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# University Course Review Committee

**Minutes**

**Meeting # 272**

# November 17, 2014 Tobin Room, Knight Hall

# 2:00 PM

**Present:**  Liz Dole-Izzo, Audrey Shalinsky, Dave Micus, Bruce Cameron, Dave Whitman, Leslie Rush, Kent Drummond

## Part I – Course Modifications (Consent Agenda)

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

**FCSC**

**1141 PRINCIPLES OF NUTRITION, 3 hrs.**

***Current Course Description and Prerequisites***: Studies nutritional requirements as related to metabolism of nutrients in various physiological states. Designed for nutrition majors and interested non-majors. Students cannot receive credit for both FCSC 1140 and 1141. ***Prerequisites:*** None.

***Requested change of Course Description:*** This course will provide an introduction to the fundamental concepts of nutrition science and the role of nutrition in overall health. Students develop an understanding of nutritional requirements as related to metabolism of nutrients in various physiological states. Designed for nutrition majors and interested non-majors.

 **Action Taken:** Approved.

**FCSC**

**3147** **COMMUITY NUTRITION, 3 hrs.**

***Current Course Description and Prerequisites*:** Provides an introduction to the field of community nutrition and develops an appreciation of the importance of nutrition in community health programs at the local, state, and national level. Topics covered include the role of the community nutritionist; the identification of nutrition problems; grant writing, and program planning and evaluation. ***Prerequisites****:* FCSC 1141; SOC 1000 or 1100.

***Requested change of Course Description*:** Provides an introduction to the field of community nutrition and develops an appreciation of the importance of nutrition in community health programs at the local, state, national, and international level. Topics covered include the role of the community nutritionist; the identification of nutrition problems; food insecurity; nutrition policy; nutrition education; assessing community resources; and program planning and evaluation.

***Prerequisites****:* FCSC 1141 Principals of Nutrition; SOC 1000 or 1100.

 **Action Taken:** Approved.

**FCSC**

**4188 INTRIOR DESIGN II, 3 hrs.**

***Current Course Description and Prerequisites*:** Advanced study of space planning and interior design. Dual listed with FCSC 5188. ***Prerequisites****:* FCSC 2180 and 2188.

***Requested change of course Course Description, and Prerequisites:*** Advanced study of space planning and interior design as applied to contract design problems. Architectural design and rendering software used to visualize and present interior design solutions. Explores ideas of sustainable, accessible and functional design for the public. Dual listed with FCSC 5188.

***Prerequisite:*** FCSC 2188. (Offered fall semester).

***Prerequisite*** **for FCSC 5188**: Graduate Standing.

 **Action Taken:** Approved.

**FCSC**

**5140 NUTR PRT AMINO ACIDS, 3 hrs.**

***Current Course Description and Prerequisites:*** Advanced study of protein and amino acid metabolism in various physiological conditions. ***Prerequisite***: general biochemistry and FCSC 4145 or equivalent in nutrition.

***Requested change of Prerequisites:*** MOLB 3610 or equivalent; FCSC 4145 or equivalent

**Action Taken:** Approved.

**FCSC**

**5141 CARB & ETHANOL MET, 3 hrs.**

***Current Course Description and Prerequisites***: Advanced study of carbohydrate and ethanol metabolism in various physiological conditions. ***Prerequisite:*** general biochemistry and FCSC 4145 or equivalent in nutrition.

***Requested change of Prerequisites:*** MOLB 3610 or equivalent; FCSC 4145 or equivalent

 **Action Taken:** Approved.

**FCSC**

**5151 SENSORY ANALYSIS, 1 hrs.**

***Current Course Description and Prerequisites:*** Examines the principles and techniques applied to the subjective evaluation of food.

***Prerequisites***: FCSC 4150/5150, STAT 5080 and ENGL 4010.

***Requested change of Prerequisites:*** Graduate Standing; STAT 5080

 **Action Taken:** Approved.

**PLNT**

**3200 FORAGE CROP SCIENCE, 3hrs.**

***Current Course Description and Prerequisites:*** Major aspects of forage crop production and biology. Cultural practices, adaptation, sustainable agriculture use, seed production, harvest, livestock utilization and storage of forages.  Emphasizes characteristics of important grasses and legumes. ***Prerequisite:*** AECL 1000 or LIFE 1000.

