

**Undergraduate Curriculum Council**  
**January 15, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 01 (17-01)**  
**Minutes – Approved by Curriculum Council on January 22, 2015; Accepted by Deans' Council and Provost on February 16, 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Steve Maclure, Maria Madrigal (ASISU), Mike McCurry, Elizabeth Morgan (telecom), 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: Thomas Kloss; Margaret Johnson

Known Guests: none

2. Council approved (with one abstention) its Minutes from **November 20, 2014** with minor corrections.

3. Report from the Executive Committee: did not meet

4. Information from Academic Affairs:

Provost has accepted:

UCC minutes for October 30, November 6, and November 13, 2014

GERC minutes for November 4, 2014

GERC's final list of Gen Ed courses approved for 2015-16

5. Current Committee Activities:

Four members are rotating off GERC this spring. Andy Holland will be the new chair for next fall, and Jim Skidmore will be the new vice chair. The committee will elect a new Secretary in a forthcoming meeting.

In light of the probable upcoming change to require 6 credits of English to fulfill Objective 1, leaving only 6 credits for institutional discretionary Objectives, GERC will revisit Objectives 7, 8 and 9 to decide whether to combine or make other changes. SBOE task force feedback is that it is okay to restrict courses to certain students is okay, but there should not be many of those. This would apply to Honors courses or programs that group their students into specific cohorts. Sciences Task Force will meet soon to finalize the Sciences general education requirements. This semester the GERC committee will meet twice a month to develop a General Education Program assessment plan, which should come to this council for review sometime in March. They also are making a few minor changes to their bylaws.

Council accepted the following Committee Minutes:

BAT/BAS Minutes for October 10, 2014 and November 7, 2014

GERC Minutes for November 11, 2014

6. Information from the Chair:

Bigelow thanked council members for all their hard work last semester.

7. Information from the Faculty Senate:

Senators voted to approve the proposed Faculty Constitution draft and released it for faculty review and comment. All feedback is to be submitted to the Faculty Senate Office by Tuesday, February 17, 2015. Senators will review the feedback and revise the Constitution

again. There will be an Open Forum session during the February 23<sup>rd</sup> Senate meeting to give faculty a chance to comment directly to Senators.

8. Other related information or questions:

This semester, Council will meet as needed to take care of the work that comes in, but probably not every week.

**B. INFORMATION ITEMS**

New proposals are already in the works, starting to come in. A new tracking timeline has been set up in Google Drive for members to use for the new catalog year's proposals.

**C. CONSENT CALENDAR -- none this week**

**D. UNFINISHED BUSINESS -- none**

**F. NEW BUSINESS**

1. Discussion of proposal process – what worked, what didn't?

Members noted some inefficiencies in coordinating with GERC for timely review of Gen Ed proposals that have corresponding curriculum proposals dependent upon GERC's decision. Bigelow will invite the current and incoming chairs of GERC to attend the next UCC meeting to work out ways of improving communication and workflow between the two councils. One suggestion was to add a checkbox or something to GERC's Gen Ed proposal form to indicate there is a pending UCC proposal awaiting GERC's decision, and that such proposals take top priority for review. Another suggestion was to change GERC's bylaws to have them meet twice a month – the second and fourth Tuesdays of each month -- rather than once. They can then cancel unnecessary meetings, but prospective members can plan on twice a month.

2. Revise Proposal Form and Instructions

Council reviewed the proposal form onscreen and suggested a few changes to help streamline the process and clarify needed information. The form and instructions will be posted to Google Docs for members to make further suggestions and revisions for next time.

**MOTION:** Thorpe moved and Houghton seconded to authorize the Registrar's Office to list in every course description in the undergraduate catalog any minimum grade required above D- for all prerequisites to the course. Motion **passed** unanimously.

Elections for next year's Council Officers are to be held during the first meeting in February. Council members should start thinking about who their next leaders will be.

**G. ADJOURNMENT: 4:50 p.m.**

## **Undergraduate Curriculum Council**

**January 22, 2015 – 3:00-5:00 p.m. in Rendezvous 301**

**Volume XXXI, Meeting 02 (17-02)**

**Minutes – Approved by Curriculum Council on January 29, 2015; Accepted by Deans’  
Council and Provost on March 18, 2015**

### **A. PRELIMINARIES**

#### 1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Phil Homan, Bob Houghton,  
Thomas Kloss, Steve Maclure, Maria Madrigal (ASISU), 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: Mary Hofle, Elizabeth Morgan; Emily White

Known Guests: none

Bigelow reported, as requested by the Council last week, he invited the current and incoming GERC chairs to attend UCC to discuss improving coordination between the two councils. They could not attend today’s meeting, but will come to a future meeting soon.

#### 2. Council **unanimously approved** its Minutes from **January 15, 2015**

#### 3. Report from the Executive Committee: did not meet, no report

#### 4. Information from Academic Affairs:

The State Board of Education has approved a one-year waiver to allow ENGL 1101 to fulfill General Education Objective 1: Written Communication for all Associate of Applied Sciences (A.A.S.) degrees for the 2015-16 academic year. This waiver applies to all universities and colleges in the state.

#### 5. Current Committee Activities:

Committee Minutes for acceptance: none this week

#### 6. Information from the Chair: nothing to report

#### 7. Information from the Faculty Senate:

Did not meet this week. College elections are under way to fill a midyear vacancy.

#### 8. Other related information or questions: none

### **B. INFORMATION ITEMS – none this week**

### **C. CONSENT CALENDAR – none this week**

#### **D. UNFINISHED BUSINESS**

1. Continue discussion of proposal process – what worked, what didn't?  
Discussion occurred as the council reviewed and edited the current form and instructions.

2. Finish revising Proposal Form and Instructions

Members discussed the most recent version of the undergraduate catalog Proposal Form and made a few more changes to the form. They clarified sections that were found to be confusing to proposal originators.

Council voted **unanimously to approve** the amended Proposal Form as currently constituted with today's changes ([Appendix](#)).

Members began reviewing the Proposal Instructions, and will continue their revisions next week.

#### **F. NEW BUSINESS – none**

#### **G. ADJOURNMENT: 5:00 p.m.**

# APPENDIX

## Revisions to Proposal Form

### UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

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

**For UCC's use only:**

<b>Proposal No.</b>	<b>#</b>	UCC Decision	Date:	
UCC Catalog Year	<b>2016-17</b>	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?		

Proposal must be **complete** and submitted to UCC by **September 20**.

### 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.

If any proposed changes affect a **new or existing General Education course**, a **separate proposal** must be sent to the General Education Requirements Committee (GERC) **for review and approval**. Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>. **UCC will not review proposals until GERC makes its determination.**

If any proposed changes affect the **Graduate Catalog**, a separate Graduate proposal must be submitted to Graduate Council. The appropriate proposal form can be found on the Graduate Council's website: [http://www.isu.edu/graduate/faculty\\_staff.shtml](http://www.isu.edu/graduate/faculty_staff.shtml)

**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
Is a Graduate catalog proposal required?	Yes/No	Graduate catalog proposal submitted to Graduate Council

Overview of Proposed Changes	
Summary of Proposed Changes (What types of changes are being made?)	
What was your faculty's vote on this matter? (Include the date and numbers of yes/no/abstain votes, plus N=eligible faculty)	

**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.**

**Please see the [instructions](#) for Field Definitions when filling out these tables.**

- 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. **Delete any tables not needed.**

<u>Field</u>	<u>Current</u>	<u>Changes</u>
Subject Code (mandatory):		
Course Number (mandatory):		
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:		
Requisite Statement:		
Minimum Required Grade for Pre-and/or Co-reqs:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

**2. 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. **Delete any tables not needed.**

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:	
Requisite Statement:	
Minimum Required Grade for Pre-and/or Co-reqs:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	
Rationale:	

- 3. 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. **Delete any tables not needed.**

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. [Include a teach-out plan for courses being eliminated that are used in programs in previous catalog years.](#)

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. **Include only the information from the [Programs](#) tab in the online catalog. All changes to course listings should be included in Part B.**

1. **What is the rationale for these program changes?**
  
2. **Current Catalog Copy from the [Programs](#) tab in the online catalog (Paste current eCatalog copy below).**
  
3. **New Proposed Catalog Copy from the [Programs](#) tab in the online catalog (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.]

**4. List all the places in the catalog that are affected by these changes:**

For all course changes, perform a search of the catalog to find all other programs or locations that use or reference the affected courses. List each location below to ensure the change is made throughout 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.

**Required Impacts:**

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>		
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>		
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>		
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>		
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>		
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>		
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>		
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>		

**1. University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto:libmpact@isu.edu))

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library’s existing electronic resources? <b>(NOTE: this includes Google Scholar)</b>		
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?

**2. Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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?

**3. Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto:zinkcore@isu.edu)) AND to Jamie Webster ([websjami@isu.edu](mailto:websjami@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):

- a) Does Academic Advising have any academic concerns with the proposal?
- b) Does CoTech Advising have any academic concerns with the proposal?
- c) Does College of Education Advising have any academic concerns with the proposal?

**4. Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar's Office ([reginfo@isu.edu](mailto:reginfo@isu.edu)) No questionnaire required, just submit copy of proposal. Use the following format for the email subject line: **Infrastructure Review Request** with some **brief unit identifier/description** to help track the proposal.

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

- a) Will a State Proposal or Letter be required? (Specify which, please)
- b) Does SIS anticipate that it can support this change?

## 5. 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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		
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](mailto:peppcath@isu.edu)) AND to [fsenate@isu.edu](mailto:fsenate@isu.edu)

**6. 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 downloadable .PDF of the current undergraduate 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

January 29, 2015 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXXI, Meeting 03 (17-03)

Minutes – *Approved by Curriculum Council by email vote on February 6, 2015; Accepted by Deans' Council and Provost on March 18, 2015*

### A. PRELIMINARIES

#### 1a. Attendance:

Members: Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Maria Madrigal (ASISU), Mike McCurry, Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz, Corey Zink

Admin. Asst: Catherine Read

#### 1b. Excused: Elizabeth Morgan; Emily White

Absent: Thomas Kloss, Steve Maclure; Chris Hunt, Margaret Johnson,

Known Guests: none

2. Council approved its minutes from **January 22, 2015** with one abstention.

3. Report from the Executive Committee: none, did not meet

4. Information from Academic Affairs: none

#### 5. Current Committee Activities:

Council **accepted** GERC's Minutes for January 13, 2015

Council **approved** GERC's Bylaws Amendments with a minor numerical correction

#### 6. Information from the Chair:

Bigelow has invited GERC's current chair and incoming chair to attend an upcoming UCC meeting to discuss closer communication and coordination between GERC and UCC. Proposals that include general education courses requiring review and approval by both GERC and UCC take top priority.

No UCC meeting on February 12.

#### 7. Information from the Faculty Senate:

Revised draft of proposed Conflict of Interest policy will be coming back to Faculty Senate for further review. Senate will also start working on a university position paper regarding social media usage.

Hofle reported she and McCurry answered an inquiry from their Associate Dean regarding the reason for including updates from Faculty Senate on this council's minutes and the ENGL 1101 situation GERC was grappling with. The updates are simply an information-sharing mechanism to apprise more people of the Senate's and other councils' activities. She also told him the university councils, including UCC, had been specifically asked by Faculty Senate to provide input on the proposed Faculty Constitution draft, which is why this council devoted a meeting to discussing the Constitution last fall after finishing its work on catalog proposals.

#### 8. Other related information or questions:

The School of Nursing contacted Chris Hunt and Karen Portillo yesterday, realizing the proposal approved last fall deletes some courses from their curriculum that current students still need to take. Portillo spoke with Hunt this morning and he said as long as this council formally approves reinstatement of the two courses, he can correct the catalog and Nursing can contact the University

Scheduler. Houghton mentioned the potential for confusion of with the new Health Informatics program as something to be addressed next fall. For now:

Council voted unanimously to **reinstate** the following two courses:

Health Care Informatics for Nursing	Still Needed: 1 Class in <b>NURS 4416</b>
Leadership and Management and Lab	Still Needed: 2 Classes in <b>NURS 4418</b> and <b>4418L</b>

**A new Catalog Change Proposal will be required to delete these courses in the future.**

**B. INFORMATION ITEMS** -- none this week

**C. CONSENT CALENDAR** -- none this week

**D. UNFINISHED BUSINESS** –

1. Continue discussion of proposal process – what worked, what didn't?

2. Finish revising Proposal Instructions

Council members discussed and made further revisions to the Proposal Instructions.

Council will vote on today's Minutes and the revised Proposal Instructions ([Appendix](#)) via email next week.

**F. NEW BUSINESS**

**G. ADJOURNMENT:** 5:00 p.m.

The next UCC meeting was scheduled for **Thursday, February 19, 2015.**

## APPENDIX

### Instructions for Undergraduate Catalog Change Proposals

**as revised by UCC on January 29, 2015**

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.
- **Deadline for proposals to be submitted to UCC is September 20.**
- **Only complete proposals, including all impact responses, will be accepted for consideration by UCC.**
- **Late proposals received after September 20 will be considered at UCC's discretion for possible inclusion in the upcoming catalog.**
- 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/abstain votes and total number of eligible faculty, 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 and their UCC representative 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. The UCC rep's signature signifies the proposal is complete and ready for submission to UCC.

**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:	<u><b>Please consult with the Registrar's Office for available course numbers.</b></u>
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. <u>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.</u>
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, <u>per week</u> , typically provided for this course. Please see the eCatalog at <a href="http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/">http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/</a> for more specifics about the ISU policy regarding contact hours. <u>The typical lecture class should have one hour of lecture per week, per credit.</u>

Default Grading Mode:	Available default grade modes are <b>Letter</b> or <b>S/U</b> . 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:	<p>Unless otherwise directed, all undergraduate courses also have the <b>Audit</b> 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 Schedule Change card submitted before the add/drop date for the term.</p> <p>All undergraduate courses also have the <b>Pass/No Pass</b> 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: <a href="http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/">http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/</a>)</p> <p>If a course description says “<b>May be graded S/U</b>,” 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 <u>may</u> 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. <u>Repeatability is not the same as repeating the course to replace a previously earned grade.</u>
Course Description:	Any course description of reasonable length is allowed.
<u>Prerequisites:</u> <u>Requisite Statement</u>	<p><u>PREREQ: A prerequisite course must be taken before <del>registration</del> registering for the proposed course is allowed. Registration for the prerequisite course in a previous term fulfills the requirement.</u> Registration for the prerequisite course in a current term does not fulfill the requirement unless the requirement is listed as a “PRE-or-COREQ.”</p> <p><u>COREQ: A student must take both Corequisite courses in the same term. The student must register for all Corequisites in the same registration transaction.</u></p> <p><u>PRE-or-COREQ: A required course that can be taken prior to, or concurrently with, this proposed course.</u></p>
<u>Corequisites:</u> <u>Minimum Required Grade for Pre- /Co-reqs</u>	<p><u>A student must take both Corequisite courses in the same term. The student must register for all Corequisites in the same registration transaction.</u></p> <p><u>If a Prerequisite course requires a minimum grade, state it here. Unless otherwise stated, all Pre- and Corequisites will be considered fulfilled at the university default level of D- or above.</u></p>
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. <u>Students cannot earn credit for two equivalent courses that are not repeatable.</u></p> <p>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-</p>

	<p>listed in the class schedule. The following restrictions apply to equivalent courses:</p> <ul style="list-style-type: none"> <li>• Graduate and undergraduate courses may not be equivalent.</li> <li>• Upper division and lower division courses may not be equivalent.</li> <li>• 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.</li> <li>• Experimental courses are not equivalent to any course.</li> </ul>
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"> <li>• F - Fall Semester, every year</li> <li>• S - Spring Semester, every year</li> <li>• Se - Sequential; a series of courses is presented until all have been taught.</li> <li>• Su - Summer Semester, every year</li> <li>• EF, ES, ESu - Even-numbered years, Fall, Spring, or Summer Semester</li> <li>• OF, OS, OSu - Odd-numbered years, Fall, Spring, or Summer Semester</li> <li>• D - Students should contact the Department to ask when this course will be offered.</li> <li>• R1 - Course is rotated every year, either Fall or Spring</li> <li>• R2 - Course is rotated every two years, either Fall or Spring</li> <li>• R3 - Course is rotated every three years, either Fall or Spring</li> </ul>
Rationale for Change:	<a href="#"><u>Provide an explanation for this proposed change.</u></a>

**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(s)** 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 copy from the Programs tab 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.

**1. What is the rationale for these Program Changes?**

Provide an explanation for the proposed changes.

**2. Current Catalog Content:** from the Programs Tab in the online catalog, paste current eCatalog text below. Do NOT include course descriptions here. All changes to courses must be made using Part B.

**3. New Proposed Catalog Content:** from the Programs Tab in the online catalog, paste current eCatalog text below and clearly show the changes you want made to the original. Do NOT include course descriptions here. All changes to courses must be made using Part B.

**4. List all the places in the catalog that are affected by these changes:**

For all course changes, perform a search of the catalog to find **all** other locations in the catalog that use or reference the affected courses. List each catalog location below to ensure the change is made throughout the catalog.

**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](mailto:libmpact@isu.edu)) – PO please complete the University Library Questionnaire.
- Information Technology Services – send to Randy Gaines ([gainrand@isu.edu](mailto:gainrand@isu.edu)) – PO please complete the Information Technology Services Questionnaire.
- Student Information Systems: send to Registrar’s Office ([reginfo@isu.edu](mailto:reginfo@isu.edu)) – no questionnaire required

- Advising – send to ~~both~~ JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)), ~~and~~ Corey Zink ([zinkcore@isu.edu](mailto:zinkcore@isu.edu)), ~~and~~ ~~Jamie Webster~~ ([websjami@isu.edu](mailto:websjami@isu.edu))

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

**Other Department Impact Instructions:** All impacted departments ~~and programs~~ 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~~s~~<sup>s</sup>’ 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.**

## Undergraduate Curriculum Council

February 19, 2015 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXXI, Meeting 04 (17-04)

Minutes – *Approved by Curriculum Council on March 5, 2015; Accepted by Deans' Council and Provost on March 18, 2015*

### 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. Excused: Emily White

Known Guests: none

2. Minutes – none, all approved

3. Report from the Executive Committee: did not meet, no report

4. Information from Academic Affairs:

Provost has accepted:

UCC Minutes for January 22, 2015

GERC Minutes for January 13, 2015

GERC's amended Bylaws (rev. January 28, 2015)

5. Current Committee Activities:

a. Minutes for UCC's acceptance:

Council accepted BAT-BAS Committee Minutes for December 2014

Council accepted GERC Minutes for January 27, 2015

b. GERC is working on a General Education Assessment Plan; they hope to finalize a draft next week to send it out to department chairs for their input, since much of the Gen Ed course assessment work will be done by departments.

6. Information from the Chair: no report

7. Information from the Faculty Senate:

There will be an Open Forum at the beginning of the upcoming meeting on Monday for faculty members to give Senators their input regarding the proposed Constitution. Selena Grace from Academic Affairs is scheduled to present an updated Academic Freedom and Faculty Ethics policy draft for Senators to consider.

8. Other related information or questions:

Automotive Technology and the College of Technology's Deans' Office contacted Chris Hunt and Jen Briggs, realizing there are some complications with Proposal 35 from last fall that could impact the upcoming catalog. Maclure reported the College of Technology decided to go ahead with the proposal as originally approved.

Hunt asked council members to be more aware of potential problems in how catalog proposals will affect students and old curricula currently in the programs being changed. Adding the section for teach-out plans to the proposal form should help mitigate such

problems, but members should pay close attention and help him catch and resolve such discrepancies before the proposal is approved.

**B. INFORMATION ITEMS**

Elections for next year's council Officers:

Council voted to propose amending the Bylaws to simply state elections for new Officers be held in the Spring semester and remove the specification that elections take place at the first meeting in February. The proposed Bylaws amendment will be voted upon during the next council meeting.

**C. CONSENT CALENDAR -- none this week**

**D. UNFINISHED BUSINESS -- none this week**

**E. NEW BUSINESS**

Council voted to approve and immediately table the following proposals for next time. However, since there was plenty of time today and the proposals were simple and straightforward, Council voted to rescind the motion to table, and to review and consider the proposals now.

1. Council unanimously approved [Proposal #1](#) from **Accounting** to add ENGL 3307 as a pre- or co-requisite for ACCT 3341, pending receipt of impact response from English department, and verification of C- as the minimum grade required for pre- and co-requisites. [Impact response and minimum grade confirmation were subsequently received and entered.]
2. Council unanimously approved [Proposal #2](#) from **Health Care Administration** to add a new course HCA 4415/5515 Physician Practice Management.
3. Council unanimously approved [Proposal #3](#) from **Health Care Administration** to add a new course HCA 4420/5520 The Business of Healthcare.

**F. ADJOURNMENT: 3:40 p.m.**

The next UCC meeting was scheduled for **Thursday, March 5, 2015**. Hofle will invite the current and incoming GERC chairs to attend.

**APPENDICES**

[Back to Proposal List](#)

- Accounting: add ENGL 3307 as pre- or co-req to ACCTG 3341

**UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL**

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

**For UCC's use only:**

<b>Proposal No.</b>	<b># 1</b>	UCC Decision	<b>APPROVED</b>	Date:	<b>02/19/2015</b>
UCC Catalog Year	<b>2016-17</b>	Provost Decision		Date:	
State Proposal?	No	State Decision	<b>N/A</b>	Date:	<b>N/A</b>
Gen Ed course?	No	GERC Decision	<b>N/A</b>	Date:	<b>N/A</b>
Graduate catalog?	No				
UCC Rec'd Date:	<b>01/07/2015</b>	Processed Date:	<b>02/18/2015</b>	UCC Agenda	<b>02/19/2015</b>
UCC Description:	<b>ACCT 3341 pre- or co-requisite change</b>				
Catalog Editors: Course changes?	<b>Yes</b>	Curriculum Changes?	<b>No</b>		

**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:	ACCT 3341 pre- or co-requisite change
College:	Business
Department:	ACCT
Proposal Originator (PO):	Joanne Tokle
Email:	tokljoan@isu.edu
Phone:	X2934

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Robert Houghton	12/18/14
Department Chair / Program Director:	See signature page – signed by M C O'Brien-Rose	12/19/14
Dean or Designee:	See signature page – signed by Joanne Tokle	12/19/14
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	Improves course offerings for students.

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)	30 yes, 0 no December 16, 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:	ACCT	
Course Number:	3341	
Short Course Title: (30 character max, including spaces; no punctuation)	Managerial and Cost Accounting	
Long Course Title:	Managerial and Cost Accounting	
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:	A strategic approach to supporting managerial decision-making throughout an organization and across the value chain. Emphasizes the measurement, analysis, communication and control of financial and nonfinancial accounting information.	
Requisite Statement:	ACCT 2202 and MGT 2217; pre- or co-req: ENGL 3308	<u>Prereq:</u> ACCT 2202 and MGT 2217; pre- or co-req: ENGL 3307 or ENGL 3308
Minimum Required Grade for Pre- and/or Co-reqs:		C-
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:	no	
Terms Offered:		

**Rationale for Change:** Either ENGL 3307 or ENGL 3308 may be used to meet graduation requirements, and both are acceptable pre- or co-reqs for this course.

Extraneous tables deleted.

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

No changes requested.

**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.

**Required Impacts:**

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>	yes	Yes
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>	yes	Yes
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>	yes	Yes
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>	yes	yes
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>	yes	yes
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>	yes	yes
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>	N/A	N/A
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>		

**University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto: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?		<b>x</b>

**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 have no concerns about this proposal.  
Thanks,  
Sandi Shropshire

**Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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.	<b>x</b>	
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.

Thanks,  
Randy

**Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto: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 Hertz

Does CoTech Advising have any academic concerns with the proposal?

College of Tech has no academic concerns with this proposal.  
Thanks,  
Corey

(However it does appear that the overview information at the top of the proposal needs to be completed before submission.)

Corey Zink  
Director of Student Services

Idaho State University - College of Technology

Does CoEd Advising have any academic concerns with the proposal?

I have no issues or concerns with the ACCT 3341 prerequisite changes.  
Thanks,  
Jamie

**Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar’s Office ([reginfo@isu.edu](mailto: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? Yes

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

Joanne,  
You're getting an early start!  
The student information system can support this change and no SBOE proposal is required.  
Best Regards,

Chris Hunt  
Associate Registrar

**From:** Joanne Tokle [<mailto:tokljoan@isu.edu>]  
**Sent:** Thursday, February 26, 2015 4:06 PM  
**To:** Bob Houghton  
**Subject:** C- rule

Hi Bob,  
Our students are required to earn a C- or better in ENGL 3307.

Joanne Tokle, Ph.D.  
Associate Dean  
College of Business

**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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a>)</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](mailto:peppcath@isu.edu)) AND to [fenate@isu.edu](mailto: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:
English	ENGL 3307 added as a pre- or co-requisite

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:** Jennifer Attebery [<mailto:attejenn@isu.edu>]

**Sent:** Thursday, February 26, 2015 2:29 PM

**To:** Bob Houghton

**Subject:** Re: UCC Proposal Impact

Dear Bob,

We believe that this will have little impact on English, as it will shift our enrollments only slightly from one course to the other. To a certain extent, we are able to adjust the number of sections as courses fill, so we should be able to accommodate students without creating bottlenecks. We hope that Accounting realizes that the two courses are not equivalent in content. 3308 does emphasize genres of writing that are more appropriate to the fields Accounting majors are likely to go into. 3307 includes those genres to a lesser extent.

Jennifer

2. Health Care Administration: new course HCA 4415/5515

**UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL**

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

For UCC's use only:

<b>Proposal No.</b>	<b># 2</b>	UCC Decision	<b>APPROVED</b>	Date:	<b>02/19/2015</b>
UCC Catalog Year	<b>2016-17</b>	Provost Decision		Date:	
State Proposal?	No	State Decision	<b>N/A</b>	Date:	<b>N/A</b>
Gen Ed course?	No	GERC Decision	<b>N/A</b>	Date:	<b>N/A</b>
Graduate catalog?	<b>Yes</b>				
UCC Rec'd Date:	<b>01/30/2015</b>	Processed Date:	<b>02/18/2015</b>	UCC Agenda	<b>02/19/2015</b>
UCC Description:	<b>New course HCA 4415/5515 Physician Practice Mgmt</b>				
Catalog Editors: Course changes?	<b>Yes</b>	Curriculum Changes?	<b>No</b>		

**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 HCA 4415 "Physician Practice Management" course (A companion graduate level course, HCA 5515 will also be offered.)
College:	Kasiska School of Health Professions
Department:	Health Care Administration Program
Proposal Originator (PO):	Dr. Patrick Hermanson
Email:	<a href="mailto:hermpatr@isu.edu">hermpatr@isu.edu</a>
Phone:	406-750-0439

Approval Required	Signature	Date
UCC Representative:	See signature page, signed by Karen Portillo	1/30/15
Department Chair / Program Director:	Dr. Patrick M. Hermanson 	1.26.15
Dean or Designee:	See signature page, signed by Dr. Tracy Farnsworth	1/27/15
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
Is a Graduate catalog proposal required?	Yes	Graduate catalog proposal submitted to Graduate Council

**Overview of Proposed Changes**

<b>How will this improve how the University and the Department or Program fulfills their mission?</b>	This elective course will provide an overview of physician practice management concepts with an emphasis on business management concepts including revenue cycle management, supply chain management, business law, human resource management and marketing.
<b>What was your faculty's vote on this matter?</b> (Include the date and numbers of yes/no votes)	100% in favor at Department Meeting held on 12/16/2014 5 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 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:	HCA
Course Number:	4415
Short Course Title: (30 character max, including spaces; no punctuation)	Physician Practice Management
Long Course Title:	Physician Practice Management
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:	The course will provide an overview of physician practice management concepts with an emphasis on business management concepts including revenue cycle management, supply chain management, business law, human resource management and marketing.
Prerequisites:	ACCT 2202 with a minimum grade of C- , Junior standing
Corequisites:	None
Registration Restrictions:	No
Equivalencies:	No
Fulfills General Education Objective:	No
Terms Offered:	Spring
Rationale:	The proposal addresses the need for graduates to immediately be able to function independently in small physician-owned clinics and ambulatory centers. Students will gain an understanding of all the major business aspects of running a physician practice.

