Introduction to Engineering Technology Orientation	1	
ESET 0100L	Introduction to Engineering Technology Laboratory	1	
ESET 0101	Electrical Circuits I	5	
ESET 0101L	Electrical Circuits I Laboratory	5	
ESET 0102	Electrical Circuits II	5	
ESET 0102L	Electrical Circuits II Laboratory	5	
ESET 0110	Introduction to Process Control	1	
ESET 0110L	Introduction to Process Control Laboratory	1	
ESET 0141	Applied Mathematics I	4	
ESET 0142	Applied Mathematics II	4	
ESET 0200	Applications of Electronic Electrical and Power Systems Control Fundamentals and Safety	6	
INST 0281	Electrical Automation Theory	8	
INST 0282	Electrical Automation Laboratory	5	
INST 0292	Process Measurement and Control Theory	10	
INST 0293	Process Measurement and Control Laboratory	4	
COMM 1101	Principles of Speech ¹	3	
MATH 1153	Introduction to Statistics ¹	3	
or			
MATH 1170	Calculus I ¹	4	
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory ¹	4	4
or			
CHEM 1100	Architecture of Matter ¹	4	
TGE 0159	Internship Strategies	1	
Total Hours (minimum):		79	76

¹ Contributes to a General Education requirement.

~~¹ Contributes to AAS English/Communication and satisfies General Education Objective 2.~~

~~² Either option satisfies the AAS Mathematics/Computation Requirement and satisfies General Education Objective 3.~~

~~³ Either option satisfies the AAS Elective General Education Requirement and partially satisfies General Education Objective 5.~~

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“The courses being added in this proposal present no concerns for the Library, nor does the course change.” – Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? N/A		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed? N/A		
Will any type of distance learning be needed?	X	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): MOODLE		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer: NONE		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester?	18 - 24	
What is your anticipated scheduling of courses using this technology? Variable		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- "No concerns from ITS." – Randy Gaines

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment	X	

identified; which semester(s) course offered; pre/co requisites identified?		
---	--	--

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- The leading zero is missing in the overview.
 ...create three new courses that will be taken during the students first year of their program in place of ESET 0 200; and change *ESET 0 100 Engineering Technology Orientation* title and co-requisites.
 Other than that, no advising concerns. – JoAnn Hertz

Response:

- **The leading zero has been added to the proposal.**

Does CoTech Advising have any academic concerns with the proposal?

- “I have no advising concerns.” – Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- **Response from Chris Hunt:**

Jessica,

I'd like to confirm that the proposal intends to drop ESET 0200 from the AAS Energy Systems Instrumentation Engineering Technology, but leave it in the catalog. Or is the intention to drop it from the catalog?

My office will need a memo detailing the exceptions that will need to made in DegreeWorks in catalog years 2014-15 and earlier for student's whose curriculum show that ESET 0200 is a required course.

Can you please confirm that you do not want ESET 0100 and the new ESET 0100L to be corequisite?

Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken ESET 0100 with the title "Engineering Technology Orientation" and then takes ESET with the title "Intro to Engineering Tech ":

- the student will receive credit for both courses,
- the grades for both will count in the student's GPA,
- an academic petition would be required to change the students transcript.

Best Regards,

Chris Hunt

Associate Registrar
Idaho State University

- **Response from Ryan Pitcher, ESTEC Department:**

Jessica,

We want ESET 0200 removed from the required course listing for the Energy Systems Instrumentation Engineering Technology AAS Degree Program. We want ESET 0200 left in the catalog, we do NOT want the course deleted.

I will send a memo for degree works for ESET 200.

We do NOT want ESET 0100 and ESET 0100L to be corequisites together. Not all programs want to require the laboratory part of the course.

We understand that changing the name of ESET 0100 will affect Banner. There is a very low withdraw rate for this course and nearly no students have failed this course. We will address transcribing on a case by case basis, but don't see this to be a significant problem.

- **Response from Chris Hunt:**

Jessica,

Thank you for the responses! All of my questions regarding this proposal have been addressed.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University

Will a State Proposal or Letter be required? (Specify which, please)

None

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to each of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered **YES to 2**: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fSenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
None	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

11. **Proposal #71** from **ESTEC** to update the Basic Technical Certificate curriculum requirements for Instrumentation and Automation Assistants..

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 71	UCC Decision	APPROVED	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec’d Date:	10/09/2014	Processed Date:	10/30/2014	UCC Agenda	10/30/2014
UCC Description:	ESTEC: update curriculum for Basic Tech Certificate for Instrument & Automation Assistant				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

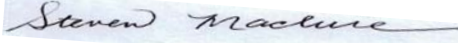

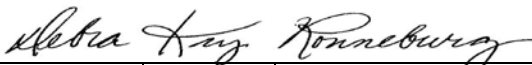
The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

COT-2014-

16

Proposal Title:	Basic Technical Certificate for Instrumentation and Automation Assistant Required Course Listing
College:	College of Technology
Department:	Energy Systems Technology and Education Center
Proposal Originator (PO):	Ryan Pitcher
Email:	Pitcrya2@isu.edu
Phone:	208-221-9304 (cell) / 208-282-3224 (office)

Approval Required	Signature		Date
UCC Representative:			10/9/2014
Department Chair / Program Director:			10/9/2014
Dean or Designee:			10/9/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The purpose of this proposal is to align the Basic Technical Certificate for Instrumentation and Automation Assistant with secondary technical education programs. This alignment is in direct support of the Idaho Division of Professional Technical Education's Strategic Goal 1.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	Vote taken on September 13, 2014. Nine members in favor of proposal; Don Shepard, Evan Smith, Jeremy Perschon, Mike Fort, Mike Tauscher, Ryan Pitcher, Steve Larson, Steve Maclure, Terry Snarr. No opposed and no abstentions.

Part B: Course Change(s)

Part B: Course Change(s) does not apply to this proposal

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Post-Secondary Technical Certificate: Instrumentation and Automation

Assistant

(1½ Semesters)

Objective: To prepare students as entry-level technician and maintenance assistants to meet the needs of the electrical and process industry.

Employers include food processing, mining, semiconductor, chemical, paper, steel, petroleum, utilities and manufacturing industries. Graduates will have theoretical knowledge and hands-on experience setting up and calibrating electronic devices that measure and control temperature, level, flow, pressure, motion, force, humidity and acidity.

Graduates will be able to troubleshoot single and three phase motor controls, basic variable frequency drives, programmable logic controllers, sensors, relays, timers, solenoids, and other automation devices.

Required Courses:

<u>ESET 0103</u>	Introduction to Electronics Theory	1
<u>ESET 0103L</u>	Introduction to Electronics Lab	1
<u>ESET 0104</u>	DC Electronics Principles Theory	2
<u>ESET 0104L</u>	DC Electronics Principles Lab	2
<u>ESET 0105</u>	AC Electronics Principles Theory	4
<u>ESET 0105L</u>	AC Electronics Principles Lab	2
<u>ESET 0106</u>	Electronic Principles Capstone	2-8
<u>INST 0140</u>	Introduction to Motors and Motor Control Theory	2
<u>INST 0220</u>	Introduction to Programmable Logic Controllers	3
<u>INST 0240</u>	Theory	2
<u>INST 0242</u>	Theory	2
<u>INST 0250</u>	Laboratory	1
<u>INST 0251</u>	Laboratory	1
<u>INST 0253</u>	Laboratory	1
<u>INST 0254</u>	Laboratory	1
<u>INST 0260</u>	Electrical Systems Documentation and Standards	2
Total Hours		29-35

New Proposed Catalog Copy (clearly show changes from the original):

Basic Technical Certificate: Instrumentation and Automation Assistant

(1½ Semesters)

Objective: To prepare students as entry-level technician and maintenance assistants to meet the needs of the electrical and process industry.

Employers include food processing, mining, semiconductor, chemical, paper, steel, petroleum, utilities and manufacturing industries. Graduates will have theoretical knowledge and hands-on experience setting up and calibrating electronic devices that measure and control temperature, level, flow, pressure, motion, force, humidity and acidity.

Graduates will be able to troubleshoot single and three phase motor controls, basic variable frequency drives, programmable logic controllers, sensors, relays, timers, solenoids, and other automation devices.

Required Courses:

ESET 0103	Introduction to Electronics Theory	1
ESET 0103L	Introduction to Electronics Lab	1
ESET 0104	DC Electronics Principles Theory	2
ESET 0104L	DC Electronics Principles Lab	2
ESET 0105	AC Electronics Principles Theory	4
ESET 0105L	AC Electronics Principles Lab	2
ESET 0106	Electronic Principles Capstone	2-8
INST 0140	Introduction to Motors and Motor Control Theory	2
INST 0220	Introduction to Programmable Logic Controllers	3
INST 0240	Theory	2
INST 0242	Theory	2
INST 0250	Laboratory	1
INST 0251	Laboratory	1
INST 0253	Laboratory	1
INST 0254	Laboratory	1
INST 0260	Electrical Systems Documentation and Standards	2
Total Hours		29-35 24

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
--	-----	----

Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"I see no difficulties on the Library's side."* – Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer:		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		

What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- “The student information system can support this change.” – Chris Hunt

Will a State Proposal or Letter be required? (Specify which, please)

- “No SBOE proposal is required.” – Chris Hunt

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
None	

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

12. **Proposal #72** [as amended](#) from ESTEC for course changes in the **Mechanical Engineering Technology** program A.A.S. degree requirements.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

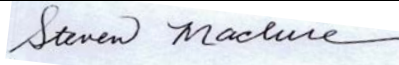

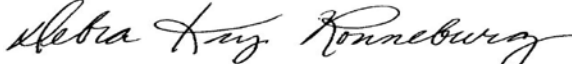
Proposal No.	# 72	UCC Decision	APPROVED as amended	Date:	11/06/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	10/29/2014	Processed Date:	10/30/2014	UCC Agenda	10/30/2014
UCC Description:	ESTEC: course changes to Mechanical Engineering Tech AAS degree program				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Energy Systems Mechanical Engineering Technology AAS Program
College:	College of Technology
Department:	Energy Systems Technology and Education Center
Proposal Originator (PO):	Ryan Pitcher
Email:	Pitcrya2@isu.edu
Phone:	208-221-9304 (cell) / 208-282-3224 (office)

Approval Required	Signature		Date
UCC Representative:			10/28/14
Department Chair / Program Director:			10/27/14
Dean or Designee:			10/27/14
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve	The purpose of this proposal is to:

<p>how the University and the Department or Program fulfills their mission?</p>	<p>Change the descriptions for various courses. Create ESET 0125 Introduction to Structural Welding, ESET 0126 Introduction to Mechanical Drafting and Computer Aided Design, ESET 0127 Mechanical Power Transmission, and ESET 0127L Mechanical Power Transmission Laboratory. Remove ESET 0124 Mechanical Systems and Machine Design as a graduation requirement. Delete ESET 0123 Mechanical Power Transmission, and ESET 0123L Mechanical Power Transmission Laboratory. Pending approval of ESET 0100L Introduction to Engineering Technology Laboratory, include ESET 0100L in the required course listing as a graduation requirement and no longer require ESET 0120 Introduction to Energy Systems, and ESET 0120L Introduction to Energy Systems Laboratory as graduation requirements. The proposed changes are being driven from changes in industry needs, the Energy Systems Technology and Education Center's (ESTEC) advisory board and changes to programs within the department. These changes will improve the efficiency and effectiveness of the courses and program resulting in higher educational attainment for the students.</p>
<p>What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)</p>	<p>Vote taken on September 5, 2014. Nine members in favor of proposal; Don Shepard, Evan Smith, Jeremy Perschon, Mike Fort, Mike Tauscher, Ryan Pitcher, Steve Larson, Steve Maclure, Terry Snarr. No opposed and no abstentions.</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the "changes" column to list only changes in the course. If no "changes" in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0120	
Short Course Title: (30 character max, including spaces; no punctuation)	Introduction to Energy Systems	
Long Course Title:	Introduction to Energy Systems	
Credit Hours:	2	
Contact Hours:	30	<u>2</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	

Course Description:	Basic terminology and functions of power generation processes, equipment, and material. Introduction to Rankin, Carnot, and Brayton cycles and principles of heat transfer and fluid flow.	Introduction to energy terminology, functions of power generation and mechanical processes, equipment, material, power cycles, mechanical physics and systems, and principles of heat transfer and fluid flow are covered.
Prerequisites:		
Corequisites:	ESET 0120L	
Registration Restrictions:	Must be College of Technology Student Must be enrolled in Energy Sys Mech Eng Tech May not be enrolled in High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: Course description changed to better represent the content and purpose of the course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0120L	
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Energy Systems Lab	
Long Course Title:	Introduction to Energy Systems Laboratory	
Credit Hours:	1	
Contact Hours:	30	<u>2</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Laboratory exercises in the maintenance and function of selected power plant process equipment, primary process equipment, and their sub-components.	Laboratory exercises in the maintenance and function of selected plant equipment, mechanical perspective of primary process equipment, and their sub-components are covered.
Prerequisites:		
Corequisites:	ESET 0120	
Registration Restrictions:	Must be College of Technology Student Must be enrolled in Energy Sys Mech Eng Tech May not be enrolled in High	

	School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: Description changed to increase the scope and better represent the content of the course.		

	Current	Changes
Subject Code:	ESET	
Course Number:	0124	
Short Course Title: (30 character max, including spaces; no punctuation)	Mech Sys and Machine Design	
Long Course Title:	Mechanical Systems and Machine Design	
Credit Hours:	2	
Contact Hours:	30	<u>2</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Design considerations for machine elements used in mechanisms and machines, including advanced strength of materials; material selection; shaft design; selection of gear, chain, and belt drives; design and selection of bearings; design of brakes and clutches; and characteristics and selection of electric motors.	
Prerequisites:	ESET 0122	ESET-0122
Corequisites:		
Registration Restrictions:	Must be College of Technology Student Must be enrolled in Energy Sys Mech Eng Tech May not be enrolled in High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S, D	S,D
Rationale for Change: Course is being removed from graduation requirement and is being offered on demand.		

	Current	Changes
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Subject Code:	ESET	
Course Number:	0141	
Short Course Title: (30 character max, including spaces; no punctuation)	Applied Mathematics I	
Long Course Title:	Applied Mathematics I	
Credit Hours:	4	
Contact Hours:	60	<u>4</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Basic math as it applies to Electrical Theory; includes algebraic and trigonometric topics as they relate to DC and AC (sine wave) circuit analysis	
Prerequisites:		
Corequisites:		ESET 0101 or ESET 0121
Registration Restrictions:	<p>Must be enrolled in one of the following Colleges: College of Technology</p> <p>Must be enrolled in one of the following Majors: Energy Sys Elect Eng Tech Energy Sys Inst/Ctrl Eng Tech Energy Sys Mech Eng Tech Energy Sys Nuclear Op Tech Electronic Systems Tech Energy Sys Wind Eng Tech Instrumentation & Automation Robotics and Comm Sys Eng Tech</p> <p>May not be enrolled in one of the following Campuses: High School Campuses</p>	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	F, S, D
Rationale for Change: The new corequisite requirement is because the applied mathematics course content ties directly to ESET 0101 and ESET 0121. The course has been taught every Spring and Fall semester since it was created so those terms were added.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0142	
Short Course Title: (30 character max, including spaces; no punctuation)	Applied Mathematics II	

punctuation)		
Long Course Title:	Applied Mathematics II	
Credit Hours:	4	
Contact Hours:	60	<u>4</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Continuation of ESET 0141. Selected algebraic and trigonometric topics as related to DC and AC (sine wave) circuit analysis with special emphasis on trigonometric solution and vector analysis	
Prerequisites:		
Corequisites:		ESET 0102 or ESET 0127
Registration Restrictions:	<p>Must be enrolled in one of the following Colleges: College of Technology</p> <p>Must be enrolled in one of the following Majors: Energy Sys Elect Eng Tech Energy Sys Inst/Ctrl Eng Tech Energy Sys Mech Eng Tech Energy Sys Nuclear Op Tech Electronic Systems Tech Energy Sys Wind Eng Tech Instrumentation & Automation Robotics and Comm Sys Eng Tech</p> <p>May not be enrolled in one of the following Campuses: High School Campuses</p>	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	F, S, D
Rationale for Change: The new corequisite requirement is because the applied mathematics course content ties directly to ESET 0102 and ESET 0127. The course has been taught every Spring and Fall semester since it was created so those terms were added.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0240	
Short Course Title: (30 character max, including spaces; no punctuation)	Pumps	
Long Course Title:	Pumps	

Credit Hours:	3	
Contact Hours:	45	<u>3</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Introductory hydraulic engineering concepts that pertain to centrifugal pumps, including pump seals, packing techniques, and bearings. Operation and maintenance of various industrial pump types. Emphasis on centrifugal pump maintenance and repair.	Introductory fluid engineering concepts that pertain to centrifugal pumps, including pump seals, packing techniques, and bearings are covered. Includes the operation and maintenance of various industrial pump types. Emphasis is placed on centrifugal pump maintenance and repair.
Prerequisites:	ESET 0123 and ESET 0123L or permission of instructor	ESET 0127 and ESET 0127L or permission of instructor
Corequisites:	ESET 0240L	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech Energy Sys Wind Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: The course description was changed slightly. The word hydraulic was replaced with fluid. Hydraulics is considered to be high pressure liquid fluids, where fluid is a more general term and is applicable for liquids and gasses.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0241	
Short Course Title: (30 character max, including spaces; no punctuation)	Valves and Piping	
Long Course Title:	Valves and Piping	
Credit Hours:	3	
Contact Hours:	45	<u>3</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Introduction to basic	Introduction to basic

	construction, components, materials, and function of valve types common to power generation systems.	construction, components, materials, and function of piping and valves common to power generation, industrial, and commercial systems, including valve process control.
Prerequisites:	ESET 0123 and ESET 0123L or permission of instructor	ESET 0127 and ESET 0127L or permission of instructor
Corequisites:	ESET 0241L	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: Additional information was added to the course description to broaden the scope of the course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0241L	
Short Course Title: (30 character max, including spaces; no punctuation)	Valves and Piping Apps Lab	
Long Course Title:	Valves and Piping Applications Laboratory	
Credit Hours:	2	
Contact Hours:	60	4
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Applications of valve installation and maintenance including valve disassembly, reassembly, maintenance, and quality control practices.	Applications of valve and piping installation, layout, and maintenance including valve disassembly, reassembly, maintenance, and quality control practices. Valve control system maintenance and operation are covered.
Prerequisites:	ESET 0123 and ESET 0123L or permission of instructor	ESET 0127 and ESET 0127L or permission of instructor
Corequisites:	ESET 0241	
Registration Restrictions:	Must be enrolled in one of the	

	following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: Additional information was added to the course description to broaden the scope of the course.		