***Requested change of Course Description, Course Number, and Cross List***:

***Proposed new course number***: PLNT 4700 / 5700

The course focuses on major aspects of forage crop production and biology. Cultural practices, adaptation, sustainable agriculture and alternative use, seed production, harvest, livestock utilization and storage of forages. This course will have in-depth emphasis on characteristics of important grasses and legumes and utilization of forages for livestock production.

 **Action Taken:** Approved.

**REWM**

**5830 WILDLIFE HABITAT ECOCLOGY, 2 hrs.**

***Current Course Description and Prerequisites:*** For students in animal ecology, wildlife science, or rangeland ecology emphasizing the relationships between wildlife populations and their habitats. Emphasis on concepts forming the basis of wildlife habitat ecology including habitat and niche, carrying capacity, habitat measurements, resource selection, habitat-relationships modeling, habitat management, and habitat restoration. ***Prerequisite***: STAT 2050 (or equivalent) and graduate status.

***Requested change of Course Description, and Prerequisites:*** For students in wildlife and rangeland ecology emphasizing the relationships between wildlife populations and their habitats. Concepts forming the basis of wildlife habitat ecology including habitat and niche, habitat metrics, resource selection, habitat-relationships modeling, and habitat restoration and management.

***Prerequisite***: Graduate-level course in statistics and graduate standing or instructor consent.

 **Action Taken:** Approved.

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

**COJO**

**3070 INTRO TP COMMUNICATION RESEARCH, 3hrs.**

***Current Course Description and Prerequisites:*** Focuses on problems in communication and mass communication research. Specifically studies and applies language of science, basic concepts of communication, mass communication research, types and limitations of empirical research, as well as measurement procedures and analysis. ***Prerequisites***: COJO 1000 or 1040 and STAT 2070 or 2050. (Offered fall spring semesters)

 ***Requested change of Course Title:*** Communication Research

 **Action Taken:** Approved.

**GEOL**

**5470 INTRO TO GEOMODELLING**

***Current Course Description and Prerequisites:*** Introductory course in numerical modeling in the geosciences, offering insight into the generalities of modeling. We develop, in class, simple geo-models, which allow hands on experience constructing and testing computer models. As a minimum we will develop one extensive Finite Difference model and one minimalistic Finite Element model; other techniques will depend on student interests. ***Prerequisites:*** Any Calculus course and any physics course.

***Requested change of Course Description, Prerequisites and Dual List:*** Introductory course in numerical modeling in the geosciences, offering coding experience as well as insight into the generalities of modeling. We develop, in class, simple geo-models, which allow experience constructing and testing computer models. As a minimum we will develop one extensive Finite Difference model and one minimalistic Finite Element model; other techniques will depend on student interests.

***Proposed Prerequisite*** At least 1 semester of college level calculus and 1 semester of college level physics.

***Proposed:*** Dual list as both a Graduate (5470) and a Senior (4470) level class.

 **Action Taken:** Approved.

**MUSC**

**1375 SYMPHONIC BAND, 1(Max 8) hrs.**

***Current Course Description and Prerequisites***: Maximum of 14 semester hours may be used toward the bachelor's degree from any combination of these courses. Music majors must play in two ensembles each semester in residence.

***Requested change of Course Description:*** Maximum of 14 hours may be used toward the bachelor’s degree from any combination of these courses. Prerequisite: players are selected by audition. Auditions will take place the first week of classes.

 **Action Taken:** Approved.

* ***College of Business***

**ACCT**

**2230 INT ACCT I, 3 hrs.**

**Current Course Description and Prerequisites:** First of three courses studying financial reporting. Topics include recording and reporting events in the expenditure and revenue cycles. ***Prerequisites***: ACCT, 1020 and MATH 1400 with grades of C or better in each.