**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 required per faculty senate office email Jan 21, 2015:

Dr. Hermanson and Karen,

There is no need to list the courses in Part C, only curriculum and program changes should go there. All course listing information is picked up from Part B; listing the courses again in Part C is confusing and introduces potential for discrepancies. I have been instructed by UCC to delete all such extraneous course listings from Part C when I process proposals. Please be aware that one person enters all course information into Banner, and another person makes the program and curriculum changes in the eCatalog. The eCatalog draws all course information from Banner to ensure consistency and accuracy across the entire catalog. So, if there are any changes to courses, those changes must be entered in Part B.

Hope this helps!

Catherine

### 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.]

Extraneous course listing deleted – changes noted above in Part B.

### List all the places in the catalog that are affected by these changes:

For all course changes, perform a search of the catalog to find all other programs or locations that use or reference the affected courses. List each location below to ensure the change is made throughout 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.

### Required Impacts:

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>	yes	yes
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>	Yes	Yes
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>	Yes	Yes
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>	Yes	Yes
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>	yes	yes
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>	yes	yes

Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>	N/A	N/A
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>	Yes	yes

**University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto: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 Patrick:  
I see no problem the Library perspective.  
Thank you,  
Sandi Shropshire (Jan 5, 2015 email)

**Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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?	<20	
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 Web conferencing 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):

[Patrick, I see no additional impact on ITS.](#)

[Thanks for checking.](#)

[Randy \(Jan 2, 2015 email\)](#)

Does ITS anticipate that it can support this change?

**Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto: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?

Hi Pat,  
 No advising concerns.  
 Best wishes,  
 JoAnn (email Jan 21, 2015)

Does CoTech Advising have any academic concerns with the proposal?

No impacts for CoT.  
 Corey Zink  
 Director of Student Services  
 Idaho State University - College of Technology  
 921 South 8th Ave. Stop 8380  
 Pocatello, ID 83209 (email January 22, 2015)

Does CoEd Advising have any academic concerns with the proposal?

I have no issues or concerns with the HCA 4415 class.  
 Thanks,  
 Jamie (email February 18, 2015)

**Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar's Office ([reginfo@isu.edu](mailto: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? yes

Dr. Hermanson,  
 I see no student information system issues with either of these proposals, and I don't see that any SBOE proposal or notification would be required.  
 Best Regards,  
 Chris Hunt  
 Associate Registrar  
 Idaho State University  
 voice: (208) 282-4946  
 fax: (208) 282-4231  
 email: [huntchri@isu.edu](mailto:huntchri@isu.edu) (email Jan 21, 2015)

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?		x

(See the list of Gen Ed courses posted on the Gen Ed Requirements website: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		
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](mailto:peppcath@isu.edu)) AND to [fenate@isu.edu](mailto: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?

I don't think we have any objections.  
 Dr. Kevin Parker via email January 15, 2015  
 College of Business, Business Informatics

[Back to Proposal List](#)

**3.** Health Care Administration: new course HCA 4420/5520

<b>UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL</b>
---------------------------------------------------------

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

**For UCC's use only:**

<b>Proposal No.</b>	<b># 3</b>	UCC Decision	<b>APPROVED</b>	Date:	<b>02/19/2015</b>
UCC Catalog Year	<b>2016-17</b>	Provost Decision		Date:	
State Proposal?	No	State Decision	<b>N/A</b>	Date:	<b>N/A</b>
Gen Ed course?	No	GERC Decision	<b>N/A</b>	Date:	<b>N/A</b>
Graduate catalog?	<b>Yes</b>				
UCC Rec'd Date:	<b>01/30/2015</b>	Processed Date:	<b>02/18/2015</b>	UCC Agenda	<b>02/19/2015</b>
UCC Description:	<b>New course HCA 4420/5520 The Business of Healthcare</b>				
Catalog Editors: Course changes?	<b>Yes</b>	Curriculum Changes?	<b>No</b>		
<b>Part A: Curriculum Proposal Introduction/Overview</b>					

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 HCA 4420 "The Business of Healthcare" course (A graduate level companion course, HCA 5520 will also be offered.)				
College:	Kasiska School of Health Professions				
Department:	Health Care Administration Program				
Proposal Originator (PO):	Dr. Patrick Hermanson				
Email:	<a href="mailto:hermpatr@isu.edu">hermpatr@isu.edu</a>				
Phone:	406-750-0439				
Approval Required	Signature			Date	
UCC Representative:	See signature page, signed by Karen Portillo			1/30/15	
Department Chair / Program Director:	Dr. Patrick M. Hermanson 			1.26.15	
Dean or Designee:	See signature page, signed by Dr. Tracy Farnsworth			1/27/15	
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	
Is a Graduate catalog proposal required?	Yes	Graduate catalog proposal submitted to Graduate Council		Yes	
<b>Overview of Proposed Changes</b>					
<b>How will this improve how the University and the Department or Program fulfills their mission?</b>	This elective course will provide an overview of the administrative / business oriented domains of healthcare organizations. The HCA program is the only business-oriented academic program in the Division of Health Sciences. This course would enable HCA program faculty to teach the business side of healthcare to clinically-oriented health professions majors (Dietetics, Dental Hygiene, physical therapy, counseling, radiographic sciences, etc.) and healthcare related College of Technology students.				
<b>What was your faculty's vote on this matter?</b> (Include the date and numbers of yes/no votes)	100% in favor at Department Meeting held on 12/16/2014 5 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 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:	HCA
Course Number:	4420
Short Course Title: (30 character max, including spaces; no punctuation)	The Business of Healthcare
Long Course Title:	The Business of Healthcare
Credit Hours:	3
Contact Hours:	Online
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no, max credits or number of repeats.)	No
Course Description:	This course provides an introduction and orientation to the business side of healthcare organizations for non-business health professions students. Topics covered include: The fundamentals of healthcare leadership; Healthcare budgeting and finance; Healthcare planning and marketing; Healthcare regulations, laws, and ethics; Healthcare informatics; Human Resource management of healthcare organizations; Healthcare quality/Performance improvement; and current healthcare megatrends, including the business related impacts of healthcare reform.
Prerequisites:	ACCT 2202 with a minimum grade of C-, Junior Standing
Corequisites:	None
Registration Restrictions:	No
Equivalencies:	No
Fulfills General Education Objective:	No
Terms Offered:	Fall
Rationale:	The proposal addresses a critical need for clinically oriented students to have a basic understanding of the business aspects of healthcare organizations and enhance their overall knowledge of the healthcare industry.

**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 required per faculty senate email Jan 21, 2015:

Dr. Hermanson and Karen,

There is no need to list the courses in Part C, only curriculum and program changes should go there. All course listing information is picked up from Part B; listing the courses again in Part C is confusing and introduces potential for discrepancies. I have been instructed by UCC to delete all such extraneous course listings from Part C when I process proposals. Please be aware that one person enters all course information into Banner, and another person makes the program and curriculum changes in the eCatalog. The eCatalog draws all course information from Banner to ensure consistency and accuracy across the entire catalog. So, if there are any changes to courses, those changes must be entered in Part B.

Hope this helps!

Catherine

## 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.]

### 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.

#### Required Impacts:

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>	Yes	Yes
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>	Yes	Yes
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>	Yes	Yes
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>	Yes	Yes
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>	yes	yes
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>	Yes	Yes
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>	N/A	N/A
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>	N/A	

**University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto: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?		<b>X</b>
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.)		<b>X</b>
Are there changes of any type in Library collection or services that are recommended in conjunction with this proposal?		<b>X</b>

**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 Patrick:

I see no problem the Library perspective.

Thank you,

Sandi Shropshire (Jan 5, 2015 email)

**Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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?	<20	
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?  
 Patrick, I see no additional impact on ITS.  
 Thanks for checking.  
 Randy (Jan 2, 2015 email.)

**Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto: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,  
 No advising concerns.  
 Best wishes,  
 JoAnn (email January 21, 2015)

Does CoTech Advising have any academic concerns with the proposal?

No impacts for CoT.  
 Corey Zink  
 Director of Student Services  
 Idaho State University - College of Technology  
 921 South 8th Ave. Stop 8380  
 Pocatello, ID 83209 (email January 22, 2015)

Does CoEd Advising have any academic concerns with the proposal?

I have no issues or concerns with the HCA 4420 class.  
Thanks,  
Jamie (email February 18, 2015)

**Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar’s Office ([reginfo@isu.edu](mailto: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? yes

Dr. Hermanson,  
I see no student information system issues with either of these proposals, and I don't see that any SBOE proposal or notification would be required.  
Best Regards,  
Chris Hunt  
Associate Registrar  
Idaho State University  
voice: (208) 282-4946  
fax: (208) 282-4231  
email: [huntchri@isu.edu](mailto:huntchri@isu.edu) (email Jan 21, 2015)

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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a>)</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](mailto:peppcath@isu.edu)) AND to [fsenate@isu.edu](mailto: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?

I don't think we have any objections.

Dr. Kevin Parker

College of Business, Business Informatics via email January 15, 2015

## **Undergraduate Curriculum Council**

**March 5, 2015 – 3:00-5:00 p.m. in Rendezvous 301**

**Volume XXXI, Meeting 05 (17-05)**

**Minutes – Approved by Curriculum Council on April 9, 2015; Accepted by Deans' Council and Provost on June 2, 2015**

### **A. PRELIMINARIES**

#### 1a. Attendance:

Members: Brian Attebery, Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, Phil Homan, Bob Houghton, Thomas Kloss, Steve Maclure, Maria Madrigal (ASISU), Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

#### 1b. Excused: Elizabeth Morgan, Emily White

#### 1c. Guests: Cathy Peppers, Andy Holland (GERC officers)

Bigelow welcomed Brian Attebery, the new Arts & Letters representative, and members introduced themselves.

#### 2. Council **approved** its Minutes for February 19, 2015, with one abstention.

#### 3. Report from the Executive Committee: nothing to report

#### 4. Information from Academic Affairs: nothing to report

#### 5. Current Committee Activities:

Invited guests: GERC's current and incoming chairs: Cathy Peppers and Andy Holland

a. Discussion on how to ensure in the future GERC business that affects UCC proposals is expedited through GERC so that UCC is not held up awaiting decisions. Peppers reported GERC has finished its work on assessing Gen Ed courses against the State's GEM guidelines. Starting this fall, GERC will be reviewing and approving departmental General Education Course Assessment Plans, which will not directly affect UCC's work.

b. To improve communication between GERC and UCC: UCC vice chair attends GERC meetings, but need a GERC rep to attend UCC meetings too, to help share the burden.

c. Discussion about the workflow of GERC's work on departmental Gen Ed course assessment plans. Decided that if an assessment plan directly affects the catalog, UCC will need to approve it, otherwise UCC will simply review and accept GERC's work as its subcommittee.

Members thanked Peppers and Holland, and they left the meeting.

#### 6. Information from the Chair:

The revised proposal instructions and form have been posted to UCC's website. The corresponding revisions made to the UWBW Sample Proposal will be discussed later in the meeting.

#### 7. Information from the Faculty Senate: nothing to report

8. Other related information or questions: none

**B. INFORMATION ITEMS -- none**

**C. CONSENT CALENDAR**

1. Council voted (7 for, 3 opposed, 1 abstention) to approve **AY2015-16 Proposal #76** from **Math** ([Appendix 1](#)) to change the credits and minimum prerequisite SAT/ACT scores for MATH 1108. [This is a last-minute change to the Fall 2015 catalog currently in process.]

**D. UNFINISHED BUSINESS**

1. Council voted unanimously to **approve** the UCC Bylaws Amendment to strike “~~(first February meeting)~~” giving this council more flexibility in deciding when to elect its Officers for the next academic year.

**Article IV -- Officers and Meetings**

**A. Selection of Officers**

The UCC elects a Chair, Vice Chair, and Executive Secretary for the next academic year in the Spring Semester (~~first February meeting~~) from the continuing membership of the UCC (excluding student and *ex officio* members). These officers serve as the Executive Committee of the UCC and may be re-elected if eligible. If the office of any Executive Committee member becomes vacant, the UCC elects a new officer from among its members.

**F. NEW BUSINESS**

1. **Sample Proposal** from UWBW was updated to incorporate most recent changes to UCC’s proposal form. **Tabled** to incorporate the suggested changes not only into the Sample Proposal, but also into the UCC proposal form and instructions for Council’s consideration next time.
2. 2015-16 Officer Nominations and Election: Chair, Vice-Chair, Secretary  
**Hofle** was nominated to be **Chair**; she accepted pending her re-election to the council.  
**Portillo** accepted the nomination to be **Vice-Chair**  
**Thorpe** accepted the nomination to be **Secretary**, and declined the nomination to be Vice-Chair.

Nominations were closed, and the Council unanimously **elected** the above officers by acclamation.

**G. ADJOURNMENT: 4:31 p.m.**

The next UCC meeting will be scheduled when needed.

## APPENDIX

### 1. Math: change MATH 1108 credits and prerequisite minimum SAT/ACT scores

#### UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

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

For UCC's use only:

<b>Proposal No.</b>	<b># 76</b>	UCC Decision	<b>APPROVED</b>	Date:	<b>03/05/2015</b>
UCC Catalog Year	<b>2015-16</b>	Provost Decision		Date:	
State Proposal?	No	State Decision		Date:	
Gen Ed course?	No	GERC Decision		Date:	
Graduate catalog?	No				
<b>RUSH!! FOR 2015-16 CATALOG currently being completed.</b>					
UCC Rec'd Date:	<b>03/04/2015</b>	Processed Date:	<b>03/04/2015</b>	UCC Agenda	<b>03/05/2015</b>
UCC Description:	<b>change MATH 1108 credits and prerequisite minimum SAT/ACT scores</b>				
Catalog Editors: Course changes?	<b>Yes</b>	<del>Catalog Curriculum</del> Changes?	<b>Yes</b>		

Proposal must be **complete** and submitted to UCC by **September 20**.

#### 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.

If any proposed changes affect a **new or existing General Education course**, a **separate proposal** must be sent to the General Education Requirements Committee (GERC) **for review and approval**. Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>. **UCC will not review proposals until GERC makes its determination.**

If any proposed changes affect the **Graduate Catalog**, a separate Graduate proposal must be submitted to Graduate Council. The appropriate proposal form can be found on the Graduate Council's website: [http://www.isu.edu/graduate/faculty\\_staff.shtml](http://www.isu.edu/graduate/faculty_staff.shtml)

#### **PROPOSAL: (To be completed by the proposal originator)**

Proposal Title:	Math 1108 credit and prerequisite change	
College:	Science & Engineering	
Department:	Mathematics	
Proposal Originator (PO):	David Rodgers, Associate Dean and Bob Fisher, Math Chair	
Email:	rodgdavi@isu.edu    fishrobe@isu.edu	
Phone:	282-3460	282-3664

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Mary M. Hofle	3/4/15
Department Chair / Program Director:	See signature page – signed by Robert J Fisher	3/4/15

Dean or Designee:	See signature page – signed by David Rodgers	3/4/15
Is a Gen Ed proposal required? (See Part B: Course Changes)	<b>No</b>	Separate Gen Ed Proposal submitted to GERC
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	<b>No</b>	State Proposal submitted to Academic Affairs
Is a Graduate catalog proposal required?	<b>No</b>	Graduate catalog proposal submitted to Graduate Council

Overview of Proposed Changes	
<b>Summary of Proposed Changes (What types of changes are being made?)</b>	1) change Math 1108 from 3 credits to <b>4 credits</b> .  (2) change prerequisite requirements for Math 1108: Old prerequisites: MATH 0025 with a C- or better or an S ACT 19-36 SAT 460-800 Compass Algebra (MAPL2/CP04) 45-99  <b>New prerequisites</b> MATH 0025 with a C- or better or an S ACT <b>17-36</b> SAT <b>420-800</b> Compass Algebra (MAPL2/CP04) <b>35-99</b>
<b>What was your faculty's vote on this matter?</b> (Include the date and numbers of yes/no/abstain votes, plus N=eligible faculty)	The instruction of developmental math in the ISU Math Department falls under the purview of the Chair and a team of lecturers. These instructors unanimously support this proposal.

**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.**

**Please see the [instructions](#) for Field Definitions when filling out these tables.**

- 1. 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. **Delete any tables not needed.**

Field	Current	Changes
Subject Code (mandatory):	Math	Math
Course Number (mandatory):	1108	1108
Short Course Title: (30 character max, including spaces; no punctuation)		
Long Course Title:		
Credit Hours:	<b>3 semester hours</b>	<b>3 4 semester hours</b>
Contact Hours:	3	4
Default Grading Mode:		
Available Grading Modes:		
Repeatability: (yes or no, max credits or number of repeats.)		
Course Description:		
Requisite Statement:	C- in <u>MATH 0025</u> , a Math ACT score of 19 or higher, an SAT score of 460 or higher, or 45 on the Algebra section (MAPL 2).	C- in <u>MATH 0025</u> , a Math ACT score of <del>19</del> <b>17</b> or higher, an SAT score of <del>460</del> <b>420</b> or higher, or <del>45</del> <b>35</b> on the Algebra section (MAPL 2).
Minimum Required Grade for Pre- and/or Co-reqs:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
<p>Rationale for Change:</p> <p>This change is part of a larger effort coordinated by Complete College America and Complete College Idaho to minimize Math Remediation, increase student retention, and shorten time-to-graduation.</p> <p>Many students who formerly qualified for admission to Math 0025 will now be admitted into Math 1108. By skipping Math 0025, these students will have one less math class to complete and therefore progress faster through their Math Pathway and other academic curricula that require Math 1108. Thus they are likely to graduate more quickly than before. To ensure these students achieve the learning outcomes of Math 1108, the course will devote more time to introductory content and therefore the number of weekly contact hours will increase from 3 to 4.</p>		

**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. **Include only the information from the Programs tab in the online catalog.** All changes to course listings should be included in Part B.

**1. What is the rationale for these program changes?**

See above: This change is part of a larger effort coordinated by Complete College America and Complete College Idaho to minimize Math Remediation, increase student retention, and shorten time-to-graduation.

**2. Current Catalog Copy from the Programs tab in the online catalog (Paste current eCatalog copy below).**

No mention of Math 1108 in "Programs Tab" of Mathematics Department Catalog copy. But a table from the "Placement into English and Mathematics Courses" in the "Academic Information" section should change.

MATH	ACT	SAT	Compass
0015 <sup>1</sup>	--	--	--
0025 <sup>2</sup>	16	390	46 on Prealgebra (MAPL 1)
1108, <b>1123, 1127</b> <sup>3</sup>	19	460	46 on Algebra (MAPL 2)
<b>1130</b> , 1143, 1147, 1153 <sup>4</sup>	23	540	61 on Algebra (MAPL 2)
1144, <b>1160, 2256, 2257</b> <sup>5</sup>	27	620	51 on College Algebra (MAPL 3)
<b>1170</b> <sup>6</sup>	29	650	51 on Trigonometry (MAPL 4)

**3. New Proposed Catalog Copy from the Programs tab in the online catalog (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.]

MATH	ACT	SAT	Compass
0015 <sup>1</sup>	--	--	--
0025 <sup>2</sup>	16	390	46 on Prealgebra (MAPL 1)
<b>1108</b> <sup>3</sup>	<del>19</del> <b>17</b>	<del>460</del> <b>420</b>	<del>46</del> <b>35 on Algebra (MAPL 2)</b>
<b>1123, 1127</b> <sup>3</sup>	19	460	46 on Algebra (MAPL 2)
<b>1130</b> , 1143, 1147, 1153 <sup>4</sup>	23	540	61 on Algebra (MAPL 2)
1144, <b>1160, 2256, 2257</b> <sup>5</sup>	27	620	51 on College Algebra (MAPL 3)
<b>1170</b> <sup>6</sup>	29	650	51 on Trigonometry (MAPL 4)

**4. List all the places in the catalog that are affected by these changes:**

For all course changes, perform a search of the catalog to find all other programs or locations that use or reference the affected courses. List each location below to ensure the change is made throughout the catalog.

**by pdf page number (subtract one page for catalog page number)**

**Page   Section**

- 191 BA Social Work
- 230 Admission to Teachers Education
- 331 Pre-dietetics required courses
- 360 BS Nursing
- 363     BS Nursing
- 365 BS Nursing
- 418 Chemistry 1101
- 454 Geology 1108
- 461 Math (several places on page)
- 468 Physics (several places on page)
- 488 AAS Accounting Technology

**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.

**Required Impacts:**

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>	Yes	yes, no impact
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>	Yes	yes, no impact
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>	Yes	yes, no impact

College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>	Yes	yes, no impact
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>	Yes	yes, no concerns
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>	Yes	yes, no impact
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>	No	N/A
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>	No	

**1. University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto:libmpact@isu.edu))

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources? (NOTE: this includes <b>Google Scholar</b> )		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?

[Sandi Shropshire, Library](#)

[Yes, the Library can support this change.](#)

**2. Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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?

Randy Gaines, ITS  
No concerns from ITS.

**3. Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto:zinkcore@isu.edu)) AND to Jamie Webster ([websjami@isu.edu](mailto:websjami@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	X	

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?

JoAnn Hertz, CAA: "I have no advising concerns about the proposal content. "

Does CoTech Advising have any academic concerns with the proposal? |

Corey Zink, CoT Advising: "No advising concerns from CoT advising!"

Does College of Education Advising have any academic concerns with the proposal?

Jamie Webster, CoE Advising: "No advising concerns from the COE!"

#### 4. **Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal

to Registrar's Office ([reginfo@isu.edu](mailto:reginfo@isu.edu)) No questionnaire required, just submit copy of proposal.

Use the following format for the email subject line: **Infrastructure Review Request** with some **brief unit identifier/description** to help track the proposal.

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

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

b) Does SIS anticipate that it can support this change?

Chris Hunt, SIS

The SIS can support this change and no action should be required from the State Board.

The following are not issue but should probably be considered as impacts to registration and the student transcript:

A student taking the new 4 credit MATH 1108 to replace the grade from an old 3 credit MATH 1108 will only have the 3 credits from the old course excluded from their GPA.

The system will not be able to differentiate between an old MATH 1108 course and a new MATH 1108 course for purposes of prerequisite checking and DegreeWorks.

I don't need any specific response to these impacts.

Thanks for finding all of the places that MATH 1108 was used in the catalog!

#### 5. **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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		
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](mailto:peppcath@isu.edu)) AND to [fsenate@isu.edu](mailto:fsenate@isu.edu)

**6. 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 downloadable .PDF of the current undergraduate catalog to find all impacted departments.**

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

Department(s) Impacted	Describe Impact: based on email response from unit representative
Social Work	This change will benefit our students!
Teacher Education	I am ok with this. 1 credit is certainly better than another course.
Pre-Dietetics	I have no major concerns with this change at this time.
Nursing	<b>Karen, looks like nursing is okay with the plan. Thanks. Ann.</b> M1108 is listed as a summer school course for three Bachelors in Nursing degrees (traditional, RN, LPN), to be taken before the "first year" of each program.
Chemistry	I do not believe this will affect our program significantly
Geosciences	The proposed change in MATH 1108 will have no impact on its prerequisite status for GEOL 1108.
Physics	There will be no impact for Physics
Accounting Technology	I think this proposal will have very little impact on our students.

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?

Rene Rodriguez, Chemistry

If the increase from 3 to 4 credits was to include more material like what is covered in CHEM 1143 then we might consider altering some prerequisites, but it looks like the extra credit is on the other end to cover more basic topics. I do not believe this will affect our program significantly.

Leif Tapanila, Geosciences

The proposed change in MATH 1108 will have no impact on its prerequisite status for GEOL 1108.

Laura McKnight, Dietetics

Thank you for letting me know. Your rationale makes sense with adding 1 credit hour to make it 4. I will need to rework our suggested sequence of courses, but it should work out. I have no major concerns with this change at this time.

Debbie Ronneburg, College of Technology

Thank you for the notification. I think this proposal will have very little impact on our students. Most do not take MATH 1108. This change will probably benefit our Accounting Technology students since they will take one less class if they can qualify with the lower test scores.

Cory Bennett, College of Education

I am ok with this. At the very least, it is worth seeing if their goal of reducing remediation courses will be supported by this plan. I guess I am saying it is worth a try. 1 credit is certainly better than another course.

Gesine Hearn, Sociology

Hi Dave, the proposed curriculum changes will not have a notable impact on our programs ( we require Math 1153 for both the social work and the sociology program). This change will benefit our students!

Physics – verbal response: There will be no impact for Physics

Nursing: From: **Elizabeth Rocha** <[rocheli2@isu.edu](mailto:rocheli2@isu.edu)>

Date: 4 March 2015 at 18:13

Subject: Re: Fwd: UCC agenda and business for tomorrow's meeting

To: Karen Portillo <[portkare@isu.edu](mailto:portkare@isu.edu)>

Karen, looks like nursing is okay with the plan. Thanks.

Ann

## Undergraduate Curriculum Council

April 9, 2015 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXXI, Meeting 06 (17-06)

Minutes – *Approved by Curriculum Council on April 16, 2015; Accepted by Deans' Council and Provost on June 2, 2015*

### 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. Excused: Emily White

Known Guests: none

2. Council unanimously approved its Minutes for March 5, 2015

3. Report from the Executive Committee: did not meet, no report

4. Information from Academic Affairs:

#### 5. Current Committee Activities:

Council accepted BAS/BAT Minutes for February 6, 2015

Discussion: Zink reported the campus-wide degree will called simply “Bachelor of Applied Science in Applied Science” (BAS) without naming any specific discipline, unless a particular curricula is developed as a concentration with upper division courses. If such concentrations are developed, proposals will have to be submitted to and approved by UCC. This will be an improvement, and can be built upon in the future.

Council accepted the GERC Bylaws change below, as directed by UCC in the last meeting.

#### **Article IV – Officers and Meetings**

...

#### **C. Duties of the Officers**

The Chair calls meetings, presides over meetings, and provides a report of the GERC’s activities to the UCC. The Vice Chair serves in the absence of the Chair, and attends Undergraduate Curriculum Council (UCC) meetings (Thursday afternoon 3:00-5:00 p.m.) as needed, at least once a month. The Secretary records and distributes minutes of the GERC meetings.

Council accepted GERC Minutes for February 10, 2015; February 24, 2015; March 10, 2015,

6. Information from the Chair: a salesman has pitched a curriculum management software package, and would like to give a presentation. Also have the eCatalog vendor present their curriculum management software. Executive Committee will view the presentations.