	Current	Changes
Subject Code:	ESET	
Course Number:	0242	
Short Course Title: (30 character max, including spaces; no punctuation)	Proc Meas for Mech Engr	
Long Course Title:	Process Measurements for Mechanical Engineering Technology	
Credit Hours:	2	
Contact Hours:	30	<u>2</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Principles of temperature, pressure, strain, flow, force, and vibration measurements. Techniques of computerized data acquisition and reduction. Lecture plus laboratory work in selected topics.	Principles of temperature, pressure, strain, flow, force, and vibration measurements are covered. Techniques of computerized data acquisition, reduction, and statistical precision and tolerance are reviewed. Lecture plus laboratory work in selected topics.
Prerequisites:		
Corequisites:		
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	

Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: Additional information was added to the course description to broaden the scope of the course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0243	
Short Course Title: (30 character max, including spaces; no punctuation)	Fluid and Pneumatic Power	Hydraulic and Pneumatic Power
Long Course Title:	Fluid and Pneumatic Power	Hydraulic and Pneumatic Power
Credit Hours:	2	
Contact Hours:	30	<u>2</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Review fluid and pneumatic power mechanics with an emphasis on symbology, circuit operation and design, pneumatic and hydraulic component, and terminology.	Hydraulic and pneumatic power mechanics covering high pressure fluids and the associated power and control systems with symbology, circuit operation, and terminology are covered.
Prerequisites:	ESET 0123 and ESET 0123L or permission of instructor	ESET 0127 and ESET 0127L or permission of instructor
Corequisites:	ESET 0243L	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech Energy Sys Renew Eng Tech Energy Sys Wind Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: The course name and description were changed to accurately represent the course content. The word fluid was replaced with hydraulic. Fluid was too general of a term.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0243L	
Short Course Title: (30 character max, including spaces; no punctuation)	Fluid and Pneumatic Power Lab	HYDR and PN Power Lab
Long Course Title:	Fluid and Pneumatic Power Laboratory	Hydraulic and Pneumatic Power Laboratory
Credit Hours:	2	
Contact Hours:	60	4
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Applications of fluid and pneumatic power mechanics with an emphasis on symbology, circuit operation and design, pneumatic and hydraulic component operation, and terminology.	Applications of hydraulic and pneumatic power mechanics with hands on experience are covered.
Prerequisites:	ESET 0123 and ESET 0123L or permission of instructor	ESET 0127 and ESET 0127L or permission of instructor
Corequisites:	ESET 0243	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech Energy Sys Renew Eng Tech Energy Sys Wind Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, D	
Rationale for Change: The course name and description were changed to accurately represent the course content. The word fluid was replaced with hydraulic. Fluid was too general of a term.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0244	
Short Course Title: (30 character max, including spaces; no punctuation)	Rotating Equipment Maintenance	Rot Equip and Mill Maint
Long Course Title:	Rotating Equipment Maintenance	Rotating Equipment and Millwright Maintenance

Credit Hours:	4	
Contact Hours:	60	<u>4</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Predictive maintenance techniques as a tool for prolonging equipment life and preventing problems. Includes vibration, lubricant and trend analysis techniques for extending bearing life. Machine, shaft, and gear alignment practices and methods as a procedure to extend the life of bearings, couplings, seals, and to reduce vibration in equipment, components and gears.	Installation and predictive maintenance techniques that include installations, operation, vibration analysis, lubrication, trend analysis, and troubleshooting techniques are covered. Machine, shaft, and gear alignment practices and methods are discussed.
Prerequisites:	ESET 0123 and ESET 0124	ESET 0127 or permission of instructor
Corequisites:	ESET 0244L	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S, D	
Rationale for Change: The course name and description were changed to accommodate the need of millwright skills based on industry feedback.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ESET	
Course Number:	0244L	
Short Course Title: (30 character max, including spaces; no punctuation)	Rotating Equipment Maint Lab	Rot Equip and Mill Maint Lab
Long Course Title:	Rotating Equipment Maintenance Laboratory	Rotating Equipment and Millwright Maintenance Laboratory
Credit Hours:	3	
Contact Hours:	90	<u>6</u>

Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Applications and use of tools and equipment used in the reliability maintenance process. Includes use of alignment tools, vibration data collection, oil analysis, and infrared testing.	Applications and use of tools and equipment used in the reliability maintenance process. Includes the use of precision maintenance and alignment tools, vibration data collection, oil analysis, and infrared testing.
Prerequisites:	ESET 0123 and ESET 0124	ESET 0127 or permission of instructor
Corequisites:	ESET 0244	
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S, D	
Rationale for Change: The course name and description were changed to accommodate the need of millwright skills based on industry feedback.		

	Current	Changes
Subject Code:	ESET	
Course Number:	0245	
Short Course Title: (30 character max, including spaces; no punctuation)	Fund of Heat Exchangers	
Long Course Title:	Fundamentals of Heat Exchangers	
Credit Hours:	2	
Contact Hours:	30	<u>2</u>
Default Grading Mode:	Letter	
Available Grading Modes:	Letter	
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Introduces construction of various heat exchanger types and their operation. Includes flow patterns, temperature profiles, and analysis techniques to determine performance and efficiency.	Introduction to construction, operation, and maintenance of various heat exchangers. Includes flow patterns, temperature profiles, and analysis techniques to determine performance and efficiency.

Prerequisites:		
Corequisites:		
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S, D	
Rationale for Change: The course description was changed to correct a spelling error and to accommodate the need of millwright skills based on industry feedback.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	ESET
Course Number:	0125
Short Course Title: (30 character max, including spaces; no punctuation)	Introduction to Structural Welding
Long Course Title:	Introduction to Structural Welding
Credit Hours:	1
Contact Hours:	30 2
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	An introduction to structural welding with an emphasis on carbon steel. Hands on practice with cutting and joining through the use of hand-held torches and welders.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses
Equivalencies:	None
Fulfills General Education Objective:	NO
Terms Offered:	F, D

Rationale:	Industry feedback and the department advisory board identified the need for Energy Systems Mechanical Engineering Technology students to have basic metal welding and cutting skills.
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Subject Code:	ESET
Course Number:	0126
Short Course Title: (30 character max, including spaces; no punctuation)	Intro to Mech Drafting and CAD
Long Course Title:	Introduction to Mechanical Drafting and Computer Aided Design
Credit Hours:	1
Contact Hours:	30 <u>2</u>
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	An introduction to mechanical drafting and computer aided design. Course focuses on basic drafting skills and commonly used computer aided design software. This is a laboratory/lecture course.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses
Equivalencies:	None
Fulfills General Education Objective:	NO
Terms Offered:	S, D
Rationale:	Industry feedback and the department advisory board identified the need for Energy Systems Mechanical Engineering Technology to have basic drafting and CAD skills.

Subject Code:	ESET
Course Number:	0127
Short Course Title: (30 character max, including spaces; no punctuation)	Mechanical Power Transmission
Long Course Title:	Mechanical Power Transmission
Credit Hours:	4
Contact Hours:	60 <u>4</u>
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	Introduction to machine kinetics, kinematics, and design. Drives, bearings, couplings, clutches, gears, and fluids used in the transmission of power in industrial processes are covered.

Prerequisites:	ESET 0121, ESET 0121L, or permission of instructor.
Corequisites:	ESET 0127L
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses
Equivalencies:	None
Fulfills General Education Objective:	NO
Terms Offered:	S, D
Rationale:	A previous course, ESET0123, required enough changes in the credit load and description to merit a new course. Course content was added to improve the effectiveness and relevancy of the course.

Subject Code:	ESET
Course Number:	0127L
Short Course Title: (30 character max, including spaces; no punctuation)	Mech Power Transmission Lab
Long Course Title:	Mechanical Power Transmission Laboratory
Credit Hours:	3
Contact Hours:	90 6
Default Grading Mode:	Letter
Available Grading Modes:	Letter
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	The application of drives, bearings, couplings, clutches, gears, and fluids used in the transmission of power in industrial processes are covered. Students will develop machine documentation and mechanical millwright skills.
Prerequisites:	ESET 0121, ESET 0121L, or permission of instructor.
Corequisites:	ESET 0127
Registration Restrictions:	Must be enrolled in one of the following Colleges: College of Technology Must be enrolled in one of the following Majors: Energy Sys Mech Eng Tech May not be enrolled in one of the following Campuses: High School Campuses
Equivalencies:	None
Fulfills General Education Objective:	NO
Terms Offered:	S, D
Rationale:	A previous course, ESET0123L, required enough changes in the credit load and description to merit a new course. Course content was added to improve the effectiveness and relevancy of the course.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	ESET
Course Number:	0123
Short Course Title:	Mechanical Power Transmission
Rationale:	This course is being deleted from the catalog to eliminate any confusion between this course and a new course, ESET 0127, which was created to accommodate substantial changes in credits and course content.

Subject Code:	ESET
Course Number:	0123L
Short Course Title:	Mech Power Transmission Lab
Rationale:	This course is being deleted from the catalog to eliminate any confusion between this course and a new course, ESET 0127L, which was created to accommodate substantial changes in credits and course content.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Energy Systems Mechanical Engineering Technology

(4 Semesters)

Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems mechanical engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Students must register concurrently for the lab course associated with each theory course.

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

ESET 0100	Engineering Technology Orientation	1
ESET 0120	Introduction to Energy Systems	2
ESET 0120L	Introduction to Energy Systems Laboratory	1

<u>ESET 0121</u>	Basic Electricity and Electronics	4
<u>ESET 0121L</u>	Basic Electricity and Electronics Laboratory	4
<u>ESET 0122</u>	Electrical Systems and Motor Control Theory	2
<u>ESET 0122L</u>	Electrical Systems and Motor Control Theory Laboratory	1
<u>ESET 0123</u>	Mechanical Power Transmission	2
<u>ESET 0123L</u>	Mechanical Power Transmission Laboratory	4
<u>ESET 0124</u>	Mechanical Systems and Machine Design	2
<u>ESET 0141</u>	Applied Mathematics I	4
<u>ESET 0142</u>	Applied Mathematics II	4
<u>ESET 0220</u>	Thermal Cycles and Heat Transfer	2
<u>ESET 0221</u>	Boiler Reactor and Turbine Principles	2
<u>ESET 0240</u>	Pumps	3
<u>ESET 0240L</u>	Pump Applications Laboratory	3
<u>ESET 0241</u>	Valves and Piping	3
<u>ESET 0241L</u>	Valves and Piping Applications Lab	2
<u>ESET 0242</u>	Process Measurements for Mechanical Engineering Technology	2
<u>ESET 0243</u>	Fluid and Pneumatic Power	2
<u>ESET 0243L</u>	Fluid and Pneumatic Power Laboratory	2
<u>ESET 0244</u>	Rotating Equipment Maintenance	4
<u>ESET 0244L</u>	Rotating Equipment Maintenance Lab	3
<u>ESET 0245</u>	Fundamentals of Heat Exchangers	2
<u>ESET 0246</u>	Materials and Metallurgy	2
<u>CHEM 1100</u>	Architecture of Matter ¹	4
or <u>PHYS 1101/1101L</u>	Elements of Physics	

<u>COMM 1101</u>	Principles of Speech ²	3
<u>MATH 1153</u>	Introduction to Statistics ³	3-4
or <u>MATH 1170</u>	Calculus I	
<u>TGE 0159</u>	Internship Strategies	1
Total Hours		74-75

¹ Either option partially satisfies General Education Objective 5.

² Contributes to AAS English/Communication Requirement and satisfies a General Education Objective 2.

³ Either option satisfies General Education Objective 3.

New Proposed Catalog Copy (clearly show changes from the original):

Associate of Applied Science Degree: Energy Systems Mechanical Engineering Technology

(4 Semesters)

Objective:

Graduates will be able to: (1) solve technical problems typical of those encountered in the energy systems mechanical engineering technology discipline by using critical thinking skills, current technology, and principles of mathematics and applied science; (2) work and communicate effectively in multidisciplinary teams in both industrial and academic settings; and (3) understand current professional issues and the need to pursue lifelong learning.

Students must register concurrently for the lab course associated with each theory course.

General Education

See General Education Requirements (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

ESET 0100	Introduction to Engineering Technology Orientation	1*
ESET 0100L	Introduction to Engineering Technology Laboratory	1*
ESET 0120	Introduction to Energy Systems	2*
ESET 0120L	Introduction to Energy Systems Laboratory	1*
ESET 0121	Basic Electricity and Electronics	4
ESET 0121L	Basic Electricity and Electronics Laboratory	4

ESET 0122	Electrical Systems and Motor Control Theory	2
ESET 0122L	Electrical Systems and Motor Control Theory Laboratory	1
ESET 0123	Mechanical Power Transmission	2
ESET 0123L	Mechanical Power Transmission Laboratory	4
ESET 0124	Mechanical Systems and Machine Design	2
ESET 0125	Introduction to Structural Welding	1
ESET 0126	Introduction to Mechanical Drafting and Computer Aided Design	1
ESET 0127	Mechanical Power Transmission	4
ESET 0127L	Mechanical Power Transmission Laboratory	3
ESET 0141	Applied Mathematics I	4
ESET 0142	Applied Mathematics II	4
ESET 0220	Thermal Cycles and Heat Transfer	2
ESET 0221	Boiler Reactor and Turbine Principles	2
ESET 0240	Pumps	3
ESET 0240L	Pump Applications Laboratory	3
ESET 0241	Valves and Piping	3
ESET 0241L	Valves and Piping Applications Lab	2
ESET 0242	Process Measurements for Mechanical Engineering Technology	2
ESET 0243	Fluid and Pneumatic Power	2
ESET 0243L	Fluid and Pneumatic Power Laboratory	2
ESET 0244	Rotating Equipment Maintenance	4
ESET 0244L	Rotating Equipment Maintenance Lab	3
ESET 0245	Fundamentals of Heat Exchangers	2
ESET 0246	Materials and Metallurgy	2
CHEM 1100	Architecture of Matter ¹	4
or PHYS 1101/1101L	Elements of Physics	
COMM 1101	Principles of Speech ¹	3
MATH 1153	Introduction to Statistics ¹	3-4
or MATH 1170	Calculus I ¹	
TGE 0159	Internship Strategies	1
Total Hours (minimum)		74-75 79

¹ ~~Either option partially satisfies General Education Objective 5.~~ Contributes to a General Education requirement.

² ~~Contributes to AAS English/ Oral Communication Requirement and satisfies a General Education Objective 2.~~

³ ~~Either option satisfies General Education Objective 3.~~

*Pending the approval of the name change for ESET 0100 and the creation of ESET 0100L for Proposal COT-2014-15

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?		X
Will students be required to use the Library's existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"I don't see a problem from the Library's perspective from this proposal." – Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		X

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	X	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): Moodle		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer: None		
Will ITS support be needed for server, installation, maintenance,		X

backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		X
How many students are expected per semester? 20 : BI-ANNUALLY		
What is your anticipated scheduling of courses using this technology? FALL AND SPRING		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jessica,

Here is my feedback on this proposal:

- *The change in credits on ESET 0123 and ESET 0123L will require a new course number. I would suggest that the new courses be numbered ESET 0125 and ESET 0125L. My office will also need a memo detailing how earlier catalog years that require ESET 0123 and ESET 0123L will be handled.*
- *The department has requested changes to the short titles for ESET 0243, 0243L 0244 and 0244L. Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken ESET 0243 with the title "Fluid and Pneumatic Power" and then takes ESET 0243 with the title "Hydraulic and Pneumatic Power":*
 - *the student will receive credit for both courses,*
 - *the grades for both will count in the student's GPA,*
 - *an academic petition would be required to change the students transcript.*

Best Regards,

Chris Hunt
Associate Registrar

Response to Chris Hunt:

Per your request, here is a memorandum addressing your feedback regarding the COT-2014-18 Mechanical Engineering Technology proposal.

I agree that the changes in credits and the descriptions of ESET 0123 and ESET 0123L are enough to merit new courses. ESET 0123 and ESET0123L will be deleted and two new courses will be created. ESET 0127 and ESET 0127L course numbers are available, I will update the current proposal and resubmit.

The department is aware that changes to the short titles for ESET 0243, 0243L 0244 and 0244L will affect how Banner processes repeats and calculation of GPA. The department is also aware that by deleting ESET 0123 and ESET 0123L these courses will be dropped from the catalog, cannot be offered again without an additional curriculum proposal and will not be available for students to retake. We do not anticipate these situations to be an issue and will handle them on a case by case basis with an academic petition.

If there are any further questions regarding this course please contact our office at 208-282-3085.

Sincerely,



Ryan Pitcher

Response from Chris Hunt:

Jessica,

Thanks! All of my concerns have been addressed.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University

Will a State Proposal or Letter be required? (Specify which, please)
No

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
CoT Technical Department	The Computer Aided Design Drafting Technology program coordinator and instructor will provide guidance, technical support, facilities and co-teach the proposed ESET 0126 Introduction to Mechanical Drafting and Computer Aided Design course. The program is currently set up as biannual entry, so the course would be taught once every two years in the Spring semester of

	even years.
CoT Trade and Industrial Department	The Welding program coordinator and instructor will provide guidance, technical support, facilities and co-teach the proposed ESET 0125 Introduction to Structural Welding course. The program is currently set up as biannual entry, so the course would be taught once every two years in the Fall semester of odd years.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, **CoT Trade and Industrial Department**, anticipate that it can support this change?

- "We'll find a way to teach the welding component. We can contract one of the faculty or I can teach it. Either way, we'll cover down on this class. "

Dr. William D. "Dave" Treasure, Chair
 Trade and Industrial Department
 Idaho State University College of Technology

Does your department, **CoT Technical Department**, anticipate that it can support this change?

- The Technical Department understands that this proposal will require some workload from the CADD faculty to assist with the ESET 0126 course. The faculty and Department Chair have considered this all parties feel that they can easily accommodate the increase in workload that will occur for one semester every two years.

Michael T. Wheelock, CD
 Department Chair
 Technical Department

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Undergraduate Curriculum Council

November 13, 2014 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXX, Meeting 21 (16-21)

Minutes – *Approved by Curriculum Council on November 20, 2014; Accepted by Deans' Council and Provost on December 3, 2014*

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Maria Madrigal (ASISU), Mike McCurry, Elizabeth Morgan (telecom), Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Emily White

Known Guests: none

2. Council approved its Minutes from **October 30, 2014** (with one abstention) and **November 6, 2014** (unanimously)

3. Report from the Executive Committee: did not meet, no report

4. Information from Academic Affairs:

Council to discuss how to proceed with the 3 proposals from CoTech still tabled, pending further instructions/guidance regarding ENGL 1101 and Gen Ed Objective 1.

Johnson reported Selena Grace has talked with the new Chief Academic Officer at the State Board of Education about the ENGL 1101 dilemma. He wants the SBOE's General Education Task Force to address this matter in their meeting tomorrow. Jim DiSanza from Communication, Media and Persuasion department is on that task force and will explain ISU's situation to the rest of the task force. If need be, ISU will ask for a one-year waiver for ISU's College of Technology students to continuing taking only ENGL 1101. This would give SBOE time to review their policy and work out a more permanent solution that will equitable apply to all tech-prep students in the State. Currently LCSC and EITEC students are required to only take ENGL 1101 to fulfill the general education requirement.

Johnson suggested UCC should not hold on to the College of Technology proposals, but could approve them pending word from SBOE, with the proviso that this matter be on the agenda for UCC to address for next catalog year.

Johnson also mentioned that the SBOE has canceled its December meeting, so Academic Affairs is waiting to hear whether the SBOE Office will be authorized to make decisions on the Program Prioritization changes ISU wants to make immediately, or whether the changes will have to go through the normal approval process and decided upon by the full Board at a regular SBOE meeting.

5. Current Committee Activities:

1. Council **accepted** GERC's minutes from **November 4, 2014**
2. Council **accepted** GERC's final 2014 GEM Proposal Review list
3. Council voted unanimously to **amend** and then **approve** GERC's final Gen Ed Course List **as amended** for the 2015-16 Undergraduate Catalog. The amendment struck the restrictions on MATH 2256 and MATH 2257 so all students, not just Elementary Education majors, can take and get credit for the courses. The chair of GERC will be notified of this amendment.

6. Information from the Chair:
Bigelow will write a memo to department chairs and deans to let everyone know this council got all its work done on time, and that changes to forms and instructions will be made this spring. The letter will include a polite request to submit proposals in the spring. If anyone has anything to add to the memo, please let him know.
7. Information from the Faculty Senate: did not meet, no report
8. Other related information or questions:
Johnson received an update that both Program Prioritization fast-track options are to be sent to the SBOE Office for consideration and approval, rather than to the full Board itself, so there will be no delay in getting them approved. The Board Office will report the changes to the Board members in the spring.