***Requested change of Course Number, and Prerequisites:***

***Proposed new course number:*** ACCT 3230

***Prerequisites***: ACCT 1020 and MATH 1400 with grades of C or better in each; sophomore standing.

**Action Taken:** Approved.

**ACCT**

**2240 COST I**

***Current Course Description and Prerequisites:*** Organizational uses of information to plan, make decisions, and evaluate performance. Specific topics include job order and process costing, cost estimation and CVP analysis, budgeting and variance analysis. Prerequisites: ACCT 1010, 1020 and MATH 1400 with grades of C or better in each. ***Prerequisites***: ACCT, 1020 and MATH 1400 with grades of C or better in each.

***Requested change of Course Number, and Prerequisites:***

***Proposed new course number:*** ACCT 3240

***Prerequisites***: ACCT, 1020 and MATH 1400 with grades of C or better in each; sophomore standing.

 **Action Taken:** Approved.

**ACCT**

**3070 TAX I, 3 hrs.**

***Current Course Description and Prerequisites:*** Introduction to a broad range of tax concepts applicable to corporations, partnerships, and individuals. Emphasis is placed on the role of taxation in the business decision-making process. Students are exposed to basic tax research and planning techniques. ***Prerequisites:*** ACCT 2240 and ACCT 2230 with grades of C better in each; advanced business standing.

***Requested change of Prerequisites:*** ACCT 3240 and ACCT 3230 with grades of C better in each; advanced business standing.

 **Action Taken:** Approved.

**ACCT**

**3430 INT ACCT II, 3 hrs.**

***Current Course Description and Prerequisites*:** Second of three courses studying financial reporting. Topics include recording and reporting events in the investing and financing cycles. ***Prerequisites***: ACCT 2230 with grade of C or better; advanced business standing.

***Requested change of Prerequisites:*** ACCT 3230 with grade of C or better; advanced business standing.

**Action Taken:** Approved.

**ACCT**

**3610 ACCT INFO SYS I, 3 hrs.**

***Current Course Description and Prerequisites:*** Provides an understanding of accounting information systems and internal controls. Emphasis on the use of current accounting technology, accounting software, and internal control systems. ***Prerequisites:*** ACCT 2240 and ACCT 3430 (or equivalents) with grades of C or better in each; advanced business standing.

***Requested change of Prerequisites:*** ACCT 3240 and ACCT 3430 (or equivalents) with grades of C or better in each; advanced business standing.

**Action Taken:** Approved.

**ACCT**

**4540 COST ACCT II, 3 hrs.**

***Current Course Description and Prerequisites***: Advanced topics in cost accounting concerning the organizational uses of information to plan, make decisions, and evaluate performance. ***Prerequisites:*** ACCT 2240 with a grade of C or better.

***Requested change of Prerequisites:*** ACCT 3240 with a grade of C or better and sophomore standing.

**Action Taken:** Approved.

**BUSN**

**2000 INRODUCTION TO INTERNATIONAL BUSINESS:** A broad study of the field of

international business activity and theory and review major foreign environmental forces – financial, economic and socioeconomic, physical, sociocultural, political, legal, labor, competitive, and distributive – within the context of strategic management issues. ***Prerequisites:*** Econ 1010 Dual/Cross list: INST 2000

***Requested change of Prerequisites, Course Number, and Dual List***:

***Proposed new course number:*** INBU 1040

***Requested change of Prerequisites:*** Change to none

**Dual List as:** INST 1040

**Action Taken:** Approved.

**BUSN**

**4540 GLOBAL BUSINESS ISSUES, 1-6 hrs. (6 Max.).**

***Current Course Description and Prerequisites:*** Designed to give students a broad overview of current issues in international business. Includes classroom instruction and travel to a foreign country and visits to major foreign firms. A written assignment is required.

 ***Current Course Dual listing***: BUSN 5540

***Requested change of Course Number and Dual Listing:***

 ***Proposed Course Number***: INBU 4570

 ***Proposed Dual Listing***: INBU 5570

 **Action Taken:** Approved.

**BUSN**

**4900 PROBLEMS IN INTERNATIONAL BUSINESS, 1-4hrs. (Max. 4).**

***Current Course Description and Prerequisites:*** Individual projects of a research nature, under direct supervision of a professor. Written report required. Prerequisite: consent of instructor.

