|  |
| --- |
| Logo_Left |
| Office of the Registrar  Dept 3964; 1000 East University Ave. • Laramie, WY 82071-3964  (307) 766-5272 • fax (307) 766-3960 • e-mail: registrar@uwyo.edu • www.uwyo.edu |

# University Course Review Committee

**Minutes**

**Meeting # 273**

# February 18, 2015 Tobin Room, Knight Hall

# 2:00 PM

**Present:**  Liz Dole-Izzo, Audrey Shalinsky, Dave Micus, Dave Whitman, Leslie Rush, Kent Drummond, Rex Gantenbein, Maggie Bourque, Jessica Clement, Susan Frye

## Part I – Course Modifications (Consent Agenda)

* ***College of Agriculture***

**AECL/PLNT**

**4120/**

**5120 ORGANIC FOOD PRODUCTION, 3 hrs.**

***Current Course Description and Prerequisites:*** A complete review of the federal organic production guidelines, methods and applications for organic production facilities, alternative marketing principles, concepts of organic fertilizer use, organic pest control and concepts for using environmentally friendly methods to reduce chemical, petroleum and synthetic inputs for more sustainable crop and livestock agricultural systems. Cross listed with AECL 4120. Dual listed with PLNT 5120.

***Prerequisite***: 8 hours of LIFE and/or CHEM. (Normally offered fall semester of odd-numbered years)

***Requested change of Course Description:*** A complete review of the federal organic production guidelines, methods and applications for organic production facilities, alternative marketing principles, concepts of organic fertilizer use, and organic pest control and concepts for organic crop and livestock agricultural systems. Dual listed with PLNT5120. Prerequisite: AECL1000 and 4 additional hours of PLNT or AECL coursework. (Normally offered fall semester of odd-numbered years).

***Proposed Dual/Cross Listing:*** PLNT 5120 only.

**Action Taken:** Approved.

**FCSC**

**1180 APPIED DESIGN, 3 hrs.**

***Current Course Description and Prerequisites:*** Studies design philosophy. Emphasizes application of creativity to many areas of living.

***Prerequisite:*** None

***Requested change of Course Description:*** Study design principals and elements as they apply to creating marketable products. Emphasizes application of creativity to many living areas. (Offered both semesters.)

**Action Taken:** Approved.

**PLNT**

**4200/**

**5200 GREEN HOUSE DESIGN AND MANAGEMENT, 3 hrs.**

***Current Course Description and Prerequisites:*** Emphasis on greenhouse structural and functional design concepts of economy, efficiency and energy conservation. Primary emphasis is on the limitations and advantages of greenhouses in the Rocky Mountain region, including alternative energy concepts. The management and operational concerns associated with private, commercial, educational and public greenhouses will be included. Dual listed with PLNT 5200. Prerequisites: AECL/PLNT 2025 or LIFE 2023 and a USP QA course. (Normally offered spring semester of even-numbered years)

***Prerequisite***: AECL/PLNT2025 or LIFE2023 and a USP QA

***Requested change of Course Description and Prerequisites:*** Emphasis on greenhouse structural and functional design concepts of economy, efficiency and energy conservation. Primary emphasis is on the limitations and advantages of greenhouses in the Rocky Mountain region, including alternative energy concepts. The management and operational concerns associated with private, commercial, educational and public greenhouses will be included. Dual listed with PLNT 5200. Prerequisites: PLNT 2025 and a USP QA or Q course.

***Prerequisite***: PLNT 2025 and a USP QA or Q

**Action Taken:** Approved.

**MOLB**

**3610 PRINCIPALS OF BIOCHEMISTRY, 3 hrs.**

***Current Course Description and Prerequisites:*** One-semester biochemistry course for life-, health- and physical-science students. Introduces a full range of biochemical concepts including discussion of major macromolecules, metabolism, and molecular biology. (Normally offered fall and summer semesters).

***Prerequisite***: LIFE 1010 and a grade of C or better in CHEM 2300 or 2440.

***Requested change of Course Prerequisites:*** LIFE 1010 and a grade of C or better in CHEM 2300 or 2420.

**Action Taken:** Approved.

**REWM**

**3020 NUTRITION MANAGEMENT OF RANGE AND PASTURE, 3 hrs.**

***Current Course Description and Prerequisites:*** Characterization of grazing animal nutritional needs and foraging behavior; rangeland forages and supplements. Management of animals and forages/feeds to optimize nutrient intake.

***Prerequisite:*** Approved University Studies biological sciences course.

***Requested change of credit hours***: 4 hrs.

**Action Taken:** Approved.

* ***College of Arts & Sciences***

**ART**

**2010 ART HISTORY I, 3 hrs.**

***Current Course Description and Prerequisites:*** First semester of a one-year survey. Studies ancient, medieval, renaissance and modern art with special reference to various social, economic and historic factors which motivated and conditioned the aesthetic forms. Includes ancient, medieval and early renaissance periods. ART 2010 and 2020 are required of all art majors and should be taken in sequence.

***Prerequisites:*** successful completion of WA.

***Requested change of Course Prerequisites:*** No prerequisite.

**Action Taken:** Approved.

**ART**

**2020 ART HISTORY II Rena-Mod Art, 3 hrs.**

***Current Course Description and Prerequisites:*** Second semester of a one-year survey. Studies European/American Art from the Renaissance through Contemporary with special emphasis on social and historical factors which motivated and conditioned the aesthetic forms. Covers renaissance, Baroque, Rococo, 18th Century, 19th Century, Early Modernism and Contemporary Art. ART 2010 and 2020 are required of art majors and should be taken in sequence.

***Prerequisites:*** successful completion of WA.

***Requested change of Course Prerequisites:*** No prerequisite.

**Action Taken:** Approved.

**ART**

**4660 INDEPENDENT STUDY AND RESEARCH, 1-5 hrs. (max. 10)**

***Current Course Description and Prerequisites:*** Independent Study and Research. 1-5 (Max. 10). Research options in all creative areas. Students work independently and provide demonstrated ability and background knowledge to carry out self-directed research or creative activity in the research area. Arrangements regarding curricular obligations and meeting times are made with the instructor in advance.

***Prerequisites:*** ART 2000 and 12 hours of art in research area and prior consent of instructor. (Offered fall, spring and summer)

***Proposed Course Number and Credit Hours:*** ART 4975, 1-3 hrs. (max. 6)

**Action Taken:** Approved.

**ART**

**4790 ART Seminar, 1-3 hrs. (max. 6)**

***Current Course Description and Prerequisites:*** Special topic in art history and criticism for advanced students.

***Prerequisite:*** 6 hours in art history.

***Requested change career maximum hours:* Seminar, 1-3 hrs. (max. 9)**

**Action Taken:** Approved.

**COJO**

**5620 SEMINAR: SMALL GROUP COMMUNICATION, 3hrs.**

***Current Course Description and Prerequisites:***  An intensive examination of the historical and contemporary theoretical approaches and empirical research in small group dynamics. Attention primarily focused on the rules of decision-making and the leader-follower relationship in group dynamics. Attention primarily focused on the rules of decision-making and the leader follower relationship in grows with and without a history.

***Prerequisites:*** Graduate Standing

***Proposed Course Number and Title:*** COJO 4620/5620 Intergroup Communication, 3hrs.

***Requested change of Course Description:*** The course will provide an overview of theory and research on intergroup relations to demonstrate how communication both affects and reflects our social group memberships. The objective is to provide students with the theoretical foundation to view various contexts of communication through an “intergroup lens.”

***Proposed Prerequisites:*** COJO 1000 or 1400.

**Action Taken:** Approved.

**GEOL**

**2010 MINERALOGY, 3 hrs.**

***Current Course Description and Prerequisites:*** Introduction to rock-forming minerals. Includes introduction to crystallography, crystal chemistry, and the occurrence and identification of the common minerals, with emphasis on silicates. Field trip required. 3.0 credit hours.

***Prerequisites:*** GEOL 1005, 1100, or 1200; CHEM 1020 or concurrent enrollment.

***Proposed Prerequisites:*** GEOL 1005, 1100, or 1500; CHEM 1020 or concurrent enrollment.

**Action Taken:** Approved.

**GEOL**

**2100 STRATIGRAPHY AND SEDIMENTATION, 4hrs.**

***Current Course Description and Prerequisites:*** Introduces principles of stratigraphy, materials and processes of sedimentation. Laboratory includes study and interpretation of sedimentary rocks, sedimentary structures and stratigraphic techniques. Field trip required. ***Prerequisite***: GEOL 1100.

***Proposed Prerequisites:*** GEOL 2010.

**Action Taken:** Approved.

**MUSC**

**1460 BRASS ENSEMBLE, 1 hr.**

***Current Course Description and Prerequisites:*** Encompasses group instructions in various instruments for music education majors. Instruments are supplied.

***Prerequisites***: Music 1040, 1045.

***Requested change of Course Title:*** Brass Ensemble I, 1 hr.

***Requested change of Course Description:*** The University of Wyoming Brass Ensemble is a course devoted to the rehearsal and performance of masterpieces from the brass chamber repertoire. Students in the 1460 level of Brass Ensemble will be expected to have a competent level of proficiency on their parts.

**Action Taken:** Approved.

**MUSC**

**2080-**

**5670 APPLIED LESSONS, 1- 4 hrs.**

***Proposed Credit Hours Change:*** 1 - 2 hrs.

**Action Taken:** Approved.

**MUSC**

**5860 BRASS ENSEMBLE,**

***Current Course Description and Prerequisites:*** NONE.

***Requested change of Course Title:*** BRASS ENSEMBLE III

***Requested change of Course Description:*** The University of Wyoming Brass Ensemble is a course devoted to the rehearsal and performance of masterpieces from the brass chamber repertoire. Students in the 5860 level of Brass Ensemble will be expected to have a high level of proficiency on their parts and assume leadership roples within the ensemble.

**Action Taken:** Approved.

**POLS**

**3680 INTRODUCTION TO EMPIRICAL POLITICAL ANALYSIS, 3 hrs.**

***Current Course Description and Prerequisites:*** Introduces students to concepts, approaches and methodologies for empirical analysis of political problems. Students gain practical experience in statistical analysis of political data generated through surveys and other research techniques.

***Prerequisites:*** STAT 2050, 2070 or equivalent; 9 hours in political science.

***Requested change of Course Description and Prerequisites:*** Introduces students to concepts, approaches and methodologies for empirical analysis of political problems. Students gain practical experience in communicating and presenting statistical analysis of political data generated through surveys and other research techniques.