B. INFORMATION ITEMS – none this week

C. CONSENT CALENDAR:

General Education Course Proposals approved by GERC:

Council voted unanimously to approve all items on the Consent Calendar. ([Appendix A](#))

1. Council **approved** as Consent Calendar items: **GERC Proposal #17 as amended** to approve **HONS 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 1: Written English**;
2. and **HONS 1102** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 4A: Humanities**
3. Council **approved** as Consent Calendar item: **GERC Proposal #30 as amended**: to approve **LANG 1101** and **LANG 1102** (with the reinstated generic prefix LANG for languages not offered at ISU) as General Education courses meeting the state-wide GEM competency guidelines for **Objective 4C: Foreign Languages**. *Note: no determination was made for LANG 2201 or LANG 2202 at this time, pending further assessment of the larger issues involving credits by examination.*
4. Council **approved** as Consent Calendar item: **GERC Proposal #32**: to approve **PHYS 1152** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences**.
5. Council **approved** as Consent Calendar item: **GERC Proposal #33**: to approve **PHYS 1153** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences**.
6. Council **approved** as Consent Calendar item: **GERC Proposal #34**: to approve **HIST 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences**.
7. Council **approved** as Consent Calendar item: **GERC Proposal #35** to approve **HIST 1102** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences**.
8. Council **approved** as Consent Calendar item: **GERC Proposal #36**: to approve **HIST 1111** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences**.

9. Council **approved** as Consent Calendar item: **GERC Proposal #37**: to approve **HIST 1112** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences**.
10. Council **approved** as Consent Calendar item: **GERC Proposal #27**: to approve **CSD 2210** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.
11. Council **approved** as Consent Calendar item: **GERC Proposal #38**: to approve **MATH 1127** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3: Mathematics**.

D. UNFINISHED BUSINESS

Curriculum, Course and Program Changes Proposed:

1. Council approved **Proposal #48** as amended from **Communication Sciences and Disorders** ([Appendix 1](#)) to add a new Gen Ed course CSD 2210 for Objective 9: Cultural Diversity. GERC has approved this course as meeting Objective 9.
2. Council approved **revised Proposal #57** as amended from **Art** ([Appendix 2](#)) to change the Art History curriculum and requirements for the B.A. and B.F.A. degrees, and minor in Art History.
3. Council approved **Proposal #58** as amended from **Political Science** ([Appendix 3](#)) for course description changes. College of Ed impact statements received and incorporated.
4. Council approved the **original Proposal #65** from **Communication Sciences and Disorders** ([Appendix 4](#)) for course updates to CSD 3351/3351L, CSD 3352/3352L, CSD 4470 and CSD 4455.
5. Council approved **Proposal #73** from **College of Technology** ([Appendix 5](#)) for catalog updates to Bachelor of Applied Technology/Bachelor of Applied Sciences (BAT/BAS) degree requirements.
6. Council approved **Proposal #74** from **Anthropology** ([Appendix 6](#)) to update curriculum requirements.
7. Council unanimously approved (pending the signatures and faculty vote) **Proposal #75** from **College of Education** ([Appendix 7](#)) to allow EDUC 4492, 4494, 4495 and 4497 to be repeatable credits.

E. TABLED PREVIOUSLY – Awaiting further guidance on ENGL 1101 dilemma

Council members voted to **untable and discuss** the following proposals, choosing to give their recommendation for each while recognizing that the final decision whether the proposals make it into the 2015-16 catalog will depend upon the decisions made by Academic Affairs in consultation with the State Board of Education.

1. Council members **contingently approved Proposal #39** as amended from the **College of Technology** ([Appendix 8](#)) for changes to the college's Admissions policies and General Education requirements. This proposal also requires review by GERC and by Faculty Senate. GERC has rejected ENGL 1101 as an Objective 1 Gen Ed course. UCC's **approval is contingent** upon SBOE action or decision regarding ENGL 1101 for CoTech AAS degrees only, and this council to revisit for next catalog year (in spring).

2. Council members **contingently approved Proposal #40 as amended** from the **Accounting Technology Program (Appendix 9)** to remove ENGL 1102 from the A.A.S. degree requirements. GERC has rejected ENGL 1101 as an Objective 1 Gen Ed course. UCC's **approval is contingent** upon SBOE action or decision regarding ENGL 1101 for CoTech AAS degrees only, and this council to revisit for next catalog year (in spring).
3. Council members **contingently approved Proposal #69 as amended** from **Health Occupations (Appendix 10)** to remove ENGL 1102 from the A.A.S. degree requirements for Medical Assisting, Health Information Technology, and Physical Therapy Assisting. GERC has rejected ENGL 1101 as an Objective 1 Gen Ed course. UCC's **approval is contingent** upon SBOE action or decision regarding ENGL 1101 for CoTech AAS degrees only, and this council to revisit for next catalog year (in spring).

F. CONTINUING BUSINESS FOR NEXT MEETING

1. Proposed **Faculty Constitution** for review and comment – council's comments and suggestions to be submitted to Faculty Senate by next Friday, Nov. 21st.

G. ADJOURNMENT: 6:00 p.m.

APPENDICES

PROPOSALS APPROVED:

A. GERC-approved Gen Ed proposals:

1. **GERC Proposal #17 as amended:** to approve **HONS 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 1: Written English;**
2. and **HONS 1102** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 4A: Humanities**
3. **GERC Proposal #30 as amended:** to approve **LANG 1101** and **LANG 1102** (with the reinstated generic prefix LANG for languages not offered at ISU) as General Education courses meeting the state-wide GEM competency guidelines for **Objective 4C: Foreign Languages.** *Note: no determination was made for LANG 2201 or LANG 2202 at this time, pending further assessment of the larger issues involving credits by examination.*
4. **GERC Proposal #32:** to approve **PHYS 1152** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences.**
5. **GERC Proposal #33:** to approve **PHYS 1153** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 5: Natural Sciences.**
6. **GERC Proposal #34:** to approve **HIST 1101** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences.**
7. **GERC Proposal #35** to approve **HIST 1102** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences.**

8. **GERC Proposal #36:** to approve **HIST 1111** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences**.
9. **GERC Proposal #37:** to approve **HIST 1112** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 6: Behavioral and Social Sciences**.
10. **GERC Proposal #27:** to approve **CSD 2210** as a new General Education course fulfilling the requirements for **Objective 9: Cultural Diversity**.
11. **GERC Proposal #38:** to approve **MATH 1127** as a General Education course meeting the state-wide GEM competency guidelines for **Objective 3: Mathematics**

CURRICULUM PROPOSALS:

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1. **Proposal #48** [as amended](#) from **Communication Sciences and Disorders** to add a new Gen Ed course CSD 2210 for Objective 9: Cultural Diversity. GERC has approved this course as meeting Objective 9.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 48	UCC Decision	APPROVED <u>as amended</u>	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	YES	GERC Decision	APPROVED	Date:	11/11/2014
Graduate catalog?	No				
UCC Rec'd Date:	10/06/2014	Processed Date:	10/16/2014	UCC Agenda	10/16/2016
UCC Description:	Communication Sciences & Disorders: CSD 2210 new course, request to fulfill Gen Ed Obj. 9				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

Proposal Title:	Human Communication, Differences, and Disorders through Film
College:	Division of Health Sciences, School of Rehabilitation and Communication Sciences
Department:	Communication Sciences and Disorders
Proposal Originator (PO):	Heather L. Ramsdell-Hudock
Email:	ramsdell@isu.edu
Phone:	208-282-3077

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Karen Portillo	10/6/14
Department Chair / Program Director:	See signature page – signed by Kathleen Kangas	9-17-14

Dean or Designee:	See signature page – signed by Nancy Devine and Linda Rankin		9-17/2014 9/30/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC	Yes
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	No

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The essence of this course is to foster knowledge of the importance of communication, and an awareness and acceptance of differences and disorders of communication. In completing the course, students will be better prepared to lead within a diverse culture of citizens. Promoting knowledge, diversity, and leadership all directly relate to missions of the University and Department.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	On Wednesday, August 20, 2014, all clinical and academic faculty in the Department of Communication Sciences and Disorders (29 individuals) voted to support this course proposal. Two faculty members were not present at the meeting, and did not vote.

Part B: Course Change(s)

Subject Code:	CSD
Course Number:	2210
Short Course Title: (30 character max, including spaces; no punctuation)	Comm Diff and Dis through Film Comm through Lit and Media
Long Course Title:	Human Communication, Differences, and Disorders through Film Literature and Media
Credit Hours:	3
Contact Hours:	3 hours per week (16 weeks)
Default Grading Mode:	Letter
Available Grading Modes:	<i>Can be audited.</i> <i>Can be taken for Pass/No Pass</i> Course will be offered with a letter grade.
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	The purpose of this course Human Communication, Differences, and Disorders through Film , is to foster knowledge of the importance of communication, and an awareness and acceptance of differences and disorders of communication. We-Students will explore communication differences and disorders as they are portrayed in film , media and literature, to consider the influence of media on public perception of communication differences/disorders. In completing the course, students will be better prepared to lead within a diverse culture of citizens.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	Objective 9 [Approved by GERC 11/11/2014]

Terms Offered:	S – Spring Semester, every year (this course will not be offered online, nor have the potential to be offered online in the future)
Rationale:	This course will provide all undergraduate students with the opportunity to learn about human communication and diversity, to become more aware and accepting of differences and disorders in communication. I wish for this course to fulfill general education objective 9.

Part C: Program (Course of Study) Change(s)

NA

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change? *“I expect that the proposal will have little effect on the Library.”*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

**Videos will be played in each respective classroom (Pocatello or Meridian) during scheduled meeting times. Given copyright law, videos will not be posted on Moodle.

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		X
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?	X	
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location? This course can be offered via Distance Learning in Meridian, with the assistance of a course Proctor in that location and a Distance Learning classroom in both the Pocatello and Meridian locations. The Department of Communication Sciences and Disorders has indicated (see below) that they will hire a graduate teaching assistant to proctor the class in Meridian. The proctor is needed in the Distance classroom because of copyright issues – major motion pictures cannot be played via distance learning. Therefore, I (as the instructor) will lecture at the start of the class when the campuses are connected via distance learning, and then the campuses will be disconnected from one another and movies will be played at each location independently.		
Will access to student computer labs be necessary?		X
If yes, will any specific software be needed?		
Will any type of distance learning be needed?	X	
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.): Pocatello (on site) and Meridian (distance site). Video and Moodle will be needed.		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, computer, and proctor in the distance location (given film presentation restrictions)		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services	Moodle and Distance Learning between Pocatello and Meridian	
How many students are expected per semester? 25 students per semester		
What is your anticipated scheduling of courses using this technology? This will be a 3 hour course, taught on one week day throughout each spring semester.		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	DVDs will be played at each location (Pocatello and Meridian)	
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change? *"I see no additional impact on ITS."*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal? *"No advising concerns."*

Does CoTech Advising have any academic concerns with the proposal? *"There are no CoTech advising concerns with this proposal."*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change? *"The student information systems can support this proposal."*

Will a State Proposal or Letter be required? (Specify which, please) *none*

On Thu, Oct 23, 2014 at 5:34 PM, Karen Portillo <portkare@isu.edu> wrote:
Heather:

I forgot that that proposal was still waiting for GERC so we had to table it depending on GERC but there were some other suggestions that were made that the UCC asked for me to run by you.

1. With the new title, we changed the short title to:

Comm through Lit and Media

2. The course description was changed to:

The purpose of this course is to foster knowledge of the importance of communication, and an awareness and acceptance of differences and disorders of communication. Students will explore communication differences and disorders as they are portrayed in media and literature to consider

the influence on public perception of communication differences/disorders. In completing the course, students will be better prepared to lead within a diverse culture of citizens.

Are you good with those changes? If so, we can approve it after GERC's approval.

Thanks!

Karen

--

Karen M. Portillo, RDH, MSDH
Assistant Professor/Community Outreach Coordinator

From: Heather Ramsdell <ramsdell@isu.edu>

Date: October 23, 2014 at 6:34:27 PM MDT

To: Karen Portillo <portkare@isu.edu>

Subject: Re: Proposal

I think that should be okay. Thanks for the update. Let me know if there's anything else you need from me.

Heather

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?	X	

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Proposal sent to GERC.

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments

in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
CSD	This proposed course will impact the Department of Communication Sciences and Disorders by adding a new General Education Course and increasing the number of seats each spring.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, Communication Sciences and Disorders, anticipate that it can support this change?

“The department can support the class offering by making it part of your assigned teaching load. We can hire a Graduate Student in Meridian to serve as Proctor for the class when needed.”

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- Revised Proposal #57** [as amended](#) from Art to change the Art History curriculum and requirements for the B.A. and B.F.A. degrees, and minor in Art History.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 57 Revised	UCC Decision	APPROVED as amended	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	Yes	GERC Decision	No Impact (other than Registrar’s response)	Date:	
Graduate catalog?	???				
UCC Rec’d Date:	11/04/2014	Processed Date:	11/05/2014	UCC Agenda	11/06/2014
UCC Description:	Art History curriculum and degree requirement changes				
Catalog Editors: Course changes?	YES	Curriculum Changes?	YES		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	changes to Art History curriculum as well as BA, BFA, and Art History minor requirements
College:	Arts and Letters
Department:	Art
Proposal Originator (PO):	Andrea Ferber
Email:	ferbandr@isu.edu
Phone:	x 3974

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC	
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	Changes to course titles and content reflect a focus on global art rather than an outdated and restrictive focus on “the Western world.” Further, a revised and updated curricula better prepares studio majors to engage with and impact current cultural production and pedagogy.
What was your faculty’s vote on this matter?	unanimous: 6/6 (F Sept 19 th)

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for *deletions*, underline for *new text*, and *colored fonts* if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

Note to catalog editors: update College of Ed sections, too.

	<u>Current</u>	<u>Changes</u>
Subject Code:	ART	

Course Number:	1100	
Short Course Title: (30 character max, including spaces; no punctuation)	Survey of Art	Introduction to Art
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	A study of the elements of visual art, various media and techniques of artistic expression, with a brief historical overview. When appropriate, gallery tours and presentations by visiting artists will be included.	
Prerequisites:	none	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	4	
Terms Offered:	F, S, Su	
Rationale for Change: This course is not a historical survey of art.		

	Current	Changes
Subject Code:	ART	
Course Number:	1101	
Short Course Title: (30 character max, including spaces; no punctuation)	History of Western Art	Survey of Art History I
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Study of the visual arts from prehistoric to Gothic times and the cultural influences on art forms.	Introductory global overview of visual art and architecture from prehistory to c. 1400.
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	4	
Terms Offered:	F	
Rationale for Change: This course surveys the history of art with a global scope and is not restricted to "the West."		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ART	
Course Number:	1102	
Short Course Title: (30 character max, including spaces; no punctuation)	History of Western Art II	Survey of Art History II
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Study of the visual arts from the Renaissance to the modern era with comparisons of major movements.	Introductory global overview of visual art and architecture from the Renaissance to the present.
Prerequisites:	none	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	4	
Terms Offered:	S	
Rationale for Change: This course surveys the history of art with a global scope and is not restricted to "the West."		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ART	
Course Number:	4423	3323
Short Course Title: (30 character max, including spaces; no punctuation)	Nineteenth Century Art	19 th c European Art
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	History of the visual arts from the beginning of the 19th century up to the advent of Expressionism.	Study of visual art in Western Europe from the French Revolution to the emergence of the avant-garde.
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		no equivalency will be listed in the course description, but ART 3323 will be marked as equivalent to ART 4423
Fulfills General Education		

Objective:		
Terms Offered:	F	D
Rationale for Change: As its title indicates, this course will cover only the 19 th c. (Expressionism is a 20 th c. movement). Currently there are no 2000 or 3000 level art history courses, and the content of this course can easily be adapted to a mid-level course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ART	
Course Number:	4424	
Short Course Title: (30 character max, including spaces; no punctuation)	Twentieth Century Art	Modern Art
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	History of the visual arts from Expressionism to the present.	Study of art and art theories from the emergence of Realism to WWII (1840-1940), focusing largely on Western Europe and the United States.
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	S	F
Rationale for Change: Modernism emerged in the mid-19 th c. (Expressionism generally refers to a movement that developed during WWI). Students should take this class before taking ART4425, Contemporary Art, offered in the Spring.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ART	
Course Number:	4425	
Short Course Title: (30 character max, including spaces; no punctuation)	Contemporary Art Forms	Contemporary Art
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	The study of the major developments of art as an expression of contemporary society. Emphasis on art since 1950.	Study of art and art theories from WWII to the present.

Prerequisites:	ART4423 or ART4424	ART1102
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	D	S
Rationale for Change: Contemporary art cannot be separated from critical theories, and is not limited to “expressions” (more often it is political, conceptual, etc.).		

	<u>Current</u>	<u>Changes</u>
Subject Code:	ART	
Course Number:	4426	
Short Course Title: (30 character max, including spaces; no punctuation)	Seminar in Art History	Special Topics in Art History
Long Course Title:		
Credit Hours:	3	
Contact Hours:	3 hrs per week	
Default Grading Mode:	letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	yes up to 6 credits	May be repeated indefinitely [per email 11/10/14]
Course Description:	Extensive reading and discussion in art history and aesthetics under the supervision of the instructor.	Reading and discussion on a significant movement, theme, theory, or geographic area in art history.
Prerequisites:	ART1101 or 1102	
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:	D	
Rationale for Change: I believe this title and description state more explicitly that the subject of the course varies.		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	ART
Course Number:	3324
Short Course Title: (30 character max, including spaces; no punctuation)	American Art
Long Course Title:	
Credit Hours:	3

Contact Hours:	3 hrs per week
Default Grading Mode:	letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	Study of visual art in North America from pre-contact indigenous cultures to the present.
Prerequisites:	
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	No other course covers this time period and geographic area. This content is important for students in a North American studio arts program.

Subject Code:	ART
Course Number:	4427
Short Course Title: (30 character max, including spaces; no punctuation)	Theories and Methodologies
Long Course Title:	
Credit Hours:	3
Contact Hours:	3 hrs per week
Default Grading Mode:	letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	no
Course Description:	Study of art historical methods and theories of art, including but not limited to formalism, Marxism, psychoanalysis, semiotics, feminism, and postcolonialism.
Prerequisites:	ART1102
Corequisites:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	D
Rationale:	Advanced studio students need a course focusing on critical theories and art historical methodologies.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Subject Code:	ART
Course Number:	4422
Short Course Title:	World Arts
Rationale:	Because ART1101 and 1102 are global, this survey of art by "Others" is

no longer necessary.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

current requirements for BA (9 cr.)

ART1100 Survey of Art
ART1101 History of Western Art I
ART1102 History of Western Art II

current requirements for BFA (15 cr.)

ART1100 Survey of Art
ART1101 History of Western Art I
ART1102 History of Western Art II

plus Art History electives: 6 cr.

current art history minor requirements (21 cr.)

ART1100 Survey of Art
ART1101 History of Western Art I
ART1102 History of Western Art II
ART3385 Independent Project
ART4422 World Arts

plus 2 of the following electives:

ART4423 Nineteenth Century Art
ART4424 Twentieth Century Art
ART4425 Contemporary Art Forms
ART4426 Seminar in Art History

New Proposed Catalog Copy (clearly show changes from the original):

[Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for **deletions**, underline for **new text**, and **colored fonts** if desired, to show the changes you want made in the catalog.]

proposed requirements for BA (9 cr.)

ART1100 ~~Survey of Art~~ (Introduction to Art)
ART1101 ~~History of Western Art I~~ (Survey of Art History I)

ART1102 ~~History of Western Art II~~ ([Survey of Art History II](#))

proposed requirements for BFA (15 cr.)