7. Information from the Faculty Senate:

Proposed Faculty Constitution faculty vote will be Monday, April 20, 2015. Absentee ballots accepted now through 6 pm on Monday, April 20. Instructions, ballot, and pertinent documents are posted on the Senate's website.

8. Other related information or questions:  
Discussion regarding Catalog Editing Process for 2016-17 catalog cycle. Chris Hunt requested this council can help by embedding the catalog editing into the UCC proposal review process. Curriculum workflow was mixed in with department information in the catalog editing process, which caused some confusion. A subcommittee consisting of Hunt, White, Read, Briggs and Houghton will work this summer to figure out how best to make the whole catalog and review process more efficient and streamlined.

## **B. INFORMATION ITEMS**

### **C. CONSENT CALENDAR** – none this week

### **D. UNFINISHED BUSINESS**

1. Council unanimously **approved** the **Updated Proposal Form** as revised today ([Appendix 1](#)).
2. Council unanimously **approved** the **Sample Proposal** from UWBW as revised today and incorporating the most recent changes to UCC's proposal form ([Appendix 2](#)).

Both revised forms will be posted to UCC's website tomorrow. Read, Hunt and White will revise the instructions to reflect the changes.

### **E. NEW BUSINESS**

1. **Proposal #4** from **Health Occupations** to remove PSYC 3369 one-credit course from the Bachelor of Science in Health Science (BSHS) degree program. The number of required credits remains unchanged. **Tabled** until next time for some corrections.
2. **Proposal #5** from **Organizational Learning and Performance (OLP)** to create three new minors and a certificate. SBOE has approved these new programs. **Tabled** until next time.

### **F. ADJOURNMENT: 4:55 p.m.**

## **APPENDICES**

1. **Updated Proposal Form** as revised today

### **UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL**

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

**For UCC's use only:**

<b>Proposal No.</b>	<b>#</b>	UCC Decision		Date:	
UCC Catalog Year	<b>2016-17</b>	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?			

Proposal must be **complete** and submitted to UCC by **September 20**.

**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.

If any proposed changes affect a **new or existing General Education course**, a **separate proposal** must be sent to the General Education Requirements Committee (GERC) **for review and approval**. Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/> . **UCC will not review proposals until GERC makes its determination.**

If any proposed changes affect the **Graduate Catalog**, a separate Graduate proposal must be submitted to Graduate Council. The appropriate proposal form can be found on the Graduate Council's website: [http://www.isu.edu/graduate/faculty\\_staff.shtml](http://www.isu.edu/graduate/faculty_staff.shtml)

**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	
Is a Graduate catalog proposal	Yes/No	Graduate catalog proposal	

required?		submitted to Graduate Council	
-----------	--	-------------------------------	--

Overview of Proposed Changes	
Summary of Proposed Changes (What types of changes are being made?)	
What was your faculty's vote on this matter? (Include the date and numbers of yes/no/abstain votes, plus N=eligible faculty)	

**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.**

**Please see the [instructions](#) for Field Definitions when filling out these tables.**

- 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. **Delete any tables not needed.**

Field	Current	Changes
Subject Code (mandatory):		
Course Number (mandatory):		
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; <b>if yes</b> , max credits or number of repeats.)		
Course Description ( <b>include Pre/Co-reqs both here and in the Requisite Statement box below to help the catalog editor</b> ):		

Requisite Statement:		
Minimum Required Grade for Pre-and/or Co-reqs:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change:		

**2. 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. **Delete any tables not needed.**

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; <u>if yes</u> , max credits or number of repeats.)	
Course Description ( <u>include Pre/Co-reqs both here and in the Requisite Statement box below to help the catalog editor</u> ):	
Requisite Statement:	
Minimum Required Grade for Pre-and/or Co-reqs:	
Registration Restrictions:	
Equivalencies:	
Fulfills General Education Objective:	
Terms Offered:	
Rationale:	

**3. 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. **Delete any tables not needed.**

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. Include a **teach-out plan** for courses being eliminated that are used in programs in previous catalog years.

Subject Code:	
Course Number:	
Short Course Title:	
<u>Is this course a Pre-Req, Co-Req or Equivalent to any other courses? List all the impacted courses to ensure they get updated as well.</u>	
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. **Include only the information from the Programs tab (and Plans of Study tab, where applicable) in the online catalog.** All changes to course listings should be included in Part B.

**1. What is the rationale for these program changes?**

**2. Current Catalog Copy from the Programs tab (and Plans of Study tab, where applicable) in the online catalog ([coursecat.isu.edu/undergraduate](http://coursecat.isu.edu/undergraduate)).** (Paste current eCatalog copy below of the entire section being changed). **Do not include course listings here.**

3. New Proposed Catalog Copy from the **Programs** tab (**and Plans of Study tab, where applicable**) in the **online** catalog. ~~(e)~~Clearly show changes from the original.) ~~Do not include course listings here.~~

[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.]

4. List all the places in the catalog that are affected by these changes:

For all course changes, perform a search of the **.PDF catalog** to find all other programs or locations that use or reference the affected courses. ~~List each location below to ensure the change is made throughout the catalog.~~ From [coursecat.isu.edu/undergraduate](http://coursecat.isu.edu/undergraduate), click on **Print Options** and select **Download a PDF of the 2015-16 Undergraduate Catalog**. Once the PDF loads, hold down the **Control key** and press the **F key** to open a search box. Type in the course(s) you wish to search for. Each location in the catalog will be highlighted individually. In the space below, type the page number and section affected to ensure the changes are made throughout the catalog.

**EXAMPLE ONLY – delete from your proposal:**

- page 92    **UWBW 1101**
- page 263    **UWBW 1101**
- page 263    **ANTH 2238**
- page 263    **HIST 2255**
- page 282    **UWBW 1101**
- page 287    **UWBW 1101**

**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.

**Required Impacts:**

Infrastructure Unit	Email address	Proposal Sent For	Impact Response
---------------------	---------------	-------------------	-----------------

		Impact (yes/no)	Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>		
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>		
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>		
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>		
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>		
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>		
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>		
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>		

**1. University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto:libmpact@isu.edu))

TO BE COMPLETED BY PROPOSAL ORIGINATOR:

	Yes	No
Will students be required to use the Library's existing electronic resources? <b>(NOTE: this includes Google Scholar)</b>		
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?

**2. Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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?

**3. Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto:zinkcore@isu.edu)) AND to Jamie Webster ([websjami@isu.edu](mailto:websjami@isu.edu))

TO BE COMPLETED BY PROPOSAL ORIGINATOR (PO):

	YES	NO
Is the catalog copy accurate and clear from <del>an</del> <b>your</b> 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):

- a) Does Academic Advising have any academic concerns with the proposal?
- b) Does CoTech Advising have any academic concerns with the proposal?
- c) Does College of Education Advising have any academic concerns with the proposal?

**4. Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar’s Office ([reginfo@isu.edu](mailto:reginfo@isu.edu)) No questionnaire required, just submit copy of proposal. Use the following format for the email subject line: **Infrastructure Review Request with some brief unit identifier/description** to help track the proposal.

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

- a) Will a State Proposal or Letter be required? (Specify which, please)
- b) Does SIS anticipate that it can support this change?
- c) Is a Teach-out Plan required? If so, the Registrar’s Office will contact the PO to work out how to accommodate students using prior catalog years.

**5. 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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		
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](mailto:peppcath@isu.edu)) AND to [fenate@isu.edu](mailto:fenate@isu.edu)

**6. 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 downloadable .PDF of the current undergraduate 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 Proposal List](#)

2. **Sample UWBW Proposal** as revised today

**UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL**

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

**For UCC’s use only:**

<b>Proposal No.</b>	<b>#</b>	UCC Decision		Date:	
UCC Catalog Year	<b>2016-17</b>	Provost Decision		Date:	
State Proposal?	Yes/No/Ltr	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?	
----------------------------------	--	---------------------	--

Proposal must be **complete** and submitted to UCC by **September 20**.

<b>Part A: Curriculum Proposal Introduction/Overview</b>
----------------------------------------------------------

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.

If any proposed changes affect a **new or existing General Education course**, a **separate proposal** must be sent to the General Education Requirements Committee (GERC) **for review and approval**. Instructions and General Education proposal forms can be found on the GERC website: <http://www.isu.edu/gened/>. **UCC will not review proposals until GERC makes its determination.**

If any proposed changes affect the **Graduate Catalog**, a separate Graduate proposal must be submitted to Graduate Council. The appropriate proposal form can be found on the Graduate Council's website: [http://www.isu.edu/graduate/faculty\\_staff.shtml](http://www.isu.edu/graduate/faculty_staff.shtml)

**PROPOSAL: (To be completed by the proposal originator)**

Proposal Title:	<b>UWBW 1102 new course, changes to BA degree requirements</b>
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:	<i>Thomas Kloss</i>		03/20/15
Department Chair / Program Director:	<i>Margaret Mead-Cousteau</i>		03/18/2015
Dean or Designee:	<i>Kandi Turley-Ames</i>		3.31.15
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
Is a Graduate catalog proposal required?	No	Graduate catalog proposal submitted to Graduate Council	N/A

Overview of Proposed Changes	
<b>Summary of Proposed Changes (What types of changes are being</b>	The B.A. degree in Underwater Basketweaving currently requires UWBW 1101 and ANTH 2238. The department desires to change the title of UWBW 1101 from Beginning Basketweaving to Basketweaving Methods I, and add a

made?)	<p>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>UWBW 3360 Artistry in Basketweaving is a new elective course to be replace UWBW 3350 Basketweaving as Cultural Art Form, which will no longer be offered and is being deleted from the catalog.</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>
<b>What was your faculty's vote on this matter?</b> (Include the date and numbers of yes/no votes, plus N=eligible faculty)	<p>Unanimous vote March 14, 2014 6 yes-0 no, out of 6 eligible faculty</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.**

**Please see the [instructions](#) for Field Definitions when filling out these tables.**

**4. 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. **Delete any tables not needed.**

<u>Field</u>	<u>Current</u>	<u>Changes</u>
--------------	----------------	----------------

Subject Code (mandatory):	UWBW	
Course Number (mandatory):	1101	
Short Course Title: (30 character max, including spaces; no punctuation)	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: (yes or no; if yes, max credits or number of repeats.)	none	
Course Description:	Introduction to the fundamental skills of basketweaving, including purpose, functionality, shape and design. COREQ: UWBW 1100	Introduction to the fundamental skills of basketweaving, including purpose, functionality, shape and design. <a href="#">Students will begin to explore technical and conceptual approaches to basketweaving.</a>
Requisite Statement:	PREREQ: none COREQ: UWBW 1100	none
Minimum Required Grade for Pre- and/or Co-reqs:		
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.		

<u>Field</u>	<u>Current</u>	<u>Changes</u>
Subject Code (mandatory):	UWBW	
Course Number (mandatory):	3380	
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; if yes, max credits or number of		

repeats.)		
Course Description:		
Requisite Statement:	PREREQ: UWBW 3350	<u>PREREQ: UWBW 3360</u>
Minimum Required Grade for Pre- and/or Co-reqs:		
Registration Restrictions:		
Equivalencies:		
Fulfills General Education Objective:		
Terms Offered:		
Rationale for Change: The pre-req course UWBW 3350 is being deleted, and is being replaced by UWBW 3360.		

**2. 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. **Delete any tables not needed.**

Subject Code:	UWBW
Course Number:	1102
Short Course Title: (30 character max, including spaces; no punctuation)	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; if yes, max credits or number of repeats.)	No
Course Description: (include Pre/Co-reqs both here and in the Requisite Statement box below to help the catalog editor):	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. PREREQ: UWBW 1101, ART 1103
Requisite Statement:	PREREQ: UWBW 1101, ART 1103
Minimum Required Grade for Pre- and/or Co-reqs:	C-
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.
--	--------------------

Subject Code:	UWBW
Course Number:	3360
Short Course Title: (30 character max, including spaces; no punctuation)	Artistry in Basketweaving
Long Course Title:	
Credit Hours:	3
Contact Hours:	3 hr/week
Default Grading Mode:	Letter
Available Grading Modes:	
Repeatability: (yes or no; if yes, max credits or number of repeats.)	Yes, up to 6 credits.
Course Description: (include Pre/Co-reqs both here and in the Requisite Statement box below to help the catalog editor):	Advanced exploration of basketry as a cultural art form. Analysis of how function may dictate form, while artistic expression frees form from pure function. Artistic style becomes individualized or regionalized, providing identifiable individual and/or cultural identity to basketry artifacts. PREREQ: UWBW 1102, ART 2261, ANTH 2237, HIST 2255 and HIST 2258
Requisite Statement:	PREREQ: UWBW 1102, ART 2261, ANTH 2237, HIST 2255 and HIST 2258
Minimum Required Grade for Pre-and/or Co-reqs:	C-
Registration Restrictions:	None
Equivalencies:	UWBW 3350
Fulfills General Education Objective:	No
Terms Offered:	S
Rationale:	This new elective course will promote a broader perspective, understanding, and appreciation of form, style, and artistic expression used in creating basketry objects. 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.

**3. 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. **Delete any tables not needed.**

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. Include a **teach-out plan** in Part C for courses being eliminated that are used in programs in previous catalog years.

Subject Code:	UWBW
Course Number:	3350
Short Course Title:	Basketweaving as Cultural Art Form

Is this course a Pre-Req, Co-Req or Equivalent to any other courses? List all the impacted courses to ensure they get updated as well.	PREREQS: UWBW 1102, ART 2261, ANTH 2237 The new UWBW 3360 will be Equivalent to this course.
Rationale:	This course is being replaced by UWBW 3360 which focuses more on art forms in basketry. The specific cultural influences previously covered in this course will be provided by the Anthropology and History course requirements.
<i>Note to PO from UCC:</i>	<i>Since this course is a pre-req to UWBW 3380, it required making a change to UWBW 3380 in Section 1. above: Changes to Existing Courses</i>

**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. **Include only the information from the Programs tab (and Plans of Study tab, where applicable) in the online catalog.** All changes to course listings should be included in Part B.

**5. What is the rationale for these program changes?**

The B.A. degree in Underwater Basketweaving currently requires UWBW 1101 and ANTH 2238. The department desires to change the title of UWBW 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.

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. The new elective, UWBW 3360, will replace UWBW 3350, which will no longer be offered and is being deleted from the catalog.

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.

2. **Current Catalog Copy from the [Programs](#) tab (and [Plans of Study](#) tab, where applicable) in the [online catalog \(coursecat.isu.edu/undergraduate\)](#). (Paste current eCatalog copy below of the entire section being changed). Do not include course listings here.**

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:

<a href="#">UWBW 1100</a>	Survey of Basketweaving	3
<a href="#">UWBW 1101</a>	Beginning Basketweaving	3
<a href="#">ART 1103</a>	Creative Process	3
<a href="#">ART 1104</a>	Creative Process	3
<a href="#">PEAC 1172</a>	SCUBA Diving	1
<a href="#">PEAC 1173</a>	Skin and SCUBA Diving Certificate	1
<a href="#">UBWB 2201</a>	Intermediate Basketweaving	3
<a href="#">UBWB 2231</a>	Introduction to Underwater Basketweaving	3
<a href="#">ANTH 2237</a>	Peoples and Cultures of the Old World	3
<a href="#">ANTH 2238</a>	Peoples and Cultures of the New World	3
<a href="#">ART 2261</a>	Introduction to Fiber Media	3
<a href="#">ART 2281</a>	Introduction to Sculpture	3
<a href="#">UWBW 3301</a>	Intermediate Underwater Basketweaving	3
<a href="#">UWBW 3310</a>	Advanced Underwater Basketweaving	3
<a href="#">UWBW 4494</a>	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.

### Required Courses:

<a href="#">UWBW 1100</a>	Survey of Basketweaving	3
<a href="#">UWBW 1101</a>	Beginning Basketweaving	3
<a href="#">PEAC 1172</a>	SCUBA Diving	1
<a href="#">UBWB 2201</a>	Intermediate Basketweaving	3
<a href="#">UBWB 2231</a>	Introduction to Underwater Basketweaving	3
<a href="#">ART 2261</a>	Introduction to Fiber Media	3
<a href="#">UWBW 3301</a>	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.

3. **New Proposed Catalog Copy from the [Programs](#) tab (and [Plans of Study](#) tab, where applicable) in the online catalog. Clearly show changes from the original. Do not include course listings here.**

[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.]

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:

<del><a href="#">UWBW 1100</a></del>	<del>Survey of Basketweaving</del>	<del>3</del>
<del><a href="#">UWBW 1101</a></del>	<del>Basketweaving Methods I</del>	<del>3</del>
<del><a href="#">UWBW 1102</a></del>	<del>Basketweaving Methods II</del>	<del>3</del>
<a href="#">ART 1103</a>	Creative Process	3
<a href="#">ART 1104</a>	Creative Process	3
<a href="#">PEAC 1172</a>	SCUBA Diving	1
<a href="#">PEAC 1173</a>	Skin and SCUBA Diving Certificate	1
<a href="#">UBWB 2201</a>	Intermediate Basketweaving	3

<a href="#">UBWB 2231</a>	Introduction to Underwater Basketweaving	3
<a href="#">ANTH 2237</a>	Peoples and Cultures of the Old World	3
<a href="#"><del>ANTH 2238</del></a>	<del>Peoples and Cultures of the New World</del>	<del>3</del>
<a href="#">HIST 2255</a>	<a href="#">African History and Culture</a>	3
<a href="#">HIST 2258</a>	<a href="#">Native American History</a>	3
<a href="#">ART 2261</a>	Introduction to Fiber Media	3
<a href="#"><del>ART 2281</del></a>	<del>Introduction to Sculpture</del>	<del>3</del>
<a href="#">UWBW 3301</a>	Intermediate Underwater Basketweaving	3
<a href="#">UWBW 3310</a>	Advanced Underwater Basketweaving	3
<a href="#">UWBW 4494</a>	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.

### Required Courses:

<a href="#"><del>UWBW 1100</del></a>	<del>Survey of Basketweaving</del>	<del>3</del>
<a href="#">UWBW 1101</a>	Basketweaving Methods I	3
<a href="#">UWBW 1102</a>	Basketweaving Methods II	3
<a href="#">PEAC 1172</a>	SCUBA Diving	1
<a href="#">UWBW 2201</a>	Intermediate Basketweaving	3
<a href="#">UWBW 2231</a>	Introduction to Underwater Basketweaving	3
<a href="#">ART 2261</a>	Introduction to Fiber Media	3
<a href="#">UWBW 3301</a>	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.

#### 4. List all the places in the catalog that are affected by these changes:

For all course changes, perform a search of the [.PDF catalog](#) to find all other programs or locations that use or reference the affected courses. From [coursecat.isu.edu/undergraduate](http://coursecat.isu.edu/undergraduate), click on **Print Options** and select **Download a PDF of the 2015-16 Undergraduate Catalog**. Once the PDF loads,

hold down the **Control key** and press the **F key** to open a search box. Type in the course(s) you wish to search for. Each location in the catalog will be highlighted individually. In the space below, type the page number and course affected to ensure the changes are made throughout the catalog.

page 92    **UWBW 1101**  
 page 263    **UWBW 1101**  
 page 282    **UWBW 1101**  
 page 287    **UWBW 1101**

**Teach-out plan to accommodate students using older catalogs (see SIS Impact questions in Part D):**

A search of the catalog confirmed no other departments use the deleted UWBW 3350 course in their curricula. UWBW 3360 will be equivalent to this course, so no teach-out plan is necessary since students using older catalogs may take either UWBW 3350 or UWBW 3360 to complete their 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.

**Required Impacts:**

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>	yes	yes
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>	yes	yes
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>	yes	yes
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>	yes	yes
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>	yes	yes
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>	yes	yes
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>	n/a	n/a
Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>	yes	yes

**1. University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto: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, 2015 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

**2. Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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, 2015 at 2:32 PM

To: Margaret Cousteau <cousmarg@isu.edu

Margaret,

No concerns from ITS. Thanks for checking.

Randy

**3. Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto:zinkcore@isu.edu)) AND to Jamie Webster ([websjami@isu.edu](mailto:websjami@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):

a) Does Academic Advising have any academic concerns with the proposal?

Hi Margaret, new courses, degree requirement changes  
 - no advising concerns  
 Best wishes,  
 JoAnn

b) Does CoTech Advising have any academic concerns with the proposal?

**Corey Zink** <[zinkcore@isu.edu](mailto:zinkcore@isu.edu)>

Mon, Mar 31, 2015 at 12:16 PM

To: Margaret Cousteau <[cousmarg@isu.edu](mailto:cousmarg@isu.edu)>

Margaret,

No advising concerns from the College of Technology.  
 Corey

c) Does College of Education Advising have any academic concerns with the proposal?

The changes to UWBW 1101 are minor and will not affect our programs in the College of Ed.  
 Thanks,  
 Jamie

**5. Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar's Office ([reginfo@isu.edu](mailto:reginfo@isu.edu)) No questionnaire required, just submit copy of proposal. Use the following format for the email subject line: **Infrastructure Review Request** with some **brief unit identifier/description** to help track the proposal.

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

a) Does SIS anticipate that it can support this change?

From Chris Hunt 3/31/15: 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.**

b) 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

c) Is a Teach-out Plan required? If so, the Registrar's Office will contact the PO to work out how to accommodate students using prior catalog years.

PO response: After consulting with the Associate Registrar, Chris Hunt, a search of the catalog confirmed no other departments use the deleted UWBW 3350 course in their curricula. UWBW 3360 will be equivalent to this course, so no teach-out plan is necessary since students using older catalogs may take either UWBW 3350 or UWBW 3360 to complete their degree.

### **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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		
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](mailto:peppcath@isu.edu)) AND to [fsenate@isu.edu](mailto:fsenate@isu.edu)**

**6. 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 downloadable .PDF of the current undergraduate 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, 2015 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, 2015 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, 2015 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:

**Jamie Webster** <websjami@isu.edu>

Tue, March 25, 2015 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,

Jamie

[Back to Proposal List](#)

## **Undergraduate Curriculum Council**

**April 16, 2015 – 3:00-5:00 p.m. in Rendezvous 301**

**Volume XXXI, Meeting 07 (17-07)**

**Minutes – Approved by Curriculum Council on April 20, 2015 via email vote; Accepted by Deans’ Council and Provost on June 2, 2015**

### **A. PRELIMINARIES**

#### 1a. Attendance:

Members: Brian Attebery, Jim Bigelow (chair), Jennifer Briggs, Mary Hofle, 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. Excused: Phil Homan, Elizabeth Morgan, Emily White

Absent: Maria Madrigal

Known Guests: none

2. Council unanimously approved its Minutes for April 9, 2015

3. Report from the Executive Committee: did not meet, no report

4. Information from Academic Affairs: nothing to report

#### 5. Current Committee Activities:

Council unanimously accepted GERC Minutes for March 31, 2015 and April 14, 2015

Council unanimously accepted GERC General Education Assessment Plan [as amended](#). ([Appendix 1](#)) Departments’ assessment plans are due to GERC by October 1, 2015.

Johnson reported GERC will revisit Objectives 7, 8 and 9 in Fall 2015.

Houghton confirmed he will be the UCC rep on GERC next year.

6. Information from the Chair: nothing to report

#### 7. Information from the Faculty Senate:

Reminder: Proposed Faculty Constitution faculty vote will be Monday, April 20, 2015.

Absentee ballots accepted now through 6 pm on Monday, April 20. Instructions, ballot, and pertinent documents are posted on the Senate’s website. Bigelow will participate in the vote count.

#### 8. Other related information or questions:

Paramedic Science certificate proposal may be coming in in the next few days and may need rapid turnaround and approval.

### **B. INFORMATION ITEMS – none**

### **C. CONSENT CALENDAR – none this week**

### **D. UNFINISHED BUSINESS**

1. **Proposal #4** from **Health Occupations** to remove PSYC 3369 one-credit course from the Bachelor of Science in Health Science (BSHS) degree program. The number of required credits remains unchanged. **Remanded** to show curriculum changes to actual catalog copy rather than CoTech website information.
2. Council unanimously **approved Proposal #5** from **Organizational Learning and Performance (OLP)** to create three new minors and a certificate ([Appendix 2](#)). SBOE has approved these new programs.

**E. NEW BUSINESS:**

Proposals in the works can be submitted through the summer to be ready for UCC when they meet again once school starts in August.

**F. ADJOURNMENT: 4:38 p.m.**

## APPENDIX 1

### General Education Assessment Plan

Approved by GERC on April 15, 2015 (via email vote)

Accepted as amended by Undergraduate Curriculum Council on April 16, 2015

#### Introduction

The General Education Program at Idaho State University prepares students to be life-long, independent learners and active, culturally aware participants in diverse local, national, and global communities. General Education promotes comprehensive literacy—including effective communication, mathematical, and technological skills; reasoning and creativity; and information literacy—and a broad knowledge base in the liberal arts. Through completing the General Education Program, students will be able to communicate effectively and clearly in standard written and spoken language; use mathematical language and quantitative reasoning effectively; think logically, critically, and creatively; and locate relevant sources and use them critically and responsibly.

The Idaho State Board of Education (SBOE) specifies that general education courses “prepare students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. Course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners” (III.N).

#### Goals of General Education Assessment

This General Education Assessment Plan describes two subjects of assessment: the achievement of general education learning outcomes in each general education course, and the effectiveness of the general education objectives and program overall. Assessment is performed to support the ultimate goal of refining individual courses and the general education program, and the plan outlined below is intended to guide this process while preserving the autonomy of departments to evaluate their own courses.

#### Overview

Individual departments are responsible for crafting Course Assessment Plans to assess the general education learning outcomes ([Appendix I](#)) for all the general education courses they offer. These plans will specify the course materials and student output to be collected, and the procedures for internal review of these materials and subsequent action within the department. After plans are approved by GERC, each department will carry out planned assessment internally, maintaining a collection of materials and filing a brief annual report with GERC summarizing its general education assessment activities. On a rotating 5-year schedule, departments will produce comprehensive assessment reports covering each of their offerings within a single objective. These reports will be evaluated by an Objective Review Committee (ORC) chaired by a GERC member and composed of departmental representatives specific to the

objective under review. This group will report to GERC with recommendations pertaining both to specific courses, and to the program of general education more generally. GERC will respond to these reports. GERC will also,~~and~~ perform a comprehensive program-level review of the entire general education program on a separate 5-year schedule.

#### Departmental Obligations:

**Devise Course Assessment Plans:** Each department that offers general education courses will develop an assessment plan for each of these courses. The plan will describe:

- procedures for collecting course materials such as syllabi, exams, and assignment prompts
- procedures for collecting direct assessment instruments (student work) such as major essays, capstone projects, or major exams
- correlation of assessment materials to specific general education learning outcomes (as opposed to other course outcomes)
- procedures for departmental review of assessment materials
- procedures, guidelines, or rubrics ensuring consistency in the evaluation process, which should encompass all mechanisms through which a department awards general education credit, including substantively different course sections, Early College Program courses, and exam credit

A template for this plan is provided in [Appendix II](#). For **new** general education courses, course assessment plans must be submitted with GERC and UCC proposals by September 19 of the academic year prior to proposed inclusion in the undergraduate catalog.