***Prerequisites:*** STAT 2050, 2070 or equivalent.

**Action Taken:** Approved.

**SOC**

**3500 SOCIOLOGY OF GENDER, 3hrs.**

***Current Course Description and Prerequisites:*** Investigates causes and consequences of gender construction within social institutions such as family, government, education, religion, and economy. Analyzes social structural factors affecting support for gender differentiation, e.g. social values, position in hierarchies of control, access to paid employment, and gendered life experiences. Examines differences by race, social class and sexuality.

***Prerequisite***: SOC 1000 and junior/senior standing.

***Requested change of Course Description:*** Explores gender through a cultural and structural approach. The cultural approach emphasizes the variability in social expectations for men and women across time and place; the structural approach analyzes the effect of social institutions such as family, government, education, and the economy on gender.

**Action Taken:** Approved.

**SOC**

**3090 SOCIOLOGICAL RESEARCH METHODS, 4hrs.**

***Current Course Description and Prerequisites:*** Examine the design and conduct of social research. Students will complete a research prospectus, including formulating a sociological research question, developing hypotheses, conducting a literature review, surveying prospective data, speculating about potential findings, and discussing implications. This course satisfies the USP–WC requirement.

***Prerequisites:*** STAT/SOC 2070, junior standing in sociology major, completion of WB, and SOC 3900.

***Requested change of Course Number: SOC 4090***

**Action Taken:** Approved.

**THEA**

**3720**  **STAGE MOVEMENT/COMBAT I, 2 hrs.**

***Current Course Description and Prerequisites:*** Encompasses laboratory of basic movement techniques ranging from historical movement through more contemporary thesis, such as Alexander Technique and Bartenieff Fundamentals. Provides training in stage combat, including, but not limited to, unarmed and rapier/dagger combat.

***Requested change of Course Title:*** INTRO TO STAGE COMBAT, 2hrs

***Requested change of Course Description:*** The basic techniques used in staging both unarmed stage combat and rapier & dagger fight scenes. Students will experience the process of learning, rehearsing, and performing fight scenes. Includes analysis, discussion, training exercises, and choreographed performance. General curriculum follows that set forth by the Society of American Fight Directors.

**Action Taken:** Approved.

**THEA**

**4730 MOVEMENT/COMBAT II, 2 hrs.**

***Current Course Description and Prerequisites:*** Emphasizes period movement, manner and dance, and armed and unarmed combat.

***Prerequisites:*** THEA1100 Beginning Acting, THEA3720 Movement/Combat I

***Requested change of Course Title:*** MOVEMENT FOR ACTORS, 2hrs

***Requested change of Course Description and Prerequisites:*** An exploration of the underlying physical skills of actors as well as the art of physical acting and non-verbal storytelling. We will be using a mix of Viewpoints, LeCoq, Suzuki, and other practitioners’ contributions, including Mask, Mime, Clowning, Devised Theatre and more.

***Prerequisites:*** THEA 1100 Beginning Acting, THEA3720 Intro to Stage Combat (Separate CARF in progress for the changes to 3720)

**Action Taken:** Approved.

* ***College of Business***

**ACCT**

**4060 AUDITING I, 3 hrs.**

***Current Course Description and Prerequisites:*** A study of the scope, activities, and responsibilities of professional auditors. Topics include assurance services by public accountants, operational and compliance auditing by internal and governmental auditors, fraud auditing, and the role of internet control in all audits.

***Prerequisites***: ACCT 3070, 3610, and 3830 (or equivalents) with grades of C or better in each; concurrent enrollment in ACCT 4600; advanced business standing.

***Requested change of Course Prerequisites:*** ACCT 3070, 3610, and 3830 (or equivalents) with grades of C or better in each; advanced business standing.

**Action Taken:** Approved.

**ACCT**

**4600 PROFESSIONALISM AND ETHICS, 3 hrs.**

***Current Course Description and Prerequisites:*** Examines professional ethics for accountants from both a philosophical and business perspective. Moral development, ethical reasoning, an ethical decision making provides a framework for examining the importance of ethics in the accounting profession. Professional guidance on ethics in accounting is also examined, including the AICPA Code of Professional Conduct, the Sarbanes-Oxley Act, and the codes of conduct for other professional accounting organizations.

***Prerequisites:*** ACCT 3070, 3610, and 3830 (or equivalents) with grades of C or better in each; concurrent enrollment in ACCT 4060; advanced business standing.

***Requested change of Course Prerequisites:*** ACCT 3070, 3610, and 3830 (or equivalents) with grades of C or better in each; ACCT 4060 with C or better or concurrent enrollment; advanced business standing.

**Action Taken:** Approved.

**ECON**

**5410 SEMINAR IN RESOURCE & ENVIRONMENTAL ECONOMICS, 1 - 3 hrs.**

**(max. 6)**

***Current Course Description and Prerequisites*:** A review and analysis of contemporary resource development, allocation, and environmental issues. Emphasis is on the latest contributions to theoretical issues and policy implications of resource development and utilization.

***Prerequisite:*** ECON 3020 or 4400.

***Proposed change of Course Title:*** Seminar in Advanced Resource and Environmental Economics

***Proposed change of Course Description:*** This course explores recent theoretical and empirical advances in natural resources and environmental economic. The lectures and seminars will be organized around the following key topics: land use and soil erosion, forestry for timber and non-timber benefits, valuing non-market ecological functions, trade and resources use, resource management under uncertainty, and sustainable development.

***Requested change of Course Prerequisites:*** ECON 4400 and ECON 5020.

**Action Taken:** Approved.

* ***College of Education***

**ITEC**

**4340 INTEGRATING COMPUTER BASED TECHNOLOGIES IN TEACHING, 1-3 hrs.**

***Current Course Description and Prerequisites*:** Equips students with information, skills and insights necessary for successful integration of computer-based technologies into classroom teaching. Content includes modeling of techniques, teaching strategies and appropriate applications of computer-based technologies in specific content areas and consideration of computer-related issues facing educators.

***Prerequisite:*** ITEC 2360 or equivalent.

***Proposed change of Course Title and Credit hours:*** Technology Integration in Teaching, 3 hrs.

***Proposed change of Course Description:*** This course is an intermediate practice in theory and application of integrating instructional technology into all types of classroom settings. Issues and topics include teaching and learning with technology, designing materials and activities for use with various technologies, and the role that technology plays in the delivery of instruction.

**Action Taken:** Approved.

**ITEC**

**5350 PHOTO INSTRUCTIONAL MATERIALS, 3hrs.**

***Current Course Description and Prerequisites:*** An introduction to fundamental photographic procedures that teachers, administrators, and others can apply to solve communication problems. Includes the selection of cameras, films, and the appropriate utilization of these and other photographic equipment often found in today's schools and other social institutions. Laboratory time is expected to extend beyond scheduled class hours. A materials fee will be assessed.

***Prerequisite:*** ITEC 4120 and 4220.

***Proposed change of Course Title and Credit hours:*** MULTIMEDIA DEVELOPMENT, 3 hrs.

***Proposed change of Course Description and Prerequisites:*** An introduction to techniques, software, and applications used in the design, manipulation, and development of multimedia artifacts for instructional purposes. This course includes accelerated, hands-on activities to practice and apply message design principles in multimedia settings.

***Prerequisites:*** Graduate Standing.

**Action Taken:** Approved.

**ITEC**

**5510 INSTRUCTIONAL TELECOMMUNICATIONS, 3 hrs.**

***Current Course Description and Prerequisites:*** An introduction to the instructional applications of telecommunications in public schools, media centers, libraries, and post-secondary institutions. Covers the uses of voice, data, and video transmission for instructional application.

***Prerequisite:*** graduate standing and consent of instructor.

***Proposed change of Course Title:*** Communication in Distance Education

***Proposed change of Course Description and Prerequisites:*** An introduction to the theory and practice of using communication tools for distance education purposes. Instructional issues related to the design, development, use, and evaluation of communication tools in public school, business, and other distance delivery settings are emphasized. Prior knowledge or experience in distance education in not required.

***Prerequisites:*** Graduate Standing

**Action Taken:** Approved.

* ***College of Engineering***

**ARE**

**2100 ARCHITECTURAL ENGINEERING GRAPHICS, 3 hrs.**

***Current Course Description and Prerequisites:*** Introduction to architectural drafting basics, including computer-aided drafting, architectural presentation drawings, freehand sketching, essentials of architectural design and building code compliance.

***Prerequisite:*** ES 2110 or FCSC 2188 or concurrent enrollment in FCSC 2188.

***Proposed change of Course Number and Title:*** ARE 1600 Architectural Design Studio I

***Proposed change of Course Description and Prerequisites:*** Freshman-level architectural design in a project-based learning environment. Introduction to Building Information Modeling (BIM); architectural presentation drawings; freehand sketching; essentials of architectural design and building code compliance.

***Prerequisites:*** MATH 1450 or Math 1405

**Action Taken:** Approved.

**ARE**

**2200 BUILDING MATERIALS AND CONSTRUCTION METHODS, 3 hrs.**

***Current Course Description and Prerequisites:*** The study of nomenclature of construction as applied to dwelling and commercial buildings, including selection of appropriate building methods and materials.

***Prerequisite:*** ES 2110 or FCSC 2188 (or concurrent enrollment).

***Proposed change of Course Number and Title:*** ARE 2600 ARCHITRCTUAL DESIGN STUDIO II

***Proposed change of Course Description and Prerequisites:*** Sophomore-level architectural design in a project-based learning environment using Building Information Modeling (BIM). The course builds upon skills learned in ARE 1600, with a new emphasis on building materials and construction methods.

***Prerequisite:*** ARE 1600

**Action Taken:** Approved.

**ARE**

**3600 ARCHITECTURAL DESIGN I, 3 hrs.**

***Current Course Description and Prerequisites:*** Introduction to the process of architectural design through the completion of several projects, including residential, commercial, and institutional architecture. Prerequisites: ARE 2100, ARE 2200, and ARE 2410.

***Proposed change of Course Title:*** ARCHITECTURAL DESIGN STUDIO III, 3 hrs**.**

***Proposed change of Course Description and Prerequisites:*** Junior-level architectural design in a project-based learning environment using Building Information Modeling (BIM). The course builds upon skills learned in ARE 2600, with a new emphasis on the complexities that accompany mid-rise construction, and the integration of structural and mechanical systems.

***Prerequisites:*** ARE 2410, 2600.

**Action Taken:** Approved.

**ARE**

**4600 ARCHITECTURAL DESIGN II, 3 hrs.**

***Current Course Description and Prerequisites:*** Continuation of concepts introduced in ARE 3600 with more emphasis on larger and more complex building types and systems.