ART1100 ~~Survey of Art~~ ([Introduction to Art](#))

ART1101 ~~History of Western Art I~~ ([Survey of Art History I](#))

ART1102 ~~History of Western Art II~~ ([Survey of Art History II](#))

[ART4425](#) ~~Contemporary Art Forms~~ ([Contemporary Art](#))

plus 1 of the following electives:

[ART2210](#) ~~History of Photography~~

[ART3323](#) ~~Nineteenth-Century Art~~ ([19th c European Art](#))

[ART3324](#) ~~American Art~~

[ART4424](#) ~~Twentieth-Century Art~~ ([Modern Art](#))

ART4426 ~~Seminar in Art History~~ ([Special Topics in Art History](#))

[ART4427](#) ~~Theories and Methodologies~~

proposed art history minor requirements (21 cr.)

ART1100 ~~Survey of Art~~ ([Introduction to Art](#))

ART1101 ~~History of Western Art I~~ ([Survey of Art History I](#))

ART1102 ~~History of Western Art II~~ ([Survey of Art History II](#))

~~ART3385—Independent Project~~

~~ART4422—World Arts~~

[ART4424](#) ~~Twentieth-Century Art~~ ([Modern Art](#))

[ART4425](#) ~~Contemporary Art Forms~~ ([Contemporary Art](#))

plus 2 of the following electives:

[ART2210](#) ~~History of Photography~~

[ART3323](#) ~~Nineteenth-Century Art~~ ([19th c European Art](#))

[ART3324](#) ~~American Art~~

ART4426 ~~Seminar in Art History~~ ([Special Topics in Art History](#))

[ART4427](#) ~~Theories and Methodologies~~

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	x	

Will students be required to use the Library's existing print resources?	x	
Will students need to make use of library services in Pocatello?	x	
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?	x	

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

September 17, 2014

Hi, Andrea:

The Library and the Art department have collaborated to accommodate these new courses within the current collection budget. As such, the Library is comfortable in its ability to support this change.

Sincerely,

Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		x
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	x	
If yes, will any specific software be needed? any web browser		
Will any type of distance learning be needed?		x
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		

Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer. projector, screen, computer, internet		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		x
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		x
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	x	
Will you use Moodle to reduce seat-time required in your course?		x
Will you use Moodle to be fully online with no seat-time required?		x
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?	x	
Is Webconferencing required to deliver this course?		x
Are there other technology needs related to instruction that will be required to deliver this course?		x

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

September 12, 2014

Andrea,
No concerns from ITS.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

September 12, 2014

Hi Andrea,

I expect you have sent the proposal to GERC since ART 1100 and 1101 and 1102 are Gen Ed Objectives and course names will need to be changed in that section of the catalog.

No advising concerns.

Best wishes!
JoAnn

Does CoTech Advising have any academic concerns with the proposal?

September 12, 2014

No CoT advising concerns.

Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

email sent September 12, 2014:

Hello,

Attached please find a curriculum change proposal. I'm happy to answer any questions.

Thank you in advance and have a great weekend,

Andrea

Does SIS anticipate that it can support this change?

From: **Christopher Hunt** <huntchri@isu.edu> [from original proposal]
Date: Fri, Sep 26, 2014 at 1:56 PM
Subject: Fwd: Infrastructure Review Request--Art History curriculum
To: ferbandr@isu.edu

Andrea,

I do need to bring up some issues and questions regarding your proposal.

I'm afraid that the student information system cannot support changing the titles of any course that currently fulfills a general education requirement.

Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken ART 1100 with the title "Survey of Art" and then takes ART 1100 with the title "Introduction to Art":

- the student will receive credit for both courses,

- the grades for both will count in the student's GPA,
- both courses would count towards meeting the 36 credits of general education,
- an academic petition would be required to change the students transcript.

The same issues would occur with changing the titles of ART 4424, ART 4425 and ART 4426. If the Art department feels they can handle the workload of handling student petition for any student needing to retake these courses, there is no significant impact on the student information system.

Changing ART 4423 to ART 3323 will be accomplished in Banner as dropping ART 4423 and creating a new ART 3323.

In part C, it doesn't seem that you've listed the complete set of requirements for the Art degrees and minors. Please do. I've attached a word document with the complete requirements from the eCatalog if you would find that helpful.

Best Regards,

Chris Hunt
 Associate Registrar
 Idaho State University
 voice: (208) 282-4946
 fax: (208) 282-4231
 email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>	x	
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

email sent September 12, 2014:

Dear Cathy and members of the faculty senate,

Attached please find a curriculum change proposal. Rationales for changes to GenEd courses (titles and catalog descriptions) are included. Please let me know if you have additional questions.

Thank you in advance and have a great weekend,

Andrea

Response from Cathy Peppers, Chair, GERC: [from original proposal]

From a General Education impact perspective, these proposed changes to ART 1100, 1101 and 1102 amount to non-substantive changes to titles and course descriptions to better reflect the (non-Eurocentric) content of the courses. They seem in no way to change the courses' ability to fulfill Objective 4 (Fine Arts category) as they are currently approved to do. GERC sees no impact from the proposed changes to these courses (and therefore no reason not to approve them), but thanks for keeping us informed.

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered "impacted" if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
Communication, Media, and Persuasion	ART2210 History of Photography is cross-listed as CMP2250

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, Communication, Media, and Persuasion, anticipate that it can support this change?

September 17, 2014

The potential increased enrollments for CMP2250 present no problems for the Department of Communication, Media, and Persuasion.

Jim DiSanza, Chair
Communication, Media, and Persuasion

College of Ed response:

From: **Beverly Ray** <raybeve@isu.edu>

Date: Mon, Nov 10, 2014 at 6:57 PM
 Subject: Fwd: newest revision - art curriculum proposal
 To: Thomas Kloss <klosthom@isu.edu>

No issues.

----- Forwarded message -----

From: **Jamie Webster** <websjami@isu.edu>
 Date: Mon, Nov 10, 2014 at 5:41 PM
 Subject: Re: newest revision - art curriculum proposal
 To: Beverly Ray <raybeve@isu.edu>
 Cc: Wendy Ruchti <ruchwend@isu.edu>, Lori McPherson <mcphlori@isu.edu>, Joanna Jenks <clevjoan@isu.edu>

Just need to make sure that our section is updated with the new titles to ensure consistency across the colleges.

Jamie

[Back to List of Proposals](#)

- Proposal #58** as amended from **Political Science** for course description changes. College of Ed impact statements received and incorporated.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 58	UCC Decision	APPROVED <u>as amended</u>	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	???				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/22/2014	UCC Agenda	10/23/2014
UCC Description:	Political Science Course Description Changes				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Political Science Course Description Changes		
College:	Arts and Letters		
Department:	Political Science		
Proposal Originator	Michelle Munoz		

Please contact Dr. Donna Lybecker, Chair, and Political Science for any questions or concerns.

(PO):	
Email:	winmmich@isu.edu
Phone:	282-2211

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Sean K. Anderson	9/17/2014
Department Chair / Program Director:	See signature page – signed by Donna Lybecker	9/17/2014
Dean or Designee:	See signature page – signed by Mark K. McBeth	9/17/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	These changes will make course titles and descriptions more relevant to the issues faced by today's students, as well as better reflecting actual course content.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	8 – 8/28/2014

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

Note to catalog editors: need to update the College of Ed section with the changes in the titles of courses in the **secondary education political science major/minor** so that the titles are consistent

	Current	Changes
Subject Code:	POLS	
Course Number:	2250	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Idaho Politics	Idaho Politics and Culture
Credit Hours:	3	
Contact Hours:	3 hrs/week	

Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	None	
Course Description:	Historical development and political analysis of Idaho politics from the first settlers to the present.	A survey of the political and social culture of Idaho within the context of United States West.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: Broaden the topic so that it has more relevance and can be taught by multiple instructors		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	3313	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Intro to Political Philosophy	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	None	
Course Description:	Examination of selected writings in political philosophy from the classical, Christian and early modern eras.	Examination of major thinkers and writing in political philosophy from Plato to NATO
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	Objective 7	Objective 7—This is NOT a Gen Ed approved course
Terms Offered:	F, S	
Rationale for Change: Make course more relevant to today's students		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	3331	
Short Course Title: (30 character max, including spaces; no punctuation)		

Long Course Title:	Comparative Politics Framework for Analysis	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Introduction to various theoretical approaches to comparative analyses of different cultures and nations, and to other courses in this area of emphasis.	Learn through comparison and contrast how nation-states develop distinct identities, different forms of government, and how these shape politics within a nation and relations between nations
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, S, Su	
Rationale for Change: Make course description more relevant to content		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	3326	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Recent American Foreign Policy	Recent U.S. Foreign Policy
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Study of recent American foreign policy focused on the interrelationship of domestic and foreign policies and the problems of formulating foreign policy in a democratic state.	Study of recent U.S. foreign policy focused on the interrelationship of domestic and foreign policies and the problems of formulating foreign policy in a democratic state.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	

Terms Offered:	D	
Rationale for Change: Reflect that the focus is on the U.S. and not North America		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4401	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Political Parties and Interest Groups	Political Parties and Groups
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	The nature and development of political parties and pressure groups as exemplified in the United States.	The nature and development of political parties and pressure groups
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	S, Su	
Rationale for Change: To broaden the course to include all forms of pressure groups and non-profit orgs		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4405	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	The Administrative Process	Democratic Governance in Theory and Practice <u>Democracy and Governance</u>
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Analysis of the principles of public administration with an introduction to theories of organization and administration	Critical exploration into theories and practices of governance in the contemporary United States. The class is intended for all students who have interest in

		the non profit and public sectors. Topics include public service and leadership, civic engagement, and participatory democracy.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	F
Rationale for Change: To make the course more relevant to the world today		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4406	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Intergovernmental Relations	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Analysis of patterns of intergovernmental relations including changing patterns of program and fiscal responsibility in the federal system. The emerging role of new federal structures, state and substate regional organizations will be reviewed in the context of "new" federalism and its implications for intergovernmental relationships.	Looks at federalism from the a historical perspective with a focus on the institutions developed in the United States. † The role of the federal government will be considered alongside the role of the states as it was initially conceptualized and how it is practiced today. The role of local governments in relation to the states is also considered. historically as well as in the present day.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: To better reflect course content		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4408	
Short Course Title: (30 character max, including spaces; no punctuation)	Metro and Urban Studies	Urban Spaces
Long Course Title:	Metropolitan and Urban Studies	Urban Spaces
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Analysis of metropolitan and smaller urban systems with emphasis on relationships among general groups, political organizations and institutions. Federal, state and interlocal programs will serve as a focus for analyzing particular problems of metropolitan and urban systems in the 20th century.	Interdisciplinary survey course of urban studies. Intended for students who have interest in local and urban politics, public art, social movements, sustainability, development, and social and democratic theory
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	S
Rationale for Change: To better reflect course content and be more relevant for today's students		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4409	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Community and Regional Planning	Community Planning
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Steps involved in planning will be analyzed in the context of community and regional decision-making processes.	The main goal of this course is to engage the class in thoughtful discussion on planning topics

	Two perspectives will be stressed -- that of the decision-maker, the social structure within which the decision-maker operates and strategies for implementing decision; and that of the citizen or group interest which lies outside the power structure of the community. Each perspective will be used as a framework for analyzing power configurations, techniques of identifying patterns of decision making, and various forms of citizen participation.	ranging from the theoretical level to specific issues in planning such as zoning. The objective of this course is to provide a firm understanding of contemporary thinking on planning issues so that current or future professional planners and academics can engage with the issues facing their community in a proactive and productive way. <u>The course engages the class in discussion on planning topics ranging from the theoretical level to specific issues in planning. The course provides a firm understanding of contemporary thinking on planning issues so that current or future professional planners and academics can engage with the issues facing their community in a proactive and productive way.</u>
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: To make course more relevant		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4420	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Contemporary Political Theory	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Recent 20 th century political philosophies and theories ranging from democratic, Marxist, and existentialist	Recent political philosophies and theories ranging from democratic, Marxist, and existentialist thought to Critical

	thought to Critical Theory and post-modernism	Theory and post-modernism
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: Removed 20 th Century to reflect course updates		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4433	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Politics of Developing Nations	
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Study of problems in the political analysis of rapidly changing and unstable "developing" nation states with an emphasis on problems of the political, economic, and social development of selected states	Study of problems in the political analysis of rapidly changing and unstable "developing" nation states with an emphasis on problems of political, economic, and social development.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: Updated description to better reflect course content		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4442	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Constitutional Law	Constitutional Law: Institutional Power and Constraints
Credit Hours:	3	
Contact Hours:	3 hr/week	

Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Analysis of opinions of the United States Supreme Court concerning the distribution of authority between the national government and the states and the relationship among the branches of the national government.	Explores the way in which the three branches interact with each other and the state governments through the lens of Supreme Court decisions. While historical cases are examined, special emphasis is put on contemporary Court decisions.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F	
Rationale for Change: Changing course title and description to better differentiate between 4442 and 4443 as well as making course more relevant to students		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4443	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Constitutional Law	Constitutional Law: Civil Rights and Liberties
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Analysis of opinions of the United States Supreme Court with a special emphasis on criminal cases and civil liberties.	Explores the provision of civil rights and liberties, including First Amendment freedoms and criminal rights, through the lens of Supreme Court decisions. While historical cases are examined, special emphasis is put on contemporary Court decisions
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education	No	

Objective:		
Terms Offered:	S	
Rationale for Change: Changing course title and description to better differentiate between 4442 and 4442 as well as making course more relevant to students		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4451	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Organization Theory and Bureaucratic Structure	Public and Non-Profit Organizational Theory
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Introduction to the study of complex organizations and organizational behavior in the administration of public policy. Emphasis on public institutions.	Introduction to the study of complex organizations and organizational behavior in the administration of public policy. Emphasis on public and non-profit organizations
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: Adds non-profit organizations to the course		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4452	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Financial Administration and Budgeting	Governmental-Public Budgeting and Finance
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	Emphasis on different	This course explores the

	<p>approaches to financial administration, ranging from incremental and short-term planning to more recent and comprehensive emphases on management by objectives and zero based budgeting.</p> <p>The development of the Office of Management and Budget and its relationship with the President, Congress and the Federal Bureaucracy will be considered as well as political, organizational and behavioral constraints on budgetary decision-making.</p>	<p>dynamics of the budget process in government as well as detailed issues in budgeting and finance. The main objective is to provide the class with a thorough analysis of budgeting terms, methods and problems. The first half of the course covers general issues in budgeting, while the second half of the course focuses on specific main revenues for government, as well as economic development, and citizen participation issues.</p>
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: To make course more relevant		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4454	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Public Personnel Administration	<u>Personnel Issues in the Public and Non-Profit Sector</u> <u>Public Workplace Issues</u>
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	none	
Course Description:	<p>Operations and processes of personnel management in public institutions. Major topics include personnel processes, public employee rights and duties, employee motivation and morale, the political environment of public personnel administration, and the impact of professionalism, technology, and participatory democracy on public personnel practices</p>	<p>Management of public and non-profit employees. Major topics include public employee rights, affirmative action, sexual harassment, disability, the political environment of public and non-profit organizations, and the impact of professionalism, technology, and participatory democracy on the management of public and</p>

		non-profit employees.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	D	
Rationale for Change: To make course more relevant		

	<u>Current</u>	<u>Changes</u>
Subject Code:	POLS	
Course Number:	4459	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:	Government Internship	Public Service Internship
Credit Hours:	3	
Contact Hours:	3 hr/week	
Default Grading Mode:	Letter	
Available Grading Modes:	S/U	
Repeatability: (yes or no, max credits or number of repeats.)	Yes 9 Credits max	
Course Description:	Directed student internship in political science and organizations or associations related to public policy and the selection of public officials involving supervised work experience in research, staff management practices, or making and implementing public policies. The student will be placed in a supervised position commensurate with his/her abilities as determined and approved by faculty in the department. May be repeated for a total of 9 credits.	Directed student internship related to public service in non-profits and community organizations, or state and local government. The student will be placed in a supervised position commensurate with their abilities as determined and approved by faculty in the department. Internships should be designed to <u>compliment</u> <u>complement</u> a student's research interest and be directed toward a future project or desired field of employment.
Prerequisites:	None	
Corequisites:	None	
Registration Restrictions:	None	
Equivalencies:	None	
Fulfills General Education Objective:	No	
Terms Offered:	F, S, Su	
Rationale for Change: To make course more relevant and reflect the public service aspect		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

Subject Code:	POLS
Course Number:	2222
Short Course Title: (30 character max, including spaces; no punctuation)	Pubic Admin in Islamic World
Long Course Title:	Public Administration in the Islamic World
Credit Hours:	3
Contact Hours:	3 hrs/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	None
Course Description:	This course intends to provide a historical and contemporary view of the conception of government in the Muslim world. There are textual (Islamic), cultural (Arab, Persian, Turkish, Indian, Malay, Caucasian, African, etc.) and historical origins for Muslim governance throughout the ages. This course will start with the city-state of Medina under the Prophet Muhammad and expand outward to the early Arab/Persian caliphates to the Turkish caliphate. Sultanates in the regions of India and South-East Asia as well as the kingdoms in Africa and the Khanates of Russia and Central Asia will be considered within this sphere up until the modern age. The progression of the concept of government in the Muslim world from city-state, to empire to nation-state will be considered in this course. The conceptions of leadership, public finance, the rule of law, the military and democracy will be examined throughout the course.
Prerequisites:	None
Corequisites:	None
Registration Restrictions:	None
Equivalencies:	None
Fulfills General Education Objective:	None
Terms Offered:	D
Rationale:	To create an international studies aspect to the Public Administration offerings. This will broaden the relevancy of Pub Admin and provide comparison between US public admin and international systems.

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

No courses being deleted. Extraneous table removed.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

In addition to 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements in the Academic Information section of this catalog), political science majors are required to take the following courses from the "core curriculum":

POLS 1101 Introduction to United States Government (partially satisfies General Education Objective 6)
3
POLS 2202 Introduction to Politics Critical Thinking and Analysis 3
POLS 2221 Introduction to International Relations 3
POLS 3313 Introduction to Political Philosophy 3
POLS 3331 Comparative Politics Framework for Analysis 3
POLS 4401 Political Parties and Interest Groups 3
or POLS 4427 Voting and Public Opinion
POLS 4403 The Presidency 3
or POLS 4404 The Legislative Process
POLS 4442 Constitutional Law 3
or POLS 4443 Constitutional Law
POLS 4460 Senior Seminar 3

In addition to the 27 credits from the core curriculum, majors are required to earn a minimum of 12 elective credits selected from any of the courses in the political science curriculum (excluding POLS 4459).

Emphasis in Pre-law

Students who desire to complete this emphasis should consult with a pre-law advisor in the Department of Political Science.

Minor in Political Science

Students seeking a minor in political science must complete the following: POLS 1101, POLS 2202, six credits of core curriculum courses (excluding POLS 4460) and six elective political science credits (excluding POLS 4459).

Political Science Courses

Topics into which courses are grouped:

American Indian Studies
American Politics
Comparative Government
General Courses
International Politics
Introductory Courses

Political Analysis
Political Theory
Public Administration
Public Law

Courses in numerical order, showing title and the topic group where course description appears:

List of courses was deleted as extraneous to this proposal, per UCC.

New Proposed Catalog Copy (clearly show changes from the original):

In addition to 8 of the 9 General Education Objectives (a minimum of 36 credits--see the General Education Requirements in the Academic Information section of this catalog), political science majors are required to take the following courses from the "core curriculum":

POLS 1101 Introduction to United States Government (partially satisfies General Education Objective 6)
3
POLS 2202 Introduction to Politics Critical Thinking and Analysis 3
POLS 2221 Introduction to International Relations 3
POLS 3313 Introduction to Political Philosophy 3
POLS 3331 Comparative Politics Framework for Analysis 3
POLS 4401 Political Parties and Groups 3
or POLS 4427 Voting and Public Opinion 3
POLS 4403 The Presidency 3
or POLS 4404 The Legislative Process 3
POLS 4442 Constitutional Law: Institutional Power and Constraints 3
or POLS 4443 Constitutional Law: Civil Rights and Liberties 3
POLS 4460 Senior Seminar 3

In addition to the 27 credits from the core curriculum, majors are required to earn a minimum of 12 elective credits selected from any of the courses in the political science curriculum (excluding POLS 4459).