**Execute Course Assessment Plans:** As described in their Course Assessment Plans, departments will collect specified course materials—such as syllabi, exams, and assignments—and student work—such as exams, essays, and projects—each semester on an ongoing basis. Even if only one or two learning outcomes are assessed each year, the materials used for any part of the assessment must be collected and maintained during the assessment process in a FERPA-compliant manner. These materials will be reviewed internally within the department, and departments are expected to use these findings to improve both courses and assessment procedures where appropriate.

**File Annual Reports:** An annual report documenting the activities described above is due to GERC by November 1st each year. The report will include brief summaries of:

- general education learning outcomes reviewed in each course
- materials collected and assessed
- findings and/or related departmental actions

The report for each course should fill no more than one half page. A template is provided in [Appendix III](#).

**Compose 5-Year Reports:** The assessment cycle for each objective will be completed every five years, with one or two specific objectives cycling into focus each year. Detailed reports on all courses satisfying the reviewed objectives will be submitted to GERC by January 7th. No Annual Report is required during the year that a 5-Year Report is due, and departments offering multiple courses under a single objective are welcome to collect them in a single report if this is convenient.

5-Year Reports will describe the overall findings from the assessment process, including a description of the processes, a summary of the findings, recommendations for changes to be made to courses or to learning outcomes, and details regarding any changes already made. These reports should take into account the information included in the Annual Reports, but should go beyond these to provide a complete assessment of each course as fulfilling the general education objective.

Each 5-Year Report should include:

- A description of the methods used for assessment of each learning outcome, including an explanation of why these particular methods were chosen.
- An explanation of how the analysis was performed, including an appendix with copies of any rubrics developed for the purpose.
- A discussion of the major findings.
- A discussion of changes made and recommended on the basis of this assessment.
- An overall evaluation of the assessment process itself, explaining what was and was not effective, and providing recommendations for changes to the plan in the future.
- Access to assessment materials themselves, either as appendices or by other arrangement.
- Grade distributions within each course, and discussion of these data. (This information will be used by Objective Review Committees to compare course offerings within an objective, not to assess learning outcomes.)
- Other data relevant to assessing the effectiveness of each course.

Although comprehensive, this report should be limited to seven pages, excluding appendices. A template is provided in [Appendix IV](#). All materials reviewed as part of this report must be retained by the department for future use in the General Education Assessment process. This report and related materials will be used as part of overall assessment of the general education program.

**Appoint Representative(s) to Objective Review Committee(s).** Objective-wide course review and preliminary program-level assessment will be performed by committees including one representative from each department or program involved in the given objective. Departments will appoint representatives to these committees when filing their 5-Year Reports.

#### GERC Obligations:

**Approve Course Assessment Plans:** These reports will be reviewed by GERC, which may provide feedback on their content and request revisions prior to approving them. Upon approval, copies will be sent to UCC, and then Academic Affairs for appropriate recordkeeping.

**Review Annual Reports:** GERC will review all annual reports and will vote to accept them as complete. GERC will then inform the departments of any questions or observations about the report. Upon acceptance, annual reports will be forwarded to UCC for approval and filing with Academic Affairs.

**Convene Objective Review Committees:** During the same year that 5-Year Reports are submitted for a given objective, GERC will appoint a chair from among its own members and solicit one representative from each department offering a course within the objective to form an Objective Review Committee (ORC, described below).

**Respond to ORC Reports:** Members of GERC will review the findings in the ORC Reports (described below) and discuss all of the recommendations made. GERC will then determine whether to pursue any changes to the general education courses, to the general education objectives, or to the stated learning outcomes for any of the objectives, appending GERC recommendations to the ORC Report and forwarding it to UCC. Any recommended changes to learning outcomes for objectives established by the Idaho State Board of Education will eventually be forwarded to ISU's representatives on the SBOE's general education discipline groups.

**Assess General Education Program Comprehensively:** In addition, every 5 years GERC will use ORC Reports as starting points for a comprehensive review of ISU's general education program. This review will consider the effectiveness of all objectives in meeting the overall goals for general education, and whether course offerings in each objective are sufficient to meet student needs. Findings will be described in a Comprehensive General Education Assessment Report to be approved by UCC and filed with Academic Affairs. If changes are deemed appropriate in the current objectives, a more extensive campus-wide review would ensue.

#### Objective Review Committee Obligations:

**Assemble with Appropriate Membership:** For each objective, an Objective Review Committee (ORC) will be formed every five years to evaluate the courses of the objective and its learning outcomes. The membership of each ORC will include one representative from each department or program that offers a general education course in the objective, who will be recommended by the department chairs of these units. A representative from GERC will serve as the chair of the ORC, and should convene the committee at the beginning of spring semester. Each ORC will have a minimum of 3 members; GERC will recruit any additional members needed in consultation with department chairs.

**Review Assessment Materials:** Objective Review Committees will review, at a minimum, the 5-Year Departmental Objective Review Report and Annual Reports from each department. These will include syllabi for all unique sections of all courses meeting the objective, assignments and exams used in course assessments to determine if students are meeting expectations, and descriptions of any other modes by which students are awarded credit for these courses. ORCs may also use previous ORC and GERC reports, when available, and may request additional materials.

**Compose Reports:** After performing the review described above, each ORC will reach findings as to whether the courses currently in its objective have been adequately assessed, whether these courses are fully meeting the learning outcomes, and whether the learning outcomes themselves are in keeping with the spirit of the objective. These findings and resulting recommendations will be reported to GERC following the template provided in [Appendix V](#). Reports from ORCs are due to GERC and to the Associate Vice President for Undergraduate Affairs by March 1st.

#### The Uses of Assessment Results

The assessment results are to be used primarily at the department level to identify courses that should be modified in order to better meet the requirements of general education, or removed from the GEM curriculum because of poor alignment with its learning outcomes. Objective-wide review may also result in either of these recommendations. In addition, program assessment may lead to recommendations to adjust the learning outcomes for an objective or to eliminate an objective altogether. The specific findings of the assessment process will direct the next steps in the process—whether recommendations are made to an academic department, to Curriculum Council, to Academic Affairs, or to the State Board of Education.

In addition, a description of the assessment process and its results will be provided to the Associate Vice President for Institutional Effectiveness who is responsible for ensuring that ISU is meeting the accreditation requirements set out by the Northwest Commission on Colleges and Universities (NWCCU).

### **Appendix I. General Education Requirements and Learning Outcomes**

GEM Objectives 1-6 are determined by the Idaho State Board of Education, and Objectives 7-9 are established by ISU.

**Objective 1, Written Communication:** Upon completion of a course in this category, students are able to demonstrate the following competencies.

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
2. Adopt strategies and genre appropriate to the rhetorical situation.
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
5. Address readers' biases and assumptions with well-developed evidence-based reasoning.
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.

**Objective 2, Oral Communication:** Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.

6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

**Objective 3, Mathematical Ways of Knowing:** Upon completion of a course in this category, a student is able to demonstrate the following competencies.

1. Read, interpret, and communicate mathematical concepts.
2. Represent and interpret information/data.
3. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
4. Apply quantitative reasoning to draw and support appropriate conclusions.

**Objective 4, Humanistic and Artistic Ways of Knowing:** Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
3. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
5. Interpret artistic and/or humanistic works through the creation of art or performance.
6. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
7. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

**Objective 5, Scientific Ways of Knowing:** Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
2. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
3. Interpret and communicate scientific information via written, spoken and/or visual representations.
4. Describe the relevance of specific scientific principles to the human experience.
5. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

**Objective 6, Social and Behavioral Ways of Knowing:** Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.

2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

**Objective 7, Critical Thinking:** Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Formulate/frame problems and analyze how others do so.
2. Recognize and apply appropriate practices for analyzing ambiguous problems.
3. Identify and apply relevant information for problem solving.
4. Create, analyze, and evaluate/interpret diverse perspectives and solutions.
5. Establish a reasoned framework for drawing conclusions and/or recommending solutions.
6. Effectively articulate the results of a thinking process.

**Objective 8, Information Literacy:** Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Determine the nature and extent of the information/data needed to accomplish a specific purpose.
2. Identify sources and gather information/data effectively and efficiently.
3. Evaluate credibility of sources and information/data.
4. Understand the economics, ethical, legal, and social issues surrounding the creation, collection, and use of information/data.
5. Use information/data effectively to accomplish a specific purpose.

**Objective 9, Cultural Diversity:** Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts.
2. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities.
3. Apply knowledge of diverse cultures to address contemporary or historical issues.

## **Appendix II: Course Assessment Plan Template**

Each course should have its own, free-standing assessment plan, although methods may be replicated across courses within a department where appropriate.

- A. Course:                      Objective:
- B. Assessment Method(s):
1. When will each learning outcome of the objective be assessed?
  2. What direct (e.g. student work such as essays, exams) and indirect (e.g. syllabi, assignment prompts) instruments will be used?
  3. How are the assessment instruments evaluated? Specify the criteria used, and rubrics, if any.
- C. What is the method for compiling/tabulating assessment results?
- D. What is the process for evaluating and interpreting those results?
- E. How will the department translate the findings into curriculum changes or adjustments to the assessment process?
- F. Do you have any suggestions for changes to the learning outcomes that would simplify their use in the assessment process while retaining their original intent?

## **Appendix III: Annual Assessment Report Template**

Describe activities conducted in accordance with departmental general education course assessment plans. (Note that it is not necessary to assess all learning outcomes in a course every year or to act on all assessment findings every year.) [Collection of these data is currently envisioned as occurring through a simple online form.]

<b>Course and Format</b>	<b>General Education Objective &amp; Learning Outcome</b>	<b>Assessment Instruments Collected</b>	<b>Findings/Actions</b>

## **Appendix IV: 5-Year Report Template**

Items in section A should be addressed for every course the department offers in the objective under review; courses may be treated individually or combined into one report if appropriate. Items B and C need be addressed only once for the objective under review.

Objective:

Department:

Representative to Objective Review Committee:

Course(s):

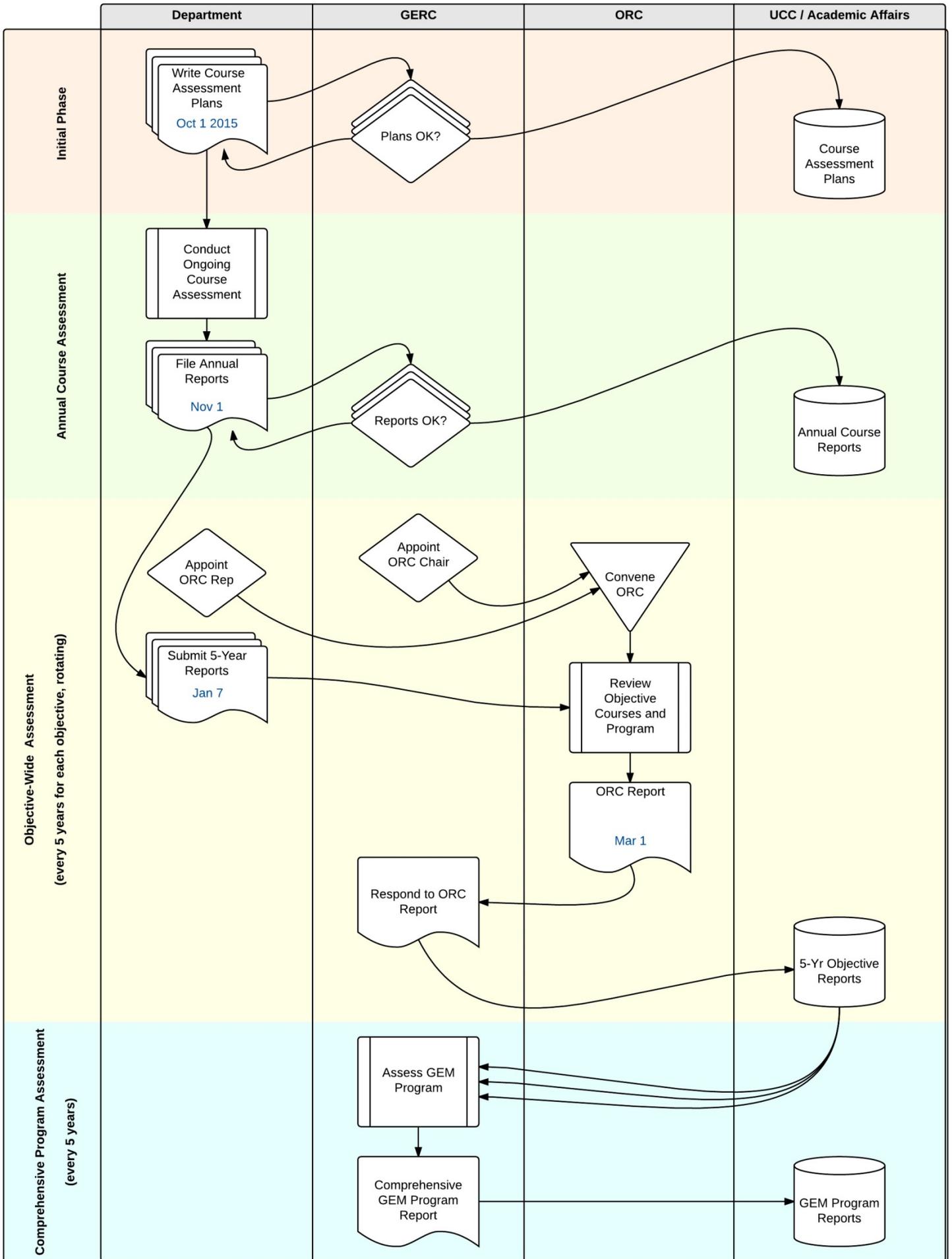
- A. For each general education learning outcome that the course aims to achieve:
1. Describe the specific assessment instrument(s) used to address the learning outcome.
    - a. Include full question text or assignment instructions, which may be included as an appendix.
    - b. Include a description of the timing of the assessment and the groups that were assessed.
    - c. Describe the criteria used to evaluate each assessment instrument, and how this evaluation was performed.
    - d. Describe the application of this or comparable assessment to any students earning credit for the class via early college program or test credit.
  2. Describe the findings regarding the learning outcome, and overall conclusion as to the effectiveness of the class in achieving the learning outcome in question.
  3. Describe any changes made or proposed to better meet learning outcomes.
  4. Describe any changes made or proposed to assessment procedures themselves.
- B. Do you see any incongruities between the learning outcomes and the spirit of the objective? If so, how would you suggest the learning outcomes be modified?
- C. Do you believe that the objective currently serves an optimal role in the broader general education program? If not, how could its contribution be improved?

## **Appendix V: Objective Review Committee Report Template**

Objective:

Objective Review Committee Membership:

- A. Evaluate the assessment plan for each course, together with its implementation. Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.
- B. Evaluate the assessment *outcome* for each course. To what extent are students in each course satisfactorily achieving the learning outcomes for the objective? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.
- C. Evaluate the list of courses currently approved to satisfy the objective. To what extent does the current list contribute to a strong, coherent system of general education. Would a reduction or increase in the number or variety of courses in this objective strengthen the overall system? Provide a brief summary of the Committee's findings. Describe any recommended changes.
- D. Evaluate the stated learning outcomes of this general education objective. Are there any problems with the learning outcomes as currently described, or ways in which they might be improved? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.
- E. Evaluate the objective itself and its place within the system of general education. To what extent does the objective, in its current form, contribute to a strong overall system of general education? Are there ways in which the objective could be modified to improve it? Could the system be improved with its elimination or replacement? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.



## APPENDIX 2

### UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

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

**For UCC's use only:**

<b>Proposal No.</b>	<b># 5</b>	UCC Decision	<b>APPROVED</b>	Date:	<b>4/16/2015</b>
UCC Catalog Year	<b>2016-17</b>	Provost Decision		Date:	
State Proposal?	<b>Letter</b>	State Decision	<b>Approved</b>	Date:	<b>12-3-2014</b>
Gen Ed course?	<b>No</b>	GERC Decision	<b>N/A</b>	Date:	<b>N/A</b>
Graduate catalog?	<b>Yes</b>				
<b>Corresponding Graduate proposal submitted.</b>					
UCC Rec'd Date:	<b>04/08/2015</b>	Processed Date:	<b>04/08/2015</b>	UCC Agenda	<b>04/09/2015</b>
UCC Description:	<b>OLP Minors and Undergraduate Certification</b>				
Catalog Editors: Course changes?	<b>No</b>	Curriculum Changes?	<b>Yes</b>		

### 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:	OLP Minors and Undergraduate Certification
College:	Education
Department:	Organizational Learning and Performance (OL&P)
Proposal Originator (PO):	Karen Wilson Scott
Email:	scotkare@isu.edu
Phone:	208-282-4519/7967 (office) or 208-521-9793 (cell)

Approval Required	Signature	Date
UCC Representative:	See signature page – signed by Justin N. Thorpe	3-31-15
Department Chair / Program Director:	See signature page – signed by Karen Wilson Scott	3-31-2015
Dean or Designee:	See signature page – signed by Deb Hedeem	4.1.15
Is a Gen Ed proposal required? (See Part B: Course Changes)	<b>No</b> Separate Gen Ed Proposal submitted to GERC	<b>N/A</b>
State Proposal or Letter Required? (See Part D Impact section under the SIS impact response.)	<b>Letter</b> State Proposal submitted to Academic Affairs	<b>Approved by SBOE</b>
Is a Graduate catalog proposal required?	<b>Yes</b> Graduate catalog proposal submitted to Graduate Council	<b>Yes</b>

### Overview of Proposed Changes

<p><b>How will this improve how the University and the Department or Program fulfills their mission?</b></p>	<p>The three new minors and certificate in Organizational Leadership target a professional audience working on or considering a baccalaureate degree, who may wish/need a master degree. This professional group is seeking middle leadership career paths. These rising professionals and their business/industry employers view an Organizational Leadership background as preparation to assume entry- to mid-level leadership positions. Several such minors and certificates offered by other institutions become a gateway to a degree. The minor/certificate students will be encouraged to apply coursework toward the B.S. in Workplace Training and Leadership and Master of Organizational Learning and Performance degree, and thus be a recruitment tool.</p>
<p><b>What was your faculty's vote on this matter?</b> (Include the date and numbers of yes/no votes)</p>	<p>12-9-14 OLP Department Meeting Vote: 8 Yes, 0 No, 1 Absent</p>

**Part B: Course Change(s)**

No course changes proposed.

**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 tab**

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/>.

**Programs tab**

## 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 ( <a href="#">OLP 2210/OLP 3310</a> )	24
<b>Total Hours</b>	<b>120</b>

### Required Courses:

<a href="#">OLP 4401</a>	Foundations of Professional Technical Education and Human Resource Development	3
<a href="#">OLP 4402</a>	Occupational Analysis and Course Construction	3
<a href="#">OLP 4403</a>	Methods of Teaching in Corporate and Professional-Technical Education	3
<a href="#">OLP 4404</a>	Evaluation in Corporate and Professional-Technical Education	3
<a href="#">OLP 4407</a>	Instructional Technology in Human Resource Development	3
<a href="#">OLP 4409</a>	Professional Readings and Writing	3

<a href="#">OLP 4431</a>	Workplace Leadership	3
<a href="#">OLP 4450</a>	Principles of Adult Education	3
<a href="#">OLP 4457</a>	Facilitating Adult Learning	3
<a href="#">OLP 4465</a>	Practicum in Workplace Training and Leadership	3
<b>Electives:</b>		
<a href="#">OLP 3320</a>	Selected Topics	1-8
<a href="#">OLP 4405</a>	Learning Fundamentals	3
<a href="#">OLP 4406</a>	Grantwriting	3
<a href="#">OLP 4410</a>	Principles of Change	3
<a href="#">OLP 4444</a>	Career Guidance and Special Needs	3
<a href="#">OLP 4461</a>	Directed Studies	1-4
<a href="#">OLP 4464</a>	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 BS Degree (minimum)	36
Option Core	30
Competency-Based Experience ( <a href="#">OLP 2210/OLP 3310</a> )	24
Technical specialization (maximum of 18) and electives	30
<b>Total Hours</b>	<b>120</b>

### Required Courses: Workplace Training and Leadership - Professional-Technical Teacher Education Option

<a href="#"><u>OLP 4401</u></a>	Foundations of Professional Technical Education and Human Resource Development	3
<a href="#"><u>OLP 4402</u></a>	Occupational Analysis and Course Construction	3
<a href="#"><u>OLP 4403</u></a>	Methods of Teaching in Corporate and Professional-Technical Education	3
<a href="#"><u>OLP 4404</u></a>	Evaluation in Corporate and Professional-Technical Education	3
<a href="#"><u>OLP 4407</u></a>	Instructional Technology in Human Resource Development	3
<a href="#"><u>OLP 4431</u></a>	Workplace Leadership	3
<a href="#"><u>OLP 4444</u></a>	Career Guidance and Special Needs	3
<a href="#"><u>OLP 4457</u></a>	Facilitating Adult Learning	3
<a href="#"><u>OLP 4464</u></a>	Instructional Facilities Management	3
<a href="#"><u>OLP 4467</u></a>	Practicum:Student Teaching	3-8
<b>Electives: Workplace Training and Leadership - Professional-Technical Teacher Education Option</b>		
<a href="#"><u>OLP 3320</u></a>	Selected Topics	1-8
<a href="#"><u>OLP 4405</u></a>	Learning Fundamentals	3
<a href="#"><u>OLP 4406</u></a>	Grantwriting	3
<a href="#"><u>OLP 4409</u></a>	Professional Readings and Writing	3
<a href="#"><u>OLP 4410</u></a>	Principles of Change	3
<a href="#"><u>OLP 4450</u></a>	Principles of Adult Education	3
<a href="#"><u>OLP 4461</u></a>	Directed Studies	1-4
<b>Total Hours</b>		<b>17-27</b>

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

**Overview tab**

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, [three minors, and one certificate](#). 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/>.

## Programs tab

### 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 ( <a href="#">OLP 2210/OLP 3310</a> )	24
<b>Total Hours</b>	<b>120</b>

**Required Courses:**

<a href="#">OLP 4401</a>	Foundations of Professional Technical Education and Human Resource Development	3
<a href="#">OLP 4402</a>	Occupational Analysis and Course Construction	3
<a href="#">OLP 4403</a>	Methods of Teaching in Corporate and Professional-Technical Education	3
<a href="#">OLP 4404</a>	Evaluation in Corporate and Professional-Technical Education	3
<a href="#">OLP 4407</a>	Instructional Technology in Human Resource Development	3
<a href="#">OLP 4409</a>	Professional Readings and Writing	3
<a href="#">OLP 4431</a>	Workplace Leadership	3
<a href="#">OLP 4450</a>	Principles of Adult Education	3
<a href="#">OLP 4457</a>	Facilitating Adult Learning	3
<a href="#">OLP 4465</a>	Practicum in Workplace Training and Leadership	3
<b>Electives:</b>		
<a href="#">OLP 3320</a>	Selected Topics	1-8
<a href="#">OLP 4405</a>	Learning Fundamentals	3
<a href="#">OLP 4406</a>	Grantwriting	3
<a href="#">OLP 4410</a>	Principles of Change	3
<a href="#">OLP 4444</a>	Career Guidance and Special Needs	3
<a href="#">OLP 4461</a>	Directed Studies	1-4
<a href="#">OLP 4464</a>	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 BS 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](#) Professional Readings and Writing 3[OLP 4410](#) Principles of Change 3[OLP 4450](#) Principles of Adult Education 3

**Total Hours****17-27****Minor: Workplace Training and Leadership**

The minor in *Workplace Training and Leadership* is intended to provide students interested in workplace training functions with a suite of skills, knowledge, and experiences in training (design, development, and delivery), and development, which is considered the non-training human development activities in which organizations (private, public, education) engage.

Intended Audience – Students from degrees including, but not limited to Business, Communications, and Health Sciences; students who have an interest in working in a training role within their respective industry/field of practice.

**Required Courses:**

OLP 4401	Foundations of Human Resource Development	3
OLP 4402	Occupational Analysis and Course Construction	3
	or	
OLP 4450	Principles of Adult Education	3
OLP 4403	Methods of Training	3
OLP 4404	Evaluating Training and Development	3

**Workplace Training and Leadership Electives**

Plus 6 additional credits from any faculty approved WTL (or aligned) courses.

**Total Hours****18****Minor: Human Resource Development**

The minor in Human Resource Development is intended to provide students interested in human resource development discipline with a framework for facilitating employee development of professional workplace skills, knowledge, and experiences. This HRD framework expands to organizational development, succession planning, and performance management.

Intended Audience – Students from degrees including, but not limited to Business, Communications, Public Administration, and Health Sciences; students who have an interest in coaching individuals and organizations to reach their potential.

**Required Courses:**

OLP 4401	Foundations of Human Resource Development	3
----------	-------------------------------------------	---

OLP 4402	Occupational Analysis and Course Construction	3
OLP 4404	Evaluating Training and Development	3
OLP 4407	Instructional Technology in HRD	3
OLP 4450	Principles of Adult Education	3

**Human Resource Development Elective**

Plus 3 additional credits from any faculty approved WTL (or aligned) courses.

**Total Hours** **18**

**Minor: Organizational Leadership**

The minor in *Organizational Leadership* is intended for students who desire to have a better understanding of the theories and practices of leadership and change applied in organizations, as these are currently two of the most popular and sought after content areas across industries.

Intended Audience - Students from degrees including, but not limited to, Business, Communications, Sociology, Psychology, Public Administration, and Health Sciences.

**Required Courses:**

OLP 4401	Foundations of Human Resource Development	3
<u>Or</u>		
OLP 2231	Introduction to Leadership	3
OLP 3331	Theories of Leadership	3
OLP 4409	Professional Readings and Writing	3
OLP 4410	Principles of Leadership and Change	3
OLP 4431	Workplace Leadership	3

**Organizational Leadership Elective**

Plus 3 additional credits from any faculty approved WTL (or aligned) courses.

**Total Hours** **18**

**Baccalaureate Certificate: Organizational Leadership**

One baccalaureate ~~certificates~~ certificate is offered in the Department of Organizational Learning and Performance. The baccalaureate certificate in *Organizational Leadership* is intended for career professionals seeking middle leadership career paths. These rising professionals and their business/industry employers are preparing talented individuals to develop their potential for leadership positions.

Intended Audience – Career professionals seeking middle leadership positions.

**Required Courses:**

OLP 4401	Foundations of Human Resource Development	3
Or		
OLP 2231	Introduction to Leadership	3
OLP 3331	Theories of Leadership	3
OLP 4410	Principles of Leadership and Change	3
OLP 4431	Workplace Leadership	3

**Organizational Leadership Certificate Elective**

Plus 3 additional credits from any faculty approved WTL (or aligned) courses.

**Total Hours**

**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](mailto: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 again,

Thank you. I see, then, no problems from the Library perspective.

Sandi

Sandra Shropshire  
Associate University Librarian

**Information Technology Services Questionnaire** send entire proposal to Randy Gaines  
([gainrand@isu.edu](mailto: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? Asynchronously online courses.		
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,	X	

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?

Karen,  
No concerns from ITS.  
Randy

**Advising Questionnaire** send entire proposal to JoAnn Hertz ([hertjoan@isu.edu](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto: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 Karen,  
No advising concerns.  
Best wishes,

JoAnn

Does CoTech Advising have any academic concerns with the proposal?