***Prerequisite:*** ARE 3600 and senior standing in Architectural Engineering.

***Proposed change of Course Title:*** ARCHITECTURAL DESIGN STUDIO IV, 3 hrs**.**

***Proposed change of Course Description and Prerequisites:*** Senior-level architectural design in a project-based learning environment using Building Information Modeling (BIM). The course builds upon skills learned in ARE 2600, with a new emphasis on the complexities that accompany mid-rise construction, and the integration of structural and mechanical systems.

***Prerequisites:*** ARE 3600.

**Action Taken:** Approved.

**ME/ESE**

**2020 DESIGN OF EXPERIMENTS, 2 hrs.**

***Current Course Description and Prerequisites:*** A laboratory course designed to introduce students to basic experimental concepts in the context of statics and dynamics. The development of skills in report writing, experimental design, utilization of productivity software, interpersonal teamwork and fundamental statistics are emphasized. Cross listed with ESE 2020.

***Prerequisite:*** ES 1060; ES 2120; companion course ENGL 2005 for WB credit.

***Proposed change of Course Number, Title and Credit Hours:*** ME 3005 Engineering Experimentation, 3 hrs.

***Proposed change of Course Description and Prerequisites:*** A combined lecture/laboratory course introducing students to experimental methods in the context of dynamics. Written technical communication, intermediate structured programming, experimental design, fundamental statistics, and uncertainty methods (numerical and analytical) are emphasized. Collaborative writing and teamwork is introduced.

***Prerequisites:*** ES 1060; ES 2120; companion course ME 2005.

**Action Taken:** Approved.

**ME/ESE**

**2160 FLUIDS LABORATORY, 2 hrs.**

***Current Course Description and Prerequisites:*** A laboratory course to present experimental techniques, develop laboratory and interpersonal teamwork skills, and demonstrate some of the fundamental concepts of thermodynamics and fluid dynamics.

***Prerequisite:*** ES 2330 and ME 2020.

***Proposed change of Course Number, Title and Credit Hours:*** ME 3160 Thermal/Fluid Science Lab, 3 hrs.

***Proposed change of Course Description and Prerequisites:*** A laboratory course to introduce students to experimental methods for temperature measure and pressure/flow characteristics of fluids. Continuation of experience with communication (written, oral, and digital), intermediate programming, experimental design, data analysis, and teamwork skills is emphasized.

***Prerequisite:*** ES 2330; ME / ESE 3005.

**Action Taken:** Approved.

**ME**

**4040 Intro to Finite Elem, 3 hrs.**

***Current Course Description and Prerequisites:*** An introduction to the theory and application of finite elements to the solution of various problems with emphasis on structural mechanics. The course includes the development of the underlying matrix equations, the treatment of element generation and properties, and implementation of boundary conditions. Dual listed with ME 5040.

***Prerequisite:*** MATH 2310 and (CE 4200 or ARE 4200 or ME 3010).

***Proposed change of Prerequisites:*** MATH 2310 and (CE /ARE 4200 or Math 2250 or ME 3610).

**Action Taken:** Approved.

* ***College of Health Sciences***

**HLED**

**3020 COMMUNITY AND PUBLIC HEALTH, 3 hrs.**

***Current Course Description and Prerequisites:*** Increases student knowledge of community development processes and their application in addressing factors that affect the health of the U.S. population. Unique assets, needs, and health issues of specific populations are highlighted. Emphasis given to program development processes related to protecting or improving the health of given populations.

***Prerequisites:*** HLED 1006; sophomore or junior standing; admission to K&HP or K&HP-AT professional program or minimum 3.00 cumulative UW GPA.

***Proposed change of Course Description:*** Public health aim to create the conditions where people can be healthy. This course introduces goals and applications of community and public health work in the US, illustrated with case studies from the most urgent health issues facing our nation.

**HLED**

**4020/**

**5020 FOOD HEALTH & JUSTICE, 3 hrs.**

***Current Course Description and Prerequisites:*** Maps ways our dominant national and global food systems affect health and equity in health, largely though not only negatively. Students will critically assess practiced and potential strategies for creating alternative food systems that support health and equity, particularly at the U.S. community level. Dual listed with HLED 5020.

***Prerequisites:*** Admission to professional program in K&HP.

***Proposed change of Prerequisites:*** Junior standing or above.

**Action Taken:** Approved.

**KIN**

**5047 RESEARCH BIOMECHANICS, 3 hrs.**

***Current Course Description and Prerequisites:*** Designed to develop skills and techniques needed to conduct biomechanics research and the knowledge to better understand published research studies in biomechanics.

***Prerequisite:*** KIN 5045***.***

***Proposed change of Course Title:***  BIOMECHANICS IN SPORTS, 3hrs.

***Proposed change of Course Description:*** Understand the biomechanics of selected sports and the procedures to perform biomechanical analysis of sports techniques. Understand the characteristics of different loadings and their effects on human bodies and the biomechanical mechanisms of sports injuries.

***Proposed change of Prerequisites:*** KIN 3042, graduate standing.

**Action Taken:** Approved.

**PHCY**

**5210 PHARMACEUTICAL REGULATORY COMPLIANCE, 3 hrs.**

***Current Course Description and Prerequisites:*** Regulatory theory and practice is used to study the authority/responsibilities of three federal agencies that are entrusted to ensure the safe, effective, and efficient medication use in the US. The practices and procedures of the FDA, DEA, and CMS are reviewed, describing why healthcare providers should comply with regulatory principles. Prerequisite: graduate standing.

***Proposed Course Title:*** **PHARMACEUTICAL REGULATORY SYSTEMS, 3 hrs.**

***Proposed change of Prerequisites:*** Enrollment in graduate or professional program or department permission.

**Action Taken:** Approved.

**PHCY**

**5240 PHARMACEUTICAL CRIMES PRACTICE AND PROCEDURE, 3 hrs.**

***Current Course Description and Prerequisites:*** Legal pharmaceutical products are sometimes used by healthcare professional criminals to kill people. This course focuses on identifying the zone of risk for people who could be harmed by pharmaceuticals, and the development of best practices to protect patients and others from the harm.

***Prerequisite:*** Graduate standing.

***Proposed Course Title:* PHARMACEUTICAL HOMICIDE, 3hrs.**

***Proposed change of Prerequisites:*** Enrollment in graduate or professional program or department permission.

**Action Taken:** Approved.

**SOWK**

**4992 SOCIAL WORK COMPETENCY ASSEMENT, 2 hrs.**

***Current Course Description and Prerequisites:*** Develops and supports student integration of classroom and field practicum experiences in a final demonstration of competencies for the beginning practitioner.

***Prerequisite***: Taken concurrently with SOWK 4990 Field Practicum.

***Proposed Course Title:*** BSW FIELD SEMINAR II

**Action Taken:** Approved.

**SOWK**

**5120 GENERALIST SOCIAL WORK COMPETENCY, 1 hr.**

***Current Course Description and Prerequisites:*** Develops and supports student integration of classroom and field practicum experiences in a seminar-style discussion of core competencies for the foundation year MSW student.

***Prerequisites:*** Must be taken concurrently with foundation year field practicum.

***Proposed Course Title:*** MSW FOUNDATION FIELD SEMINAR I

**Action Taken:** Approved.

**SOWK**

**5121 GENERALIST SOCIAL WORK COMPETENCY, 1 hr.**

***Current Course Description and Prerequisites:*** Develops and supports student integration of classroom and field practicum experiences in the 2nd seminar-style discussion course of core competence for the foundation year MSW student.

***Prerequisite:*** Taken concurrently with SOWK 5460.

***Proposed Course Title:*** MSW FOUNDATION FIELD SEMINAR II

**Action Taken:** Approved.

**SOWK**

**5855 ADVANCED GENERALIST SOCIAL WORK COMPETENCY ASSESSMENT I, 1 hr.**

***Current Course Description and Prerequisites:*** Supports the advanced year MSW student's experience in the field practicum. The course is taken concurrently with SOWK 5850. ***Prerequisites***: Concurrent with SOWK 5850.

***Proposed Course Title:*** MSW ADVANCED FIELD SEMINAR I

**Action Taken:** Approved.

**SOWK**

**5856 ADVANCED GENERALIST SOCIAL WORK COMPETENCY ASSESSMENT II, 1 hr.**

***Current Course Description and Prerequisites:*** Supports the advanced year MSW student's experience in the field practicum. The course is taken concurrently with SOWK 5850. ***Prerequisites***: SOWK 5855; concurrent with SOWK 5850.

***Proposed Course Title:*** MSW ADVANCED FIELD SEMINAR II

**Action Taken:** Approved.

## Part II – Courses to Discontinue (Consent Agenda)

* ***College of Arts and Science***

**SOC**

**3320 FAMILY VIOLENCE, 3 hrs.**

***Current Course Description and Prerequisites:*** Prevalence, types and causes of family violence are examined with an emphasis on a sociological understanding. Theories of violence are applied to the conflict that exists within the family institution such as woman battering, courtship conflict and child abuse. Cross listed with CRMJ 3320. Cross listed with CRMJ 3320.

***Prerequisite***: 6 hours of sociology or equivalent social science (including SOC 1000).

***Rationale:*** The department is streamlining the courses in its curriculum. It believes that the Family Violence course is too specialized, given the small size of the department. No faculty in the dept plan to offer it in the future. So we are dropping our cross-listing of this course with CRMJ. However, CRMJ will continue to teach the course.

**Action Taken:** Cross List Approved.

**SOC**

**4540 WOMEN, CRIME AND LAW, 3hrs.**

***Current Course Description and Prerequisites:*** Addresses status of women as offenders and as victims in society and in the criminal justice system. Considers special role of women as professionals in the criminal justice system. Cross listed with CRMJ/WMST 4540.

***Prerequisite***: WMST/SOC 1080, WMST/SOC 3500, or SOC 2400.

***Rationale:*** The dept is streamlining the courses in its curriculum. It believes that the Women, Crime, & Law course is too specialized, given the small size of the department. Since no faculty in the dept plan to offer it in the future, we are dropping our cross-listing of the course. However, CRMJ & WMST have indicated that they may teach it and wish to keep it in their curriculum.

**Action Taken:** Approved.

## Part III – Courses for Addition (Regular Agenda)

* ***College of Agriculture and Natural Resources***

**AGEC**

**4970 TECHNICAL COMMUNICATION FOR AGRIBUSINESS FOR AGRIBUSINESS**

**MAJORS, 3 hrs.**

***Proposed Course Description and Prerequisites:*** This course is the senior capstone for agribusiness majors. Students will use written, oral, and digital communication appropriate for the discipline to complete a technical report and oral presentation on a complex topic affecting agriculture or natural resources.

***Proposed prerequisite:*** Senior status.

***Rational:*** This senior seminar is proposed in addition to AGEC 4965 to meet the new USP requirements for COM3 coursework.