Emphasis in Pre-law

Students who desire to complete this emphasis should consult with a pre-law advisor in the Department of Political Science.

Minor in Political Science

Students seeking a minor in political science must complete the following: POLS 1101, POLS 2202, six credits of core curriculum courses (excluding POLS 4460) and six elective political science credits (excluding POLS 4459).

Political Science Courses

Topics into which courses are grouped:

American Indian Studies
American Politics
Comparative Government

General Courses
 International Politics
 Introductory Courses
 Political Analysis
 Political Theory
 Public Administration
 Public Law

List of courses was deleted as extraneous, per UCC.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?	X	
Will students be required to use the Library’s existing print resources?	X	
Will students need to make use of library services in Pocatello?	X	
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

“I am confident that the Library can support the changes in the proposal using existing resources.”

Sandi Shropshire
Email 9/10/2014

Information Technology Services Questionnaire send entire proposal to Randy Gaines
(gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		X
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?	X	
If yes, will any specific software be needed? No		
Will any type of distance learning be needed?		X
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		X
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)	Moodle	
How many students are expected per semester? Roughly 38 in each class		
What is your anticipated scheduling of courses using this technology? During regular time blocks		
Will you be installing your own video conferencing systems to deliver this course?		X
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?	X	
Will you use Moodle to reduce seat-time required in your course?		X
Will you use Moodle to be fully online with no seat-time required?		X
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		X
Is Webconferencing required to deliver this course?		X
Are there other technology needs related to instruction that will be required to deliver this course?		X

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

"I see no impact on ITA. Thanks for Checking"

Randy Gaines

9/9/2014

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

“No advising concerns.” JoAnn Hertz

Does CoTech Advising have any academic concerns with the proposal?

“No advising concerns”

Corey Zink
Email 9/9/2014

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Response from Michelle Winmill Munoz:

Hi Chris,

In the proposal, we did not change the short titles for this reason. The proposal was to change the long titles, but keep the short course titles the same as they were previously, with the exception of POLS 4408: Urban Spaces.

I will make sure to fix the typo in POLS 2222.

Thanks!



Christopher Hunt Sep 22

to Michelle, UG

Michelle,

Thanks for clarifying the changes of titles. Can you add the current short titles to the course blocks? I've attached a word doc with all the short titles.

This proposal will have no impact on the SIS and will not require any SBOE action.

Christopher Hunt Sep 18

to Michelle, UG

Michelle,

There are some significant impacts regarding this proposal and we will need some clarifications and corrections.

There are two titles that Banner keeps for each course, a long title and a short title. The short title is listed on the student's transcript and in the class schedule and is limited to 30 characters including spaces. The long title is listed in the catalog and has no such restrictions on length. You will need to provide short titles for the following courses:

- POLS 4405 - "Democratic Governance in Theory and Practice" is 44 characters
- POLS 4442 - "Constitutional Law: Institutional Power and Constraints" is 56 characters
- POLS 4443 - "Constitutional Law: Civil Rights and Liberties" is 46 characters
- POLS 4451 - "Public and Non-Profit Organizational Theory" is 43 characters
- POLS 4452 - "Governmental Budgeting and Finance" is 34 characters
- POLS 4454 - "Personnel Issues in the Public and Non-Profit Sector" is 52 characters

In addition, changes to the short title have a significant impact on how the system processes credit and gpa when a student takes a course first under one title and then under a different title. Normal repeat rules are such that if a student retakes a course that is not designated as repeatable, the student's older grade is replaced by the newer grade, and the grade points and credits from the older course are not included in the student's gpa. Changing the course title has the impact that this normal repeat policy is not processed. All credits for both courses are included and both grades are factored into the gpa.

For example, if a student took POLS 2250 with a title of "Idaho Politics" and received a D, and then took it again with a title of "Idaho Politics and Culture" and received a D+, both of these attempts would be recorded, the student would earn credit towards their degree for both courses and both D and D+ grades would be included in their gpa. A petition would be required to correct this on the student's transcript.

You may also wish to correct the typo in the short title for the newly proposed course, POLS 2222

Best Regards,

Chris Hunt

Chris Hunt's concerns have been addressed.

Will a State Proposal or Letter be required? (Specify which, please) **None**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

N/A

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

From: **Beverly Ray** <raybeve@isu.edu>
 Date: Fri, Nov 7, 2014 at 9:58 AM
 Subject: Fwd: Another Proposal from UCC
 To: Thomas Kloss <klosthom@isu.edu>

We can accept these changes.

----- Forwarded message -----
 From: **Jamie Webster** <websjami@isu.edu>

Date: Fri, Nov 7, 2014 at 8:14 AM
 Subject: Re: Another Proposal from UCC
 To: Beverly Ray <raybeve@isu.edu>
 Cc: Wendy Ruchti <ruchwend@isu.edu>

We'll need to update our section with the changes in the titles of courses in the secondary education political science major/minor so that the titles are consistent, but otherwise, I don't see any concerns.

Jamie

[Back to List of Proposals](#)

4. **Original Proposal #65** from **Communication Sciences and Disorders** (Appendix 4) for course updates to CSD 3351/3351L, CSD 3352/3352L, CSD 4470 and CSD 4455.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 65 original	UCC Decision	APPROVED	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	????				
UCC Rec'd Date:	10/20/2014	Processed Date:	10/23/2014	UCC Agenda	10/23/2014
UCC Description:	CSD: course updates to CSD 3351/3351L, 3352/3352L, 4470, and 4455				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Rename and update course descriptions for CSD 3351/CSD 3351L and CSD 3352/CSD 3352L. Update course description for CSD 4470. Update pre-requisites for CSD 4455.
College:	Division of Health Sciences
Department:	Communication Sciences & Disorders
Proposal Originator (PO):	Emily Turner
Email:	turnemil@isu.edu
Phone:	5341

Approval Required	Signature	Date
-------------------	-----------	------

UCC Representative:	See signature page – signed by Karen M. Portillo	10/22/14	
Department Chair / Program Director:	See signature page – signed by Kathleen A. Kangas	9-17-14	
Dean or Designee:	See signature page – signed by Nancy Devine and L. Hatzenbeuhler	09/17/2014	
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	<p>These changes reflect current trends and standards in the profession, curriculum content, and what other programs are currently doing.</p> <p>Standard 7.0 Curriculum: Skills Competencies; A chart or curriculum map that indicates in which courses the following skills competencies are introduced, reinforced, practiced, and applied must be provided in order to demonstrate how each is threaded incrementally throughout the curriculum.</p> <p>7.1 The curriculum fosters the continued development of language competency in both ASL and English that prepares graduates to enter the field of interpreting.</p> <p>Evidence must include documentation that the curriculum includes methods for continuing to develop: comprehension in ASL and English at advanced levels; and expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise. Sequencing of these topics must be reflected on the chart or curriculum map.</p> <p>7.2 The curriculum fosters the development of competencies required for meaning transfer. Evidence must include documentation that the curriculum includes methods for developing: the ability to understand the meaning and intent in the source language discourse; and the ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register and culture, and without interference from the source language.</p>
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	<p>Unanimous vote April 18, 2014</p> <p>24-yes</p> <p>0-no</p>

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	3351	(course # will remain the same)
Short Course Title: (30 character max, including spaces; no punctuation)	American Sign Language V	Linguistics of ASL
Long Course Title:	American Sign Language V	Linguistics of American Sign Language
Credit Hours:	4	
Contact Hours:	4 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Intensive practice involving expressive and receptive skills in various language activities. Introduces language forms in poetry, art, and theater. Explores signing styles and registers.	Students are introduced to linguistics and how it applies to American Sign Language. Topics covered include: phonology, morphology, syntax, and semantics of ASL. Students will apply these concepts in presentations, while working with a language mentor, while memorizing selected ASL texts and when studying units about Deaf culture and/or history.
Prerequisites:	CSD 2252	
Corequisites:	CSD 3351L	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F	
<p>Rationale for Change: These changes reflect current trends and standards in the profession, curriculum content, and what other programs are currently doing.</p> <p>Standard 7.0 Curriculum: Skills Competencies; A chart or curriculum map that indicates in which courses the following skills competencies are introduced, reinforced, practiced, and applied must be provided in order to demonstrate how each is threaded incrementally throughout the curriculum.</p> <p>7.1 The curriculum fosters the continued development of language competency in both ASL and English that prepares graduates to enter the field of interpreting.</p> <p>Evidence must include documentation that the curriculum includes methods for continuing to develop: comprehension in ASL and English at advanced levels; and expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise. Sequencing of these topics must be reflected on the chart or curriculum map.</p> <p>7.2 The curriculum fosters the development of competencies required for meaning transfer. Evidence must include documentation that the curriculum includes methods for developing: the ability to understand the meaning and intent in the source language discourse; and the ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register and culture, and without interference from</p>		

the source language.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	3351L	
Short Course Title: (30 character max, including spaces; no punctuation)	American Sign Language V Lab	Linguistics of ASL Lab
Long Course Title:	American Sign Language V Laboratory	Linguistics of American Sign Language Lab
Credit Hours:	0	
Contact Hours:	0 hrs/week	
Default Grading Mode:	S/U	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Assignments to apply principles from CSD 3351	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F	
Rationale for Change: Change the name of the Lab to coincide with the Course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	3352	
Short Course Title: (30 character max, including spaces; no punctuation)	American Sign Language VI	Depiction and Adv Dis in ASL
Long Course Title:	American Sign Language VI	Depiction and Advanced Discourse in American Sign Language
Credit Hours:	4	
Contact Hours:	4 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	
Course Description:	Structural properties of ASL compared with other languages. Includes phonology, morphology, syntax, and semantics.	This course aims to give advanced students of ASL a strong foundation in the elements of depiction. They will learn how depiction is used in

		ASL as a visual representation of aspects of an entity, event or abstract concept using components that are accessible in the immediate environment. Through the use of materials developed by native users of ASL, students will analyze and replicate discourses found in specific settings and learn advanced vocabulary.
Prerequisites:	CSD 3351	
Corequisites:	CSD 3351L	CSD 3352L
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	S	
<p>Rationale for Change: These changes reflect current trends and standards in the profession, curriculum content, and what other programs are currently doing.</p> <p>Standard 7.0 Curriculum: Skills Competencies; A chart or curriculum map that indicates in which courses the following skills competencies are introduced, reinforced, practiced, and applied must be provided in order to demonstrate how each is threaded incrementally throughout the curriculum.</p> <p>7.1 The curriculum fosters the continued development of language competency in both ASL and English that prepares graduates to enter the field of interpreting.</p> <p>Evidence must include documentation that the curriculum includes methods for continuing to develop: comprehension in ASL and English at advanced levels; and expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise. Sequencing of these topics must be reflected on the chart or curriculum map.</p> <p>7.2 The curriculum fosters the development of competencies required for meaning transfer. Evidence must include documentation that the curriculum includes methods for developing: the ability to understand the meaning and intent in the source language discourse; and the ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register and culture, and without interference from the source language.</p>		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	3352L	
Short Course Title: (30 character max, including spaces; no punctuation)	American Sign Language VI Lab	Depict and Adv Dis in ASL Lab
Long Course Title:	American Sign Language VI Laboratory	Depiction and Advanced Discourse in American Sign Language Lab
Credit Hours:	0	
Contact Hours:	0 hrs/week	
Default Grading Mode:	S/U	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	No	

Course Description:	Assignments to apply principles from CSD 3352	
Prerequisites:	none	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	S	
Rationale for Change: Change the name of the Lab to coincide with the Course.		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4470	
Short Course Title: (30 character max, including spaces; no punctuation)	Field Observation in Interp	Field Obs and Theor App of Int
Long Course Title:	Field Observation in Interpreting	Field Observation and Theoretical Application of Interpreting
Credit Hours:	2	
Contact Hours:	2 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	Yes, up to 8 credits	
Course Description:	Student will be assigned to observe in an elementary/secondary or post-secondary school for six hours per week. May be repeated for up to 8 credits.	Utilizing a generalist skill base, students will observe professional interpreters providing service; simulate provision of interpreting services in authentic settings and participate at events designed for professional development of interpreters. Analysis of scenarios will be conducted employing a demand-control schema framework.
Prerequisites:	Permission of advisor	
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F, S	
<p>Rationale for Change: These changes reflect current trends and standards in the profession, curriculum content, and what other programs are currently doing.</p> <p>Standard 7.0 Curriculum: Skills Competencies; A chart or curriculum map that indicates in which courses the following skills competencies are introduced, reinforced, practiced, and applied must be provided in order to demonstrate how each is threaded incrementally throughout the curriculum.</p> <p>7.1 The curriculum fosters the continued development of language competency in both ASL and English</p>		

that prepares graduates to enter the field of interpreting.

Evidence must include documentation that the curriculum includes methods for continuing to develop: comprehension in ASL and English at advanced levels; and expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise. Sequencing of these topics must be reflected on the chart or curriculum map.

7.2 The curriculum fosters the development of competencies required for meaning transfer. Evidence must include documentation that the curriculum includes methods for developing: the ability to understand the meaning and intent in the source language discourse; and the ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register and culture, and without interference from the source language.

	<u>Current</u>	<u>Changes</u>
Subject Code:	CSD	
Course Number:	4455	
Short Course Title: (30 character max, including spaces; no punctuation)	Creative Interpreting	
Long Course Title:	Creative Interpreting	
Credit Hours:	3	
Contact Hours:	3 hrs/week	
Default Grading Mode:	Letter	
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)	no	
Course Description:	Techniques of facial expression, body movements, and ASL features as used in performing arts settings. Skills are developed through pantomime, song, and other activities. F	
Prerequisites:	none	Completion of CSD 1151, 1152, 2251, 2252, 3351, 3352
Corequisites:	none	
Registration Restrictions:	none	
Equivalencies:	none	
Fulfills General Education Objective:	no	
Terms Offered:	F	
Rationale for Change: These changes reflect current trends and standards in the profession, curriculum content, and what other programs are currently doing. It will help us with accreditation. The addition of the pre-requisites for CSD 4455 are necessary. The course was created last year and the pre-requisites were inadvertently left off.		

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

Bachelor of Science in Sign Language Interpreting

The following courses are required in addition to an Associate Degree or equivalent in Sign Language Studies or related area:

Required Courses¹

ENGL 3307 Professional and Technical Writing or ENGL 3308 Business Communications		3
CSD 3330 Language Science and Development		3
CSD 3351 American Sign Language V	4	
CSD 3352 American Sign Language VI	4	
CSD 3353 Interpreting Seminar	4	
CSD 3354 Interpreting	4	
CSD 4452 Manually Coded English		3
CSD 4453 Transliterating I:Voice to Sign & 4453L and Transliterating I:Voice to Sign Laboratory		4
CSD 4454 Transliterating II:Sign to Voice & 4454L and Transliterating II:Sign to Voice Laboratory		4
CSD 4455 Creative Interpreting	3	
CSD 4460 Educational Audiology		3
CSD 4461 The Professional Interpreter		3
CSD 4470 Field Observation in Interpreting		2
CSD 4473 Collaboration	2	
CSD 4474 Educational Interpreting Internship		4-8

1 In addition to the 30 credits listed in the Associate of Science in Sign Language Studies

Redundant course listings deleted.

New Proposed Catalog Copy (clearly show changes from the original):

Bachelor of Science in Sign Language Interpreting

The following courses are required in addition to an Associate Degree or equivalent in Sign Language Studies or related area:

Required Courses¹

ENGL 3307 Professional and Technical Writing or ENGL 3308 Business Communications		3
CSD 3330 Language Science and Development		3
CSD 3351 American Sign Language V Linguistics of American Sign Language	4	
CSD 3352 American Sign Language VI Depiction and Advanced Discourse in American Sign Language	4	
CSD 3353 Interpreting Seminar		4
CSD 3354 Interpreting	4	
CSD 4452 Manually Coded English		3
CSD 4453 Transliterating I:Voice to Sign & 4453L and Transliterating I:Voice to Sign Laboratory		4

CSD 4454 Transliterating II:Sign to Voice & 4454L and Transliterating II:Sign to Voice Laboratory	4
CSD 4455 Creative Interpreting	3
CSD 4460 Educational Audiology	3
CSD 4461 The Professional Interpreter	3
CSD 4470 Field Observation in Interpreting Field Observation and Theoretical Application of Interpreting	2
CSD 4473 Collaboration	2
CSD 4474 Educational Interpreting Internship	4-8

1 In addition to the 30 credits listed in the Associate of Science in Sign Language Studies

Redundant course listings deleted. All changes will be picked up from Part B.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

***PD NOTE: As this proposal only involves existing courses, no additional library resources are anticipated.**

	Yes	No
Will students be required to use the Library’s existing electronic resources?		
Will students be required to use the Library’s existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Hi Lexie:

This response is applicable to each of the five proposals that you sent to me:

The changes described in this proposal present no concerns for the Library.

November 13, 2014 -- Minutes for 21st meeting of Undergraduate Curriculum Council for AY15-16 catalog

Sincerely,
 Sandi Shropshire
 Associate University Librarian
 Collections & Special Projects
 Eli M. Oboler Library
 Idaho State University
 850 South 9th Avenue
 Pocatello, Idaho 83209-8089
 Phone: (208) 282-2671
 Fax: (208) 282-5847

Information Technology Services Questionnaire send entire proposal to Randy Gaines
 (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

On Mon, Sep 8, 2014 at 11:26 AM, Lexie Baker <bakelexi@isu.edu> wrote:

Hello Randy,
Please review the attached proposals for your approval.
Thank you,
Lexie

Lexie,
No concerns from ITS on any of these.
Thanks for checking.
Randy

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

Email correspondence Sept 10, 2014:

No advising concerns.
Best wishes,
JoAnn
JoAnn Hertz, Director
Central Academic Advising
Idaho State University
307 Museum Building
Pocatello, ID 83209
208/282.3277
hertjoan@isu.edu
www.isu.edu/advising

Does CoTech Advising have any academic concerns with the proposal?

On Mon, Sep 8, 2014 at 11:29 AM, Lexie Baker <bakelexi@isu.edu> wrote:

Hello Corey,
Please review the attached proposals for your approval.

Thank you,
Lexie

Lexie,
Please apply the statement below to proposals 2-5:
No CoT advising concerns.
Thank you,
Corey Zink
Director of Student Services
Idaho State University - College of Technology
921 South 8th Ave. Stop 8380
Pocatello, ID 83209
Phone: (208) 282-2622

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Email Correspondence with Chris Hunt Sept 30th:
Lexie,
I do have some questions regarding these proposals.

CSD #5

- Title changes CSD 3351, CSD 3351L, CSD 3352, CSD 3352L, CSD 4470. Please see input regarding title changes under CSD #2 (listed below)
- Change in prereq for CSD 4455 - is a minimum grade required to meet this prerequisite?
- Are the zero credit labs for CSD 3351 and CSD 3352 necessary? Department doesn't typically assign days and times or rooms. If you are not actively providing instruction as part of the zero credit labs, please consider dropping them.

CSD #2

- Title Changes for CSD 2205, CSD 4405. Changing the short title of a course affects how Banner processes repeats and calculation of GPA. For example, If a student has taken CSD 2205 with the title "Intro to Comm Dif and Dis" and then takes CSD 2205 with the title "**Intro to Professions in Comm Sci**":
 - the student will receive credit for both courses,
 - the grades for both will count in the student's GPA,
 - an academic petition would be required to change the students transcript.

Best Regards,
Chris Hunt
Associate Registrar
Idaho State University
voice: (208) 282-4946
fax: (208) 282-4231
email: huntchri@isu.edu

Lexie Baker <bakelexi@isu.edu> Oct 3 (3 days ago)

to Christopher

Hello Mr. Hunt,

After reviewing your comments with the Faculty we have the following edits.