Karen,  
I see no impacts with CoT.  
Thank you!

Corey Zink  
Director of Student Services  
Idaho State University - College of Technology

Does College of Education Advising have any academic concerns with the proposal?

As this was part of the program prioritization for the College of Education and approved by the State Board, the College of Education sees no concern.

Justin N. Thorpe, Ph. D.  
UCC Representative, COE  
For Jamie Webster.

**Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar's Office ([reginfo@isu.edu](mailto: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?

Karen,

This all looks fine. I don't see any impact from a student information system perspective. The UCC is now working on changes for the 2016-17 catalog.

Best Regards,

Chris Hunt  
Associate Registrar  
Idaho State University

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

**The State Board of Education has already approved the OLP minors and certificate in SBOE Letter to Provost Woodworth-Ney, dated 12-3-14.**

From Emily White, catalog editor: What are "aligned" courses?

Karen Wilson-Scott's response:

"It is possible that a student seeking the Organizational Leadership certificate would wish to take a course from Communications, such as CMP 4422 Conflict Management; or from Management, such as MGT 3312 Individual and Organizational Behavior; or from Emergency Management, such as EMGT 3308 Leading in Organizations. The OLP faculty would all approve these courses as aligned with our certificate in Organizational Leadership. The certificate allows for 3 elective credits to help tailor the set of courses to fit the career and career advancement desires of the individual student. So, aligned courses are simply 'non-WTL courses that meet the objectives of the certificate.'"

### **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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		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) No

**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](mailto:peppcath@isu.edu)) AND to [fsenate@isu.edu](mailto: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: ***No other department courses utilized***

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**

**August 27, 2015 – 3:00-5:00 p.m. in Rendezvous 301**

**Volume XXXI, Meeting 08 (17-08)**

**Minutes – Approved by Curriculum Council on September 3, 2015; Accepted by Academic Affairs on September 25, 2015**

### **A. PRELIMINARIES**

#### 1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, Thomas Kloss, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Elizabeth Morgan, Margaret Johnson

1c. Guests: Jim Skidmore, GERC Vice Chair

2. Minutes – none, all were approved

3. Report from the Executive Committee:

Thorpe reported the council officers from Faculty Senate, Undergraduate Curriculum Council (UCC), General Education Requirements Committee (GERC), Research Council and Graduate Council met a couple of weeks ago. They discussed working more closely together, sharing information among the councils, and helping disseminate information to the campus community. They agreed to share their minutes with the other councils as information items.

New developments pertinent to this council's work is that ISU's accrediting body, the Northwest Council of Colleges and Universities (NWCCU), now will charge fees for and approve its universities' substantive program changes, including things like new majors or minors. This could impact UCCs work by adding additional time before proposals are fully approved to go into the next catalog. The additional fees could also impact departments' decisions on changes they want to make to their programs. This NWCCU oversight is in addition to SBOE's approval. Hofle reported she has talked with Selena Grace in Academic Affairs about this, and that Selena and Margaret Johnson are following this closely and are working to figure out the impact it will have on ISU. Hofle encouraged UCC members talk with their constituent departments, chairs, and program directors. The fee schedule will be made available to members and posted on UCC's website.

4. Information from Academic Affairs: no report

5. Current Committee Activities:

a. Summer Subcommittee Report

As UCC requested last spring, Houghton, Briggs, Hunt, White and Read worked together this summer to streamline the process for creating and processing undergraduate catalog proposals. The UCC leadership reviewed and approved the new process, which is now posted and described on the UCC's website.

b. Explanation and Demonstration of New Proposal Process – Emily White, eCatalog Editor

White explained the purpose of the new process was to eliminate redundancies, move up the timeline for entering proposal data into the draft catalog, and improve the overall efficiency of proposal reviews and approvals by the various entities. This new process

also separated the course and curriculum catalog sections from the departmental information sections to help eliminate confusion.

Users must log into their standard 4x4 ISU user account, which is the same as their BengalWeb user name, to access the online forms. White explained the process flowchart and gave an onscreen demonstration showing how the new proposal forms were created, edited, tracked, reviewed, and approved using Google Docs. Proposals in process will continue to be posted on UCC's website as they have been in the past, with links to the proposals themselves as well as to a tracking sheet that follows proposals from initial requests through approval by the Provost. Proposals and the tracking sheet will be available for the ISU community to view.

When White, as eCatalog Editor, receives a proposal request, she will create an online Google Doc proposal and populate Part C with the sections of the current draft catalog that will be affected by the proposal. She will email the Google Doc link to the Proposal Originator (PO), who then consults with the UCC rep, enters all course changes into Part B, edits the catalog text in Part C, and solicits impact responses by sending the link to the Google Doc. The PO enters all impact responses received into the Google Doc, then sends the link to the department chair or program director and dean for review. All signatures are collected on a paper copy of the signature page, which is forwarded to the UCC administrative assistant separately from the online proposal. When the Google Doc proposal is completed, the UCC rep submits the proposal by emailing the link to the UCC administrative assistant for processing. The administrative assistant, among other things, assigns a tracking number and adds a brief description of the proposal to the UCC's agenda and website, with links to the Google Doc proposal.

Starting on January 1 each year, departments can start working on their catalog proposals for the next catalog. UCC members should encourage Proposal Originators to work together with each other as well as with their UCC representatives to consolidate proposals where possible. This would help ensure proposed changes in one section of the catalog coincide with proposed changes in other sections.

White explained that all changes to information contained in the **Programs, Plans of Study, Admissions**, and **Course** tabs in the catalog must be submitted to UCC for review and approval. Departments will soon become responsible for making changes to the information in their **Overview** and **Faculty** tabs themselves. Departments and Colleges will each need to submit names of those who are authorized to edit and those who will approve changes to the **Overview** and **Faculty** tab information. Hofle will compose a memo summarizing these points for UCC members to distribute to their constituents.

c. Information from GERC – Bob Houghton

GERC met on Tuesday. They have a lot of work cut out for them this semester, reviewing course assessment plans for all 155 general education courses. They have assigned subcommittees of two members apiece who will be responsible for perusing all the assessment plans for their assigned general education Objectives.

Only two assessment plans had been received so far. After some discussion, both plans were remanded with a request for more detailed information about specifically how the course will be assessed against the Objective's criteria. The related new gen ed course proposals were also discussed and remanded for more detailed explanation. There are two curriculum proposals also in the works that are affected by these gen ed proposals. The GERC rep and UCC reps will likely communicate and work together on their respective proposals.

6. Information from the Chair: none

7. Information from the Faculty Senate:

The Senate will hold their first meeting this coming Monday. One item on their agenda will be a discussion of possibly reinstating the former Academic Standards Council to address several policy issues that have arisen in the past few years.

Hofle reported the State Board of Education is considering a policy change to eliminate the requirement for universities to have a Faculty Constitution, though there must still be some mechanism for faculty to have input in policy development. Although the first and second reading occurred in April and June respectively, no policy change has been approved as yet.

8. Other related information or questions: none

#### **B. INFORMATION ITEMS**

1. Northwest accreditors' (NWCCU) new role in approving "substantive" changes to curriculum  
This was already discussed above.

#### **C. CONSENT CALENDAR – none this week**

#### **D. UNFINISHED BUSINESS**

1. Council voted unanimously to approve [Corrected Proposal #4 \(Appendix 1\)](#) from **Health Occupations** to remove PSYC 3369 one-credit course from the Bachelor of Science in Health Science (BSHS) degree program. The number of required credits remained unchanged.

#### **E. NEW BUSINESS -- Council voted to approve and immediately table the following proposals for consideration next time.**

1. [Proposal #6](#) from **Health Care Administration** for a new course HCA 4480 Long Term Care Management.
2. [Proposal #7](#) from **Emergency Services** for a new Community Paramedic Academic Certificate.
3. [Proposal #8](#) from **Emergency Services'** BSHS EMS Concentration for new courses and curriculum for the Community Paramedic track.

Council noted there were similarities in Proposals #7 and #8 that appeared to be duplicative. Hunt will peruse them with an eye to reconciling the two.

4. [Proposal #9](#) from Technical General Education for a new course TGE 0100D Developmental Skills for College Success.

#### **F. ADJOURNMENT: 5:02 p.m.**

## APPENDIX

### 1. BSHS Degree Health Occupations Concentration: remove PSYC 3369 requirement

## UNDERGRADUATE CURRICULUM CATALOG CHANGE PROPOSAL

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

For UCC's use only:

<b>Proposal No.</b>	<b># 4 Corrected</b>	UCC Decision	<b>APPROVED</b>	Date:	<b>8/27/2015</b>
UCC Catalog Year	<b>2016-17</b>	Provost Decision		Date:	
State Proposal?	No	State Decision	<b>N/A</b>	Date:	<b>N/A</b>
Gen Ed course?	No	GERC Decision	<b>N/A</b>	Date:	<b>N/A</b>
Graduate catalog?	No				
UCC Rec'd Date:	<b>06/29/2015</b>	Processed Date:	<b>06/30/2015</b>	UCC Agenda	<b>08/27/2015</b>
UCC Description:	<b>BSHS Degree Health Occupations Concentration: remove PSYC 3369 requirement</b>				
Catalog Editors: Course changes?	<b>No</b>	Curriculum Changes?	<b>Yes</b>		

Check proposal status [HERE](#).

### 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:	BSHS Degree Health Occupations Concentration Course Change
College:	College of Technology
Department:	Health Occupations
Proposal Originator (PO):	Paul Peterson
Email:	petepaul@isu.edu
Phone:	X4169

Approval Required	Signature	Date
UCC Representative:	see signature page -- signed by Jennifer Briggs	3/17/2015
Department Chair / Program Director:	see signature page -- signed by Paul P. Peterson / Ph. D.	3/17/2015
Dean or Designee:	see signature page -- signed by Debra Kay Ronneburg	3/18/2015

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
Is a Graduate catalog proposal required?	No	Graduate catalog proposal submitted to Graduate Council	N/A

Overview of Proposed Changes	
<b>How will this improve how the University and the Department or Program fulfills their mission?</b>	<p>We request permission to remove one 1 credit course from the required courses within the Health Occupations Concentration of the BSBS, while maintaining the same number of required credits overall. The course, PSYC 3369 AIDS is only offered "On Demand" and our BSBS students are constantly having to petition to waive this course, as it is seldom offered and, furthermore, is becoming less and less timely as a stand-alone course for this degree preparation.</p> <p>Currently, the Health Occupations Concentration portion of the BSBS requires a minimum of 25 credits to be taken from a broad choice of 25 courses. Thus, even after the removal of this one 1-credit course, there is ample choice remaining for students remaining in this curriculum.</p>
<b>What was your faculty's vote on this matter?</b> (Include the date and numbers of yes/no votes)	November 13, 2014; eight votes in favor of this change and zero votes against this change. N=8

### 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.

#### 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 Health Science Degree

## *Concentration 3: Health Occupations*

Students who have graduated or are enrolled in health occupations' training at the level of an associate degree have the opportunity to pursue a bachelor's degree with an advanced general health science focus when choosing this concentration. A B.S. in Health Science will satisfy many of the prerequisites for a variety of health science-related graduate programs.

See the [Health Occupations' Department](#) in the College of Technology section of the catalog for detailed information about this concentration.

The Bachelor of Science (BSHS) degree is offered at ISU through the Division of Health Science and provides several avenues for students to work in health-related professions depending upon the student's ultimate educational and career goals. Students graduating with an AAS or AS are provided the opportunity to apply their associate degree in a health-related field toward graduation requirements for the B.S. in Health Science and satisfy many of the prerequisites for a variety of health science-related graduate programs. The objective of the Bachelor of Science in Health Science program with the Health Occupations' emphasis is to allow students who have graduated or are enrolled in health occupations' training at the level of an associate degree to pursue a bachelor's degree with an advanced general health science focus.

This degree provides a curriculum for students who desire an education that can serve as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, medical technology, physical therapy, and occupational therapy. All students are encouraged to work closely with an advisor within their associate degree programs to ensure that the courses they plan to take will meet their specific career goals.

### **Degree Requirements:**

The B.S. in Health Science degree with the Health Occupations' emphasis includes the following credit requirements which can be divided into four components: Associate Degree requirements, General Education requirements, B.S. in Health Science core requirements, and Associate degree/Health Occupations' Concentration requirements.

**Associate Degree Requirements:** Each student must be a graduate of or be enrolled in a health occupations' program that awards an associate degree.\* Students with an Associate of Applied Science (AAS) degree may apply up to a maximum of 50 credits from this degree (all lower division credits) toward the 120 total credit requirement. Students with an Associate of Science (AS) degree in Respiratory Therapy from ISU may apply 15 upper division Respiratory Therapy (RESP) credits to this degree.

*\* Out-of-state associate degrees must be evaluated for meeting the Idaho State Board of Education standards. If the associate degree is over five years old, the degree must be evaluated for currency in the technical field.*

**General Education Requirements:** Students pursuing the Bachelor of Science in Health Science degree must complete ~~8-eight~~ of the ~~9-nine~~ General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog.) Specific requirements may be listed under individual Health Occupations' program curricula (choose programs above).

**BSHS Core Courses:** BSHS students across all ISU colleges and programs are required to complete a common core of 20-24 credits. See the Bachelor of Science in Health Science in the Division of Health Sciences' section of the catalog for additional information.

**Associate Degree/Health Occupations Concentration Requirements (25 credits minimum):**

<a href="#">BIOL 3302</a> & <a href="#">3302L</a>	Anatomy and Physiology and Anatomy and Physiology Lab	4
<a href="#">MATH 1153</a>	Introduction to Statistics	3
<a href="#">PSYC 3369</a>	<a href="#">AIDS</a>	1
Chemistry - select one set (7 or 9 credits)		
<a href="#">CHEM 1111</a> & <a href="#">1111L</a> & <a href="#">CHEM 1112</a> & <a href="#">CHEM 1112L</a>	General Chemistry I and General Chemistry I Lab and General Chemistry II and General Chemistry II Lab	9
OR		
<a href="#">CHEM 1101</a> & <a href="#">CHEM 1102</a> & <a href="#">CHEM 1103</a>	Introduction to General Chemistry and Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	7
Physics - Select one combination (4 or 8 credits)		
<a href="#">PHYS 1111</a> & <a href="#">PHYS 1113</a> & <a href="#">PHYS 1112</a> & <a href="#">PHYS 1114</a>	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
<a href="#">PHYS 1100</a>	Essentials of Physics	4
Select one:		
<a href="#">BIOL 3305</a>	Introduction to Pathobiology	3
<a href="#">HE 3383</a>	Epidemiology	3
<a href="#">RESP 2214</a>	Introduction to Pulmonary Disease	4
<a href="#">Select a minimum of three credits</a> (3 credits):		
<a href="#">HE 3340</a>	Fitness and Wellness Programs	3
<a href="#">HCA 3350</a>	Organizational Behavior in Healthcare	3
<a href="#">HCA 3384</a>	Human Resource Management in Healthcare Organizations	3
<a href="#">NTD 3340</a>	Nutrition for Health Professionals	3
<a href="#">PE 3300</a>	Movement Theory and Motor Development	3

<a href="#">PE 3370</a>	Care and Prevention of Athletic Injuries	3
<a href="#">PSYC 3301</a>	Abnormal Psychology I	3
<a href="#">PSYC 3341</a>	Social Psychology	3
<a href="#">RESP 3310</a>	Case Management II	2
<a href="#">RESP 3325</a>	Clinical Practice of Therapeutic Procedures II	3
<a href="#">RESP 2231</a> & <a href="#">RESP 2232</a>	Patient Assessment I and Patient Assessment II	4
<a href="#">SOC 3330</a>	Sociology of Health and Illness	3

Students pursuing a non-teaching minor in Health Education should contact the Health Education and Promotion Program for details.

A student must fulfill **eight** of the **nine** General Education Objectives (a minimum of 36 credits--see the [General Education Requirements](#) described in the Academic Information section of this catalog), BSHS Core requirements (20-24 credits), and Associate Degree Concentration requirements (25 credits minimum), and earn a minimum of 120 total credits, of which a minimum of 36 must be upper division credits, for a Bachelor of Science in Health Science degree.

**List all the places in the catalog that are affected by these changes:**

For all course changes, perform a search of the .PDF catalog to find all other programs or locations that use or reference the affected courses. From [coursecat.isu.edu/undergraduate](http://coursecat.isu.edu/undergraduate), click on Print Options and select Download a PDF of the 2015-16 Undergraduate Catalog. Once the .PDF file loads, hold down the Control key and press the F key to open a search box. Type in the course(s) you wish to search for. Each location in the catalog will be highlighted individually. In the space below, type the page number and course affected to ensure the changes are made throughout the catalog.

Also found on Page 238 Division of Health Sciences: Bachelor of Science in Health Science: Concentration 3: Health Occupations.

**Current Catalog Copy (Paste current eCatalog copy below) [page 421 2015-2016 pdf catalog](#) [Do not make changes to this section]**

## Bachelor of Science in Health Science Degree

### *Concentration 3: Health Occupations*

Students who have graduated or are enrolled in health occupations' training at the level of an associate degree have the opportunity to pursue a bachelor's degree with an advanced general health science focus when choosing this concentration. A B.S. in Health Science will satisfy many of the prerequisites for a variety of health science-related graduate programs.

See the [Health Occupations' Department](#) in the College of Technology section of the catalog for detailed information about this concentration.

The Bachelor of Science (BSHS) degree is offered at ISU through the Division of Health Science and provides several avenues for students to work in health-related professions depending upon the student's ultimate educational and career goals. Students graduating with an AAS or AS are provided the opportunity to apply their associate degree in a health-related field toward graduation requirements for the B.S. in Health Science and satisfy many of the prerequisites for a variety of health science-related graduate programs. The objective of the Bachelor of Science in Health Science program with the Health Occupations' emphasis is to allow students who have graduated or are enrolled in health occupations' training at the level of an associate degree to pursue a bachelor's degree with an advanced general health science focus.

This degree provides a curriculum for students who desire an education that can serve as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, medical technology, physical therapy, and occupational therapy. All students are encouraged to work closely with an advisor within their associate degree programs to ensure that the courses they plan to take will meet their specific career goals.

**Degree Requirements:**

The B.S. in Health Science degree with the Health Occupations' emphasis includes the following credit requirements which can be divided into four components: Associate Degree requirements, General Education requirements, B.S. in Health Science core requirements, and Associate degree/Health Occupations' Concentration requirements.

**Associate Degree Requirements:** Each student must be a graduate of or be enrolled in a health occupations' program that awards an associate degree.\* Students with an Associate of Applied Science (AAS) degree may apply up to a maximum of 50 credits from this degree (all lower division credits) toward the 120 total credit requirement. Students with an Associate of Science (AS) degree in Respiratory Therapy from ISU may apply 15 upper division Respiratory Therapy (RESP) credits to this degree.

*\* Out-of-state associate degrees must be evaluated for meeting the Idaho State Board of Education standards. If the associate degree is over five years old, the degree must be evaluated for currency in the technical field.*

**General Education Requirements:** Students pursuing the Bachelor of Science in Health Science degree 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.) Specific requirements may be listed under individual Health Occupations' program curricula (choose programs above).

**BSHS Core Courses:** BSHS students across all ISU colleges and programs are required to complete a common core of 20-24 credits. See the Bachelor of Science in Health Science in the Division of Health Sciences' section of the catalog for additional information.

**Associate Degree/Health Occupations Concentration Requirements (25 credits minimum):**

<a href="#">BIOL 3302</a> & <a href="#">3302L</a>	Anatomy and Physiology and Anatomy and Physiology Lab	4
<a href="#">MATH 1153</a>	Introduction to Statistics	3

<a href="#">PSYC 3369</a>	AIDS	1
Chemistry - select one set (7 or 9 credits)		
<a href="#">CHEM 1111</a> & <a href="#">1111L</a> & <a href="#">CHEM 1112</a> & <a href="#">CHEM 1112L</a>	General Chemistry I and General Chemistry I Lab and General Chemistry II and General Chemistry II Lab	9
OR		
<a href="#">CHEM 1101</a> & <a href="#">CHEM 1102</a> & <a href="#">CHEM 1103</a>	Introduction to General Chemistry and Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory	7
Physics - Select one combination (4 or 8 credits)		
<a href="#">PHYS 1111</a> & <a href="#">PHYS 1113</a> & <a href="#">PHYS 1112</a> & <a href="#">PHYS 1114</a>	General Physics and General Physics I Laboratory and General Physics II and General Physics II Laboratory	8
OR		
<a href="#">PHYS 1100</a>	Essentials of Physics	4
Select one:		
<a href="#">BIOL 3305</a>	Introduction to Pathobiology	3
<a href="#">HE 3383</a>	Epidemiology	3
<a href="#">RESP 2214</a>	Introduction to Pulmonary Disease	4
Select one course (3 credits):		
<a href="#">HE 3340</a>	Fitness and Wellness Programs	3
<a href="#">HCA 3350</a>	Organizational Behavior in Healthcare	3
<a href="#">HCA 3384</a>	Human Resource Management in Healthcare Organizations	3
<a href="#">NTD 3340</a>	Nutrition for Health Professionals	3
<a href="#">PE 3300</a>	Movement Theory and Motor Development	3
<a href="#">PE 3370</a>	Care and Prevention of Athletic Injuries	3

<a href="#">PSYC 3301</a>	Abnormal Psychology I	3
<a href="#">PSYC 3341</a>	Social Psychology	3
<a href="#">RESP 3310</a>	Case Management II	2
<a href="#">RESP 3325</a>	Clinical Practice of Therapeutic Procedures II	3
<a href="#">RESP 2231</a> & <a href="#">RESP 2232</a>	Patient Assessment I and Patient Assessment II	4
<a href="#">SOC 3330</a>	Sociology of Health and Illness	3

Students pursuing a non-teaching minor in Health Education should contact the Health Education and Promotion Program for details.

A student must fulfill 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), BSHS Core requirements (20-24 credits), and Associate Degree Concentration requirements (25 credits minimum), and earn a minimum of 120 total credits, of which a minimum of 36 must be upper division credits, for a Bachelor of Science in Health Science 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.

### Required Impacts:

Infrastructure Unit	Email address	Proposal Sent For Impact (yes/no)	Impact Response Received (yes/no)
University Library	<a href="mailto:libmpact@isu.edu">libmpact@isu.edu</a>	Yes	Yes
Information Technology Services	<a href="mailto:gainrand@isu.edu">gainrand@isu.edu</a>	Yes	Yes
Central Academic Advising	<a href="mailto:hertjoan@isu.edu">hertjoan@isu.edu</a>	Yes	Yes
College of Technology Advising	<a href="mailto:zinkcore@isu.edu">zinkcore@isu.edu</a>	Yes	Yes
College of Education Advising	<a href="mailto:websjami@isu.edu">websjami@isu.edu</a>	yes	yes
Student Information Services	<a href="mailto:reginfo@isu.edu">reginfo@isu.edu</a>	Yes	Yes
Gen Ed Requirements Committee (GERC) if Gen Ed course(s) are affected	<a href="mailto:peppcath@isu.edu">peppcath@isu.edu</a> AND <a href="mailto:fsenate@isu.edu">fsenate@isu.edu</a>	N/A	N/A

Other University Departments/Units (as necessary)	<b>ISU Directory:</b> <a href="http://ds.netel.isu.edu/isdb/">http://ds.netel.isu.edu/isdb/</a>	Yes	Yes
---------------------------------------------------	----------------------------------------------------------------------------------------------------	-----	-----

**University Library Questionnaire** send entire proposal to Sandra Shropshire ([libmpact@isu.edu](mailto: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 anticipate no effects upon the Library from it." - Sandi Shropshire*

**Information Technology Services Questionnaire** send entire proposal to Randy Gaines ([gainrand@isu.edu](mailto: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.)		None
How many students are expected per semester? n/a		
What is your anticipated scheduling of courses using this technology? n/a		
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](mailto:hertjoan@isu.edu)) AND to Corey Zink ([zinkcore@isu.edu](mailto: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,

Just one issue:

Instead of the line in red below, consider "Choose at least 3 credits" or "Choose a minimum of 3 credits" since there are 2 credit course options but this section requires a minimum of 3 credits.

Thanks, JoAnn

<b>Choose one course (3 credits): This change has been made in the proposal.</b>		
<b>Course Number</b>	<b>Course</b>	<b>Credits</b>
HE 3340	Fitness and Wellness Programs	3
HCA 3350	Organizational Behavior in Health Care	3
HCA 3384	Human Resource Management in Healthcare	3
NTD 3340	Nutrition for Health Professionals	3
PE 3300	Movement Theory and Motor Development	3
PE 3370	Care and Prevention of Athletic Injuries	3
PSYC 3301	Abnormal Psychology I	3
PSYC 3341	Social Psychology	3
RESP 3310	Case Management II	2
RESP 3325	Clinical Practice of Therapeutic Procedures II	2
<u>RESP 2231</u> & <u>RESP 2232</u>	Patient Assessment I and II	4 <u>2</u>
	Patient Assessment II	<u>2</u>
SOC 3330	Sociology of Health and Illness	3

- **Response from Department:**
  - **We have changed it to read: "Choose a minimum of 3 credits."**
  - *"Thank you. No Advising Concerns." – JoAnn Hertz*

Does CoTech Advising have any academic concerns with the proposal?

- *"I have no advising concerns." – Corey Zink*

Does the College of Education Advising have any academic concerns with this proposal?

- “I have no issues with this proposal.” – Jamie Webster

**Student Information Systems (SIS) (Registrar) Questionnaire** send entire proposal to Registrar’s Office ([reginfo@isu.edu](mailto: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 see no student information systems issues with this proposal.  
Best Regards,

Chris Hunt  
Associate Registrar  
Idaho State University  
voice: (208) 282-4946  
fax: (208) 282-4231  
email: [huntchri@isu.edu](mailto: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: <a href="http://www.isu.edu/gened/">http://www.isu.edu/gened/</a> )		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](mailto:peppcath@isu.edu)) AND to [fsenate@isu.edu](mailto: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:
<b>Psychology</b>	<b>Extremely small reduction in number of students requesting PSYC 3369 AIDS</b>
<b>Division of Health Science</b>	<b>BSHS is “housed” under DHS</b>

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, \_\_\_\_\_Psychology\_\_\_\_\_, anticipate that it can support this change?

We offer PSYC 3369 course most years in the fall. It was offered in fall 2014. However, we do not object if COT wishes to remove it from their curriculum.

S Lynch

Shannon Lynch, Ph.D.  
Professor & Chair  
Department of Psychology

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

Does your department, \_\_\_\_\_DHS\_\_\_\_\_, anticipate that it can support this change?