**Action Taken:** Approved.

**ANSC**

**4900 UNDERGRADUATE TEACHING PRACTICUM, 1-2 hrs. (max. 4)**

***Proposed Course Description and Prerequisites:*** Participation of undergraduates in the teaching of ANSC or FDSC courses under the supervision of ANSC faculty/staff. Offered Satisfactory/Unsatisfactory only.

***Prerequisites:*** Junior Standing and consent of instructor.

***Rational:*** Many undergraduate students in our department serve as undergraduate teaching assistants in ANSC/FDSC courses under the direction of one or more ANSC faculty members/instructors. To reward these students for their effort, these students frequently enroll in 1-2 credit hours (depending on time commitment) of ANSC 5900 (Practicum in College Teaching). However, ANSC 5900 is designed for graduate teaching assistants, and actually lists Graduate Standing as a prerequisite. Rather than continuing to overlook/override this prerequisite, it makes sense to offer a similar Practicum course at the undergraduate level for these undergraduate student teaching assistants. Moreover, the ability to enroll in an undergraduate-level course will result in a more appropriate tuition rate being charged to those students versus their enrollment in the graduate-level ANSC 5900. This new course offering will be similar to that offered in other degree programs within the college (MOLB 4850, PLNT 4900, REWM 4990, etc.).

**Action Taken:** Approved.

**FCSC**

**1101 BUILDING CONNECTIONS BETWEEN HUMAN & ENVIRONMENTAL**

**HEALTH, 3 hrs.**

***Proposed Course Description:*** Explores healthy eating within the framework of national dietary guidelines and local food systems.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**FCSC**

**1101 PEOPLE, PLACE, PROFIT, AND POLICY: SUSTAINABILITY AND**

**WELL-BEING IN THE BUILT ENVIRONMENT, 3 hrs.**

***Proposed Course Description:*** A survey of practices in the built environment that can lead to greater sustainability for the community and well-being for the individual. Research related to environmental (place), economic (profit), and social (people) components of sustainability will be examined. Political pressure and its effect on public policy making will be analyzed.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**FDSC**

**1101 FEEDING THE PLANET: MANKIND’S GREATEST CHALLENGE, 3 hrs.**

***Proposed Course Description:*** This course fulfills the First Year Seminar (FYS) of the 2015 University studies program. Food, its production, distribution and consumption, are among the most controversial and divisive issues of the twenty-first century. Using a multimodal approach, including readings (scholarly and popular press) and documentary films, students will critically analyze beliefs, claims and points of view about relevant issues related to food.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**FCSC**

**4210 THERAPEUTIC NUTRITION I: NUTRITION ASSESSMENT & DIAGNOSIS,**

**4 hrs.**

***Proposed Course Description:*** Nutrition Assessment and diagnosis as part of the nutrition care process; experience in dietary and nutrient assessment of the apparently healthy and sick individual with discussion of case studies.

***Proposed prerequisite:*** Senior standing, ZOO 3115; MOLB 3610; FCSC 4145 or concurrent enrollment.

***Rationale:*** Therapeutic Nutrition I is a new class that will be required for students enrolled in the Didactic Program in Nutrition and Dietetics (DPND). The DPND is an accredited program through the Academy of Nutrition and Dietetics and the content of this course is required as students progress to their Internship program before becoming a Registered Dietitian. It will be a Senior level course offered in the Fall and will serve as a prerequisite to FCSC 4146 (offered in the Spring). The course was piloted this past Fall as FCSC 4106 (3 credit). After piloting the course, it was decided a 4 credit lecture/lab class would be needed to adequately cover the material. The course is ideally delivered in a twice a week, 2 hour block. Some of the two hour blocks will be used for hands on and applied information (or labs).

**Action Taken:** Approved.

**PATB**

**1101 ONE HEALTH: PEOPLE, ANIMALS, AND THE ENVIRONMENT – ZERO DEGREES OF SEPARATION, 3 hrs.**

***Proposed Course Description:*** This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. You will learn to critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues in One Health. You will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas, and you will learn how to develop, support, and appropriately express opinions based on scientific evidence, while evaluating and respecting alternate viewpoints of others.

**Action Taken:** Approved.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**PLNT**

**1101 EATING AS AN AGRICULTURAL ACT, 3 hrs.**

***Proposed Course Description:*** Students will explore the connections between eating, something we all do, and management of agricultural land. Roughly half of the land in the United States is used for agricultural production. The decisions “eaters” make about the food they consume have direct implications for how land is managed. In exchange, agriculture influences the quality of air, water, and soil that we all rely on. In this course, students will begin at the supermarket. They will work in groups to learn about the actual meaning of those terms that we hear about and use in our society – i.e., organic, GMO, and cage-free. Students will explore the diversity of agricultural practices employed within Wyoming, the United States, and globally. Finally, students will complete a major project creating a “public service announcement” in the form of a pamphlet, video, or e-book which uses their semester-long work to present an informed position regarding prevailing popular opinions regarding eating as an agricultural act.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**MOLB**

**4320 INVESTIGATIONS IN MOLECULAR BIOLOGY, 4 hrs.**

***Proposed Course Description:*** Research project of the type experienced by graduate students or research associates in academic or commercial settings. Student performance, engagement and understanding will be assessed through written assignments (literature reviews, lab reports), digital communication (electronic research notebook, data presentation) and oral communications (literature presentation, research effort report).

***Proposed prerequisite:*** Grade of C or better in MOLB 3610 or MOLB 4610.

***Rational for this Proposal:*** In response to the USP 2015 initiative, we propose the implementation of a new course that (a) satisfies the learning outcomes of a COM3 course and (b) provides a capstone experience for Molecular Biology majors, integrating discipline principles previously covered in lecture and laboratory "lab pod" courses with an integrated laboratory research experience. CARFs for discontinuation of MOLB 4300, 4170, *517*0, 4180, 5180, 4250, 5250 are being submitted along with this CARF.

**Action Taken:** Approved.

**MICR**

**4321 MICROBIOLOGY CAPSTONE, 3 hrs.**

***Proposed Course Description:*** Using a problem-based student learning model, students conceptualize, propose, perform and present a microbiology research study to address a real community problem. Students maintain a lab notebook, write an NSF-style research proposal, formulate hypotheses, engage in hands-on laboratory hypothesis testing and design and present a scientific poster.

***Proposed prerequisite:*** Microbiology Majors with Junior or Senior Standing

**Rational for this Proposal:** At the end of fiscal year 2011, University of Wyoming assessment coordinators ranked the Microbiology Program as a program in which student learning assessment was in need of improvement. With only informal and indirect assessment in place and with no plan for compilation of assessment to improve curriculum, the program was ranked as a bottom tier program. Microbiology needed to revise assessment of student learning objectives to encompass sustained, direct assessment. Further, the program needed to design and develop means of assessment that were consistent with stated Microbiology Program process-based student learning objectives, the American Society of Microbiology core course recommendations and sound pedagogical approaches known to improve students’ critical thought, knowledge transference and problem-solving skills. Thus, during the fall of 2012, a problem- and service-based Capstone Course for microbiology majors was designed, developed and in the spring semesters of 2013 and 2014, the course was implemented in a pilot form. A problem-based instructional design model was modified to encompass a service-based learning approach and relationships with community partners were established. Students in the pilot course conceptualized, proposed, performed and presented a scientific microbiological research study to address problems related to microbial causes of odor in compost at ACRES Student Farm and efficacy of probiotics prescribed by The Downtown Clinic. Capstone Course design hinges on sustained communication between the students and the community partners and throughout four distinct phases of instruction, student learning objectives are assessed by instructors, outside subject matter experts and community partners. Data collected during the spring 2013 and 2014 pilots show the impact of the course on student learning, community engagement and ability of students to address community issues. Community partners agreed that students were professional, communicative and developed viable solutions to their problems. External microbiology/biology subject matter experts related that students had achieved learning objectives. Focus group data and course evaluations show student unanimous satisfaction and student recognition of the role that community engagement played in achieving this level of fulfillment. Focus group data from spring 2013 showed that students desired more guidance on proper lab notebook maintenance. Thus, peer mentors were integrated for this purpose in spring 2014 and improvements in percent mastery on laboratory notebook skills in spring 2014 may reflect this. Armed with these universally positive and documented impacts, it is our goal to fully implement the Microbiology Capstone Course into the Core Curriculum.

**Action Taken:** Approved.

* ***College of Arts and Sciences***

**CHST**

**1101 LATINA/O POPULAR CULTURE: ART, THEATER, MEDIA, MUSIC, AND SPORT, 3 hrs.**

***Proposed Course Description:*** Students will examine contemporary Latina/o popular culture in the United States and discuss various forms of Latina/o cultural expression, as well as media representations of Latina/o people. Course topics include: el Movimiento Chicano; music, art, and theater; gender and sexual politics; ethnic stereotypes and media representations; immigrant narratives. Latina/os belong to a vibrant history of creative expression. Students will look closely at the visual art, popular music, contemporary literature, and critical scholarship to consider the values and struggles of the largest minority group in the U.S.

***Justification:*** This course fulfills the First-Year Seminar (FYS) requirement for the 2015 University Studies Program (USP). Students will critically examine and evaluate evidence, claims, beliefs or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the FYS curriculum. Students must have consent of instructor and advisor before withdrawing from the course.

**Action Taken:** Approved.

**CHST**

**1300 INTRODUCTION TO LATINA/O STUDIES, 3 hrs.**

***Proposed Course Description:*** This course is an introduction and an overview of experiences and condition of U.S. Latina/os. The specific groups studied include Mexican Americans, Dominicans, Cubans, Puerto Ricans, and Latin American peoples. The immigrant experience is a particular focus of the course, including its role in the incorporation of Latinos into U.S. society. The course has an interdisciplinary approach by drawing from areas of education, geography, social sciences, expressive arts, folklore, and humanities. Through readings, presentations, class discussion, videos, and other activities, the students examine historical and contemporary issues affecting Latinos including but not limited to immigration, language, identity, national origin, education, politics, employment, and economic mobility.

***Proposed prerequisite:*** none.

***Rational for this Proposal:*** Latina/o Studies Program is moving into a new curricular direction to include a diversity of Latina/o populations. This course will be a staple foundational course for LST minors.

**Action Taken:** Approved.

**INST**

**2280 INTRODUCTION TO EUROPEAN STUDIES, 3 hrs.**

***Proposed Course Description:*** This class aims to introduce students to contemporary Europe through a focus on political and cultural practices. We seek to better understand how notions of community and difference, territories and borders, security and identity and institutions are experienced and expressed in the geographical space of Europe. Our approach will emphasize the history of Europe across the twentieth century and into the twenty-first, but will also be interdisciplinary, and thus draw upon politics, geography, sociology and anthropology as well.