 ***Requested change of Course Number***: INBU 4900

**Action Taken:** Approved.

**BUSN**

**4910 SELECTED TOPICS IN INTERNATIONAL BUSINESS, 3hrs.**

***Current Course Description***: For advanced students; consists of an in-depth study of a selected area of international business. Specific area(s) to be considered in any given semester are printed in the class schedule. Topics may include globalization and business, international accounting, international management and negotiation, international issues in business ethics, or topics to doing business in a specific country or region. Prerequisites: junior standing and other courses, as appropriate, for specific area/topic being covered.

***Requested change of Course Number and Course Description:***

 ***Proposed Course Number***: INBU 4910

For advanced students; consists of an in-depth study of a selected area of international business. Specific area(s) to be considered in any given semester are printed in the class schedule. Topics may include globalization and business, international accounting, international management and negotiation, or topics related to doing business in a particular country or region.

**Action Taken:** Approved.

**BUSN**

**4920 INTERNATINAL BUSINESS: STUDY ABROAD, 1-6hrs. (Max. 6).**

***Current Course Description and Prerequisites:*** Credit for course work related to international business undertaken at foreign institutions. Students are responsible for submitting course materials for evaluation for credit by College of Business faculty prior to enrolling. Students arrange for the foreign institutions to send performance evaluations to the College of Business Academic Advising Office. Prerequisite: consent of department head.

 ***Requested change of Course Number***: INBU 4920

 **Action Taken:** Approved.

**MGT**

**4410 HUMAN RESOURCES MANAGEMENT, 3 hrs.**

***Current Course Description and Prerequisites***: A study of the formal systems used to manage people at work. Emphasis on concepts and procedures of EEO, diversity, job analysis, job evaluation, wage and salary administration, performance evaluation, safety, employee services and fringe benefits. ***Prerequisites:*** MGT 3210 and advanced business standing.

***Requested change of Course Number***: MGT 3410

**Action Taken:** Approved.

**MGT**

**4420 ORG BEHAVIOR & LEADERSHIP, 3 hrs.**

***Current Course Description and Prerequisites:*** An interdisciplinary study of individual, group, and organizational processes that affect employee behavior at work. Prepares students for various managerial roles by synthesizing successful leadership practices in both domestic and international settings and by examining critical areas such as individual differences, organizational politics and culture.

Prerequisites: MGT 3210 and advanced business standing.

***Requested change of Course Number:*** MGT 3420

**Action Taken:** Approved.

**MKT**

**4610 MARKETING ETHICS, 3 hrs.**

Current Course Description and Prerequisites: Examines ethics and social responsibility in marketing. With some grounding in moral reasoning, students explore application of ethical frameworks to various aspects of marketing, including marketing research, target market selection, and marketing mix decisions. Integrative models for incorporating ethics and social responsibility into marketing decision making are applied.

Prerequisite: MKT 3210.

***Requested change of Course Number:*** MKT 3110

**Action Taken:** Approved.

* ***College of Engineering***

**PETE**

**3265 DRILLING FLUIDS LABORATORY, 2 hrs**.

***Current Course Description and Prerequisites***: Measurements of physical and chemical properties of drilling fluids and computer simulations of drilling operations. Includes experiments on drilling fluid rheological properties, mud weight, water loss, and gel strength. Filtration at high temperature and pressures.

Prerequisites: ES 2310, 2330, PETE 3255 (concurrent).

***Requested change of Course Description, Credit Hours, and Prerequisites****:* 3hrs. Drilling Fluids Laboratory. 3. Measurements of physical and chemical properties of drilling fluids. Includes experiments on mud rheological properties, mud weight, water loss, mud contaminants and their treatments. Includes processing and interpretation of data and writing technical reports of their work. ***Prerequisites***: ES 2310, 2230, and PETE 3255.

**Action Taken:** Approved.

* ***Other Programs***

**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:** Tabled for further review, per no college representative.

**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:** Tabled for further review, per no college representative.

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

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

**FCSC**

**3153** **FOOD SERVICE MANAGEMENT, 3hrs.**

***Current Course Description and Prerequisites***: Studies food service planning and layout, purchase and use of equipment, cost control, sanitation and safety, as well as purchase and preparation of food in quantity. ***Prerequisites***: FCSC 3150, 3152, MGT 3210. (Offered spring semester)

*Rationale:* The content that was covered in this class has now been incorporated in to FCSC 3152 Food Systems Productions. Course is no longer required for the dietetics programs.