On Tue, Dec 2, 2014 at 2:03 PM, Linda Rankin <[ranklind@isu.edu](mailto:ranklind@isu.edu)> wrote:

Hi Paul,  
I received your phone message about dropping the 1 credit AIDS course requirement. I see no issues relative to that change. I think you can just put DHS approval in your curriculum council proposal by cutting and pasting this email.  
Thank you.  
Linda

Linda L. Rankin, PhD, RD, LD, FADA  
Professor and Associate Dean  
Idaho State University  
Division of Health Sciences

**Undergraduate Curriculum Council**  
**September 3, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 09 (17-09)**  
**Minutes – Approved by Curriculum Council on September 17, 2015; Accepted by Academic Affairs on September 29, 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, Thomas Kloss, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Elizabeth Morgan, Margaret Johnson

1c. Guests: Jim Skidmore, GERC Vice Chair

2. Council voted unanimously to approve their Minutes from August 27, 2015

3. Report from the Executive Committee: did not meet

4. Information from Academic Affairs:

How will the new North West accreditation (NWCCU) fees affect departments and programs? Johnson replied that for now, Academic Affairs will pay the fees out of their accreditation budget. However, this may not be sustainable and in the future, departments may have to cover the program change fees themselves. Academic Affairs is finalizing a proposal timeline incorporating NWCCU approval. Program changes will need to be submitted and approved internally during the spring semester, a year and a half ahead of the Undergraduate Catalog in which the changes would appear.

5. Current Subcommittee Activities:

a. GERC -- did not meet this week

b. BAS/BAT – first meeting will happen near the end of September

6. Information from the Chair:

Members were asked to make sure their departments were aware of the new process and timeframe for getting their requests submitted so the proposal forms can be created.

7. Information from the Faculty Senate and other Councils:

Faculty Senate met on Monday. Institutional Research seeks faculty feedback on the recent changes to Activity Insight, and welcomes suggestions for further improvement. Senators were briefed on the NWCCU fee changes and the new Institutional Effectiveness and Assessment Council (IEAC) structure for reviewing and fine-tuning ISU's mission statement and core themes. Faculty Senate will solicit faculty volunteers to serve on the six subcommittees. Proposed policies and procedures (ISUPPs) will be posted on Senate's website as a way of increasing awareness and encouraging dialogue on matters that affect faculty and the university. The SBOE has been considering changing their policies to no longer require a Faculty Constitution, but nothing has been decided as yet. ISU's non-smoking policy will be more rigorously enforced and fines will be increased. Senators formally endorsed the Ombuds faculty candidate. Student Affairs has updated the Student Conduct Code, Academic Dishonesty and other academic policies, including a new classroom disruption policy. Student Affairs has a wide range of resources available to help students struggling with academic matters; childcare problems; medical, emotional, food or housing needs. Faculty and staff are encouraged to refer students to the Student Affairs Office.

8. Other related information or questions:

Attebery mentioned the sweeping change in General Education from 12 Goals to 9 Objectives has had a powerful and negative impact on graduate students and programs. Many of the formerly required General Education courses have been canceled, so graduate students no longer have Introduction to Literature or other core classes to teach. In the future, it would be advisable to consider and discuss potential impacts on graduate programs when changes to general education or other major academic structures are contemplated. Houghton will bring this matter up at the next GERC meeting for their consideration.

**B. INFORMATION ITEMS** – none this week

**C. CONSENT CALENDAR** – none this week

**D. UNFINISHED BUSINESS**

1. Council unanimously **approved** [Proposal #6](#) from **Health Care Administration** for a new course HCA 4480 Long Term Care Management. ([Appendix 1](#))
2. Council unanimously **approved** the **corrected** [Proposal #7](#) **as amended** from **Emergency Services** for a new Community Paramedic Academic Certificate. Proposed changes require SBOE approval. *This proposal will require approval from North West Commission for Colleges and Universities (NWCCU).* ([Appendix 2](#))
3. Council unanimously **approved** the **corrected** [Proposal #8](#) from **Emergency Services'** BSHS EMS Concentration for new courses and curriculum for the Community Paramedic track. *This proposal may require approval from North West Commission for Colleges and Universities (NWCCU).* ([Appendix 3](#))
4. Council unanimously **approved** [Proposal #9](#) from **Technical General Education** for a new course TGE 0100D Developmental Skills for College Success. ([Appendix 4](#))

**E. NEW BUSINESS**

Council initially voted to approve and immediately table the following proposals until next meeting. They subsequently voted to untable and consider them in this meeting.

1. Council unanimously **approved** [Proposal #10](#) from **College of Business** to remove obsolete 51-credit graduation requirement. ([Appendix 5](#))
2. Council unanimously **approved** [Proposal #11](#) from **Finance** to remove ACCT 3303 as a prerequisite for FIN 3303. ([Appendix 6](#))
3. Council unanimously **approved** [Proposal #12](#) from **Informatics** and **Health Care Administration** (jointly) to change INFO 3330 and HCA 3330 into equivalent courses. ([Appendix 7](#))

**F. ADJOURNMENT: 4:55 p.m.**

## APPENDICES

### CURRICULUM PROPOSALS APPROVED:

1. **Proposal #6 Health Care Administration** for a new course HCA 4480 Long Term Care Management.

---

[Back to List](#)

2. **Corrected Proposal #7 as amended** from **Emergency Services** for a new Community Paramedic Academic Certificate. Proposed changes require SBOE approval. *This proposal **will** require approval from North West Commission for Colleges and Universities (NWCCU).*

---

[Back to List](#)

3. **Corrected Proposal #8** from **Emergency Services'** BSHS EMS Concentration for new courses and curriculum for the Community Paramedic track. *This proposal **may** require approval from North West Commission for Colleges and Universities (NWCCU).*

---

[Back to List](#)

4. **Proposal #9** from **Technical General Education** for a new course TGE 0100D Developmental Skills for College Success. (Appendix 4)

---

[Back to List](#)

5. **Proposal #10** from **College of Business** to remove obsolete 51-credit graduation requirement.

---

[Back to List](#)

6. **Proposal #11** from **Finance** to remove ACCT 3303 as a prerequisite for FIN 3303.

---

[Back to List](#)

7. **Proposal #12** from **Informatics** and **Health Care Administration** (jointly) to change INFO 3330 and HCA 3330 into equivalent courses

---

[Back to List](#)

**Undergraduate Curriculum Council**  
**September 17, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 10 (17-10)**  
**Minutes – Approved by Curriculum Council on September 24, 2015; Accepted by Academic Affairs on 27 October 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Spencer Jardine, Thomas Kloss, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe  
Ex-Officio: JoAnn Hertz, Chris Hunt, Margaret Johnson, Emily White, Corey Zink  
Admin. Asst: Catherine Read

1b. Excused: Bob Houghton

1c. Guests: Jim Skidmore, GERC Vice Chair

2. Council approved its Minutes from [September 3, 2015](#)

3. Report from the Executive Committee:

The Executive Committee met this afternoon to discuss [Proposal #6](#) approved by UCC on 9/3/2015. Apparently the appropriate people in the DHS Dean's Office have not reviewed and signed off on it yet. Portillo will provide them the Google Doc link, get the proper signatures, and report back to UCC next week.

4. Information from Academic Affairs:

[NWCCU's "Substantive Change" Policy and Fee Schedule](#) is posted on UCC's Google Drive for reference. Johnson assured the council that Academic Affairs is working on finding sustainable ways to pay the NWCCU fees associated with academic program changes, or at least partially covering the costs for less prosperous units.

Johnson reported she attended a State general education committee meeting last week; she will update GERC this coming Tuesday regarding the highlights of those discussions.

5. Current Subcommittee Activities:

a. Gen Ed Requirements Committee (GERC):

Council unanimously **accepted** GERC's Minutes from [August 25, 2015](#).

Skidmore said GERC is preparing for the anticipated onslaught of assessment plans for each of the 155 gen ed courses, which are due October 1. Members are using the interim period to clarify for themselves what they are looking for in the proposals and develop effective evaluation criteria for making their decisions.

GERC is contemplating changing their bylaws to allow them to approve the appointments of ISU's faculty representatives to State-level gen ed committees. Johnson explained that heretofore college deans selected faculty members to serve on those committees, but Academic Affairs felt GERC should have a role in the final vetting and selection process. Deans will still select faculty they believe have the expertise and interest in serving, but will send their nominations to GERC for approval and recommendation.

b. BAS/BAT Committee

Zink reported the committee's first meeting will be next Friday, September 25.

6. Information from the Chair:

After this catalog cycle, the council will assess its new proposal submission process, make appropriate adjustments, and revisit the standing September 20 deadline. The new process creates a time delay from proposal request to proposal creation for departments to start their work. However, it promises to create a more efficient workflow for the review, approval, and catalog entry processes. The deadline might be shifted to apply to submission of proposal requests, perhaps even as early as the preceding April or May to give departments more time to think about what changes they wish to make to their programs.

7. Information from the Faculty Senate and other Councils:  
Faculty Senate Minutes from [August 31, 2015](#)

Faculty Senate met Monday this week. President Vilas attended and gave an update about state-level discussions and events concerning higher education. It was clarified for Senators that the tight deadlines for the Institutional Effectiveness and Assessment Committees (IEAC) were set by the North West Accreditors, not by ISU. Senate will post pending policies and procedures (ISUPPs) on its website for convenient reference. Faculty may contact their Senators if they have concerns about a particular policy proposal; Senate would then invite General Counsel or other proposal sponsor discuss the policy during a Faculty Senate meeting. Senators went into Executive Session to discuss nominees for the IEAC subcommittees. Since then, a few more faculty names have been submitted to serve on those subcommittees. The Senate co-chairs are confirming the faculty status of a couple nominees, and will submit a final list to the subcommittee chairs soon. Senators also discussed the possibility for reinstating Academic Standards Council to take up its former purview over undergraduate academic policies and catalog text, which have been neglected since the council was dissolved during the governance restructuring a few years ago. Senators also will contemplate whether to reestablish its Executive Committee leadership.

8. Other related information or questions:

Hertz noted a possible error in one proposal out for impact review which listed NE 1120, a 1-credit course, as partially fulfilling General Education Objective 5, Natural Sciences. That course is not currently listed as a Gen Ed course, and Skidmore confirmed that so far no proposal has been submitted to GERC.

Hunt asked UCC to allow the College of Technology some leeway on a proposal to award experiential credit and advanced placement to veterans who have received medical training. This proposal is based on a grant awarded to ISU which requires students be admitted to the proposed new program this coming Spring 2016. The Registrar's Office is still trying to figure out how to handle this, so the proposal will be submitted late but needs to be considered this fall.

White and Read assured members they are well prepared to handle the flood of proposals that will be submitted for processing this weekend.

**B. INFORMATION ITEMS -- none**

**C. CONSENT CALENDAR – none this week**

**D. UNFINISHED BUSINESS – none this week, all were completed last time.**

**E. NEW BUSINESS**

[Proposal #13](#) from **College of Business** for a new course INFO 3303 to serve the non-business minor students. **Tabled** until next time when the UCC rep is back in town.

Council unanimously **approved** [Proposal #14](#) from **English and Philosophy** ([Appendix 1](#)) to change course descriptions for ENGL 2211 and ENGL 3311.

Council unanimously **approved** [Proposal #15](#) from **English and Philosophy** ([Appendix 2](#)) to change the Foreign Language requirement for English majors, making it a strongly recommended option instead of a requirement.

Council unanimously **approved** the **corrected** [Proposal #16](#) from **English and Philosophy** ([Appendix 3](#)) for ENGL 4433, ENGL 4486 and ENGL 4488 housekeeping changes to English undergraduate curricula.

[Proposal #17](#) from **Finance and Economics** for a new BBA degree in Economics, renumber ECON courses to align with College of Business numbering guidelines, and streamline the BA/BS degree requirements. **Tabled** until next time when the UCC rep is back in town.

[Proposal #18](#) from **Marketing and Management** to remove MGT 3329 as a prerequisite for MGT 4482. **Tabled** until next time when the UCC rep is back in town.

[Proposal #19](#) from **Technical General Education** for a new gen ed course TGE 1140 Survey of Applied Mathematics in Professional Technical settings. **Tabled** awaiting GERC's decision.

Council unanimously **approved** [Proposal #20](#) from **Health Occupations** *as amended* ([Appendix 4](#)) to create a new Pharmacy Technology Program with Advanced Technical Certificate. *Requires SBOE approval.*

**F. ADJOURNMENT: 4:31 p.m.**

## APPENDICES

### CURRICULUM PROPOSALS APPROVED:

1. **Proposal #14** from **English and Philosophy** to change course descriptions for ENGL 2211 and ENGL 3311.

---

[Back to List](#)

2. **Proposal #15** from **English and Philosophy** to change the Foreign Language requirement for English majors, making it a strongly recommended option instead of a requirement.

---

[Back to List](#)

3. **Corrected Proposal #16** from **English and Philosophy** for ENGL 4433, ENGL 4486 and ENGL 4488 housekeeping changes to English undergraduate curricula.

---

[Back to List](#)

4. **Proposal #20** from **Health Occupations** as amended to create a new Pharmacy Technology Program with Advanced Technical Certificate. *Requires SBOE approval.*

---

[Back to List](#)

---

**Undergraduate Curriculum Council**  
**September 24, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 11 (17-11)**  
**Minutes – Approved by Curriculum Council on October 1, 2015; Accepted by Academic Affairs on November 18, 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Thomas Kloss; Margaret Johnson

1c. Guests: none

2. Council approved its Minutes from **September 17, 2015**, with one abstention.

3. Report from the Executive Committee: did not meet

4. Information from Academic Affairs: no report

5. Current Subcommittee Activities:

a. GERC:

Houghton reported there was much discussion about new developments from SBOE and transfer credits from quarter system, and that unlike its sister institutions, ISU does not count MATH 1143 as fulfilling Objective 3. GERC also expressed concern about the title of the proposed GEOL 1107 course, and suggests UCC to consider requesting the department to modify the title to something a little more staid and descriptive.

GERC approved the following change to its Bylaws to allow GERC to approve the selection of faculty members to represent ISU at state or regional General Education committees.

*Article II -- Purpose*

*The purpose of the GERC is: to consider all courses and policies that relate to the University's general education requirements; to evaluate, on a regular basis, the university's general education courses for appropriateness, rigor, and assessment; to approve appointment of ISU representatives to external bodies with jurisdiction over ISU's general education curriculum; and to make general education curricular recommendations based on these evaluations to the UCC. The General Education Objectives [as proposed in 2011] are to be reviewed on a staged 5 year cycle (meaning that not all of the Objectives need be evaluated at once).*

Motion to approve GERC's Bylaws change; motion seconded. Discussion whether UCC could or should approve the appointments, as the parent council. **Motion withdrawn.** More discussion. Confirmed by the administrative assistant that GERC's action items are forwarded to UCC separately from their minutes, including any committee appointments. Suggestion to amend UCC's bylaws to clarify UCC's role in reviewing and accepting all decisions of its subcommittees, not just their minutes. Attebery was volunteered to draft this amendment to UCC's bylaws for consideration at a future meeting. Also need to correct UCC Bylaws to remove references to the Bachelor of Applied Technology (BAT) from the BAS/BAT subcommittee. A Google Doc of UCC's bylaws will be set up for members to edit.

UCC members then voted to **approve** the amendment to GERC's bylaws as written above.

b. BAS/BAT – first meeting is scheduled for tomorrow.

6. Information from the Chair:

UCC's current proposal deadline of September 20 is only 3 weeks after the beginning of fall semester, which does not give departments and impact reviewers much time to create and review catalog proposals. Hofle suggested UCC revisit this deadline for feasibility after they finish their work for the upcoming catalog. Hunt said this new process allows him to fix problems in proposals before they are submitted to UCC, which is much more efficient and saves lots of council time and effort. State proposals follow a parallel, but separate process; UCC does not track progress of State proposals – that is up to Academic Affairs and the Registrar's Office.

7. Information from the Faculty Senate and other Councils:

Faculty Senate did not meet this week, nothing to report.

8. Other related information or questions:

Thorpe mentioned a proposal request was submitted this fall for a proposal that the department does not want to go into effect in the 2016-17 catalog currently being created, but is for next year's catalog cycle. The Proposal Status Tracking Sheet will be updated to include a column for catalog year to prevent confusion; the Proposal Form already has a place where the catalog year is listed.

**B. INFORMATION ITEMS -- none**

**C. CONSENT CALENDAR – none this week**

**D. UNFINISHED BUSINESS –**

1. Council voted to **approve** [Proposal #13](#) from **College of Business** ([Appendix 1](#)) for a new course INFO 3303 to serve the non-business minor students. **Tabled** last time until the UCC rep is back in town.
2. Council voted to **approve** [Proposal #17](#) from **Finance and Economics** ([Appendix 2](#)) for a new BBA degree in Economics, renumber ECON courses to align with College of Business numbering guidelines, and streamline the BA/BS degree requirements. **Tabled** last time until the UCC rep is back in town.
3. Council voted to **approve** [Proposal #18](#) from **Marketing and Management** ([Appendix 3](#)) to remove MGT 3329 as a prerequisite for MGT 4482. **Tabled** last time until the UCC rep is back in town.
4. [Proposal #19](#) from **Technical General Education** for a new gen ed course TGE 1140 Survey of Applied Mathematics in Professional Technical settings. **Remains tabled** awaiting GERC's decision. *Remanded 9/22 by GERC for more detail.*

**E. NEW BUSINESS**

1. Council voted to **approve Proposal #21** from **Anthropology** ([Appendix 4](#)) for new courses ANTH 4411, 4420, 4422, 4424, 4426, 4431, 4434, 4436, and 4438.
2. **Proposal #22** from **Theatre and Dance** to eliminate all Theatre Minor emphases except the General Theatre Minor. **Tabled** until the UCC rep is back in town to participate in discussion.
3. **Proposal #23** from **Music** to create new courses MUSA 2291 and MUSA 4491 Applied Study: Jazz. **Tabled** until the UCC rep is back in town to participate in discussion.
4. **Proposal #24** from **Music** to create a new course MUSC 3324 Jazz Improv II. **Tabled** until the UCC rep is back in town to participate in discussion.
5. Council voted to **conditionally approve Proposal #25** from **Mechanical Engineering** ([Appendix 5](#)) to change ME electives, removing PTOT 4401 and PE 4482, PE 3303 and PE 3302L from the Biomedical focus area, and adding MATH 3350 and MATH 3352 to the Systems focus area. **Approved with the proviso** that impact statements must be solicited from the PE and PTOT departments, and that they are okay with the proposed changes.
6. Council voted to **approve Proposal #26** from **Dietetic Programs** ([Appendix 6](#)) for changes in credits and semester offerings for NTD 3312, NTD 3360 and NTD 4410L.

Due to time constraints, the remaining agenda items were **tabled** until next time:

7. **Proposal #32** from **Health Occupations** for changes to the Early Childhood Care and Education Program to meet the state's requirements for Professional-Technical Education Horizontal Alignment initiative. *Requires SBOE approval.*
8. **Proposal #33** from **Law Enforcement** for a new Basic Technical Certificate in Law Enforcement.
9. **Proposal #34** from **Law Enforcement** to align the Intermediate Technical Certificate and Associate of Applied Science degree curricula with Idaho Peace Officer Standards Training (POST).

#### E. AWAITING IMPACT RESPONSES

1. **Proposal #27** from **Geosciences** to create a new course GEOL 4494 Expedition Seminar.
2. **Proposal #28** from **Geosciences** to create a new Objective 7 General Education course GEOL 1107 Real Monsters. *GERC has approved this course as fulfilling Obj. 7*
3. **Proposal #29** from **Geosciences** to create a new course GEOL 4465, remove MATH 1147 from the BA/BS degree requirements, delete the Admissions criteria from the catalog, and make minor edits to the catalog copy.
4. **Proposal #30** from **Geosciences** for revisions to the curriculum and associated courses for the Bachelor of Arts and Bachelor of Science degrees in Earth and Environmental Systems.
5. **Proposal #31** from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323.

#### F. ADJOURNMENT: 4:55 p.m.

## APPENDICES

### CURRICULUM PROPOSALS APPROVED:

1. **Proposal #13** from **College of Business** for a new course INFO 3303 to serve the non-business minor students.

[Back to List](#)

---

2. **Proposal #17** from **Finance and Economics** for a new BBA degree in Economics, renumber ECON courses to align with College of Business numbering guidelines, and streamline the BA/BS degree requirements.

[Back to List](#)

---

3. **Proposal #18** from **Marketing and Management** to remove MGT 3329 as a prerequisite for MGT 4482.

[Back to List](#)

---

4. **Proposal #21** from **Anthropology** for new courses ANTH 4411, 4420, 4422, 4424, 4426, 4431, 4434, 4436, and 4438.

[Back to List](#)

---

5. **Proposal #25** from **Mechanical Engineering** to change ME electives, removing PTOT 4401 and PE 4482, PE 3303 and PE 3302L from the Biomedical focus area, and adding MATH 3350 and MATH 3352 to the Systems focus area.

[Back to List](#)

---

6. **Proposal #26** from **Dietetic Programs** for changes in credits and semester offerings for NTD 3312, NTD 3360 and NTD 4410L.

[Back to List](#)

---

**Undergraduate Curriculum Council**  
**October 1, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 12 (17-12)**  
**Minutes – Approved by Curriculum Council on October 8, 2015; Accepted by Academic Affairs on November 18, 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Thomas Kloss, James Lai, Steve Maclure, Ellen Ryan (for Spencer Jardine), Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Mike McCurry, Karen Portillo

1c. Guests: Tony Seikel

2. Council unanimously approved its Minutes from **September 24, 2015**, with a couple of minor corrections.

3. Report from the Executive Committee: did not meet

4. Information from Academic Affairs: **State Program Proposal process** – Margaret Johnson Academic Affairs website has been updated with the new Program Proposal process, new forms, and a new flowchart showing the many steps involved. Departments need to submit their program proposals in the spring to allow time for SBOE and NWCCU approvals over the summer and fall. She explained the new forms describe guidelines on the process and what is required for submissions, including information regarding the types of substantive changes that need NWCCU approvals. SBOE is updating its forms, too. Associate Deans are informing department chairs of these changes; UCC reps can help departments navigate this new process.

5. Current Subcommittee Activities:

a. GERC: remanded the gen ed proposal for TGE 1140 asking for more detail.

Assessment plans are coming in, tracking spreadsheet was created. Next meeting Oct 13.

Hunt mentioned Chemistry Dept. intends to pull CHEM 1101 from the Gen Ed list, and will not assess the course as a Gen Ed. This would have ramifications for the catalog and many health services programs across campus. Some discussion ensued. Hunt said this needs attention now; it cannot wait for normal minutes process, else it will be too late to address in the next catalog. Nothing formal has come yet to either GERC or to UCC regarding removing CHEM 1101 as a Gen Ed course. Hofle will email Andy Holland, the GERC chair (who happens to be a Chemistry faculty member), to remind him this will need formal attention from both GERC and UCC. Impacted departments will also need to be contacted.

b. BAS: met last week, reviewed approximately 17 degree plans, and tabled 8 or 9 of them to have concerns addressed. Nothing more to report other than minutes will be forthcoming to UCC for acceptance. Houghton reminded that Computer Science classes are in College of Science of Engineering, so do not count toward the maximum of 30 credits from the College of Business.

6. Information from the Chair: none

7. Information from the Faculty Senate and other Councils:  
Information Item: Faculty Senate Minutes from **September 14, 2015**

Faculty Senate met on Monday. They are working on a proposal and bylaws to form an Academic Standards Subcommittee intended to take on the roles of the former Academic Standards Council and Calendar Committee. This new subcommittee of the Faculty Senate will be responsible for the academic policies and text in the non-curricular portions of the Undergraduate Catalog, as well as setting the academic calendars for the next few years. The final proposal will go to Academic Affairs as a recommendation for approval before it can be implemented.

8. Other related information or questions:  
Proposed UCC Bylaws revisions: As requested last week, a Google Doc was created and awaits members' suggested changes.

#### **Article VI -- Standing Committees**

The UCC reviews and accepts the minutes of the following standing subcommittees:

- Bachelor of Applied Science/~~Bachelor of Applied Technology~~ (BAS/~~BAT~~) Committee
- ~~Bachelor of University Studies Committee (BUS)~~
- General Education Requirements Committee (GERC)

A record of the members and bylaws of the above committees is maintained. The Council may appoint *ad hoc* subcommittees as necessary.

Council **approved** a motion to **formally introduce the bylaws changes** to be voted upon next week.

#### **B. INFORMATION ITEMS –**

A few signature pages were submitted for proposals still awaiting impact responses. Those proposals will not be processed until all impacts are received, as per UCC's instructions. Check the Proposal Status Tracking Sheet for details.

#### **C. CONSENT CALENDAR – none this week**

#### **D. UNFINISHED BUSINESS –**

1. Council voted to approve **Proposal #22** from **Theatre and Dance** ([Appendix 1](#)) to eliminate all Theatre Minor emphases except the General Theatre Minor. *Requires SBOE approval.*
2. Council voted to approve **Proposal #23 as amended** from **Music** ([Appendix 2](#)) to create new courses MUSA 2291 and MUSA 4491 Applied Study: Jazz.
3. Council voted to approve **Proposal #24 as amended** from **Music** ([Appendix 3](#)) to create a new course MUSC 3324 Jazz Improvisation II.
4. Council voted to approve **Proposal #32** from **Health Occupations** ([Appendix 4](#)) for changes to the Early Childhood Care and Education Program to meet the state's requirements for Professional-Technical Education Horizontal Alignment initiative. *Requires SBOE approval.*

5. Council voted to approve the **corrected Proposal #33 as amended** from **Law Enforcement** ([Appendix 5](#)) for a new Basic Technical Certificate in Law Enforcement. *Requires SBOE approval; may require NWCCU approval as well.*
6. **Corrected Proposal #34** from **Law Enforcement** to align the Intermediate Technical Certificate and Associate of Applied Science degree curricula with Idaho Peace Officer Standards Training (POST). **Tabled** for further corrections.

## E. NEW BUSINESS

### General Education Course Proposals approved by GERC: *deferred until next time*

1. Proposal for **TGE 1150 Applied Social Sciences in the Workplace** as a new **Objective 6** general education course, pending approval of the corresponding Assessment Plan.
2. Proposal for **CMP 2205 Argumentation** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.
3. Proposal for **GEOL 1107 Real Monsters** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.
  - GERC asks UCC to consider changing the course title to “Real Monsters of the Fossil Record.”

### Curriculum, Course and Program Changes Proposed:

1. Council voted to approve **Proposal #35** from **Division of Health Sciences** ([Appendix 6](#)) to create new courses DHS 4408 and DHS 4409, and make minor changes to existing courses in the interprofessional Mindfulness sequence.
2. **Proposal #36** from **Informatics** to revise the Informatics curriculum to add web programming concepts in the BBA degree in Business Informatics. **Tabled** for corrections.
3. Council voted to approve **Proposal #37** from **Nuclear Engineering** ([Appendix 7](#)) to remove the free elective from B.S. degree curriculum.
4. Council voted (with one abstention) to approve **Proposal #38** from the **Energy Systems Technology and Education Center (ESTEC)** ([Appendix 8](#)) to add a second AAS degree and a new Intermediate Technical Certificate in Cyber-Physical Security. *Requires approval from both SBOE and NWCCU.*

Due to time constraints, the following proposals were deferred until next time:

5. **Proposal #39** from the **Health Education & Promotion Program** to remove the “pre-health” major requirement and application process for Health Education majors
6. **Proposal #40** from **Music** to require two semesters of Foreign Language for the Bachelor of Music Degree in Voice.
7. **Proposal #41** from **Organizational Learning & Performance** to update curriculum for the B.S. degree in Workplace Training and Leadership, and add two new courses OLP 4452 and PTE 4467.