***Prerequisite:***  none.

***Rationale for this Proposal:*** All international studies majors are required to focus on both a thematic area of study (ie sustainability, global governance and security, environment, economics) and a region. For the regional focus, a number of 2000-level classes have been developed over the past four years such as Introduction to African Studies, Introduction to Asian Studies and Introduction to Latin American Studies (all INST 2230-2250). The creation of this class completes that process by giving a 2000-level class to the final geographical area we have students study, Europe. It will be offered every other year, with POLS 2200 serving a similar role. This is the same relationship that exists in Latin American Studies, where INST Introduction to Latin American Studies is offered every two years and HIST Introduction to Latin American History is offered in alternate years. Articulation of all introduction to area studies classes including this one is ongoing with community colleges through the annual articulation meeting each September for International Studies programs and faculty state-wide, and that model used with the previous introduction to area studies classes will be followed here. This also is part of an effort to create four distinct COM2 classes within our Program, all of which are the regional studies introductory classes.

**Action Taken:** Approved.

**LANG**

**3050 ADVANCED ACADEMIC WRITING FOR INTERNATIONAL STUDIES, 3 hrs.**

***Proposed Course Description:*** Through ESL learner targeted instruction, practices, and feedback, the course will emphasize and progressively develop transferrable skills for students' academic work and future professions. It will continue to build on writing skills and emphasize foundational oral and digital communication skills.

***Prerequisite:*** WA/ COM 1

***Rationale for this Proposal:*** The ESL Program is currently offering a WA and a WC writing course. With the approval of LANG 2040, the gap in ESL writing/communication courses can be bridged, and international students can learn about (COM 1), refine (COM 2), and accomplish (COM 3) their English communication skills within this ESL course sequel.

**Action Taken:** Approved.

**LANG**

**4010 TECHNICAL WRITING FOR INTERNATIONAL STUDENTS, 3 hrs.**

***Proposed Course Description:*** Prepares students from a culturally diverse background for the communication demands of the 21st century. Students conduct rhetorical analysis of various audiences and purposes in order to design, develop, revise and edit disciplinary and interdisciplinary technical communications, such as reports, proposals, job applications, research related documents and oral presentations.

***Prerequisite:*** WA/COM 1, WB/COM2, Junior standing.

***Rationale for this Proposal:*** he English Dept. is no longer able to offer the ENGL 4010 section for international students (See support letter from Peter Parolin). The ESL program would like to offer this class for two reasons: First, the class is much needed and highly requested by international students; second, the ESL program is designing a COM 1, 2 and 3 writing course sequel with the goal to enable international students to become confident communicators in their content courses.

**Action Taken:** Approved.

**MUSC**

**3460 BRASS ENSEMBLE II, 1 hr.**

***Proposed Course Description:*** The University of Wyoming Brass Ensemble is a course devoted to the rehearsal and performance of masterpieces from the brass chamber repertoire. Students in the 3460 level of Brass Ensemble will be expected to have a competent level of proficiency on their parts and assume leadership roles in the ensemble.

***Prerequisite:***  None.

***Rationale for this Proposal:*** This is a correction within the department so that there is consistency between the lower division, upper division and graduate course numbers and titles. The addition of this course at the upper division level was omitted by mistake when the original CARFS were completed. It is not a new course, but rather, the addition of the upper division course number in a stacked course.

**Action Taken:** Approved.

**POLS/ INST**

**1250 INTRODUCTION TO COMPARATIVE GOVERNMENT, 3 hrs.**

***Proposed Course Description:*** How do foreign states deal with the numerous challenges to their stability? Do institutions affect a state's approach to solving different problems? How do these different approaches affect policy? This course introduces students to different styles of governance and compare countries from around the world with reference to their political ideology.

***Prerequisite:*** None.

***Rationale for this Proposal:*** Political Science has reviewed our undergraduate major in light of changes to both the USP and A&S Core. We will now require POLS majors to take four gateway courses that correspond to each major subfield in the discipline: American Politics and Law (POLS 1000), International Relations (POLS 2310), Political Theory (POLS 2460 OR POLS 3600), and Comparative Politics (POLS 1200 OR POLS 1250). The proposed course, Introduction to Comparative Government, will serve as one of two options for the gateway into the subfield of Comparative Politics. This new structure will give our majors a stronger foundation and breadth in the discipline than did our previous curriculum.

**Action Taken:** Approved.

**RELI**

**4961 DOMESTIC FIELD COURSE, 1-6 hrs. (Max 12)**

***Proposed Course Description:*** This course takes students away from campus to other locations in the United States to study religion on site in its geographic and cultural context. Destination and specific content varies, but the course always requires attention to the religious, racial, ethnic, and cultural diversity of religion in the United States

***Prerequisite:***  Junior standing; WA or Com1.

***Rationale for this Proposal:*** Our department has created an emphasis on fieldwork classes available in the major. There is significant value in studying religion—religious ideas, people, structures, cultures—in place, where students may interact directly with the people they study, walk in the landscape that holds religious significance, observe the ceremonies, rituals, and ways of life in which religion forms an integral part. Students may take study-abroad courses through Religious Studies, and the department will eventually consolidate those courses as “International Field Courses.” However, we also offer travel courses that stay within the United States. This course, “Domestic Field Course,” will be the umbrella under which such stateside travel courses are offered. One such course has been offered in Summer 2013 and 2014 as a RELI 4500 (Topics) course. The syllabus for that course is included as the sample syllabus in this proposal. Also, it clearly offers the diversity elements that are the intent of the A and S core, and so I am now completing that application process as well.

**Action Taken:** Approved.

**RELI**

**1101 WORLDS OF RELIGION, 3 hrs.**

***Proposed Course Description:*** I’ve designed this first year seminar as an exploration of some of the ways religion works in the world. Rather than taking a systematic approach to each religion’s major doctrines, rituals, scriptures, and history (take RELI 1000: Introduction to Religion if you are interested in that), we will use texts drawn from world literature to examine how religion influences intellectual orientations, how it affects social ethics and behavior, how it has informed notions of justice, and how it has been interpreted and criticized in the modern world. The readings for this course are diverse: drama, poetry, political theory, novels, and essays. They are also drawn from different time periods and reflect different religious traditions. The goal of this course is to think analytically, imaginatively, and creatively about the different dimensions of religion with particular emphasis on how it is lived, how it deals (or fails to deal) with questions of meaning and value, and how it continues to shape (and to be shaped by) the modern world.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**STAT**

**1101 THE POWER OF CONFIDENCE, 3 hrs.**

***Proposed Course Description:*** The world is based on specific rules which no one actually knows. Your opinions about how life works are molded from your experiences. That belief then shapes your decisions. Power is the ability to know when it is time to upgrade your model of the universe, while confidence is moving forward with what you believe to be true. Others may try to fool you into believing what they want with carefully crafted data. This non-mathematical class explores the process of making choices in a world filled with errors and uncertainty, also known as statistical analysis.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**WMST**

**1101 SEX AND THE INTERNATIONAL CITY, 3 hrs.**

***Proposed Course Description:*** Complexity and multiplicity. Perhaps urban life is most accurately expressed in these words. If complexity is a key characteristic of modern urban life, as many have argued, how do humans best interact with complexity without succumbing to fatigue or even anomie? And since humans are sexual creatures who can’t escape from desire or from gender presentation, how do our bodies shape the city and get shaped by that environment?

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**ZOO/BOT**

**4100 Scientific Communication, 3hrs**

***Proposed Course Description and Prerequisite***: Writing intensive course, for zoology and physiology, biology and botany majors. Teaches students to write in the format of biological disciplines. Cross listed with BOT 4100.

***Prerequisites***: WA, WB and prior or concurrent registration for an upper division ZOO, BOT, LIFE course.

***Proposed Change of USP designation:***  COM3

* ***College of Business***

**BUSN**

**1101 DECISION MAKING IN BUSINESS, 3 hrs.**

***Proposed Course Description:*** Decision Making in Business is a 3-hour course that satisfies the First-Year Seminar (FYS) requirement of the USP. As such, it will examine decision making business and the process of critical thinking and ethical reasoning. In addition, Decision Making in Business will help you develop the skills and habits of mind to be successful in college.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

* ***College of Education***

**EDAD**

**5080 INTRODUCTION TO SCHOOL LAW, 3 hrs.**

***Proposed Course Description:*** This course provides legal foundations of U.S. public schools and examines general principles of statutory and case law and applies judicial decisions to educational environments. Additionally, the course focuses on legal responsibilities, constraints, and opportunities for school leaders.

***Prerequisite:*** Admission in UW Educational Administration, K-12

***Rationale for this Proposal:*** Introduction to School Law was added to the curriculum to align with Educational Leadership Constituents Council (ELCC) standards for advanced programs in education.

**Action Taken:** Approved.

**EDCI**

**4762 ESSENTIAL SOCIOLINGUISTICS FOR ENGLISH AS A SECOND LANGUAGE LEARNING AND TEACHING, 3hrs.**

***Proposed Course Description:*** This course is designed for the candidates in the ESL endorsement and graduate certificate program to focus on English as a second language teaching and learning. The issues we will address will include:(a) social and cultural approach to language and literacy; (b) second language learning and identity; (c) culture, ethnicity, race, and language variations; (d) bilingualism, and (e) language attitudes.

***Prerequisite:***  Admission to the English as a second Language Endorsement Program.

***Rationale for this Proposal:*** For the NCATE Accreditation, the University of Wyoming endorsement and certificate Program must meet the TESOL Professional Standards criteria. The University of Wyoming endorsement and certificate program currently has over 120 students enrolled. Our program has not been previously accredited by the NCATE, and we just submitted our program review in September. In order to make a shift from a course-based program to a standard-based program in which our course contents and assessments are all aligned with the standards, we need to create this course. With respect to the current student demographics, English language learners (ELLs) are the fastest growing population of the public school population in the nation. Over the past 15 years, the number English language learners has nearly doubled to about 5 million; by 2010 ELL enrollment in U.S. schools will reach 10 million; and by 2025 nearly one out of every four public school students will be an English language learner. This growing wave of linguistic diversity is not limited to large states like California and Texas. In fact, the growth has been much more rapid in less populated states like Wyoming and Kansas. The National Center for Educational Statistics showed that the number of ELL population in the state of Wyoming has more than doubled in the decade between1995-2005, which made the state of Wyoming one of the states in the nation with the greatest ELL student population growth between those years.