**Action Taken:** Approved.

**FCSC**

**4246 THERAP NUTR LAB EXP, 1 hrs**.

***Current Course Description and Prerequisites***: Provides practical applications for dietary modifications in pathological conditions and experience in menu/diet planning, diet instruction and dietary assessment of the sick individual. ***Prerequisite***: FCSC 4145; FCSC 4147 and MOLB 4100 strongly recommended concurrent enrollment in FCSC 4146.

*Rationale:* Many elements of this course are now being incorporated into another course that we are currently piloting (eg, Nutrition Assessment & Diagnosis, which may be renamed Therapeutic Nutrition 1), and we decided it was better to introduce some concepts in this course in the fall semester before Therapeutic Nutrition in the spring.

**Action Taken:** Approved.

**MOLB**

**1010 SCIENCE & SOCIETY, 1 hrs. [IL].**

***Current Course Description and Prerequisites***: Topics which involve the interface of molecular biology with societal issues, such as AIDS, genetic screening and recreational drugs, are presented by faculty from the molecular biology department and other departments. After these presentations, students discuss the issues in a debate format. Grading is based on attendance as well as participation in discussions.

*Rationale:* MOLB 1010 is an I,L course that will be replaced by the FYS course from MOLB that is under review. MOLB 1010 is not a prerequisite for any other course.

**Action Taken:** Approved.

**MOLB**

**4170 DNA CLONING LAB, 1 hrs**.

***Current Course Description and Prerequisites:*** Introduces molecular genetic engineering strategies and methodologies in a 5-week laboratory. (Normally offered spring semester.) ***Dual listed*** with MOLB 5170.

Prerequisite: MOLB 3000 or 3610 or 4600.

*Rationale:* MOLB 4170 is a 5-week, 1-credit lab pod, the content in which will be replaced by the COM3 course MOLB 4320. MOLB 4170 is not a prerequisite for any other course.

NOTE DUAL LISTED

**Action Taken:** Approved.

**MOLB**

**4180 PROTIEN ISOL/CHAR, 1 hrs.**

***Current Course Description and Prerequisites:*** Strategies and methodologies used in protein isolation and characterization are presented and coordinated with a 5-week laboratory. Normally offered spring semester. ***Dual listed*** with MOLB 5180.

***Prerequisite:*** MOLB 3000 or 3610 or 4600.

*Rationale*: MOLB 4180 is a 5-week, 1-credit lab pod, the content in which will be replaced by the COM3 course MOLB 4320. MOLB 4180 is not a prerequisite for any other course.

NOTE DUAL LISTED

**Action Taken:** Approved.

**MOLB**

**4250 /**

**5250 BACTERAIL GENETICS LAB, 1 hrs.**

***Current Course Description and Prerequisites:*** Introduces genetic manipulations of bacteria using molecular genetic techniques. Dual listed with MOLB 5250; cross listed with MICR 4250.

Prerequisites: MOLB 2021, MOLB 3000, and LIFE 3050.

*Rationale:* MOLB 4250 is a 5-week, 1-credit lab pod, the content in which will be replaced by the COM3 course MOLB 4320. MOLB 4250 is not a prerequisite for any other course.

NOTE DUAL LISTED

**Action Taken:** Approved.

**MOLB**

**4300 WRITING IN MOL BIOL, 1 hrs. [WC**].

***Current Course Description and Prerequisites***: Writing based on experiments done in the molecular biology lab pods. Assignments include proposals, journal articles, non-technical articles, reports and press releases. Required concurrent enrollment in three spring molecular biology lab pods. MOLB 4170, 4180, and 4250.

***Prerequisites***: completed or concurrent enrollment in MOLB 3610 or 4600.

*Rationale:* MOLB 4300 is a WC/W3 course that will be replaced by the COM3 course MOLB 4320. MOLB 4300 is not a prerequisite for any other course.

**Action Taken:** Approved.

**MOLB**

**5170 DNA CLONING LAB, 1 hrs.**

***Current Course Description and Prerequisites:*** Introduces molecular genetic engineering strategies and methodologies in a 5-week laboratory. (Normally offered spring semester.) Dual listed with MOLB 4170.