8. [Proposal #42](#) from **Information Technology Services** for minor course changes.
9. [Proposal #43](#) from the **Physical Therapist Assistant Program** for Kinesiology course credit revisions.
10. [Proposal #44](#) from **Student Success Center/Academic Programs** to change the course title of ACAD 1104 from “Orientation to University” to “First Year Transition.”
11. [Proposal #45](#) from **English & Philosophy** to create a new upper-division creative writing course ENGL 4405 Creative Writing in the Schools.
12. [Proposal #46](#) from the Trade & Industrial department to change the Welding program to meet the Idaho Division of Professional-Technical Education Horizontal Alignment Initiative requirements.

**E. AWAITING IMPACT RESPONSES – proposals accidentally processed and being held until receipt of impacts.**

1. [Proposal #27](#) from **Geosciences** to create a new course GEOL 4494 Expedition Seminar.
2. [Proposal #28](#) from **Geosciences** to create a new Objective 7 General Education course GEOL 1107 Real Monsters. *GERC has approved this course as fulfilling Obj. 7, pending approval of the related assessment plan.*
3. [Proposal #29](#) from **Geosciences** to create a new course GEOL 4465, remove MATH 1147 from the BA/BS degree requirements, delete the Admissions criteria from the catalog, and make minor edits to the catalog copy.
4. [Proposal #30](#) from **Geosciences** for revisions to the curriculum and associated courses for the Bachelor of Arts and Bachelor of Science degrees in Earth and Environmental Systems.
5. [Proposal #31](#) from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323.

**F. REMAIN TABLED, awaiting GERC’s decision, or other information**

1. [Proposal #19](#) from **Technical General Education** for a new gen ed course TGE 1140 Survey of Applied Mathematics in Professional Technical settings. **Tabled** awaiting GERC’s decision. *Remanded 9/22 by GERC for more detail.*

**F. ADJOURNMENT: 5:03 p.m.**

## APPENDICES

### CURRICULUM PROPOSALS APPROVED:

1. **Proposal #22** from **Theatre and Dance** to eliminate all Theatre Minor emphases except the General Theatre Minor. *Requires SBOE approval.*

---

[Back to List](#)

2. **Proposal #23** as amended from **Music** to create new courses MUSA 2291 and MUSA 4491 Applied Study: Jazz.

---

[Back to List](#)

3. **Proposal #24** as amended from **Music** to create a new course MUSC 3324 Jazz Improv II.

---

[Back to List](#)

4. **Proposal #32** from **Health Occupations** for changes to the Early Childhood Care and Education Program to meet the state's requirements for Professional-Technical Education Horizontal Alignment initiative. *Requires SBOE approval.*

---

[Back to List](#)

5. **Corrected Proposal #33** as amended from **Law Enforcement** for a new Basic Technical Certificate in Law Enforcement. *Requires SBOE approval; may require NWCCU approval as well.*

---

[Back to List](#)

6. **Proposal #35** from **Division of Health Sciences** to create new courses DHS 4408 and DHS 4409, and make minor changes to existing courses in the interprofessional Mindfulness sequence.

---

[Back to List](#)

7. **Proposal #37** from **Nuclear Engineering** to remove the free elective from B.S. degree curriculum.

---

[Back to List](#)

8. **Proposal #38** from the **Energy Systems Technology and Education Center (ESTEC)** to add a second AAS degree and a new Intermediate Technical Certificate in Cyber-Physical Security. *Requires approval from both SBOE and NWCCU.*

---

[Back to List](#)

**Undergraduate Curriculum Council**  
**October 8, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 13 (17-13)**  
**Minutes – Approved by Curriculum Council on October 15, 2015; Accepted by Academic Affairs on November 18, 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Thomas Kloss; JoAnn Hertz, Margaret Johnson

1c. Guests: Jim Skidmore (GERC Vice Chair)

2. Council voted with two abstentions to **approve** its Minutes from **October 1, 2015**

3. Report from the Executive Committee: did not meet

4. Information from Academic Affairs: none

5. Current Subcommittee Activities:

a. GERC: next meeting Tues. Oct 13, 2015

Skidmore reported GERC is starting its work reviewing the many course assessment plans that have been submitted so far. Hofle requested Skidmore to make sure GERC discusses creating a process for withdrawing a course from the Gen Ed list. Ramifications to other programs that use the course in their curricula will have to be considered, and the process must ensure those programs have input in the decision.

b. BAS: meets later this month, nothing else to report

6. Information from the Chair:

no response yet from Geology regarding changing title of GEOL 1107 to “Real Monsters of the Fossil Record.” This council can include the suggestion in its discussion of the curriculum proposal.

7. Information from the Faculty Senate and other Councils:

none, did not meet this week. Research Council met on September 25, 2015, no further information as yet.

8. Other related information or questions:

**Pending Motion from last meeting** – to approve the following change to UCC’s Bylaws to remove references to the Bachelor of Applied Technology and Bachelor of University Studies, which degrees were eliminated last year:

**Article VI -- Standing Committees**

The UCC reviews and accepts the minutes of the following standing subcommittees:

- Bachelor of Applied Science/~~Bachelor of Applied Technology~~ (BAS/~~BAT~~) Committee
- ~~Bachelor of University Studies Committee (BUS)~~
- General Education Requirements Committee (GERC)

A record of the members and bylaws of the above committees is maintained. The Council may appoint *ad hoc* subcommittees as necessary.

Council voted unanimously to **approve** the Bylaws change.

**B. INFORMATION ITEMS –**

Faculty Senate is working on proposed changes to academic policies in the Undergraduate catalog in response to some concerns brought to Senate last spring by the Registrar's Office. These changes need to be finalized by December, so Senate is not waiting for the new Academic Standards Committee to be formed but is revising the policies this semester.

**C. CONSENT CALENDAR –** none this week

**D. UNFINISHED BUSINESS –**

**Curriculum, Course and Program Changes Proposed:**

1. Council voted unanimously to approve [Proposal #27](#) from **Geosciences** ([Appendix 1](#)) to create a new course GEOL 4494 Expedition Seminar.
2. Council voted unanimously to approve [Proposal #28](#) from **Geosciences** ([Appendix 2](#)) to create a new Objective 7 General Education course GEOL 1107 Real Monsters. Members discussed the suggestion to change the title to "Real Monsters of the Fossil Record," but decided the original title was fine. *GERC has approved this course as fulfilling Obj. 7, pending approval of the related assessment plan.*
3. [Proposal #29](#) from **Geosciences** to create a new course GEOL 4465, remove MATH 1147 from the BA/BS degree requirements, delete the Admissions criteria from the catalog, and make minor edits to the catalog copy. **Tabled** for clarification of questions about the prerequisites and how they should be listed in the catalog curriculum section.
4. Council voted unanimously to approve [Proposal #30](#) from **Geosciences** ([Appendix 3](#)) for revisions to the curriculum and associated courses for the Bachelor of Arts and Bachelor of Science degrees in Earth and Environmental Systems.
5. With last minute corrections made, the Council voted unanimously to approve **corrected** [Proposal #34](#) from **Law Enforcement** ([Appendix 4](#)) to align the Intermediate Technical Certificate and Associate of Applied Science degree curricula with Idaho Peace Officer Standards Training (POST).
6. With last minute corrections made, the Council voted unanimously to approve **corrected** [Proposal #36](#) from **Informatics** ([Appendix 5](#)) to revise the Informatics curriculum to add web programming concepts in the BBA degree in Business Informatics.
7. [Proposal #39](#) from the **Health Education & Promotion Program** to remove the "pre-health" major requirement and application process for Health Education majors. **Tabled** for clarification of prerequisites for HE 4430.
8. [Proposal #40](#) from **Music** to require two semesters of Foreign Language for the Bachelor of Music Degree in Voice. **Tabled** for clarification of how CLEP exam credits will be handled.
9. Upon receipt of the faculty vote data, the Council voted unanimously to approve [Proposal #41](#) from **Organizational Learning & Performance** ([Appendix 6](#)) to update curriculum for the B.S.

degree in Workplace Training and Leadership, and add two new courses OLP 4452 and PTE 4467.

10. Council voted unanimously to approve [Proposal #42](#) from **Information Technology Services** ([Appendix 7](#)) for minor course changes.
11. Council voted unanimously to approve [Proposal #43](#) from the **Physical Therapist Assistant Program** ([Appendix 8](#)) for Kinesiology course credit revisions.
12. Council voted unanimously to approve [Proposal #44](#) from **Student Success Center/Academic Programs** ([Appendix 9](#)) to change the course title of ACAD 1104 from “Orientation to University” to “First Year Transition.”
13. Council voted unanimously to approve [Proposal #45 as amended](#) from **English & Philosophy** ([Appendix 10](#)) to create a new upper-division creative writing course ENGL 4405 Creative Writing in the Schools.
14. Council voted unanimously to approve [Proposal #46](#) from the **Trade & Industrial Department** ([Appendix 11](#)) to change the Welding program to meet the Idaho Division of Professional-Technical Education Horizontal Alignment Initiative requirements.

**E. NEW BUSINESS** – all **tabled** until next week’s meeting

**SBOE Academic Program Proposals**

1. **SBOE Proposal #2015-04** from **Health Occupations** for a new Advanced Technical Certificate in the Pharmacy Technology Program
2. **SBOE Proposal #2015-05** from **ESTEC** for a 2<sup>nd</sup> Associate of Applied Science and new Intermediate Technical Certificate in Cyber-Physical Security
3. **SBOE Proposal #2015-06** from **Health Occupations** for a new Associate of Applied Science degree for Occupational Therapy Assistant..
4. **SBOE Proposal #2015-07** from the **Technical Department** for new Basic Technical Certificate, Intermediate Technical Certificate, and Associate of Applied Science degree in Unmanned Aerial Systems.

**F. REMAIN TABLED, awaiting GERC’s decision, or other information**

**General Education Course Proposals approved by GERC:**

1. Proposal for **TGE 1150 Applied Social Sciences in the Workplace** as a new **Objective 6** general education course, pending approval of the corresponding Assessment Plan.
2. Proposal for **CMP 2205 Argumentation** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.
3. Proposal for **GEOL 1107 Real Monsters** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.
  - GERC asks UCC to consider changing the course title to “Real Monsters of the Fossil Record.”

## Curriculum, Course and Program Changes Proposed:

1. [Proposal #19](#) from **Technical General Education** for a new gen ed course TGE 1140 Survey of Applied Mathematics in Professional Technical settings. **Tabled** awaiting GERC's decision. *Remanded 9/22 by GERC for more detail.*
2. [Proposal #31](#) from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323. **Tabled** for corrections.

F. ADJOURNMENT: 5:06 p.m.

## APPENDICES

### CURRICULUM PROPOSALS APPROVED:

1. Proposal #27 from **Geosciences** to create a new course GEOL 4494 Expedition Seminar.

---

[Back to List](#)

2. **Proposal #28** from **Geosciences** to create a new Objective 7 General Education course GEOL 1107 Real Monsters. Members discussed the suggestion to change the title to “Real Monsters of the Fossil Record,” but decided the original title was fine. *GERC has approved this course as fulfilling Obj. 7, pending approval of the related assessment plan.*

---

[Back to List](#)

3. **Proposal #30** from **Geosciences** for revisions to the curriculum and associated courses for the Bachelor of Arts and Bachelor of Science degrees in Earth and Environmental Systems.

---

[Back to List](#)

4. **Corrected Proposal #34** from **Law Enforcement** to align the Intermediate Technical Certificate and Associate of Applied Science degree curricula with Idaho Peace Officer Standards Training (POST).

---

[Back to List](#)

5. **Corrected Proposal #36** from **Informatics** to revise the Informatics curriculum to add web programming concepts in the BBA degree in Business Informatics.

---

[Back to List](#)

6. **Proposal #41** from **Organizational Learning & Performance** to update curriculum for the B.S. degree in Workplace Training and Leadership, and add two new courses OLP 4452 and PTE 4467.

---

[Back to List](#)

7. **Proposal #42** from **Information Technology Services** for minor course changes.

---

[Back to List](#)

8. **Proposal #43** from the **Physical Therapist Assistant Program** for Kinesiology course credit revisions.

[Back to List](#)

---

9. **Proposal #44** from **Student Success Center/Academic Programs** to change the course title of ACAD 1104 from “Orientation to University” to “First Year Transition.”

[Back to List](#)

---

10. **Proposal #45** from **English & Philosophy as amended** to create a new upper-division creative writing course ENGL 4405 Creative Writing in the Schools.

[Back to List](#)

---

11. **Proposal #46** from the **Trade & Industrial Department** to change the Welding program to meet the Idaho Division of Professional-Technical Education Horizontal Alignment Initiative requirements.

[Back to List](#)

**Undergraduate Curriculum Council**  
**October 15, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 14 (17-14)**  
**Minutes – Approved by Curriculum Council on October 22, 2015; Accepted by Academic Affairs on November 18, 2015**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Thomas Kloss; Margaret Johnson

1c. Guests: none

2. Council approved its Minutes from **October 8, 2015**

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

4. Information from Academic Affairs:

Announcements sent out to all faculty and staff this week:

- **Promotion & Tenure Workshop** – Wed. Nov. 18, 2015 at 12:00-5:00 pm in SUB Wood River Room and Meridian Conference Room 653
- **Teaching Innovation Grant Program** – grants up to \$5000 available, proposals due Nov. 18, 2015. Funds must be used by June 30, 2016
- ISUPP 2380 – proposed *Brand Identity* policy – comments due Nov. 11, 2015
- ISUPP 2390 – proposed *Visual Media Services* policy-- comments due Nov. 11, 2015

5. Current Subcommittee Activities:

a. General Education Requirements Committee (GERC):

GERC met on Tuesday, approved TGE 1140 as new Objective 3 course. Discussed assessment plans received for Objectives 1, 2 and 3. What was provided in many cases is not sufficient for GERC to make an informed determination. Awaiting further information from the departments.

GERC approved 4 nominees for SBOE's Social Science Gen Ed Discipline Group, of which one will be chosen to serve:

Michele Brumley, Psychology  
Tera Letzring, Psychology  
Wayne Gabardi, Political Science  
Chris Loether, Anthropology

Council **accepted** GERC Minutes from **September 8, 2015** and **September 22, 2015**  
Council voted to **accept** GERC's recommendation for the nominees.

b. Bachelor of Applied Science Committee (BAS):

Council **accepted** BAS Minutes from **April 17, 2015**

6. Information from the Chair:

Council members should encourage their constituents to submit any proposals still in the works.

7. Information from the Faculty Senate and other Councils:

Faculty Senate Minutes from **September 28, 2015** – information item

Senate met on Monday. The co-chairs will follow up with Academic Affairs regarding status of pending faculty-related policy revisions. Senators appointed Board Chairs and faculty pool members for the Academic Dishonesty Board and Scholastic Appeals Board. Approved the establishment of Academic Standards Committee as a Senate subcommittee; currently drafting bylaws and proposal for that subcommittee. Starting work on proposed changes to Degree Requirements section of Undergraduate Catalog. Senators to solicit input from their constituent departments' faculty advisors and other knowledgeable faculty members.

Members of this Council should contact their Senators and provide input, since this council is quite familiar with the catalog, curriculum and program requirements. The catalog text in question is badly in need of cleaning up.

8. Other related information or questions: none

In addition to the ISUPP input channels, faculty concerns and comments on ISUPPs can be brought to Faculty Senate for their discussion. If warranted, Faculty Senate can recommend suggestions and revisions based on the discussion.

**B. INFORMATION ITEMS** – none

**C. CONSENT CALENDAR**

**SBOE Academic Program Proposals**

1. **SBOE Proposal #2015-03** from **Law Enforcement** for a new Basic Technical Certificate in the Law Enforcement Program (*corresponds to UCC Proposal #33*)
2. **SBOE Proposal #2015-04** from **Health Occupations** for a new Advanced Technical Certificate in the Pharmacy Technology Program (*corresponds to UCC Proposal #20*)
3. **SBOE Proposal #2015-05** from **ESTEC** for a 2<sup>nd</sup> Associate of Applied Science and new Intermediate Technical Certificate in Cyber-Physical Security (*corresponds to UCC Proposal #38*)
4. **SBOE Proposal #2015-06** from **Health Occupations** for a new Associate of Applied Science degree for Occupational Therapy Assistant (*corresponds to UCC Proposal #51*)
5. **SBOE Proposal #2015-07** from the **Technical Department** for new Basic Technical Certificate, Intermediate Technical Certificate, and Associate of Applied Science degree in Unmanned Aerial Systems (*corresponds to UCC Proposal #53*)

Council members were unclear what their role is supposed to be in regards to State Proposals. UCC used to review State Proposals in a similar manner to the catalog proposals, but that changed a few years ago and UCC no longer saw State Proposals. Academic Affairs sent these proposals to UCC late last week with no instructions or guidance as to what role UCC now has in the approval process. These particular State proposals are under tight time constraints, so there is some urgency to move these through UCC quickly, but members were concerned about the longer term ramifications for the Council of approving or accepting State Proposals without thoroughly reviewing or vetting them. Need more guidance on this Council's role and place in the process, and authority to reject if a proposal is deemed unsatisfactory, before members will be comfortable taking on the responsibility of the process and outcome. UCC's formal acceptance or approval implies UCC agrees that the proposed

program is appropriate and acceptable; these particular proposals have not had sufficient time to be vetted by any members of the council.

SBOE simply gives ISU the permission to offer programs, SBOE only looks at whether it makes sense for an institution to offer the particular program, and does it infringe on sister institutions' roles and missions. The curriculum requirements and admission requirements are up to the institution proposing to offer it. UCC has purview over curriculum, courses, and the Undergraduate catalog, and State Proposals do have curriculum components included.

Motion to **accept** all 5 State Proposals but UCC reserves the right to consider the proposals and curriculum independently as they are presented to this Council for approval via the normal curriculum process. Motion **passed** with one abstention.

#### **D. UNFINISHED BUSINESS**

##### **Curriculum, Course and Program Changes Proposed:**

1. Council unanimously **approved** [Proposal #19](#) from **Technical General Education** ([Appendix 1](#)) for a new gen ed course TGE 1140 Survey of Applied Mathematics in Professional Technical settings. Was previously **tabled** awaiting GERC's decision. **GERC approved this as an Objective 3 GEM course on October 13, 2015**
2. Council unanimously **approved** [Proposal #29 as amended](#) from **Geosciences** ([Appendix 2](#)) to create a new course GEOL 4465, remove MATH 1147 from the BA/BS degree requirements, delete the Admissions criteria from the catalog, and make minor edits to the catalog copy. Was **tabled** last week for clarification of questions about the prerequisites and how they should be listed in the catalog curriculum section.
3. Council unanimously **approved the corrected** [Proposal #39](#) from the **Health Education & Promotion Program** ([Appendix 3](#)) to remove the "pre-health" major requirement and application process for Health Education majors.
4. Council unanimously **approved** [Proposal #40 as amended](#) from **Music** ([Appendix 4](#)) to require two semesters of Foreign Language for the Bachelor of Music Degree in Voice.

#### **E. NEW BUSINESS**

##### **General Education Course Proposals approved by GERC:**

1. Council unanimously **approved** the proposal for **TGE 1140 Survey of Applied Mathematics** as a new **Objective 3** general education course.

##### **Curriculum, Course and Program Changes Proposed:**

1. Council unanimously **approved** [Proposal #47](#) from **Robotics & Communications Systems Engineering Technology** ([Appendix 5](#)) to create a new elective course RCET 0382 Introduction to Rapid Prototyping.
2. Council unanimously **approved** [Proposal #48](#) from **Business Technology** ([Appendix 6](#)) for course and curriculum changes.

3. Council unanimously **approved [Proposal #49](#)** from the **Division of Health Sciences ([Appendix 7](#))** to change credit requirements, add HCA 3340 and ANTH 4407 as competency courses, and require a “C” minimum grade in the Bachelor of Science in Health Sciences curriculum.
4. Council unanimously **approved [Proposal #50](#)** from **Biological Sciences ([Appendix 8](#))** to reduce course credits from 4 to 3 credits for BIOL 4444 Cell and Molecular Biology.
5. Council unanimously **approved [Proposal #51 as amended](#)** from **Health Occupations ([Appendix 9](#))** to create a new Occupational Therapy Assistant Program with an A.A.S. degree. *Requires SBOE approval of State Proposal #2015-06 and from NWCCU.*

Due to time constraints, Council voted to **table** the remaining curriculum proposals until next week:

6. **[Proposal #52](#)** from **Communication Sciences & Disorders** to create a new course DHS 4480 Genetics for Health Care Professionals, credit changes and minor corrections in catalog.
7. **[Proposal #53](#)** from the **Technical Department** to create a new Unmanned Aerial Systems Program, offering Basic and Intermediate Technical Certificates, and an Associate of Applied Science (AAS) degree.
8. **[Proposal #54](#)** from **Sociology, Social Work & Criminology** to remove pre-requisites from several elective courses.
9. **[Proposal #55](#)** from **Marketing & Management** to define and clarify the BBA degree in Management as well as Management Emphases in other BBA degrees.
10. **[Proposal #56](#)** from **College of Technology Bachelor of Applied Science Program** to create a new BAS degree in Paralegal Studies.
11. **[Proposal #57](#)** from **Surveying & Geomatics Technology Program** for minor curriculum changes and to create a new 1-credit course GEMT 3319 Writing Legal Descriptions.

#### **F. REMAIN TABLED, awaiting GERC’s decision, or other information**

Council voted to **untable** the Gen Ed proposals and open them for discussion. Council subsequently voted to **approve** all three courses as fulfilling general education requirements for their respective Objectives.

#### **General Education Course Proposals approved by GERC:**

1. Proposal for **TGE 1150 Applied Social Sciences in the Workplace** as a new **Objective 6** general education course, pending approval of the corresponding Assessment Plan.
2. Proposal for **CMP 2205 Argumentation** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.
3. Proposal for **GEOL 1107 Real Monsters** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.

#### **Curriculum, Course and Program Changes Proposed -- remain tabled**

1. [Proposal #31](#) from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323.

**F. ADJOURNMENT: 5:02 p.m.**

## APPENDICES

**SBOE ACADEMIC PROGRAM PROPOSALS ACCEPTED** (with the proviso that UCC reserves the right to consider the proposals and curriculum independently as they are presented to this Council for approval via the normal curriculum process.)

1. **SBOE Proposal #2015-03** from **Law Enforcement** for a new Basic Technical Certificate in the Law Enforcement Program. (*corresponds to UCC Proposal #33*)
2. **SBOE Proposal #2015-04** from **Health Occupations** for a new Advanced Technical Certificate in the Pharmacy Technology Program. (*corresponds to UCC Proposal #20*)
3. **SBOE Proposal #2015-05** from **ESTEC** for a 2<sup>nd</sup> Associate of Applied Science and new Intermediate Technical Certificate in Cyber-Physical Security. (*corresponds to UCC Proposal #38*)
4. **SBOE Proposal #2015-06** from **Health Occupations** for a new Associate of Applied Science degree for Occupational Therapy Assistant. (*corresponds to UCC Proposal #51*)
5. **SBOE Proposal #2015-07** from the **Technical Department** for new Basic Technical Certificate, Intermediate Technical Certificate, and Associate of Applied Science degree in Unmanned Aerial Systems. (*corresponds to UCC Proposal #53*)

### **GENERAL EDUCATION COURSE PROPOSALS APPROVED:**

1. Proposal for **TGE 1140 Survey of Applied Mathematics** as a new **Objective 3** general education course.
2. Proposal for **TGE 1150 Applied Social Sciences in the Workplace** as a new **Objective 6** general education course, pending approval of the corresponding Assessment Plan.
3. Proposal for **CMP 2205 Argumentation** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.
4. Proposal for **GEOL 1107 Real Monsters** as a new **Objective 7** general education course, pending approval of the corresponding Assessment Plan.

### **CURRICULUM PROPOSALS APPROVED:**

1. [Proposal #19](#) from **Technical General Education** for a new gen ed course TGE 1140 Survey of Applied Mathematics in Professional Technical settings. *GERC approved this as an Objective 3 GEM course on October 13, 2015*

[Back to List](#)

2. [Proposal #29 as amended](#) from **Geosciences** to create a new course GEOL 4465, remove MATH 1147 from the BA/BS degree requirements, delete the Admissions criteria from the catalog, and make minor edits to the catalog copy.

[Back to List](#)

---

3. [Corrected Proposal #39](#) from the **Health Education & Promotion Program** to remove the “pre-health” major requirement and application process for Health Education majors.

[Back to List](#)

---

4. [Proposal #40 as amended](#) from **Music** to require two semesters of Foreign Language for the Bachelor of Music Degree in Voice.

[Back to List](#)

---

5. [Proposal #47](#) from **Robotics & Communications Systems Engineering Technology** to create a new elective course RCET 0382 Introduction to Rapid Prototyping.

[Back to List](#)

---

6. [Proposal #48](#) from **Business Technology** for course and curriculum changes.

[Back to List](#)

---

7. [Proposal #49](#) from the **Division of Health Sciences** to change credit requirements, add HCA 3340 and ANTH 4407 as competency courses, and require a “C” minimum grade in the Bachelor of Science in Health Sciences curriculum.

[Back to List](#)

---

8. [Proposal #50](#) from **Biological Sciences** to reduce course credits from 4 to 3 credits for BIOL 4444 Cell and Molecular Biology.

[Back to List](#)

---

9. [Proposal #51 as amended](#) from **Health Occupations** to create a new Occupational Therapy Assistant Program with an A.A.S. degree. *Requires SBOE approval of SBOE Proposal #2015-06; may require NWCCU approval as well.*

[Back to List](#)

---

**Undergraduate Curriculum Council**  
**October 22, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 15 (17-15)**  
**Minutes – Approved by Curriculum Council on November 5, 2015; Accepted by Academic Affairs on February 11, 2016**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, Thomas Kloss, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Margaret Johnson

1c. Guests: Jim Skidmore (GERC Vice Chair)

2. Council approved its Minutes from **October 15, 2015**

3. Report from the Executive Committee:

Hofle said they met via email and voted to approve the Consent Calendar.

4. Information from Academic Affairs:

Michele Brumley, from Psychology, was chosen to serve on the State's Social Science Gen Ed committee.

5. Current Subcommittee Activities:

a. General Education Requirements Committee (GERC):

Meets this coming Tuesday, will continue reviewing assessment plans. A few plans have not yet been submitted. Houghton cannot attend that meeting, another UCC member is welcome to attend in his place. No one volunteered.

b. Bachelor of Applied Science Committee (BAS): meets again in a couple of weeks.

6. Information from the Chair: nothing to report

7. Information from the Faculty Senate and other Councils:

Senate meets this coming Monday – nothing to report.

8. Other related information or questions:

No further guidance for UCC from Academic Affairs regarding State Proposals. UCC apparently now is to review and accept State Proposals. Briggs reported two or three proposals already approved by UCC will have to be revised to match the most recent changes in the standardized course descriptions and program curricula from the state's Professional Technical Education unit. Revised proposals based on the original, already approved proposals will be submitted to UCC in an effort to minimize confusion and make it easier for the catalog editors to make the required edits to the draft catalog.