**Action Taken:** Approved.

* ***College of Engineering***

**ARE/CE**

**1000 VISTA STUDIO I, 2 hrs.**

***Proposed Course Description:*** Introduction to civil and architectural engineering professions through exploration of modern engineering challenges. Students work on a design project, starting with problem definition and working towards concept designs using spreadsheet and communication tools. Professional topics introduced include globalization, diversity, professional ethics, design limitations and constraints, sustainability, environmental stewardship, and engineering economics.

***Prerequisite:*** Corequisites of MATH 1450 – Algebra & Trigonometry or MATH 1405 Trigonometry

***Rationale for this Proposal:*** This course is part of a major revamping of the undergraduate curriculum for both the Civil Engineering and Architectural Engineering Programs to integrate course content throughout the four years of both programs. The vertical integration concept has been termed VISTA (Vertically Integrated Science and Technology Application) by the department.

**Action Taken:** Approved.

**CE**

**1010 CIVIL ENGINEERING TOOLS,**

***Proposed Course Description:*** This course is an introduction to computing tools commonly used in civil engineering practice including 3-D Computer Aided Drafting, Spreadsheets and Presentation Software. Tools will be introduced through design work on typical civil engineering design projects.

***Prerequisite:*** ARE 1000 or CE 1000 and corequisite MATH 2200.

***Rationale for this Proposal:*** This course is part of a major revamping of the undergraduate curriculum for both the Civil Engineering and Architectural Engineering Programs to integrate course content throughout the four years of both programs. The vertical integration concept has been termed VISTA (Vertically Integrated Science and Technology Application) by the department.

**Action Taken:** Approved.

**ARE/CE**

**2000 VISTA STUDIO II, 3 hrs.**

***Proposed Course Description:*** Students work on a real-world project throughout the semester. Professional topics introduced include project management, engineering economic analysis methods, project estimating, professional ethics, engineering business practices common to the civil and architectural engineering professions, and professional leadership.

***Prerequisite:*** ARE 1600 or CE 1010, and corequisite MATH 2205

***Rationale for this Proposal:*** This course is part of a major revamping of the undergraduate curriculum for both the Civil Engineering and Architectural Engineering Programs to integrate course content throughout the four years of both programs. The vertical integration concept has been termed VISTA (Vertically Integrated Science and Technology Application) by the department.

**Action Taken:** Approved.

**ARE/CE**

**3000 VISTA STUDIO II, 3hrs**

***Proposed Course Description:*** Students will apply professional skills such as project management, engineering economics, professional ethics, and sustainability to an integrated design project. The role of permitting, regulations, and professional codes to design problems will also be explored.

***Prerequisite:*** ARE 2000 or CE 2000, and ES 2410

***Rationale for this Proposal:*** This course is part of a major revamping of the undergraduate curriculum for both the Civil Engineering and Architectural Engineering Programs to integrate course content throughout the four years of both programs. The vertical integration concept has been termed VISTA (Vertically Integrated Science and Technology Application) by the department.

**Action Taken:** Approved.

**CE**

**3010 CIVIL ENGINEERING DESIGN, 3 hrs.**

***Proposed Course Description:*** Students will prepare final civil engineering documents including construction plans, specifications, and engineering estimates for a civil engineering project. Concepts of standard specifications and sustainability measures will also be applied to the design.

***Prerequisite:*** ARE 3000 or CE 3000, and STAT 2050

***Rationale for this Proposal:*** This course is part of a major revamping of the undergraduate curriculum for both the Civil Engineering and Architectural Engineering Programs to integrate course content throughout the four years of both programs. The vertical integration concept has been termed VISTA (Vertically Integrated Science and Technology Application) by the department.

**Action Taken:** Approved.

**COSC**

**1101 THE BEAUTY AND JOY OF COMPUTING, 3 hrs.**

***Proposed Course Description:*** This course is about the way computing, whether on a computer, a laptop, a tablet, a phone, your car, and even your clothes, continues to change the world. You will see some beautiful applications of computing, how these applications have affected people’s lives, and how future applications may affect people’s lives—*including yours*.

This course is also about the “Big Ideas” of computing, such as abstraction, design, recursion, concurrency, simulations, and the limits of computation. Understanding these big ideas is the key to taking part in the computing revolution. Simply using a computing device or thinking about its applications is only part of the big picture. Actually learning how to program a computer—that is, how to translate ideas into code a computer can understand—is a powerful experience. This course will introduce you to programming in Snap!, a very friendly computer language that is purely graphical, where programming involves dragging blocks and building bigger blocks out of smaller blocks. Although the programs you will write are substantially smaller than the ones that will be discussed in class and in the reading assignments, writing those programs will give you a personal understanding of the way big computer applications work.

This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. Stu- dents will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-Year Seminar curriculum.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**ME**

**3060 NUMERICAL METHODS FOR ENGINEERS, 3hrs.**

***Proposed Course Description:*** Numerical solutions of problems commonly encountered in mechanical engineering including differentiation, integration, differential equations, system of linear and nonlinear equations, and optimization. The structured programming approach will be emphasized and applications from solid mechanics, thermal fluid sciences, materials science, and dynamic systems will be covered.

***Prerequisites:*** ES 1060; corequisite of MATH 2310.

***Rationale for this Proposal:*** Upper division Mechanical Engineering and Energy Systems Engineering coursework requires numerical solutions with an emphasis on the MATLAB programming environment. A review of the curriculum by the Department identified a weakness of student preparation in numerical solution methodologies and tools. The proposed course is meant to directly address that weakness. While the numerical topics are relatively common in numerical methods courses in other engineering departments, the applications in the proposed course target specific needs in five required courses (ME/ESE 2020, ME 3010, ME/ESE 3020, ME 3170, ME/ESE 3360) and one elective course (ME 4040).

**Action Taken:** Approved.

**ME**

**4150 MECHANICAL BEHAVIOR OF MATERIAL, 3hrs.**

***Proposed Course Description:*** Commonly encountered phenomenological and mechanistic behaviors that lead to mechanical failure are examined. Understanding the origin of mechanical failure of components allows for robust design of mechanical systems. Metallic, polymeric, and ceramic materials are covered.

***Prerequisites:*** ME 3450.

***Rationale for this Proposal:*** The Mechanical Engineering Department completed a comprehensive curriculum review, and identified materials science as a core knowledge area that required additional coverage. Materials science was covered by only one required course (ME 3450 Properties of Materials), while the other core knowledge areas (solid mechanics, thermal fluid science, controls & dynamic systems, and manufacturing & design) were covered by a minimum of two required courses. The single required course (ME 3450 – Properties of Materials) in the materials science core knowledge area was very broad in its coverage of topics, but lacked depth in the key area of mechanical failure mechanisms. The Department has developed the proposed course as a second required course, and this course significantly strengthens the coverage of mechanical failure mechanisms. The proposed course is complimented by expanded coverage of electronic materials and corrosion in ME 3450. The combination of the two courses significantly strengthens the graduate’s background in materials science.

**Action Taken:** Approved.

**UWYO**

**1101 SPIRITUAL INTELLIGENCE, 3 hrs.**

***Proposed Course Description:*** In discussions, homework, and a team research project, the students are encouraged to be open minded but critical. They are expected to examine and evaluate concepts, evidence, claims, beliefs, and points of view relevant to human spirituality. In this class, students will be introduced to active learning, inquiry, and individual and collaborative processing of ideas. Where appropriate, the students will also be provided practical hints of how to succeed in college, including study skills, taking notes, campus resources, and ways not to fall behind.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

**UWYO**

**1101 THE CHALLENGE OF SUSTAINABILITY, 3 hrs.**

***Proposed Course Description:*** Students will engage in active learning on issues relevant to developing a sustainable society. Students will critically evaluate historical perspectives and development of societal policies impacting the environment and natural resources. Throughout the course, students will develop a research project culminating in public dissemination of their findings. Final projects can be in the form of reports, public flyers, online videos, radio public service announcements, etc. This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

* ***College of Health Sciences***

**HLSC**

**1101 AGING IN AMERICA, 3hrs.**

***Proposed Course Description:*** This class will enhance students’ understanding of the myriad issues related to aging in America while fostering awareness of one’s views of aging. A variety of topics related to aging, common health conditions of older adults, and the interaction of the healthcare system with America’s aging population will be examined.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**KIN**

**1101 CONTEMPORARY ISSUES IN NORTH AMERICAN SPORT, 3 hrs.**

***Proposed Course Description:*** KIN 1101 uses sport as a platform to educate students us about human interactions as influenced by personal attributes (e.g., sex and gender, race and culture, socio-economic status, sexual identification, religious identification) as well as social institutions (e.g., youth sport, NCAA, and professional sport leagues).

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**MLTK**

**4840 LABORATORY EDUCATION METHODOLOGY, 3 hrs.**

***Proposed Course Description and Prerequisites:*** This course provides an overview of education methodology and issues related to roles aseducators in the clinical laboratory profession. Course topics and assignments include pedagogy, curriculum design, assessment and accreditation. Major educational responsibilities for clinical laboratory professionals relating to continuing education, competency assurance, certification and licensure will be addressed.

***Prerequisites:*** Medical Laboratory Technician (ASCP) certification or completion of an AS degree in medical laboratory technician within the past 5 years.

***Rational for this Proposal:*** This is a new course for the Medical Laboratory Science Program. This program will be seeking accreditation with National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS curriculum standards include educational methodologies and terminology sufficient to train/educate users and providers of laboratory services. This course is designed to prepare students for administrative roles in the clinical laboratory in areas of employee education, training, assessment and evaluation.

**Action Taken:** Approved.

**MLTK**

**4850 CLINICAL RESEARCH DESIGN, 3 hrs.**

***Proposed Course Description and Prerequisites:*** A course in research design methods commonly used in clinical research. Emphasis is on research design, process, measurement, regulatory issues, and ethics, as used by investigators. The focus is to equip students with knowledge and skills necessary to critically examine professional literature, methodology and ethical considerations that influence research design.

***Prerequisites:*** Medical Laboratory Technician (ASCP) certification or completion of an AS degree in medical laboratory technician within the past 5 years.

***Rational for this Proposal:*** This is a new course for the Medical Laboratory Science Program. This program will be seeking accreditation with National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS curriculum standards include principles and practices of clinical study design, implementation and dissemination of results. This course is designed to prepare students for research in clinical settings with emphasis on human testing, clinical trials and federal regulation and approval.

**Action Taken:** Approved.

**MLTK**

**4981 ADVANCED CLINICAL PRACTICUM-HEMATOLOGY, 3 hrs.**

***Proposed Course Description and Prerequisites:*** Advanced hematology principles and techniques prepare students for practice in the clinical laboratory. Topics include leukopoiesis, FAB Leukemia classification, leukocyte dyscrasias, lymphomas, hemostasis and coagulopathies. Laboratory will focus on abnormal smears, cytochemistry, normal and leukemic bone marrow evaluations, and coagulation mixing studies and factor assays related to clinical disease states.