CSD #5

1)Title changes CSD 3351, CSD 3351L, CSD 3352, CSD 3352L, CSD 4470. Please see input regarding title changes under CSD #2

*Faculty understands and is okay with the impact.

2)Change in prereq for CSD 4455 - is a minimum grade required to meet this prerequisite?

*I spoke with Emily Turner, the program director for our Sign Language program states the Sign Language Interpreting Program Policy Manual has a requirement of a B- or higher as a minimum grade for all CSD Sign Language Interpreting courses. All students are informed of this information once they have been accepted into the program. I included the minimum grade requirement information in the memo to Sarah.

3)Are the zero credit labs for CSD 3351 and CSD 3352 necessary? Department doesn't typically assign days and times or rooms. If you are not actively providing instruction as part of the zero credit labs, please consider dropping them.

*We cannot drop the lab without changing the course fee structure. The course fees are collected with the lab. Emily Turner, program director, will consider changing the course to a 3 credit class and the lab to 1 credit instead of having the course as 4 credits and the lab a 0 credits.

Lexie Baker <bakelexi@isu.edu> 10:18 AM (1 hour ago, Oct 15, 2014)

to Christopher

Good Morning Chris,

I forwarded the updated proposals on Oct 3 with edits we made per your requests. I was wondering if I needed to wait for you to respond again or if we were okay to submit our proposals. I thought we needed to wait for your okay, but maybe I have misunderstood. Thank you again for all your help on this.

Best regards,

Lexie

Christopher Hunt 10:51 AM (56 minutes ago)

to UG, FACULTY, me

Lexie,

I'm sorry for the lack of clarity on my part. With your responses, these should be sent to UCC.

Best Regards,

Chris Hunt

Associate Registrar

Idaho State University

voice: (208) 282-4946

fax: (208) 282-4231

email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) no

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR: N/A

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

5. Proposal #73 from College of Technology for catalog updates to Bachelor of Applied Technology/Bachelor of Applied Sciences (BAT/BAS) degree requirements

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

**PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT
BEFORE PROCEEDING**

For UCC's use only:

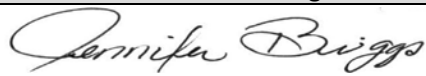
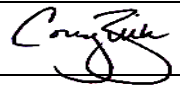
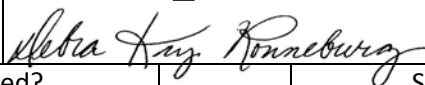
Proposal No.	# 73	UCC Decision	APPROVED	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
UCC Rec'd Date:	11/04/2014	Processed Date:	11/05/2014	UCC Agenda	11/06/2014
UCC Description:	CoTech: BAT/BAS degree requirements catalog updates				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	BAT/BAS Catalog Updates
College:	College of Technology
Department:	Student Services
Proposal Originator (PO):	Corey Zink
Email:	zinkcore@isu.edu
Phone:	3466

Approval Required	Signature	Date
UCC Representative:		11/4/2014
Department Chair / Program Director:		10/30/2014
Dean or Designee:		10/30/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes

<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>The BAT/BAS degree catalog description currently has the wrong gen ed requirements and total requirements listed as well as incorrect business credit limits for non-business majors.</p> <p>This proposal will change these totals within the BAT/BAS catalog and clarify expectations for our students and for the BAT/BAS committee.</p>
--	--



What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The BAT/BAS committee voted on August 21, 2014 and the result was 5 yes, 0 no and 2 abstentions.
---	---

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No course changes proposed, extraneous tables were deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

1. A minimum of 12 of these credits must support the AAS technical coursework. All BAS/BAT students must earn a minimum of a 2.0 GPA in academic coursework for graduation. No more than 32 credits of the academic coursework may be taken from the College of Business. Upper division academic coursework must relate to the student's approved goal statement. It is recommended that 24 academic credits be completed after degree plan approval.

2. **Requirements for Robotics and Communication Systems Engineering Technology (3-year A.A.S)**

Professional-Technical credits applied toward the BAT/BAS Degree	76
General Education Requirements, 16 credits of which will be completed in the A.A.S.	approx 32
Academic Coursework (all upper division credits earned beyond coursework completed for A.A.S. degree)	18
Total Credits Required	120

Requirements for all Other ISU CTech A.A.S. Programs*

Professional-Technical credits applied toward the BAT/BAS Degree up to 50

General Education Requirements, 16 credits of which will be completed in the A.A.S.	approximately 34
Academic Coursework (all upper division credits)	36
Total Credits Required	120

New Proposed Catalog Copy (clearly show changes from the original):

- A minimum of 12 of these credits must support the AAS technical coursework. All BAS/BAT students must earn a minimum of a 2.0 GPA in academic coursework for graduation. ~~No more than 32 credits of the academic coursework may be taken from the College of Business. Non-business students are limited to total business credits equaling 25% of their credit total.~~ Upper division academic coursework must relate to the student’s approved goal statement. It is recommended that 24 academic credits be completed after degree plan approval.

2.

Requirements for Robotics and Communication Systems Engineering Technology (3-year A.A.S)

Professional-Technical credits applied toward the BAT/BAS Degree	76
General Education Requirements, 16 credits of which will be completed in the A.A.S.	<u>36</u>
Academic Coursework (all upper division credits earned beyond coursework completed for A.A.S. degree)	18
Total Credits Required	<u>130</u> <u>minimum</u>

Requirements for all Other ISU College of Technology A.A.S. Programs*

Professional-Technical credits applied toward the BAT/BAS Degree	Up to 50
General Education Requirements, 16 credits of which will be completed in the A.A.S.	<u>36</u>
Academic Coursework (all upper division credits)	36
Total Credits Required	<u>120 minimum</u>

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		x
Will students be required to use the Library’s existing print resources?		x
Will students need to make use of library services in Pocatello?		x
Will students need to make use of library services in Idaho Falls?		x
Will students need to make use of library services in Meridian?		x
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		x
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		x

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“I have reviewed this proposal and see no difficulties with it from the Library’s perspective.”*
– Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course		

or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Web conferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *Hi Jessica,
My only suggestion is on page 6 of the proposal to change "CTech" to "College of Technology"*

i.e. "Requirements for all Other ISU **College of Technology** A.A.S. Programs*"

Other than that, no advising concerns.

JoAnn

- Response from College of Technology
 - *We agree and will make this change. – Corey Zink*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Jessica,

Please forward my response to the College of Technology curriculum group. I will be forwarding it to the UCC executive committee.

I don't have any issue with the changes suggested in this proposal, and I don't feel like I can prevent this proposal from moving forward to UCC.

However, I do have issues with other requirements for this degree that do not conform to overall ISU policy regarding baccalaureate degrees.

From <http://coursecat.isu.edu/undergraduate/academicinformation/graduationrequirements/>:

Bachelor's Degree Credit Requirements

At least 120 undergraduate credits are required for graduation with a bachelor's degree, although some specific degrees and majors may require more to fulfill all major requirements. **At least 36 of the credits counted toward graduation must be in upper division courses carrying 3000 or 4000 numbers.** Sixteen of these credits must be earned in courses approved by department of the student's major concentration.

Of the credits transferred from a junior college, no more than half the number required for graduation in a given four-year curriculum or the first four years of a longer program may be applied to meet the requirements of the curriculum. (70 credits will be allowed for Idaho junior college transfer students.) Transferred courses with grades of D may be used to meet course requirements for graduation unless the department in which the student is majoring requires that the courses be retaken. The department may refuse the application toward graduation of any transfer course in which the student has received a D grade.

Graduation requirements may be met by no more than the number of credits in certain groups as listed below.

- 48 credits by examination*
- 30 credits in experiential learning*
- 16 credits of correspondence courses*
- 8 credits from Professional Development workshop courses.
- 8 credits of electives from an Idaho State University or transfer Professional Technical program.

Issue #1: Currently, the BAT/BAS degree requirements for students who have completed their AAS in Robotics and Communication Systems Engineering Technology are only required to take 18 credits of upper division coursework. This is in direct conflict with ISU bachelor's degree requirements highlighted above requiring 36 upper division credits.

Issue #2: Currently, the BAT/BAS degree requirements for students who have completed their AAS in Robotics and Communication Systems Engineering Technology are allowed to apply 76 credits of Professional-Technical credit towards their BAT/BAS degree. This is in direct conflict with ISU bachelor's degree requirements highlighted above that limit the use of Professional Technical credits to 8.

Issue #3: Currently, the BAT/BAS degree requirements for students who have completed other ISU CTech AAS programs are allowed to apply 50 credits of Professional-Technical credit towards their BAT/BAS degree. This is in direct conflict with ISU bachelor's degree requirements highlighted above that limit the use of Professional Technical credits to 8.

These discrepancies should be addressed in this catalog cycle.

Best Regards,

Chris Hunt
Associate Registrar
Idaho State University

Response to Chris Hunt:

On Mon, Oct 20, 2014 at 1:58 PM, Debra Ronneburg <ronndebr@isu.edu> wrote:

Hi Chris,

In response to your concern, I'd like to start with a little background on current BAT policy. In the 1980's, an ISU task force was created to develop a 2 plus 2 degree for AAS graduates. The task force was comprised of ISU administrators (AVP, Deans, and Department Chairs), academic and PTE faculty, and professional staff. The Committee reviewed academic standards, and considered current policies in the conception of the Bachelor of Applied Technology degree. The task force solicited faculty advice and worked under the purview of the Vice President's Office, UCC, and faculty senate.

One policy that was discussed was the number of AAS credits allowed to apply toward the BAT degree. The task force recommended a total of 50 lower division credits for a two year degree. The committee created a subcommittee of academic faculty, including math and science faculty, to review the course content of the three year AAS in Electronic Systems Technology which required over 100 credits including 300 level courses taken during the third year of the program. The sub-committee determined that the AAS contained an equivalent of 18 upper division level courses, and recommended that 76 credits be applied toward the BAT degree, 58 lower division and 18 upper division.

When ISU submitted the NOI for approval of the Bachelor of Applied Technology as a 2 plus 2 program for November 13, 2014 -- Minutes for 21st meeting of Undergraduate Curriculum Council for AY15-16 catalog

AAS graduates, it was approved by the appropriate ISU committees and councils and by the State Board of Education. The degree first appeared in the 1991-92 ISU General Bulletin outlining the number (and level) of AAS credits that would apply toward graduation:

"For all **BAT**-approved AAS programs except the three-year Electronics Systems Technology program, students are allowed 50 lower division credits to apply toward the **BAT** degree. For the three-year Electronic Systems Technology program, students are allowed 58 lower division credits plus 18 upper division credits for a total of 76 credits (Idaho State University General Bulletin, 1991-1992, p. 53).

This policy remains in place today.

To address your first concern of AAS graduates of the Robotics and Communication Systems Engineering (formerly Electronic Systems Technology) not having the required 36 upper division credits, 18 of the 36 are completed by the 300 level Electronic Systems Technology (now RCET) courses, and 18 must be taken in academic disciplines. Students with approved degree plans meet the University requirement of 36 upper division credits for a bachelor's degree.

The last two concerns regarding applying 50 plus PTE credits toward an academic degree can be addressed as one issue. Although a maximum of 8 credits from an ISU or transfer professional-technical program can be applied toward a bachelor's degree as electives, we consider an Idaho State Board approved program or degree that contains more than 8 PTE credits, especially 2 plus 2 programs, to supersede this policy since the PTE credits are required rather than "elective" credits.

Debbie Ronneburg

Associate Dean

Idaho State University - College of Technology

Response from Chris -- his concerns are being addressed at a higher level, okay for UCC to approve if they so choose.

Will a State Proposal or Letter be required? (Specify which, please)

NO

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
College of Business	The College of Business accreditation requires that non-College of Business students are limited to total business credits equaling 25% of their credit total.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____ College of Business _____, anticipate that it can support this change?

On Thursday, August 14, 2014, Corey Zink <zinkcore@isu.edu> wrote:

So the current BAT/BAS catalog copy reads: "No more than 32 credits of the academic coursework may be taken from the College of Business."

Are you comfortable with the new copy reading: " Non-business students are limited to total business credits equaling 25% of their credit total."

On Thu, Aug 14, 2014 at 10:27 AM, Joanne Togle <tokljoan@isu.edu> wrote:

Yes, that will work for our accreditators.

[Back to List of Proposals](#)

6. **Proposal #74** from **Anthropology** to update curriculum requirements.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 74	UCC Decision	APPROVED	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	

State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	No				
This proposal was submitted to UCC rep Sean Anderson on Sept. 19, but never forwarded to UCC secretary for processing. Finally sent to UCC chair and secretary on Nov. 12 by Kate Reedy, Anthropology Dept.					
UCC Rec'd Date:	11/12/2014	Processed Date:	11/12/2014	UCC Agenda	11/13/2014
UCC Description:	Anthropology: update curriculum requirements				
Catalog Editors: Course changes?	No	Curriculum Changes?	No		

PROPOSAL FOR COURSE AND/OR CURRICULUM CHANGE

Signature of Program Coordinator:

Date

Signature of Department Chair:

Date

Signature for College Curriculum Committee Chair

Date

Signature of College Dean:

Date

Department or Program: Anthropology

Contact: Kate Reedy (282-6137) or Paul Trawick, Chair (282-2745)

Proposal Summary:

The Anthropology Department is revising our undergraduate curriculum to better reflect our commitment to the four-field approach. The overall degree credit requirements will not change, but we need to change three required upper division courses for the major by requiring all four upper division subfield courses. The total number of credits for the undergraduate degree (37) will not change. This plan also accommodates student desires, who found the other six credits to be confusing.

- Require 4403, 4430, and 445x for the major, rather than choose one of these courses.
- Remove the other six credits now in the catalog as “Writing, statistics, logic, language, museum, or similar specialty courses as determined with major advisor approval.”

Faculty Vote:

The anthropology department voted unanimously in favor of the changes.

Part B: Course Change(s)

N/A

Part C: Program (Course of Study) Change(s)

Brief explanation of what is being changed with curriculum:

We are replacing six credits now in the catalog as “Writing, statistics, logic, language, museum, or similar specialty courses as determined with major advisor approval” with the remaining 6 credits of upper division Anthropology courses that cover all four subfields of the discipline. The total number of credits for the undergraduate degree will remain at 37. Those 6 credits in consultation with advisers proved cumbersome for students and frustrating for faculty. Requiring the course subdisciplinary upper division courses will strengthen the cohort of students, improve enrollments, better prepare students for graduate studies, reduce advisers’ frustrations, and provide a clear path to achieving the B.A. in Anthropology.

New curriculum format in catalog:

Old: **New:**

Required Lower Division Courses:	Required Lower Division Courses:
ANTH/ENGL/LANG 1107 The Nature of Language 3 cr	ANTH/ENGL/LANG 1107 The Nature of Language 3 cr
ANTH 2203 Introduction to Archaeology 3 cr	ANTH 2203 Introduction to Archaeology 3 cr
ANTH 2230 Introduction to Biological Anthropology 3 cr	ANTH 2230 Introduction to Biological Anthropology 3 cr
ANTH 2250 Introduction to Sociocultural Anthropology <u>3</u> cr	ANTH 2250 Introduction to Sociocultural Anthropology <u>3</u> cr
TOTAL: 12	TOTAL: 12
Required Upper Division Courses:	
ANTH 4492 Senior Seminar 3 cr	ANTH 4492 Senior Seminar 3 cr
ANTH 4495 Department Colloquium 1 cr	ANTH 4495 Department Colloquium 1 cr
ANTH 4401 History and Theory of Sociocultural Anthropology 3 cr	ANTH 4401 History and Theory of Sociocultural Anthropology 3 cr
Plus Choose One of the Following: 3 cr	Plus Choose One of the Following: 3 cr
ANTH 4403 Method and Theory in Archaeology ANTH 4430 Human Evolution ANTH 445x Any upper division linguistics <u>class</u>	ANTH 4403 Method and Theory in Archaeology 3 cr ANTH 4430 Human Evolution 3 cr ANTH 445x Any upper division linguistics <u>class</u> <u>3</u> cr
TOTAL: 10	TOTAL: 10
In Addition:	
Upper Division Anthropology Elective Courses 9 cr Writing, statistics, logic, language, museum, or similar specialty courses as determined with major advisor approval 6 cr	Upper Division Anthropology Elective Courses 9 cr Writing, statistics, logic, language, museum, or similar specialty courses as determined with major advisor approval 6 cr
TOTAL: 15	TOTAL:
_____ cr	15 <u>9</u> cr _____ cr
GRAND TOTAL: 37	GRAND TOTAL: 37

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

Impacts:

- **Other College(s) , department(s), facilities, funding, etc.:**
- **ITS / ETS:** No changes; the courses will continue to need whatever support they may already be using.

Library: From Sandi Shropshire: “I see no concerns from the Library’s perspective to this proposed change.”

- **Advising: From Joann Hertz:** “No advising concerns.”
- **Registrar: From Chris Hunt:** “I see no student information system issues with this proposal for the 2015-16 catalog.”

REVIEWED BY SPECIFIC COLLEGE UCC REPRESENTATIVE – [] yes [X] no
UCC rep. name _____ **Sean Anderson** _____

- **Other affected units, if any:** None

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7. **Proposal #75** from **College of Education** to allow EDUC 4492, 4494, 4495 and 4497 to be repeatable credits.

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 75	UCC Decision	APPROVED	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	No	GERC Decision	N/A	Date:	N/A
Graduate catalog?	NO				
UCC Rec’d Date:	11/13/2014	Processed Date:	11/13/2014	UCC Agenda	11/13/2014
UCC Description:	College of Ed: Change EDUC 4492, 4494, 4495 and 4497 to repeatable credit				
Catalog Editors: Course changes?	Yes	Curriculum Changes?	No		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Changing EDUC 4492, 4494, 4495 and 4497 to repeatable credit
College:	Education
Department:	College of Education
Proposal Originator (PO):	Justin Thorpe
Email:	thorjust@isu.edu
Phone:	208-282-3487

Approval Required	Signature		Date
UCC Representative:			
Department Chair / Program Director:			
Dean or Designee:			
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes/No	Separate Gen Ed Proposal submitted to GERC	n/a
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	Yes/No/Ltr	State Proposal submitted to Academic Affairs	n/a

Overview of Proposed Changes	
<p>How will this improve how the University and the Department or Program fulfills their mission?</p>	<p>The mission of Idaho State University includes preparing people to be active contributors in the community. Teacher education prepares future teachers to serve a vital part of the community relationships. This proposal seeks to further the mission of the College and University by allowing for our teacher candidates to repeat the credits for the student teaching requirements. From an email from the Registrar's office: "The only impact of this proposal would be that some education students won't have to petition (and panic) in their graduating term after completing a second internship."</p> <p>According to Chris Hunt: I would like to recommend that UCC consider a proposal for inclusion in the 2015-16 catalog that has yet to be submitted. There is a series of Education courses, EDUC 4492, 4494, 4495 and 4497 that are not currently defined in Banner as repeatable. These courses reflect the completion of teaching internships in various education disciplines. The only impact of this proposal would be that some education students won't have to petition (and panic) in their graduating term after completing a second internship.</p>
<p>What was your faculty's vote on this matter? (Include the date and</p>	

numbers of yes/no votes)	
--------------------------	--

Part B: Course Change(s)

Do NOT use Microsoft Word's Track-Changes feature; instead please use strike-out for deletions, underline for new text, and colored fonts if desired, to show the changes you want made in the catalog.

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

If any proposed changes affect an **existing General Education course**, the General Education Requirements Committee (GERC) will need to review and approve those changes. Refer to **Part D: Infrastructure Impacts** for more information.