**B. INFORMATION ITEMS –**

1. UG Catalog Pages Workflow Process – Emily White

White explained and demonstrated the Workflow process for reviewing and approving the draft catalog. UCC reps and departments are responsible for ensuring the drafts accurately

reflect the approved changes from their proposals, and that they are satisfied with the appearance and accuracy of the final catalog text. The system sends an email to only one person, so Thorpe will receive all the emails from Workflow and will forward them to the appropriate UCC representatives to tell them to review the draft catalog pages for accuracy. Changes will appear in green text so they will be easily recognized. After the UCC reps submit their approvals, an email is sent to the Proposal Originator (PO) for his or her review and approval. Once approved by the PO, the department chair is notified to review and approve their sections of the draft catalog. At any stage, an approver can roll back the draft to the catalog editor for corrections. After the program and course information is entered correctly and approved, the departments' Overview and Faculty pages will be opened for departments to enter their own changes and updates. Once the entire catalog is ready with all the updates entered, Workflow will send emails to the college deans and the Provost for their final review and approval of the entire catalog. After that, the catalog will be finalized and published in time for Early Registration in Spring.

### C. CONSENT CALENDAR --

**UCC Executive Committee voted unanimously to approve the following proposal:**

1. The full Council voted unanimously to **approve [Proposal #62](#)** from **Radiographic Science ([Appendix A](#))** to move RS 4421 up one semester in the curriculum sequence, from Fall to Summer.

### D. UNFINISHED BUSINESS –

**Curriculum, Course and Program Changes Proposed:**

1. **Remains tabled: [Proposal #31](#)** from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323. Awaiting corrections.
2. **[Proposal #52](#)** from **Communication Sciences & Disorders** to create a new course DHS 4480 Genetics for Health Care Professionals, credit changes and minor corrections in catalog. **Tabled** to verify whether Nursing agrees to the reduction in credits for NURS 4480 from 3 credits to 2 credits.
3. Council voted unanimously to **approve [Proposal #53](#)** from the **Technical Department ([Appendix 2](#))** to create a new Unmanned Aerial Systems Program, offering Basic and Intermediate Technical Certificates, and an Associate of Applied Science (AAS) degree. *Requires SBOE approval of State Proposal #2015-07 and from NWCCU.*
4. Council unanimously **approved [Proposal #54](#)** from **Sociology, Social Work & Criminology ([Appendix 3](#))** to remove pre-requisites from several elective courses.
5. Council unanimously **approved [Proposal #55](#)** from **Marketing & Management ([Appendix 4](#))** to define and clarify the BBA degree in Management as well as Management Emphases in other BBA degrees.
6. Council voted with 1 abstention to **approve [Proposal #56](#)** from **College of Technology Bachelor of Applied Science Program ([Appendix 5](#))** to create a new BAS degree in Paralegal Studies. *Requires SBOE approval of State Proposal #2015-08 and from NWCCU.*

7. Council unanimously **approved [Proposal #57](#)** from **Surveying & Geomatics Technology Program** ([Appendix 6](#)) for minor curriculum changes and to create a new 1-credit course GEMT 3319 Writing Legal Descriptions.

## **E. NEW BUSINESS –**

### **SBOE Academic Program Proposals**

1. Council voted unanimously to **accept SBOE Proposal #2015-08** from the **Bachelor of Applied Sciences Program** ([Appendix A](#)) for a new Bachelor of Applied Science degree in Paralegal Studies (*corresponds to UCC Proposal #56*)

### **Curriculum, Course and Program Changes Proposed:**

1. Council unanimously **approved [Proposal #58 as amended](#)** from **College of Business** ([Appendix 7](#)) for changes to the catalog Overview, Admissions, and Programs information to simplify core requirements for majors, remove the Admission to Major and clarify the college's offerings.
2. Council unanimously **approved [Proposal #59](#)** from **Civil Engineering Technology** ([Appendix 8](#)) for routine course and curriculum changes in accordance with advisory committee input.
3. Council unanimously **approved [Proposal #60](#)** from **Computer Aided Design Drafting Technology Program** ([Appendix 9](#)) for minor changes to CADD courses to even out the content workload.
4. Council unanimously **approved [Proposal #61](#)** from **Massage Therapy** ([Appendix 10](#)) to drop the summer Internship requirement, and increase clinical lab hours required in accordance with changes in accreditation and licensing requirements.
5. Council unanimously **approved [Proposal #63 as amended](#)** from **Health Occupations** ([Appendix 11](#)) to add a Veteran to Nurse Cohort Option to the Practical Nursing program to help veterans with healthcare training and experience earn an Advanced Technical Certificate more quickly. A 3-year grant was received to help fund the implementation of this cohort option.
6. Council unanimously **approved [Proposal #64 as amended](#)** from **Physics** ([Appendix 12](#)) to create new courses PHYS 4425 and PHYS 4426, Nuclear Particle Physics I and II, delete PHYS 3325, PHYS 4410 and PHYS 4409, minor changes to B.S. degree requirements.
7. Council unanimously **approved [Proposal #65 as amended](#)** from **Civil Engineering** ([Appendix 13](#)) to reduce program credits from 126 to 121 credits, modify course prerequisites, assign permanent course numbers to two experimental courses, and minor curriculum changes. *Changes will affect the Graduate Catalog.*

## **F. ADJOURNMENT: 4:53 p.m.**

## APPENDICES

### SBOE ACADEMIC PROGRAM PROPOSALS ACCEPTED:

1. **SBOE Proposal #2015-08** from the **Bachelor of Applied Sciences Program** for a new Bachelor of Applied Science degree in Paralegal Studies (*corresponds to UCC Proposal #56*)

### CURRICULUM PROPOSALS APPROVED:

1. **Proposal #62** from **Radiographic Science** to move RS 4421 up one semester in the curriculum sequence, from Fall to Summer.

---

[Back to List](#)

2. **Proposal #53** from the **Technical Department** to create a new Unmanned Aerial Systems Program, offering Basic and Intermediate Technical Certificates, and an Associate of Applied Science (AAS) degree. *Requires SBOE approval of State Proposal #2015-07 and from NWCCU.*

---

[Back to List](#)

3. **Proposal #54** from **Sociology, Social Work & Criminology** to remove pre-requisites from several elective courses.

---

[Back to List](#)

4. **Proposal #55** from **Marketing & Management** to define and clarify the BBA degree in Management as well as Management Emphases in other BBA degrees.

---

[Back to List](#)

5. **Proposal #56** from **College of Technology Bachelor of Applied Science Program** to create a new BAS degree in Paralegal Studies. *Requires SBOE approval of State Proposal #2015-08 and from NWCCU.*

---

[Back to List](#)

6. **Proposal #57** from **Surveying & Geomatics Technology Program** for minor curriculum changes and to create a new 1-credit course GEMT 3319 Writing Legal Descriptions.

---

[Back to List](#)

7. **Proposal #58 as amended** from **College of Business** for changes to the catalog Overview, Admissions, and Programs information to simplify core requirements for majors, remove the Admission to Major and clarify the college's offerings.

---

[Back to List](#)

8. **Proposal #59** from **Civil Engineering Technology** for routine course and curriculum changes in accordance with advisory committee input.

[Back to List](#)

---

9. **Proposal #60** from **Computer Aided Design Drafting Technology Program** for minor changes to CADD courses to even out the content workload.

[Back to List](#)

---

10. **Proposal #61** from **Massage Therapy** to drop the summer Internship requirement, and increase clinical lab hours required in accordance with changes in accreditation and licensing requirements.

[Back to List](#)

---

11. **Proposal #63** [as amended](#) from **Health Occupations** to add a Veteran to Nurse Cohort Option to the Practical Nursing program to help veterans with healthcare training and experience earn an Advanced Technical Certificate more quickly. A 3-year grant was received to help fund the implementation of this cohort option.

[Back to List](#)

---

12. **Proposal #64** [as amended](#) from **Physics** to create new courses PHYS 4425 and PHYS 4426, Nuclear Particle Physics I and II, delete PHYS 3325, PHYS 4410 and PHYS 4409, minor changes to B.S. degree requirements.

[Back to List](#)

---

13. **Proposal #65** [as amended](#) from **Civil Engineering** to reduce program credits from 126 to 121 credits, modify course prerequisites, assign permanent course numbers to two experimental courses, and minor curriculum changes. *Changes will affect the Graduate Catalog.*

[Back to List](#)

---

## Undergraduate Curriculum Council

November 5, 2015 – 3:00-5:00 p.m. in Rendezvous 301

Volume XXXI, Meeting 16 (17-16)

Minutes – *Approved by Curriculum Council on November 12, 2015; Accepted by Academic Affairs on November 24, 2015*

### A. PRELIMINARIES

#### 1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, Thomas Kloss, James Lai, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

Ex-Officio: JoAnn Hertz (telephone), Chris Hunt, Margaret Johnson, Emily White, Corey Zink

Admin. Asst: Catherine Read

#### 1b. Excused:

1c. Guests: Jim Skidmore (GERC Vice Chair)

2. Council approved its Minutes from **October 22, 2015**

3. Report from the Executive Committee:

Hofle reported UCC Executive Committee met via email regarding how UCC should handle State Proposal. The consensus was to review State Proposals as informational items at the same time those proposals are sent to the SBOE. No dissenting opinions were expressed, so Hofle will inform Academic Affairs of this decision. Also decided by the Executive Committee was to simply include the credit change to NURS 4480 in with Proposal #52 from CSD rather than submitting a new proposal from Nursing to accomplish the same thing.

4. Information from Academic Affairs:

Johnson reported SBOE has sent out information regarding the next month's State-wide General Education meeting. A small group is working on prior learning assessment issues and policy at the universities. Several workshops were held this past year, and Chris Matthias at SBOE has written a first draft of a white paper regarding questions that still need to be answered, which will be the group's main task for the remainder of this year. ISU will not need to change much from what it is currently doing other than to update a few policies. A new ISU webpage is being created to centralize assessment information.

5. Current Subcommittee Activities:

a. General Education Requirements Committee (GERC):

GERC has approved some Assessment Plans for Objectives 3 and 4; remanded several others for additional information. Members are communicating with their constituent departments to correct plans' deficiencies before their next meeting on November 10.

Skidmore said the SBOE changed Objective 1 to require 6 credits, not 3 to 6, so ISU now has to require ENGL 1101 as an Objective 1 Gen Ed course. In discussing the process for removing a course from the Gen Ed list, GERC members decided that since it would require a new course number, a curriculum change proposal would need to be submitted to this council as normal, with an impact response required from GERC as well as from all the departments and programs that use the course in their curriculum.

Council accepted GERC's Minutes from **October 13, 2015**.

b. Bachelor of Applied Science Committee (BAS) -- meets again in two weeks.

Council accepted BAS Minutes from **September 25, 2015**.

6. Information from the Chair: none
7. Information from the Faculty Senate and other Councils:
  - a. Faculty Senate Minutes from **October 12, 2015** – information item  
In its meeting next week, Senate will discuss the proposed *Brand Identity* and *Visual Media Services* policies with representatives from General Counsel, Marketing and Communications, and University Advancement. Interested faculty are welcome to attend and provide their input during the Open Forum session. Senate will also consider the nominations and recommend two faculty members to serve on the Special Budget Consultation Committee. Two faculty members are also needed to serve on the Athletic Advisory Board.
8. Other related information or questions:  
Briggs reported College of Technology decided not to revise the proposal from Welding, opting to leave it as approved. All the Horizontal alignment proposals will wait until next year.  
  
Jardine reported the Library is sponsoring a faculty scholarly showcase in the SUB Wood River room next Thursday, November 12, from 12:30–6:30 p.m.

**B. INFORMATION ITEMS – none**

**C. CONSENT CALENDAR – none**

**D. UNFINISHED BUSINESS**

**Curriculum, Course and Program Changes Proposed:** *(both still awaiting corrections as of 11/4)*

1. [Proposal #31](#) from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323. Remains **tabled** for further minor corrections.
2. Council approved **revised Proposal #52** from **Communication Sciences & Disorders** ([Appendix 1](#)) to create a new course DHS 4480 Genetics for Health Care Professionals, credit changes and minor corrections in catalog. Was **tabled** last time to verify whether Nursing agreed with reducing credits for NURS 4480 from 3 credits to 2 credits. Nursing agreed, and the required course change was added to this revised proposal.

**E. NEW BUSINESS –**

**SBOE Academic Program Proposals – none to review**

**GERC Gen Ed Assessment Plans Approved**

Council **accepted** all of the following assessment plans:

Objective 3: MATH 1123, 1127, 1130, 1153, 1160, 1170  
MGMT 2216 Business Statistics  
RCET 1372 Calculus for Advanced Electronics

Objective 4: ENGL 1110, 1115, 1126, 2257, 2258  
PHIL 1101 Intro to Philosophy  
PHIL 1103 Intro to Ethics  
TGE 1257 Applied Ethics in Technology

Council **voted** to include all future GERC-approved Assessment Plans in the **Information** section of the agenda for UCC's acceptance instead of listing them under **New Business**.

**Curriculum, Course and Program Changes Proposed:**

1. Council unanimously **approved revised [Proposal #32R](#)** from **Health Occupations** ([Appendix 2](#)) for changes to the Early Childhood Care and Education Program to meet the state's requirements for Professional-Technical Education Horizontal Alignment initiative. *Requires SBOE approval.*
2. Council unanimously **approved [Proposal #66](#)** from **Technical General Education** ([Appendix 3](#)) for a new Objective 6 General Education course TGE 1150. *GERC has approved this course for Objective 6.*
3. Council unanimously **approved [Proposal #67](#)** from **Engineering** ([Appendix 4](#)) to delete all ENGR courses and update Engineering program curricula.

**F. ADJOURNMENT: 3:53 p.m.**

## APPENDICES

### GEN ED ASSESSMENT PLANS APPROVED:

- Objective 3: MATH 1123, 1127, 1130, 1153, 1160, 1170  
MGMT 2216 Business Statistics  
RCET 1372 Calculus for Advanced Electronics
- Objective 4: ENGL 1110, 1115, 1126, 2257, 2258  
PHIL 1101 Intro to Philosophy  
PHIL 1103 Intro to Ethics  
TGE 1257 Applied Ethics in Technology

### CURRICULUM PROPOSALS APPROVED:

1. **Revised Proposal #52** from **Communication Sciences & Disorders** to create a new course DHS 4480 Genetics for Health Care Professionals, credit changes and minor corrections in catalog. Was **tabled** last time to verify whether Nursing agreed with reducing credits for NURS 4480 from 3 credits to 2 credits. Nursing agreed, and the required course change was added to this revised proposal.

---

[Back to List](#)

2. **Revised Proposal #32R** from **Health Occupations** for changes to the Early Childhood Care and Education Program to meet the state's requirements for Professional-Technical Education Horizontal Alignment initiative. *Requires SBOE approval.*

---

[Back to List](#)

3. **Proposal #66** from **Technical General Education** for a new Objective 6 General Education course TGE 1150. *GERC has approved this course for Objective 6.*

---

[Back to List](#)

4. **Proposal #67** from Engineering to delete all ENGR courses and update Engineering program curricula.

---

[Back to List](#)

**Undergraduate Curriculum Council**  
**November 12, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 17 (17-17)**  
**Minutes – Approved by Curriculum Council on November 19, 2015; Accepted by Academic Affairs on February 11, 2016**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Bob Houghton, Spencer Jardine, Thomas Kloss, James Lai, Steve Maclure, Mike McCurry, Karen Portillo,

Ex-Officio: JoAnn Hertz (telephone), Chris Hunt, Margaret Johnson, Emily White, Corey Zink

Admin. Asst: Catherine Read

1b. Excused: Justin Thorpe

1c. Guests: Jim Skidmore (GERC Vice Chair)

2. Council approved its Minutes from **November 5, 2015**

3. Report from the Executive Committee:

Hofle reported they met via email and approved Proposal #68 as a Consent Calendar item for this meeting.

4. Information from Academic Affairs: nothing to report

5. Current Subcommittee Activities:

a. General Education Requirements Committee (GERC):

1) Council **accepted** GERC's Minutes from **October 27, 2015**

2) GERC Gen Ed Assessment Plans Approved – UCC voted to **accept** the following:

Objective 5: CHEM 1100, 1101, 1102, 1103, 1111/1111L, 1112/1112L  
GEOL 1100/1100L, 1101, 1101L, 1110

Objective 7: CS 1181/INFO 1181 Computer Science & Programming I  
PHIL 2201 Intro to Logic  
PHIL 2250 Contemporary Moral Problems  
GEOL 1107 Real Monsters

Objective 8: ACAD 1111 University Inquiry  
CMP 2203 Media Literacy  
FIN 1115 Personal Finance  
INFO 1101 Digital Information Literacy  
LLIB 1115 Intro to Information Research

Objective 9: ENGL 2210 American Cultural Studies  
ANTH/ENGL 2212 Intro to Folklore and Oral Tradition  
IS 2202 The World Today: Intro to Global Issues  
PHIL 2210 Intro to Asian Philosophies

b. Bachelor of Applied Science Committee (BAS): nothing to report

6. Information from the Chair:  
Hofle reminded members of the upcoming Promotion & Tenure Workshop on Nov. 18. Applications are also due on November 18 for Teaching Innovation Grants up to \$5000.
7. Information from the Faculty Senate and other Councils:
  - a. Faculty Senate Minutes – none  
Senate met on Monday, discussed proposed ISUPP policies, selected two SBCC faculty nominees for recommendation, and worked on bylaws for the new Academic Standards Committee. Will meet again this coming Monday.
8. Other related information or questions:  
Jardine reminded everyone about the faculty scholarly showcase this afternoon in the Wood River Room.

**B. INFORMATION ITEMS – none**

**C. CONSENT CALENDAR –**

1. Council unanimously **approved** [Proposal #68](#) from **Communication Sciences & Disorders** (Appendix 1) to change CSD 4435L from S/U to letter grading.

**D. UNFINISHED BUSINESS –**

**Curriculum, Course and Program Changes Proposed:**

1. Council unanimously **approved** the **corrected** [Proposal #31](#) from **Chemistry** (Appendix 2) to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323. Was **tabled** for corrections, which have since been made.

**E. NEW BUSINESS –**

**SBOE Academic Program Proposals – none to review**

**Curriculum, Course and Program Changes Proposed:**

1. Council unanimously **approved** [Proposal #69](#) from **Pharmacy Practice and Administrative Sciences** (Appendix 3) for curriculum adjustments to the Doctor of Pharmacy program.
2. Council unanimously **approved** [Proposal #70 as amended](#) from **Dental Hygiene** (Appendix 4) for course and curriculum changes to the B.S. degree in Dental Hygiene.
3. [Proposal #71](#) from **Communication, Media and Persuasion** for course and curriculum changes. *Changes affect Graduate catalog.* **Tabled** for clarifications.
4. Council unanimously **approved** [Proposal #72](#) from **Global Studies & Languages** (Appendix 5) for curriculum changes to the B.A., Major, and Minor in International Studies.
5. [Proposal #73](#) from **History** for course and curriculum changes. *GERC has NOT approved these new courses as fulfilling any Gen Ed Objectives; no course proposals were submitted to GERC this year from History.* **Tabled** for signature page and verification from department.

**F. ADJOURNMENT: 4:10 p.m.**

## APPENDICES

### GEN ED ASSESSMENT PLANS APPROVED:

- Objective 5: CHEM 1100, 1101, 1102, 1103, 1111/1111L, 1112/1112L  
GEOL 1100/1100L, 1101, 1101L, 1110
- Objective 7: CS 1181/INFO 1181 Computer Science & Programming I  
PHIL 2201 Intro to Logic  
PHIL 2250 Contemporary Moral Problems  
GEOL 1107 Real Monsters
- Objective 8: ACAD 1111 University Inquiry  
CMP 2203 Media Literacy  
FIN 1115 Personal Finance  
INFO 1101 Digital Information Literacy  
LLIB 1115 Intro to Information Research
- Objective 9: ENGL 2210 American Cultural Studies  
ANTH/ENGL 2212 Intro to Folklore and Oral Tradition  
IS 2202 The World Today: Intro to Global Issues  
PHIL 2210 Intro to Asian Philosophies

### CURRICULUM PROPOSALS APPROVED:

1. **Proposal #68** from **Communication Sciences & Disorders** to change CSD 4435L from S/U to letter grading.

[Back to List](#)

---

2. **Corrected Proposal #31** from **Chemistry** to change CHEM 2211 into CHEM 3321, and CHEM 2213 into CHEM 3323.

[Back to List](#)

---

3. **Proposal #69** from **Pharmacy Practice and Administrative Sciences** for curriculum adjustments to the Doctor of Pharmacy program.

[Back to List](#)

---

4. **Proposal #70 as amended** from **Dental Hygiene** for course and curriculum changes to the B.S. degree in Dental Hygiene.

[Back to List](#)

---

5. **Proposal #72** from **Global Studies & Languages** for curriculum changes to the B.A., Major, and Minor in International Studies.

[Back to List](#)

---

**Undergraduate Curriculum Council**  
**November 19, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 18 (17-18)**  
**Minutes – Approved by Curriculum Council on December 3, 2015; Accepted by Academic Affairs on February 11, 2016**

**A. PRELIMINARIES**

1a. Attendance:

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

1b. Excused: Brian Attebery, James Lai

1c. Guests: none

2. Council approved its Minutes from **November 12, 2015** with a minor attendance correction.

3. Report from the Executive Committee: did not meet

4. Information from Academic Affairs:

Johnson reported the proposed revisions to ISU's Mission and Core Themes as developed by the Institutional Effectiveness subcommittees will be sent out to all faculty and staff for review and feedback on December 1, 2015. These statements must be finalized and submitted to SBOE in mid-January for their February board meeting for its approval in order to be included in the first-year accreditation report to North West accreditors, which is due March 1, 2016. Johnson encouraged council members to review the proposed changes and submit their feedback..

5. Current Subcommittee Activities:

a. General Education Requirements Committee (GERC): none this week

b. Bachelor of Applied Science Committee (BAS): meets on Dec 4

6. Information from the Chair: none

7. Information from the Faculty Senate and other Councils:

a. Faculty Senate Minutes from **November 9, 2015**

b. Research Council Minutes from **September 25, 2015**

8. Other related information or questions: none

**B. INFORMATION ITEMS – none**

**C. CONSENT CALENDAR – none**

**D. UNFINISHED BUSINESS –**

**Curriculum, Course and Program Changes Proposed:** were **tabled** last time

1. Council **approved** the **corrected Proposal #71** from **Communication, Media and Persuasion** for course and curriculum changes. *Changes affect Graduate catalog.*
2. **Proposal #73** from **History** for course and curriculum changes. *GERC has NOT approved these new courses as fulfilling any Gen Ed Objectives; no course proposals were submitted to GERC this year from History.* Was **tabled** last time for signature page and verification from department. Signature page was never submitted, and no further word received from department that the proposal was revised or corrected. Hofle will inform the department that this proposal will **not** be included in the 2016-17 catalog.

**E. NEW BUSINESS –**

**SBOE Academic Program Proposals – none to review**

**Curriculum, Course and Program Changes Proposed:**

1. Council **approved** **Proposal #74 as amended** from **College of Business** to change the College of Business math requirements, and delete MATH 1143 as a required course.
2. Council **approved** **Proposal #75 as amended** from **Electrical Engineering** to create a new B.S. degree in Electrical Engineering Technology, along with program course and curriculum changes. *SBOE has already approved this new degree.*

**F. ADJOURNMENT: 4:40 p.m.**

## APPENDICES

**CURRICULUM PROPOSALS APPROVED:**

1. **corrected Proposal #71** from **Communication, Media and Persuasion** for course and curriculum changes. *Changes affect Graduate catalog.*

---

[Back to List](#)

2. **Proposal #74 as amended** from **College of Business** to change the College of Business math requirements, and delete MATH 1143 as a required course.

---

[Back to List](#)

3. **Proposal #75 as amended** from **Electrical Engineering** to create a new B.S. degree in Electrical Engineering Technology, along with program course and curriculum changes. *SBOE has already approved this new degree.*

---

[Back to List](#)

**Undergraduate Curriculum Council**  
**December 3, 2015 – 3:00-5:00 p.m. in Rendezvous 301**  
**Volume XXXI, Meeting 19 (17-19)**  
**Minutes – Approved by Curriculum Council on January 21, 2016; Accepted by Academic Affairs on March 1, 2016**

**A. PRELIMINARIES**

1a. Attendance:

Members: Brian Attebery, Jennifer Briggs, Mary Hofle (chair), Spencer Jardine, Thomas Kloss, Steve Maclure, Mike McCurry, Karen Portillo, Justin Thorpe

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

Admin. Asst: Catherine Read

1b. Excused: Bob Houghton, James Lai; Margaret Johnson

1c. Guests: none

2. Council approved its Minutes from **November 19, 2015** with one abstention.

3. Report from the Executive Committee: none

4. Information from Academic Affairs: none

5. Current Subcommittee Activities:

a. General Education Requirements Committee (GERC): --

GERC members met with ISU's faculty reps on SBOE Gen Ed task forces on Tues., Dec. 1

b. Bachelor of Applied Science Committee (BAS): none

6. Information from the Chair: none

7. Information from the Faculty Senate and other Councils:

Faculty Senate meets again Mon. Dec. 7, will discuss proposed [Background Investigations](#) policy and changes to [ISU's Mission and Core Themes](#). Hofle sits on the Core Theme One committee; they tried to make sure it incorporates more of the campus focuses than just research. Regional graduate education used to be incorporated in the mission statement, somehow got dropped. Hofle will pass that information on to the committee.

8. Other related information or questions: none

**B. INFORMATION ITEMS – none**

**C. CONSENT CALENDAR -- none**

**D. UNFINISHED BUSINESS –**

**Curriculum, Course and Program Changes Proposed:** were **tabled** last time

1. [Proposal #73](#) from **History** for course and curriculum changes. *GERC has NOT approved these new courses as fulfilling any Gen Ed Objectives; no course proposals were submitted to GERC this year from History.* Was **tabled** last time for signature page and verification from department Hofle had emailed the department chair, has not heard back, so this one **stays tabled**.

**E. NEW BUSINESS –**

1. Proposal Process Recap and Discussion – what worked, what didn't, what changes should be made for next cycle?

Need to actively push departments to start working on next years' proposals this spring. Hofle reflected that things went relatively smoothly this year. Suggestion to prominently include statements that there is a time delay between submission of a Proposal Request and the Google Doc proposal being generated by the Registrar's Office. It is **manually** generated and customized to the proposer's parameters, not an automatically generated form. Include this information on the UCC's website, as well as in the auto-generated response to the Request submission form, reiterate this over and over to encourage timely proposal requests and alleviate concern over delayed responses. Now that all program changes must get approval from North West accreditors as well as State Board of Education means that program change proposals will have to be submitted in spring. The earlier deadline will help get this message across. Hofle will send out a letter next week to Deans, Assoc. Deans and department chairs asking for their feedback regarding the process. She will send it to the Executive Committee to review first.

Hunt reported the Registrar's Office perspective is that this process helped them resolve issues ahead of time.

Suggestion to create a spring semester cut-off date for proposals, possibly April 1, after which proposal will be considered in fall. Council discussed the merits and drawbacks of having two deadlines, one in spring and one in fall, as well as how to encourage departments to submit proposals earlier rather than later.

Members asked to review UCC's website and proposal form for needed tweaks and updates.

2. Plan for Spring Semester

When to meet next? Meet via email until further notice.

**F. ADJOURNMENT: 3:50 p.m.**