***Prerequisites:*** Medical Laboratory Technician (ASCP) certification or completion of an AS degree in medical laboratory technician within the past 5 years.

***Rational for this Proposal:*** This is a new course for the Medical Laboratory Science Program. This program will be seeking accreditation with National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS curriculum standards include principles and practices of hematology and hemostasis. This course is designed to prepare students for practice in the clinical laboratory as an entry level professional.

**Action Taken:** Approved.

**MLTK**

**4982 ADVANCED CLINICAL PRACTICUM-MOLECULAR, 3hrs.**

***Proposed Course Description and Prerequisites:*** Principles of molecular technology used in clinical laboratories. Laboratory experiences include cytogenetics, nucleic acid extraction, hybridization, detection, amplification, sequencing, microarrays, and in-situ hybridization. Emphasis is on the areas of the clinical laboratory that use molecular techniques related to genetics, oncology, infectious disease, and identity testing for forensic and transplant purposes.

***Prerequisites:*** Medical Laboratory Technician (ASCP) certification or completion of an AS degree in medical laboratory technician within 5 years.

***Rational for this Proposal:*** This is a new course for the Medical Laboratory Science Program. This program will be seeking accreditation with National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS curriculum standards include principles and practices of hematology and hemostasis. This course is designed to prepare students for practice in the clinical laboratory as an entry level professional.

**Action Taken:** Approved.

**MLTK**

**4883 ADVANCED CLINICAL PRACTICUM- IMMUNOHEMATOLOGY, 3hrs.**

***Proposed Course Description and Prerequisites:*** Principles of immunology theory, blood group systems, genetics, and immunohematology techniques. Procedures including evaluation of blood samples, pretransfusion compatibility testing, and transfusion reactions are studied. Serologic testing and problem-solving in antibody identification and complex procedures are stressed. Laboratory emphasizes modern practices, resolution of compatibility problems and advanced antibody identification methods.

***Prerequisites:*** Medical Laboratory Technician (ASCP) certification or completion of an AS degree in medical laboratory technician within the past 5 years.

***Rational for this Proposal:*** This is a new course for the Medical Laboratory Science Program. This program will be seeking accreditation with National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). NAACLS curriculum standards include principles and practices of hematology and hemostasis. This course is designed to prepare students for practice in the clinical laboratory as an entry level professional.

**Action Taken:** Approved.

**NURS**

**1010 REFLECTIONS IN PROFESSIONAL NURSING, 3 hrs.**

***Proposed Course Description:***  Introduction to various aspects of the profession of nursing with the opportunity to gain personal insight into the future of nursing.

***Prerequisites:*** Enrolled in Nursing FIG

***Justification:*** With the implementation of Freshman Year Seminars NURS 1000, the anchor course in the Nursing FIG, will no longer be offered. The proposed course will become the Nursing FIG anchor course and introduce the profession of nursing.

**Action Taken:** Approved.

**PHCY**

**1101 NAVIGATING SURVIVAL: A COMPASS FOR CAMPUS MENTAL HEALTH, 3 hrs.**

***Proposed Course Description:*** This course is dedicated to teaching the very important topic of mental health amongst college students. We will explore college campuses together and create ‘*The Ultimate Resource’*, to create a safer campus community for you and your friends. Please join me in navigating the journey that is Campus Mental Health. This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**PHCY**

**5210 PHARMACY REGULATORY SYSTEMS, 3 hrs.**

***Proposed Course Description and Prerequisites:*** Regulatory theory and practice is used to study the authority/responsibilities of state and federal agencies that are entrusted to ensure the safe, effective, and efficient medication use in the US. The practices and procedures of the FDA, DEA, CMS, and the state boards of pharmacy are reviewed, describing why healthcare providers should comply with regulatory principles.

***Prerequisites:*** Enrollment in a graduate or professional program or departmental permission.

***Rational for this Proposal:*** The title of this online course is being changed to reflect the content and avoid confusion with similar courses offered at other schools of pharmacy. Graduate enrollment was automatically added as a prerequisit because of the course number, so we are adding professional enrollement and departmental approval.

**Action Taken:** Approved.

**PHCY**

**5920 AGENTS FOR DIAGNOSTIC IMAGING, 2 hrs.**

***Proposed Course Description and Prerequisites:*** Diagnostic Agents is currently designed as a one semester elective course with 2 credit hours. It is an introduction and survey of all diagnostic drugs used in the diagnosis and imaging of disease as approved by the US FDA for use in the United States.

***Prerequisites:*** PHCY 6211, PHCY 6210, PHCY 6110, CHEM 2440, MOLB 3610

***Rational for this Proposal:*** This new elective course is being proposed to allow PharmD students an opportunity to take an elective with applications of agents/drugs in diagnostic imaging in order to broaden and compliment the basic pharmacological foundation they acquire as PharmD students.

**Action Taken:** Approved.

* ***Other Programs***

**IEP**

**0701 LISTENING/ SPEAKING I, 3hrs.**

***Proposed Course Description:*** IEP Listening/Speaking Level I:This course is beginning level listening and speaking course for non-native speakers of English designed to improve student fluency in spoken English and introduce basic vocabulary and listening skills.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study

**Action Taken:** Approved.

**IEP**

**0702 LISTENING/ SPEAKING II, 3hrs.**

***Proposed Course Description:*** IEP Listening/Speaking Level II:This course is an intermediate listening and speaking course for non-native speakers of English designed to improve student fluency in spoken English and introduce basic vocabulary and listening skills.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0703 LISTENING/ SPEAKING III, 3hrs.**

***Proposed Course Description:*** IEP Listening/Speaking Level III:This course is a high-intermediate listening and speaking course for non-native speakers of English designed to improve student fluency in spoken English and introduce basic vocabulary and listening skills.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0704 LISTENING/ SPEAKING IV, 3hrs.**

***Proposed Course Description:*** IEP Listening/Speaking Level IV:This course is an low-advanced listening and speaking course for non-native speakers of English designed to improve student fluency in spoken English and introduce basic vocabulary and listening skills.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved

**IEP**

**0801 GRAMMAR I, 3 hrs.**

***Proposed Course Description:*** IEP Grammar Level I:This course is beginning level grammar and sentence structure course for non-native speakers of English designed to improve grammatical fluency in spoken and written English and introduce basic functional and communicative vocabulary.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0802 GRAMMAR II, 3 hrs.**

***Proposed Course Description:*** Grammar Level II:This course is an intermediate Grammar course for non-native speakers of English designed to improve grammatical accuracy and fluency in spoken and written English and introduce intermediate vocabulary and complex sentence structures.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0803 GRAMMAR III, 3 hrs.**

***Proposed Course Description:*** Grammar Level III:This course is a high-intermediate grammar course for non-native speakers of English designed to improve grammatical accuracy and fluency in spoken and written English and introduce high-intermediate academic vocabulary and complex sentence structures.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0804 GRAMMAR IV, 3 hrs.**

***Proposed Course Description:*** Grammar Level IV:This course is a low-advanced grammar course for non-native speakers of English designed to improve grammatical accuracy and fluency in spoken and written English and introduce advanced academic vocabulary, varied complex sentence structures, and a recognition of grammar in discourse patterns.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0901 INTEGRATED SKILLS I, 3 hrs.**

***Proposed Course Description:*** Integrated Skills Level I:This course is beginning reading, writing, and vocabulary skills development course for non-native speakers of English designed to introduce the fundamentals to interacting with basic texts and producing both formal and informal writing products for a variety of purposes.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0902 INTEGRATED SKILLS II, 3 hrs.**

***Proposed Course Description:*** Integrated Skills Level II:This course is an intermediate reading, writing, and vocabulary skills development course for non-native speakers of English designed to improve student ability to interact with a variety of texts and produce both formal and informal writing products for a variety of purposes.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0903 INTEGRATED SKILLS III, 3 hrs.**

***Proposed Course Description:*** Integrated Skills Level III:This course is a high-intermediate reading, writing, and vocabulary skills development course for non-native speakers of English designed to improve to student ability to interact with a variety of academic texts and produce both formal and informal writing products for a variety of purposes.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved.

**IEP**

**0904 INTEGRATED SKILLS IV, 3 hrs.**

***Proposed Course Description:*** Integrated Skills Level IV:This course is a low- advanced reading, writing, and vocabulary skills development course for non-native speakers of English designed to improve student ability to interact with a variety of academic texts and produce formal academic writing products for a variety of purposes.

***Rational for this Proposal***: This course is a component of a full-time non-degree, non-credit program for Intensive English preparation for international students (F-1 visas for F-T Language Study) and non-native speakers of English in the community. These courses fulfill the need for pre-credit university preparation for non-native speakers interested in meeting language proficiency requirements for further study.

**Action Taken:** Approved

**IEP**

**0780 ACCENT REDUCTION AND PRONUNCIATION, 3 hrs.**

***Proposed Course Description:*** The Accent Reduction and Pronunciation Elective is a specialized drill and practice course for students who desire more detailed practice in English phonetics and sound production. Focus on super segmentals like primary phrase stress, intonation, and linking are used to promote smoothness of speech and accent reduction.

***Rational for this Proposal***: This course is non-credit elective for the IEP full-time program. F-T IEP students may take this course only when they are in good standing in grades and attendance with their full-time course work. Local and resident students are welcome to enroll with or without other IEP courses.

**Action Taken:** Approved.

**IEP**

**0880 TEST PREP ELECTIVE, 3 hrs.**

***Proposed Course Description:*** IEP Test Prep Elective is a skills and strategies course for non-native speakers of English designed to introduce students to the testing methods, assessment goals, and grading systems for the primary English Language Proficiency tests (Toefl and Ielts).

***Rational for this Proposal***: This course is non-credit elective for the IEP full-time program. F-T IEP students may take this course only when they are in good standing in grades and attendance with their full-time course work. Local and resident students are welcome to enroll with or without other IEP courses.

**Action Taken:** Approved.

**UWYO/AHC**

**1101 YOUR LOYAL CORRESPONDENT: JOURNALS, LETTERS, AND DIARIES IN PEACE AND CONFLICT, 3 hrs.**

***Proposed Course Description:*** In this course, you will have the opportunity to collaboratively engage with and critically examine a number of fascinating primary and secondary sources to explore the concept of “otherness.” A primary source is a document or physical object that was written or created during the time under study. These sources reflect an experience occurring during a previous time period and offer an inside view of a person’s life or a particular event. A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. The course offers you an opportunity to practice and perfect your skills of fusing together multiple perspectives and sources into a solid argument or explanation, and will allow you to gain expertise in contextualizing primary source material within the historical landscape. Not only that, you will develop skills to examine and question your own and others’ assumptions and place them in context when creating a verbal or written statement. A number of small projects will lead to a comprehensive final project that showcases your new skills. The final project draws from a buffet of options that will be discussed in class.