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	
Course Number:	4492	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		Yes, 14 credits
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	
Course Number:	4494	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		

Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		Yes, 14 credits
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	
Course Number:	4495	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		Yes, 14 credits
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

	<u>Current</u>	<u>Changes</u>
Subject Code:	EDUC	
Course Number:	4497	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		

Repeatability: (yes or no, max credits or number of repeats.)		Yes, 14 credits
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

	<u>Current</u>	<u>Changes</u>
Subject Code:	SPED	
Course Number:	4494	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		Yes, 14 credits
Course Description:		
Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

	<u>Current</u>	<u>Changes</u>
Subject Code:	CFS	
Course Number:	4493	
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:		
Contact Hours:		
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		Yes, 14 credits
Course Description:		

Prerequisites:		
Corequisites:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

To propose a new course, include this table. List one new course PER TABLE, copying and repeating the table for additional course additions. All sections must be complete.

If a **new General Education course** is being proposed, a **separate Gen Ed proposal** must be sent to the General Education Requirements Committee (GERC) for their review and approval. Refer to **Part D: Infrastructure Impacts** for more information.

DELETED by Justin Thorpe

To delete a course, use this table. List one deleted course PER TABLE, copying and repeating the table for additional course deletions. All sections must be complete.

Please remember that deleting a course means that it will be **dropped from the catalog** and **cannot be offered again** without an additional curriculum proposal. As such, the department should ensure that any existing students either do not need this course or other options will be given. Do not use this option if you are taking a course out of your curriculum or program of study.

Deleted by Justin Thorpe

Part C: Program (Course of Study) Change(s)

Not applicable, extraneous text deleted.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, **“Infrastructure Review Request – [proposal name].”**

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic		

resources?		
Will students be required to use the Library's existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.		
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements		

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver		

this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?		
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?		
Are course credits correct? Is terminology up to date? Are credit sums correct?		
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?		

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

"No advising concerns." JoAnn Hertz

Does CoTech Advising have any academic concerns with the proposal?

"No advising concerns." Corey Zink

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar's Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

Justin,

The student information system can support this change and no SBOE proposal is required.

Best Regards,

Chris Hunt
 Associate Registrar
 Idaho State University
 voice: (208) 282-4946
 fax: (208) 282-4231
 email: huntchri@isu.edu

Will a State Proposal or Letter be required? (Specify which, please) **None**

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

8. **Proposal #39** as amended from the **College of Technology** for changes to the college's Admissions policies and General Education requirements. .

Approval is contingent upon SBOE action or decision regarding ENGL 1101 for CoTech AAS degrees only, and this council to revisit for next catalog year (in spring).

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 39	UCC Decision	APPROVED <u>as amended and contingent upon decision re: ENGL 1101 for AAS degrees</u>	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	NEEDS GERC APPROVAL	GERC Decision	REJECTED ENGL 1101 as Obj. 1 Gen Ed	Date:	10/28/2014
Graduate catalog?	No	FACULTY SENATE		Date:	
Needs Faculty Senate's review and approval of Admissions requirements					
UCC Rec'd Date:	09/24/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	CoTech: Admission policies & Gen Ed requirements				
Catalog Editors: Course changes?	No	Curriculum Changes?	Y	e	s
					Catalog text changes



Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator) **COT-2014-08**

Proposal Title:	CoT Catalog Copy Updates
College:	College of Technology
Department:	Student Services
Proposal Originator (PO):	Corey Zink
Email:	zinkcore@isu.edu
Phone:	3466

Approval Required	Signature	Date
UCC Representative:		9/23/2014

Department Chair / Program Director:		9/23/2014
Dean or Designee:		9/23/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	Yes	Separate Gen Ed Proposal submitted to GERC Submitted to GERC and to Faculty Senate
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The College of Technology catalog description currently has the wrong gen ed descriptions and we are updating according to current Idaho State Board of Education language.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	The College of Technology curriculum committee voted on 9/3/14 and the result was 10 yes votes/0 no votes. No abstentions.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses. Use the “changes” column to list only changes in the course. If no “changes” in that particular part of a course, leave that box blank.

No course changes proposed, extraneous tables were deleted.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

Current Catalog Copy (Paste current eCatalog copy below)

1. Acceptance

An acceptance letter is sent to all accepted College of Technology applicants. An advance registration deposit, which will be applied to the first registration fee, is required of applicants upon acceptance into a College of Technology program to assure a place in the program.

2. General Education Requirements

Students seeking an Associate of Applied Science (A.A.S.) degree must complete a minimum of fifteen (15) credits of General Education coursework. The fifteen credits must include:

1. Six (6) credit hours of English/Communication – ENGL 1101 (required) and ENGL 1102 OR COMM 1101;
2. Three (3) credit hours of Mathematics/Computation selected from Objective 3;
3. Three (3) credit hours of Social Science/Human Relations selected from PSYC 1101, SOC 1101, TGE 1135, or TGE 1257.
4. Three (3) credit hours of elective General Education selected from any Objective not previously applied.

3. Application for Graduation

Students planning to graduate should apply for graduation no later than one semester before all requirements are completed. Students should contact the Student Services Office to obtain applications for graduation and pay the \$20 graduation/diploma fee. Additional and optional graduation applications may be completed for a fee of \$10 each.

To graduate from a College of Technology program, a student must have an accumulative grade point average of 2.0 (without any F grades based on the required College of Technology courses) in the enrollee's program of study. A student must complete an application for graduation and pay a diploma fee.

4. Admission Steps

1. Complete an application for admission at apply.isu.edu and pay fees online. Be sure to click on the College of Technology Application and select your program choice. If you are applying for the Associate Degree Registered Nurse program, the Respiratory Therapy program or any bachelor's degree offered through the College of Technology, go instead to the appropriate Undergraduate Application.
2. Submit an official copy of your high school transcript or GED[®] scores (not required if you have submitted proof of 14 or more academic credits from an accredited institution of higher education).
3. Submit an official college transcript from each accredited institution of higher education that you have attended.
4. Submit either COMPASS or ACT/SAT scores.
 - a. Complete the COMPASS placement test. This test enables us to place you in the appropriate classes to enhance your success in college.

OR

- b. Submit ACT/SAT scores (valid for seven years from date of testing).
5. Meet with one of the College of Technology advisors to finalize your acceptance. To make an appointment, call **(208)282-2622**.
 6. Apply for financial aid if needed.

5. Readmission

Former College of Technology students who have been out of school one session/semester or more must complete the necessary forms in the Student Services Office for approval to return to the program. Students will enter under the current catalog.

New Proposed Catalog Copy (clearly show changes from the original):

Acceptance

An acceptance letter is sent to all accepted College of Technology applicants. An advance registration deposit, which will be applied to the first registration fee, is required of applicants upon acceptance into a College of Technology program to assure a place in the program.

If students do not attend program courses the semester they were accepted, their seat in the program will be forfeited and they must meet with an advisor to obtain a new seat.

General Education Requirements

Students seeking an Associate of Applied Science (A.A.S.) degree must complete a minimum of fifteen (15) credits of General Education coursework. The fifteen credits must include:

- ~~1. Six (6) credit hours of English/Communication – [ENGL 1101](#) (required) and [ENGL 1102](#) OR [COMM 1101](#);~~
- ~~2. Three (3) credit hours of Mathematics/Computation selected from [Objective 3](#);~~
- ~~3. Three (3) credit hours of Social Science/Human Relations selected from [PSYC 1101](#), [SOC 1101](#), [TGE 1135](#), or [TGE 1257](#).~~
- ~~4. Three (3) credit hours of elective General Education selected from any [Objective](#) not previously applied.~~

1. [Written Communication \(ENGL 1101\) 3 credits](#) [contingent upon SBOE action or decision regarding ENGL 1101.]
2. [Oral Communication \(COMM 1101\) 3 credits](#)
3. [Mathematical Ways of Knowing \(any objective 3 course\)](#)
4. [Social and Behavioral Ways of Knowing \(any objective 6 course\)](#). Recommend [TGE 1135](#).*
5. [Three \(3\) credit hours towards any unfulfilled objective](#). Recommend [TGE 1257](#).*

[*See specific program requirements.](#)

This language follows Idaho State Board of Education changes made to General Education policies and procedures effective April 2014. Please visit the link below for more information.

http://www.boardofed.idaho.gov/policies/documents/policies/iii/iin_general_education_0414.pdf

Application for Graduation

Students planning to graduate should apply for graduation no later than one semester before all requirements are completed. Students should [apply for graduation through Bengal Web](#) or contact the Student Services Office to obtain applications for graduation and pay the \$20 graduation/diploma fee. Additional and optional graduation applications may be completed for a fee of \$10 each.

To graduate from a College of Technology program, a student must have an accumulative grade point average of 2.0 (without any F grades based on the required College of Technology courses) in the enrollee's program of study. A student must complete an application for graduation and pay a diploma fee.

Admission Steps

- A. Complete an application for admission at apply.isu.edu and pay fees online. Be sure to click on the College of Technology Application and select your program choice. If you are applying for the Associate Degree Registered Nurse program, the Respiratory Therapy program or any bachelor's degree offered through the College of Technology, go instead to the appropriate Undergraduate Application.
- B. Submit an official copy of your high school transcript or GED® scores (not required if you have submitted proof of 14 or more academic credits from an accredited institution of higher education).
- C. Submit an official college transcript from each accredited institution of higher education that you have attended.
- D. Submit either COMPASS or ACT/SAT scores.
 - a. Complete the COMPASS placement test. This test enables us to place you in the appropriate classes to enhance your success in college.

OR

- b. Submit ACT/SAT scores. (~~valid for seven years from date of testing~~)

NOTE: For program admission, test scores are valid for two years. Exceptions may be made for competitive programs.

- E. Meet with one of the College of Technology advisors to finalize your acceptance. To make an appointment, call **(208) 282-2622**.
- F. Apply for financial aid if needed.

Readmission

Former College of Technology students who have been out of school one session/semester or more must complete ~~the necessary forms~~ [a petition form](#) in the Student Services Office for approval to return to the program. Students will enter under the current catalog.

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, "**Infrastructure Review Request – [proposal name]**."

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources?	N/A	
Will students be required to use the Library's existing print resources?		
Will students need to make use of library services in Pocatello?		
Will students need to make use of library services in Idaho Falls?		
Will students need to make use of library services in Meridian?		
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library's instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *"The changes in these proposals are such that they present no difficulties from the Library's perspective."
Sandi Shrosphire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	x	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	x	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		

Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Web conferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	x	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	x	
Are course credits correct? Is terminology up to date? Are credit sums correct?	x	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	x	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *"No advising concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- Per a telephone conversation with Chris Hunt on 9/23/2014 he suggested we submit the Gen Ed section of this proposal to GERC and the Admissions section to Faculty Senate.

Will a State Proposal or Letter be required? (Specify which, please) No

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		x
2. Are any NEW Gen Ed courses being proposed?		x

If you answered NO to both 1 and 2: there is no need to submit anything to GERC (General Education Requirements Committee)

If you answered YES to 1: You must submit this completed proposal and a written explanation of the proposed changes to **each** of the existing Gen Ed courses to GERC (General Education Requirements Committee) for their review and approval. If GERC determines the change(s) to be substantive, they may require a new Gen Ed proposal be submitted.)

If you answered YES to 2: You must submit a Gen Ed Proposal for **each** proposed new Gen Ed course to GERC (General Education Requirements Committee) for their review and approval. The Gen Ed Proposal Form(s) can be found on the GERC website: <http://www.isu.edu/gened/>

Email Gen Ed related proposals to Cathy Peppers (peppcath@isu.edu) AND to fsenate@isu.edu

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
	There are no impacts for any other departments within the university.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, _____NAME_____, anticipate that it can support this change?

[Back to List of Proposals](#)

9. **Proposal #40** [as amended](#) from the **Accounting Technology Program** (Appendix 9) to remove ENGL 1102 from the A.A.S. degree requirements.

Approval is **contingent** upon SBOE action or decision regarding ENGL 1101 for CoTech AAS degrees only, and this council to revisit for next catalog year (in spring).

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC's use only:

Proposal No.	# 40	UCC Decision	APPROVED as amended and contingent upon decision re: ENGL 1101 for AAS degrees	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	ENGL 1102...?	GERC Decision	REJECTED ENGL 1101 as Obj. 1 Gen Ed	Date:	10/28/2014
Graduate catalog?	No				
UCC Rec'd Date:	09/19/2014	Processed Date:	10/08/2014	UCC Agenda	10/09/2014
UCC Description:	Accounting Technology: remove ENGL 1102 from A.A.S. degree requirements				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		


Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

COT-2014-19

Proposal Title:	Update general education requirements in the Accounting Technology AAS.
College:	College of Technology
Department:	Business and Service Department
Proposal Originator (PO):	Jeri Spinner
Email:	spinjeri@isu.edu
Phone:	X3073

Approval Required	Signature	Date
UCC Representative:		9/19/2014

Department Chair / Program Director:	<i>Jeri W. Spivak</i>		9/19/2014
Dean or Designee:	<i>Alta Kay Ronneburg</i>		9/19/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC	N/A
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs	N/A

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The State Board of Education adopted new general education requirements for the associate's of applied science (AAS) degree in April, 2014 [Idaho State Board of Education Governing Policies and Procedures, Section III.N.5.b.i;]. http://www.boardofed.idaho.gov/policies/documents/policies/iii/iin_general_education_0414.pdf This change prompted the updating of general education courses in the Accounting Technology AAS. The end result is to simply remove ENGL 1102 from the degree requirements. The Accounting Technology AAS will require the same 15 credits of general education courses that are required of all AAS degrees. This change will allow the Business Technology program to fulfill their mission of providing a high-quality education to our students by remaining in compliance with SBOE requirements. The total credits are also changed from 61 to 70 as a catalog correction. Nine credits of general education are not included in the credit count in the current catalog.
What was your faculty's vote on this matter? (Include the date and numbers of yes/no votes)	In a vote taken by e-mail on September 17, 2014, all four faculty members (Campbell, Larson, Paul, and Warren) voted in favor of this proposal.

Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses that box blank.

Not applicable.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing

catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

The State Board of Education adopted new general education requirements for the associate's of applied science (AAS) degree in April, 2014. [Idaho State Board of Education Governing Policies and Procedures, Section III.N.5.b.i]

http://www.boardofed.idaho.gov/policies/documents/policies/iii/iin_general_education_0414.pdf

This change prompted the updating of general education courses in the Accounting Technology AAS. The end result is to simply remove ENGL 1102 from the degree requirements because the course is no longer a general education requirement for the AAS. The Accounting Technology AAS will require the same 15 credits of general education courses that are required of all AAS degrees. Students will have more flexibility in choosing which general education classes to take in meeting the requirements for the AAS.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Accounting Technology

(4 to 5 Semesters)

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

BT 0112	Voice Recognition	1
BT 0115	Practicum	3
BT 0118	Business Communications I	3
BT 0119	Business Communications II	3
BT 0120	Concepts of Accounting	3
BT 0123	Business Mathematics	3
BT 0144	Document Processing	3
BT 0147	Accounting Applications	3
BT 0148	Payroll Procedures	3
BT 0154	Administrative Management	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
MATH 1108	Intermediate Algebra	3
MATH 1143	College Algebra	3
MGT 2261	Legal Environment of Organizations	3

ENGL 1102	Critical Reading and Writing ¹	3
ECON 2201	Principles of Macroeconomics ²	3
or ECON 2202	Principles of Microeconomics	
Total Hours		61

¹ Contributes to AAS English/Communication Requirement and satisfies a General Education requirement.

² Each of the two courses above satisfies a General Education Requirement.

New Proposed Catalog Copy (clearly show changes from the original):

Associate of Applied Science Degree: Accounting Technology

(4 to 5 Semesters)

General Education

See [General Education Requirements \(minimum 15 credits\) for A.A.S. Degree at the start of the College of Technology section of the catalog.](#)

BT 0112	Voice Recognition	1
BT 0115	Practicum	3
BT 0118	Business Communications I	3
BT 0119	Business Communications II	3
BT 0120	Concepts of Accounting	3
BT 0123	Business Mathematics	3
BT 0144	Document Processing	3
BT 0147	Accounting Applications	3
BT 0148	Payroll Procedures	3
BT 0154	Administrative Management	3
BT 0170	Introduction to Computers	3
BT 0171	Computerized Accounting	3
BT 0173	Spreadsheets	3
BT 0174	Records and Database Management	3
ACCT 2201	Principles of Accounting I	3
ACCT 2202	Principles of Accounting II	3
MATH 1108	Intermediate Algebra	3
MATH 1143	College Algebra	3
MGT 2261	Legal Environment of Organizations	3
ENGL 1102	Critical Reading and Writing ¹	3
ECON 2201	Principles of Macroeconomics ²¹	3

or [ECON 2202](#) Principles of Microeconomics¹

[additional General Ed courses](#)

12

Total Hours

61 70

~~⁺ -Contributes to AAS English/Communication Requirement and satisfies a General Education requirement.~~

~~¹ -Each of the two courses above satisfies Contributes to a General Education requirement.~~

[See General Education Requirements \(minimum 15 credits\) for A.A.S. Degree at the start of the College of Technology section of the catalog.](#)

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name]**.”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- “I don’t anticipate there being an affect on the Library from this proposal.” – Sandi Shropshire

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment identified; which semester(s) course offered; pre/co requisites identified)?	X	

TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *“No advising concerns.” – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system can support this change.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE proposal is required.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? (See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)		X
2. Are any NEW Gen Ed courses being proposed?		X

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum
 November 13, 2014 -- Minutes for 21st meeting of Undergraduate Curriculum Council for AY15-16 catalog

utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
English Department	Fewer students would need to take ENGL 1102. However, the impact would be negligible, with five or fewer students per year no longer needing this course.

The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, English, anticipate that it can support this change?

- “Thank you for sharing with me your Curriculum Council proposal for removal of ENGL1102 from your AAS curriculum. Although of course we think your students would benefit from taking ENGL1102, there is little effect on our department with this change.”

Jennifer Eastman Attebery
 Chair and Professor
 Department of English and Philosophy

[Back to List of Proposals](#)

10. **Proposal #69** as amended from **Health Occupations** to remove ENGL 1102 from the A.A.S. degree requirements for Medical Assisting, Health Information Technology, and Physical Therapy Assisting.

Approval is contingent upon SBOE action or decision regarding ENGL 1101 for CoTech AAS degrees only, and this council to revisit for next catalog year (in spring).

UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

PLEASE SEE UNDERGRADUATE CURRICULUM CHANGE PROPOSAL INSTRUCTIONS DOCUMENT BEFORE PROCEEDING

For UCC’s use only:

Proposal No.	# 69	UCC Decision	APPROVED <u>as amended and contingent upon decision re: ENGL 1101 for AAS degrees</u>	Date:	11/13/2014
UCC Catalog Year	2015-16	Provost Decision		Date:	
State Proposal?	No	State Decision	N/A	Date:	N/A
Gen Ed course?	ENGL 1101	GERC Decision	REJECTED ENGL 1101 as Obj. 1 Gen Ed	Date:	
Graduate catalog?	No				



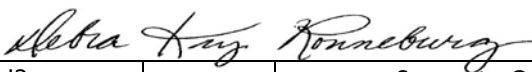
UCC Rec'd Date:	10/15/2014	Processed Date:	10/30/2014	UCC Agenda	10/30/2014
UCC Description:	Health Occupations: remove ENGL 1102 from AAS curriculum requirements in MA, HIT, PTA				
Catalog Editors: Course changes?	No	Curriculum Changes?	Yes		

Part A: Curriculum Proposal Introduction/Overview

The Curriculum Proposal Introduction/Overview serves to introduce and overview the curriculum proposal, inclusive of Department/College-level approvals. This form is required of all undergraduate curriculum proposals.