***Prerequisite***: MOLB 3000 or 3610 or 4600.

*Rationale*: MOLB 5170 is a 5-week, 1-credit lab pod. This lab is no longer appropriate for graduate-level students and we will no longer offer this course. MOLB 5170 is not a prerequisite for any other course.

NOTE DUAL LISTED

**Action Taken:** Approved.

**MOLB**

**5180 PROTIEN ISOL/CHAR, 1 hrs.**

***Current Course Description and Prerequisites***: Strategies and methodologies used in protein isolation and characterization are presented and coordinated with a 5-week laboratory. Normally offered spring semester. ***Dual listed*** with MOLB 4180.

***Prerequisite***: MOLB 3000 or 3610 or 4600.

*Rationale*: MOLB 5170 is a 5-week, 1-credit lab pod. This lab is no longer appropriate for graduate-level students and we will no longer offer this course. MOLB 5170 is not a prerequisite for any other course.

NOTE DUAL LISTED

**Action Taken:** Approved.

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

**AS**

**3105 GILGAMESH AND THE BOMB, 3 hrs. [I].**

***Current Course Description and Prerequisites****:* Explores the rules by which cultures govern themselves. Examining texts and speeches, it shows approaches taken at different moments in history and the role rational thought has played in the creation of modern societies. It highlights voices for and against change in the contemporary world and how technology helps disseminate them.

Prerequisites: WA or equivalent, or concurrent enrollment and permission of instructor.

*Rationale:* AS 3105 is not a prerequisite for any course. We are discontinuing this course because we are converting it into a First-Year Seminar for USP-2015. If approved, the new course will be RELI 1101-40.

**Action Taken:** Approved.

**COJO**

**1010** **PUBLIC SPEAKING, 3hrs. [C3<>O]**

***Current Course Description and Prerequisites:*** Beginning public speaking course. Emphasizes message construction, performance and critique in public communication settings. Includes speech preparation, listening, audience analysis, critical thinking, language/nonverbal behavior and various speaking formats. Students are required to complete a minimum of five oral presentations of various types. (Offered fall, spring and summer)

*Rationale:* With the implementation of the USP 2015 requirements, COJO 1010 (public speaking) will be replaced by COJO 2010 (public speaking). Discontinuing COJO 1010 will help eliminate the confusion of having two public speaking courses. For students still completing USP 2003 requirements, it is my understanding that COJO 2010 will count towards completion of their “O” requirement. COJO 1010 was a prerequisite for COJO 3010. COJO 2010 will now serve as the prerequisite for COJO 3010.

**Action Taken:** Approved.

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

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

**AGEC**

**1101 PUBLIC (MIS)PERCEPTIONS OF AGRICULTURE, 3 hrs.**

***Proposed Course Description* and *Justification:*** This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. As a member of this course, you will learn to practice the important skill of critically examining and evaluating evidence, claims, beliefs, or points of view about meaningful, agriculture issues. You will engage in active learning, systematic inquiry of pressing issues, and processing of individual and collaborative ideas (which you are often bombarded with thanks to social media) without losing the ability to think rationally, keep an open mind, consider all viewpoints, and develop a well-informed opinion.

***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. These skills will be reinforced throughout the baccalaureate experience.

**Action Taken:** Approved.

**MOLB**

**1101 THE NEANDERTHAL AND THE NUCLEUS; THE MOLECULAR BIOLOGY**

 **OF BEING HUMAN, 3hrs.**

***Proposed Course Description:*** Explores molecular biology studies of human evolutionary biology and cell biology, how these studies are altering our concept of human identity, and controversial ethical issues in these fields. Students will also become familiar with how scientific research works, and the characteristics and trajectory of a career in research science.

***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**

**1175 DESIGN COMMUNICATION, 3 hrs.**

***Proposed Course Description*** Explores philosophical and practical factors of the design communication process. Incorporates various methods of communicating design ideas and concepts from hand drawing to digital techniques through the Adobe Creative Suite.