***Justification:*** This course fulfills the First‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First‐Year Seminar curriculum.

**Action Taken:** Approved.

**UWYO**

**1101 INGREDIENTS FOR ACADEMIC AND CAREER SUCCESS, 3 hrs.**

***Proposed Course Description:*** This course is designed to prepare you for a new way of thinking and learning, using critical thinking and research skills that you will need throughout your college experience. It is also designed to help you learn about yourself through critical reflection so you can begin the major/career exploration process. In addition, the course is designed to expose you to success strategies that can greatly benefit you in college.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

**UWYO**

**1101 INVESTIGATING WORLDS OF WORK, 3 hrs.**

***Proposed Course Description:*** This is a First-Year Seminar course for the Synergy learning community that fulfills FYS USP requirements. It supports COM1 reading, research, and writing activities. This course also provides opportunities for students to read critically, conduct primary and secondary research, investigate diversity issues, develop computer literacy, and learn about the intellectual expectations of college life. We will begin by examining our own expectations about university and work life. Next, we will spend time investigating some unexpected aspects of work life. Finally, we will each conduct individual, self- directed research projects about a specific world of work that interests us.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

**UWYO**

**1101 OUTDOOR LEADERSHIP, 3 hrs.**

***Proposed Course Description:*** The Outdoor Leadership FYS is a class exclusively for the Outdoor Leadership FIG. What is Outdoor Leadership? This seminar course will critically examine and evaluate two significant historical expeditions: the Everest disaster of 1996 and Earnest Shackleton’s 1914-1917 Trans-Antarctic Expedition. Each expedition will be evaluated from multiple perspectives through active learning, ethical reasoning and group collaboration. In doing so, students will gain a better perspective on what outdoor leadership is and the content of the outdoor leadership framework.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

**UWYO**

**1101 IGNITE YOUR PASSION: CREATING CHANGE THROUGH SERVICE AND ACTION, 3 hrs.**

***Proposed Course Description:*** What does it mean to be an active citizen of the world? Henrik Ibsen stated, “A community is like a ship, everyone ought to be prepared to take the helm”. This course will be a dynamic opportunity for students to take classroom taught theory and apply it through service in the local Laramie community. This course provides students with a foundation for understanding the role of public scholarship, community engagement, and social action. Students will examine and critique strategies for social and environmental change, while becoming familiar with the expectations and responsibilities for successful community engagement.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

**UWYO**

**1101 INVE$TING IN THE FUTURE YOU: FINANCIAL LITERACY FROM COLLEGE TO CAREER, 3 hrs.**

***Proposed Course Description:*** Imagine for a minute that you had a lottery ticket worth $1,000,000. How would you use that money? Would you save it for a rainy day? Would you spend it all in one place? Would you give it away to charity? Imagine for another minute that earning your Bachelor’s degree was worth $1,000,000. Would you spend more time studying? Would you look for more resources on campus? Would you meet with your professor during her office hours? According to U.S. Department of Education, in a 2011 study done by Georgetown University, the median lifetime earning of a person with a bachelor’s degree is approximately $1,000,000 higher than that of a high school graduate.

***Justification:*** This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, and points of view about meaningful, relevant issues regarding financial literacy. Each week will feature a particular financial literacy concept such as savings, budgets, debt management, consumer awareness, major and career selection, and education funding. As an FYS course, we will focus on creating a learning community rich with active learning and collaboration. Additionally, we will explore and develop skills to enhance students’ future educational experience and success.

**Action Taken:** Approved.

**Part IV – Tabled Courses**

**ENR**

**1101 THINKING LIKE A MOUNTAIN: ENVIRONMENTAL PROBLEMS,**

**INTERDISCIPLINARY SOLUTIONS, 3 hrs.**

***Proposed Course Description:*** *What is the nature of environmental problems?* Pioneering environmental thinker Aldo Leopold proposed that we “think like a mountain” in order to understand our interconnected world. In this course, you will gain the interdisciplinary skills needed to solve complex problems, using an approach that considers multiple perspectives: scientific, economic, ethical, cultural, and legal/political. From water scarcity in the West to energy development, wildlife impacts, climate change, and global population growth, you will be challenged to think holistically, critically, and across disciplinary boundaries in order to understand and create solutions to our world’s most pressing and complex environmental and natural resource (ENR) challenges.

***Justification:*** This course fulfills the First-­‐Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine and evaluate evidence, claims, beliefs, or points of view about meaningful, relevant issues. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the First-­‐Year Seminar curriculum.

**Action Taken:** Approved.

**ENR**

**3300 ENVIRONMENTAL POLICY, CONSERVATION AND DEVELOPMENT IN**

**INDIA, 3 hrs.**

***Proposed Course Description:*** This course will focus on India’s environmental policies pertaining to conservation and development. Case studies will be used to understand how these policies were developed, put in place, and their intended and actual outcomes. Students are required to select a suitable topic and conduct research and submit a research report.

***Proposed prerequisites:*** COM 2

***Rational:*** This course has been offered at least twice as a seminar. During the ENR major/minor curriculum revision two years ago, gaps were identified in the undergraduate curriculum -- one of those gaps is international, non-western environmental policy, which this course fills.

**Action Taken:** Approved.

**ENR**

**4010 WINTER ECOLOGY: SKILLS OF THE WINTER NATURALIST, 1 hrs.**

***Proposed Course Description:*** This course emphasizes the effects of winter abiotic conditions on organisms and subsequent adaptations to these conditions, animal tracking, introduction to snow dynamics and safety in winter. This short-course focuses on students acquiring the necessary winter field skills to successfully observe winter ecology through lectures and inquiry-based field activities. Students will create a naturalist journal and share their observations with peers.

***Rational:*** We have offered this suite of courses each year for the past three years, with steadily increasing enrollments. Student demand for field courses is high and growing. Theserepresent an important partnership between the university and the Teton Science Schools, perfectly suited to meet that student demand.

**Action Taken:** Approved.

**ENR**

**4011 WINTER ECOLOGY: SNOWPACK SCIENCE AND DYNAMICS, 1 hrs.**

***Proposed Course Description:*** This course focuses on snow science and avalanche safety through lectures and inquiry-based field laboratories. This short course will allow for an in-depth study of the Jackson Hole snowpack through direct engagement. Snow science will become a tool to better understand winter.

***Rational:*** We have offered this suite of courses each year for the past three years, with steadily increasing enrollments. Student demand for field courses is high and growing. These represent an important partnership between the university and the Teton Science Schools, perfectly suited to meet that student demand.

**Action Taken:** Approved.

**ENR**

**4012 WINTER ECOLOGY: WILDLIFE AND PLANT ADAPTION, 1 hrs.**

***Proposed Course Description:*** This course emphasizes the effects of winter abiotic conditions on organisms and subsequent adaptations to these conditions. This short-course focuses on animal and plant adaptations to cope with the stresses of winter as well as the predicted impacts of climate change through lectures and inquiry-based field laboratories. Students will also conduct research in small groups focused on a winter ecology topic and present their results.

***Proposed prerequisites:*** 6hrs of ENR or science course.

***Rational:*** We have offered this suite of courses each year for the past three years, with steadily increasing enrollments. Student demand for field courses is high and growing. These represent an important partnership between the university and the Teton Science Schools, perfectly suited to meet that student demand.

**Action Taken:** Approved.

**ENR**

**4900 ENR POLICY AND PRACTICE, 3 hrs.**

***Current Course Description and Prerequisites:*** Participation in a multidisciplinary research team to solve a real or simulated problem in environment and natural resources (Note: as shown in banner) ***Prerequisites:*** ENR 3000

***Requested change of course Title, Course Description, and Prerequisites:***

**ENR Policy in Practice, 3 hrs.**

Encompasses student resolution in multidisciplinary teams of environment and natural resource problems and issues; practice in formulating policy alternatives; case studies; planning, performing and coordinating multidisciplinary research.

***Prerequisites:*** ENR 3000

**Action Taken:** Approved.

**ENR**

**4970 ENR INTERNSHIP, 1-6 hrs**. **(Max. 6)**

***Current Course Description and Prerequisites:*** Provides practical experience in environmental and natural resource policy, management and decision processes, as well as interaction with professionals in the field. Offered S/U only ***Prerequisites***: ENR 3000 and 3900.

***Requested change of course Prerequisites:*** ENR 3000

**Action Taken:** Approved.

**ENR**

**5150 ENVIRONMENTAL SCIENCE: PERSPECTIVES, 3 hrs.**

***Proposed Course Description:*** This course will use complex, real-world environmental challenges to explore fundamental scientific principles. Students will learn how scientists tackle environmental issues by formulating objectives, collecting and analyzing scientific data, as well as to critically evaluate information sources and limitations to scientific approaches due to constraints associated with each study.

***Rational:*** During the ENR major/minor curriculum revision two years ago, gaps were identified in the undergraduate curriculum—one of those gaps is environmental science designed for science and non-science students, which this course fills.

**Action Taken:** Approved.

**ENR**

**5920 COLLABORATION PROGRAM IN NATURAL RESOURCES: PRINCIPELS**

**AND METHODS, 3 hrs.**

***Proposed Course Description:*** The first of two classes that together merit a Professional Certificate of Completion of the Collaboration Program in Natural Resources, this class provides graduate students with the leadership skills necessary to design, convene, and sustain a natural resource collaborative process with diverse stakeholders and implement its outcomes.

***Proposed prerequisite:*** Acceptance into collaboration program in Natural Resources.

***Rational:*** These courses will serve mid-career and off-campus professionals interested to gain skills, techniques, and content relevant to addressing and resolving applied natural resource issues.

**Action Taken:** Approved.

**ENR**

**5921 COLLABORATION PROGRAM IN NATURAL RESOURCES:**

**PRACTICUM, 1-3 hrs. (Max 3).**

***Proposed Course Description:*** The second of two classes that together merit a Professional Certificate of Completion of the Collaboration Program in Natural Resources, this class provides the practicum component where graduate students or professionals practice their collaborative leadership skills by conducting a situation assessment, designing and/or convening a natural resource collaborative process.

***Proposed prerequisite:***  ENR 5920

***Rational:*** These courses will serve mid-career and off-campus professionals interested to gain skills, techniques, and content relevant to addressing and resolving applied natural resource issues.

**Action Taken:** Approved.