PROPOSAL: (To be completed by the proposal originator)

Proposal Title:	Update general education requirements in the Medical Assisting, Health Information Technology, and Physical Therapy Assisting AAS degrees.
College:	College of Technology
Department:	Health Occupations Department
Proposal Originator (PO):	Paul Peterson
Email:	petepaul@isu.edu
Phone:	X4169

Approval Required	Signature	Date
UCC Representative:		10/15/2014
Department Chair / Program Director:		10/8/2014
Dean or Designee:		10/9/2014
Is a Gen Ed proposal required? (See Part B: Course Changes)	No	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	No	State Proposal submitted to Academic Affairs

Overview of Proposed Changes	
How will this improve how the University and the Department or Program fulfills their mission?	The State Board of Education adopted new general education requirements for the Associate of Applied Science (AAS) degree in April, 2014 [Idaho State Board of Education Governing Policies and Procedures, Section III.N.5.b.i;]. http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiin_general_education_0414.pdf This change prompted the updating of general education courses in the AAS degree offered within the Medical Assisting, Health Information Technology, and Physical Therapy Assisting programs. The end result is to simply remove ENGL 1102 from the degree requirements. These three programs' AAS degree will require the same 15 credits of general education courses that are required of all AAS degrees. This change will allow these three Health Occupations Department programs to fulfill their mission of providing a high-quality education to our students by remaining in compliance with SBOE requirements.
What was your faculty's vote on this matter?	In a vote taken by e-mail and telephone conversations from September 16 -18, 2014, all five faculty members (Terrell, Carter, Young, Jernigan, and Lippiello) voted in favor of this proposal. Zero opposed, no abstentions.

(Include the date and numbers of yes/no votes)	
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Part B: Course Change(s)

To propose a change to an existing course, include the appropriate table. List one course change/addition PER TABLE, copying and repeating the table for additional courses that box blank.

Not applicable.

Part C: Program (Course of Study) Change(s)

Part C: Program (Course of Study) Change(s)

In this part, describe program changes (text and/or program of study listings) that affect catalog copy. Include this section when curriculum proposal changes include additions, deletions, and edits of existing catalog copy for a program, major, minor, emphasis, concentration, admission requirements, or any other curriculum change.

The State Board of Education adopted new general education requirements for the Associate of Applied Science (AAS) degree in April, 2014. [Idaho State Board of Education Governing Policies and Procedures, Section III.N.5.b.i]

http://www.boardofed.idaho.gov/policies/documents/policies/iii/iin_general_education_0414.pdf

This change prompted the updating of general education courses in the Medical Assisting, Health Information Technology, and Physical Therapy Assisting AAS degree programs. The end result is to simply remove ENGL 1102 from the degree requirements because the course is no longer a general education requirement for the AAS. These three AAS degree programs will require the same 15 credits of general education courses that are required of all AAS degrees. Students will have more flexibility in choosing which general education classes to take in meeting the requirements for the AAS.

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Medical Assisting

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog. The General Education courses taken in conjunction with a bachelor’s degree must have an accumulated GPA of 2.0 or better.

Required Courses:

The following courses must be completed with a “C” or better in each course.

[HIT 0205](#) ICD 10 CM Coding

HIT 0209	CPT Coding	3
HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0208	Introduction to Pathology	3
HO 0209	Principles of Drugs and Their Uses	3
MA 0104	Introduction to Medical Assisting Administrative	4
MA 0200	Clinical Medical Assisting I	4
MA 0202	Administration of Medications and Phlebotomy	4
MA 0203	Computers in Medical Assisting Administrative	6
MA 0204	Clinical Externship	6
MA 0204S	Clinical Externship Seminar	1
MA 0205	Clinical Medical Assisting II	4
MA 0206	Administrative Externship	2
MA 0206S	Externship Seminar	1
MA 0207	Professional Development	1
MA 0208	Clinical Medical Assisting III	4
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	
AND		
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	
BIOL 1101 & 1101L	Biology I and Biology I Lab (satisfies a General Education Requirement)	4
ENGL 1102	Critical Reading and Writing (satisfies a General Education Requirement)	3

MATH 1123	Mathematics in Modern Society (satisfies a General Education Requirement)	3
PSYC 1101	Introduction to General Psychology (satisfies a General Education Requirement)	3
	Total Hours	72-77 cr

New Proposed Catalog Copy (clearly show changes from the original):

Associate of Applied Science Degree: Medical Assisting

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog. The General Education courses taken in conjunction with a bachelor’s degree must have an accumulated GPA of 2.0 or better.

Required Courses:

The following courses must be completed with a “C” or better in each course.

HIT 0205	ICD 10 CM Coding	3
HIT 0209	CPT Coding	3
HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0208	Introduction to Pathology	3
HO 0209	Principles of Drugs and Their Uses	3
MA 0104	Introduction to Medical Assisting Administrative	4
MA 0200	Clinical Medical Assisting I	4
MA 0202	Administration of Medications and Phlebotomy	4
MA 0203	Computers in Medical Assisting Administrative	6
MA 0204	Clinical Externship	6
MA 0204S	Clinical Externship Seminar	1
MA 0205	Clinical Medical Assisting II	4
MA 0206	Administrative Externship	2

MA 0206S	Externship Seminar	1
MA 0207	Professional Development	1
MA 0208	Clinical Medical Assisting III	4
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301	Anatomy and Physiology	
& 3301L	and Anatomy and Physiology Lab	
& BIOL 3302	and Anatomy and Physiology	
& BIOL 3302L	and Anatomy and Physiology Lab	
BIOL 1101	Biology I	4
& 1101L	and Biology I Lab ¹	
ENGL 1102	Critical Reading and Writing (satisfies a General Education Requirement)	3
MATH 1123	Mathematics in Modern Society ¹	3
PSYC 1101	Introduction to General Psychology ¹	3
	Additional Gen Ed courses	<u>6</u>
	Total Hours	72-77 74 cr

¹ **Contributes to a General Education requirement.**

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Health Information Technology

(4 Semesters)

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

All required courses must be completed with a grade of “C” or better.

HO 0106	Medical Terminology	2
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HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301 & 3301L & BIOL 3302 & BIOL 3302L	Anatomy and Physiology and Anatomy and Physiology Lab and Anatomy and Physiology and Anatomy and Physiology Lab	
HO 0208 or BIOL 3305	Introduction to Pathology Introduction to Pathobiology	3
HO 0209	Principles of Drugs and Their Uses	3
HIT 0201	Supervised Professional Practice I	2
HIT 0202	Health Information I	4
HIT 0203	Health Statistics and Quality Improvement	3
HIT 0204	Health Information II	4
HIT 0205	ICD 10 CM Coding	3
HIT 0206	ICD 10 PCS Coding	3
HIT 0207	Supervised Professional Practice II	4
HIT 0209	CPT Coding	3
HIT 0213	Advanced Coding and Reimbursement	4
HIT 0215	Introduction to Reimbursement	2
HIT 0220	Informatics Technology I	3
HIT 0224	Informatics Technology II	3
ENGL 1101	English Composition	3
ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
MATH 1123 or MATH 1153	Mathematics in Modern Society Introduction to Statistics	3
BIOL 1101 & 1101L	Biology I and Biology I Lab (Partially satisfies General Education Objective 5)	4

PSYC 1101	Introduction to General Psychology (Partially satisfies General Education Objective 6)	3
	TOTAL HOURS	69 or 73

New Proposed Catalog Copy (clearly show changes from the original):

Required Courses:

All required courses must be completed with a grade of “C” or better.

HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301 & 3301L & BIOL 3302 & BIOL 3302L	Anatomy and Physiology and Anatomy and Physiology Lab and Anatomy and Physiology and Anatomy and Physiology Lab	
HO 0208 or BIOL 3305	Introduction to Pathology Introduction to Pathobiology	3
HO 0209	Principles of Drugs and Their Uses	3
HIT 0201	Supervised Professional Practice I	2
HIT 0202	Health Information I	4
HIT 0203	Health Statistics and Quality Improvement	3
HIT 0204	Health Information II	4
HIT 0205	ICD 10 CM Coding	3
HIT 0206	ICD 10 PCS Coding	3
HIT 0207	Supervised Professional Practice II	4
HIT 0209	CPT Coding	3

HIT 0213	Advanced Coding and Reimbursement	4
HIT 0215	Introduction to Reimbursement	2
HIT 0220	Informatics Technology I	3
HIT 0224	Informatics Technology II	3
ENGL 1101	English Composition ¹ [contingent upon SBOE action or decision regarding ENGL 1101 as Objective 1 course for A.A.S. degrees]	3
ENGL 1102	Critical Reading and Writing (Satisfies General Education Objective 1)	3
MATH 1123 or MATH 1153	Mathematics in Modern Society ¹ Introduction to Statistics ¹	3
BIOL 1101 & 1101L	Biology I and Biology I Lab ¹	4
PSYC 1101	Introduction to General Psychology ¹	3
	additional Gen Ed courses	<u>3</u>
	TOTAL HOURS	69 or 73

¹ **Contributes to a General Education requirement.**

Current Catalog Copy (Paste current eCatalog copy below)

Associate of Applied Science Degree: Physical Therapist Assistant

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4

OR

BIOL 3301 & 3301L	Anatomy and Physiology and Anatomy and Physiology Lab	
AND		
BIOL 3302 & 3302L	Anatomy and Physiology and Anatomy and Physiology Lab	
HO 0208	Introduction to Pathology	3
or BIOL 3305	Introduction to Pathobiology	
PTA 0104	Introduction to Kinesiology	2
PTA 0105	Introduction to Physical Therapy	1
PTA 0106	Applied Kinesiology	4
PTA 0107	Procedures I	5
PTA 0201	Procedures II	5
PTA 0202	Physical Therapy Assessment	4
PTA 0203	Therapeutic Exercise	5
PTA 0204	Seminar	3
PTA 0213	Clinical Affiliation I	7
PTA 0214	Clinical Affiliation II	7
BIOL 1101 & 1101L	Biology I and Biology I Lab (partially satisfies Objective 5)	4
ENGL 1102	Critical Reading and Writing (satisfies Objective 1)	3
PSYC 1101	Introduction to General Psychology (partially satisfies Objective 6)	3
Total Hours		65

New Proposed Catalog Copy (clearly show changes from the original):

General Education

See [General Education Requirements](#) (minimum 15 credits) for A.A.S. Degree at the start of the College of Technology section of the catalog.

Required Courses:

HO 0106	Medical Terminology	2
HO 0107	Medical Law and Ethics	3
HO 0111	Introduction to Anatomy and Physiology	4
OR		
BIOL 3301 & 3301L & BIOL 3302 & BIOL 3302L	Anatomy and Physiology and Anatomy and Physiology Lab and Anatomy and Physiology and Anatomy and Physiology Lab	
HO 0208 or BIOL 3305	Introduction to Pathology Introduction to Pathobiology	3
PTA 0104	Introduction to Kinesiology	2
PTA 0105	Introduction to Physical Therapy	1
PTA 0106	Applied Kinesiology	4
PTA 0107	Procedures I	5
PTA 0201	Procedures II	5
PTA 0202	Physical Therapy Assessment	4
PTA 0203	Therapeutic Exercise	5
PTA 0204	Seminar	3
PTA 0213	Clinical Affiliation I	7
PTA 0214	Clinical Affiliation II	7
BIOL 1101 & 1101L	Biology I and Biology I Lab ¹ (partially satisfies Objective 5)	4
ENGL 1102	Critical Reading and Writing (satisfies Objective 1)	3
PSYC 1101	Introduction to General Psychology ¹	3
	additional Gen Ed courses	<u>3</u>
Total Hours		65-71

¹ **Contributes to a General Education requirement.**

Part D: Infrastructure Impacts

Infrastructure Impact:

The Proposal Originator (PO) must email the entire proposal with all impact section questionnaires completed to all infrastructure support services listed, even if there is no anticipated impact. Use the following as the **subject line** for the email, “**Infrastructure Review Request – [proposal name].**”

It is expected that any major impacts be addressed, resolved, and documented below before the proposal is submitted to the UCC representative for his or her signature.

University Library Questionnaire send entire proposal to Sandra Shropshire (libmpact@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources?		X
Will students be required to use the Library’s existing print resources?		X
Will students need to make use of library services in Pocatello?		X
Will students need to make use of library services in Idaho Falls?		X
Will students need to make use of library services in Meridian?		X
Are there elements of writing, research or similar types of work expected in this class/program that would suggest the need for a one-, two-, or more, class period library instruction session by one of the library’s instructors? Please provide details, if so. (Note: there are Library instructors in Pocatello, Idaho Falls and Meridian.)		X
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		X

TO BE COMPLETED BY UNIVERSITY LIBRARY REPRESENTATIVE (PO cut and paste from Library Representative e-mail):

Does the Library anticipate that its services and collection at present can support this change?

- *“I see no issues with this proposal that would affect the Library.” – Sandi Shropshire*

Information Technology Services Questionnaire send entire proposal to Randy Gaines (gainrand@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1a. All changes involve existing courses and do not change any existing support requirements.	X	
1b. These changes involve only rearrangement of courses in our curriculum and do not change any existing support requirements	X	

If you answered **YES** to either 1a or 1b, there is no need to continue. **You still must, however, send the proposal to IT services for their approval.**

	YES	NO
Will your program or course be taught outside of Pocatello?		
If Yes, then, what room scheduling, technology services, and/or library resource needs will your course or program have at that location?		
Will access to student computer labs be necessary?		
If yes, will any specific software be needed?		
Will any type of distance learning be needed?		
Identify location(s), if applicable, and type of distance learning needed (video, online, Moodle, etc.):		
Identify specific classroom support needs (projector, computer, internet connectivity, etc.): internet connectivity, projector, instructor provides own computer		
Will ITS support be needed for server, installation, maintenance, backup, etc.?		
Identify any other ITS hardware needs, and connectivity/bandwidth needs such as wireless and phones: Educational Technology Services (Video Classroom Network, Web Conferencing, Moodle, etc.)		
How many students are expected per semester?		
What is your anticipated scheduling of courses using this technology?		
Will you be installing your own video conferencing systems to deliver this course?		
Will you use Moodle to administer your course (syllabus, gradebook, etc.)?		
Will you use Moodle to reduce seat-time required in your course?		
Will you use Moodle to be fully online with no seat-time required?		
Will you use streaming video, audio enhanced PowerPoints, Podcasts, or other Rich Media, or Web 2.0 technologies--beyond text and web pages either in the LMS or outside of the LMS?		
Is Webconferencing required to deliver this course?		
Are there other technology needs related to instruction that will be required to deliver this course?		

TO BE COMPLETED BY ITS REPRESENTATIVE (PO cut and paste from e-mail from ITS Representative):

Does ITS anticipate that it can support this change?

- *"No concerns from ITS." – Randy Gaines*

Advising Questionnaire send entire proposal to JoAnn Hertz (hertjoan@isu.edu) AND to Corey Zink (zinkcore@isu.edu)

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from an advising perspective?	X	
Have course changes and new courses been reviewed to identify possible inconsistencies with other program requirements?	X	
Are course credits correct? Is terminology up to date? Are credit sums correct?	X	
Are course descriptions complete (i.e. General Education fulfillment	X	

identified; which semester(s) course offered; pre/co requisites identified?		
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TO BE COMPLETED BY ADVISING REPRESENTATIVES (PO cut and paste from e-mail from Advising Representatives):

Does Academic Advising have any academic concerns with the proposal?

- *“No advising concerns.” – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *“I have no advising concerns.” – Corey Zink*

Student Information Systems (SIS) (Registrar) Questionnaire send entire proposal to Registrar’s Office (reginfo@isu.edu) No questionnaire required, just submit copy of proposal.

TO BE COMPLETED BY SIS REPRESENTATIVE (PO cut and paste from e-mail from SIS Representative):

Does SIS anticipate that it can support this change?

- *“The student information system can support this change.” – Chris Hunt*

Will a State Proposal or Letter be required? (Specify which, please)

- *“No SBOE proposal is required.” – Chris Hunt*

General Education GERC Questionnaire

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	YES	NO
1. Are any changes proposed to current General Education courses? <i>(See the list of Gen Ed courses posted on the Gen Ed Requirements website: http://www.isu.edu/gened/)</i>		X
2. Are any NEW Gen Ed courses being proposed?		X

Other University Departments: send entire proposal to the chairs of all departments that might be impacted by this proposal. A department is considered “impacted” if any changes in curriculum utilize courses offered by other departments, or if the changed courses are used by other departments in their program(s) of study. **Please complete a search of the electronic catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact:
English Department	Fewer students would need to take ENGL 1102. However, the impact would be modest, with fifty or fewer students per year no longer needing this course.

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The PO must submit a response from each impacted department.

TO BE COMPLETED BY IMPACTED DEPARTMENT(S) (PO cut and paste from e-mail from Department Representative)

Does your department, English, anticipate that it can support this change?

- “This change will have little if any effect on our English composition offerings.”

Jennifer Eastman Attebery
Chair and Professor
Department of English and Philosophy

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Undergraduate Curriculum Council
November 20, 2014 – 3:00-5:00 p.m. in Rendezvous 301
Volume XXX, Meeting 22 (16-22)
Minutes – Approved by Curriculum Council on January 15, 2015; Accepted by Deans’ Council and Provost on February 16, 2015

A. PRELIMINARIES

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Bob Houghton, Thomas Kloss, Steve Maclure, Maria Madrigal (ASISU), Mike McCurry, Elizabeth Morgan (telecom), Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Corey Zink

Admin. Asst: Catherine Read

1b. Pre-notified absences for this meeting: Phil Homan; Chris Hunt, Margaret Johnson, Emily White
Known Guests: none

2. Council unanimously approved its Minutes from **November 13, 2014**

Council voted unanimously to approve minor course title and other changes to **Proposal #58** from **Political Science** to match the changes Graduate Council made to the corresponding Graduate catalog proposal.

3. Report from the Executive Committee:

College of Technology was granted a one-year waiver by the State Board of Education for ENGL 1101 as Objective 1 for Associate of Applied Science (A.A.S.) degrees.

4. Information from Academic Affairs:

Provost has accepted:

UCC minutes for October 9, October 16, and October 23, 2014

GERC minutes for September 23, September 30, October 7, October 14, and October 28, 2014

5. Current Committee Activities: nothing to report

6. Information from the Chair:

After the council finishes its business today, there is no reason to meet for the rest of this semester. Bigelow plans to attend the Deans’ Breakfast and will update deans on UCC’s activities and that all proposals were reviewed and approved on time. He will also ask the deans to have their colleges submit proposals this spring instead of waiting until fall. When UCC reconvenes in January, members will review and revise the proposal form and instructions to address the deficiencies encountered this fall.

7. Information from the Faculty Senate:

Senators approved minor wording changes to the Stop-the-Tenure-Clock policy recommendation based on suggestions by Deans’ Council. They also approved the C.L.E.P. exam policy as recommended by GERC, since that policy comes under Senate’s Academic Standards purview. Senators are still working on developing voting procedure guidelines for holding a faculty-wide vote on the Faculty Constitution once it goes through the entire review and revision process. At a suggestion from Student Affairs, Senators also discussed and decided against creating a method for tracking academic dishonesty, at least at this point. Senate will spend their December meetings going through the feedback received from councils and revising the draft Constitution accordingly.

8. Other related information or questions: none

B. INFORMATION ITEMS – none this week

C. CONSENT CALENDAR -- none this week

D. UNFINISHED BUSINESS

1. **Curriculum, Course and Program Changes Proposed:** none, all proposals received were reviewed and approved in time for last Friday's catalog deadline.

Non-voting members left the meeting at this point.

2. Proposed **Faculty Constitution** for review and comment – council's comments/suggestions to be submitted to Faculty Senate by tomorrow (Friday, Nov. 21st)
Members perused and discussed the proposed Faculty Constitution at some length, and made comments and suggested revisions. Several members stayed late to finish working through the entire document, taking a short break for pizza provided by Bigelow. Council voted to hold a formal email vote by 5:00 pm on Sunday on the final suggested changes to the Constitution to be forwarded to Faculty Senate as the council's formal feedback.

F. NEW BUSINESS -- none

G. ADJOURNMENT: 7:30 p.m.