***Rational:*** We would like to have a freshman level course that focuses on the Adobe Creative Suite and drawing techniques to better prepare them for the industry. We would also like to use tl1is course for a proposed Design FIG. \X'e piloted the course this fall as a special problems offering.

**Action Taken:** Approved.

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

**AAST**

**1101 WYOMING IN BLACK AND WHITE, 3hrs.**

***Proposed Course Description:*** Welcome to the University of Wyoming! Over the next few years, you will have the exciting opportunity to harness new intellectual skills designed to prepare you, not only for the job market, but for democratic engagement in an increasingly diverse and interdependent global community. In the African American & Diaspora Studies (AADS) program, we offer a unique intellectual “toolkit” that will help you, among other things, better comprehend the role that race and racism play in shaping experiences and opportunities; how people of African descent have thought about this racialized reality and their agency to transform it; and, how, in turn, you might employ the theories, perspectives, and knowledge you have accrued to critically analyze and engage the contemporary challenges of American and global society.

… But, before you look outwards to that increasingly diverse and interdepent global community it is important to look *immediately* around you. Taking up James Baldwin’s dictum to “know from whence you came,” this innovative First Year Seminar will critically examine Wyoming history, society, and culture through the lens of the Black experience. Using an interdisciplinary methodology, we will explore a number of key themes and debates including, the motives for Black migration to the Wyoming territory; how Black Wyomingites have contributed to and transformed the state’s culture and institutions; and, whether the state’s racial record fits its popular billing as “the Equality State.”

***Justification*:** This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. At UW all first year students enroll in a smaller class where they 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. You will build on these vital skills for the rest of your college experience. In order to best maintain availability of these seminars, students need both instructor and advisor consent to withdraw from the course. (Don’t feel trapped: just know that the current demand menas the system can’t accommodate a lot of change.)

**Action Taken:** Approved with a friendly amendment to limit the course description to 50 words.

**AMST**

**1101 CULTURE OF COLLEGE, 3 hrs.**

***Proposed Course Description:*** This course introduces students to the history, spaces, conditions, and assumptions that shape our experience of an important cultural institution: higher education. We ask a lot of questions: What is college for? What is the UW campus for? How do the spaces of college “teach” us and talk to us about what college is supposed to be? What makes a college education “accessible” or “inaccessible”? How do students and their college define and shape each other? What are the “official” expectations of college as well as the “unofficial” expectations and experiences students create? Our answers are informed by understanding the contexts in which a UW education is meaningful. By asking and shaping answers to questions like these about education in general and UW in particular, AMST 1101 actively engages the places and meanings of education as an object of study, and introduces students to interdisciplinary ways of asking questions about any object of study.

***Justification*: AMST 1101 fulfills the First Year Seminar (FYS) requirement of the University Studies Program.** By examining the cultures of college, including UW, students critically examine and evaluate evidence, claims, beliefs, and points of view about college as a meaningful cultural experience. Students learn actively throughout the semester, using their own engagement with education at UW as an immediately relevant and pressing part of their lives. AMST 1101 includes individual as well as collaborative work with ideas, images, spaces, histories, and assumptions in which we experience higher education at UW.

**Action Taken:** Approved.

**ANTH**

**1101 THE ANTHROPOLOGY OF MONSTERS, 3hrs.**

***Proposed Course Description:*** This course will examine the phenomenon of cultural belief in various sorts of monsters from a wide variety of standpoints, drawing on scientific perspectives such as biological anthropology and archaeology, ranging to humanistic perspectives such as literary theory and folklore, with the largest portion of the course devoted to cultural anthropological analysis. Students will thus gain a broad overview of anthropology as a four-field discipline and will gain skills in accessing, evaluating, and analyzing various data.

***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.

**ART**

**1101 READING TEX(TILES): EXPLORING FABRIC AS A VEHICLE FOR**

 **COMMUNICATION, 3 hrs.**

***Proposed Course Description:*** Are you visually literate? This course will enable students to navigate our image-rich society by focusing on the role of textiles in contemporary art and culture. Themes such as narrative, community, gender and activism (or in this case, craftivism) will be explored through the lens of fabric. *Reading Text(iles)* will integrate hands-on creation of textiles (knitting, weaving, felting) with critical analysis of images and text. The course will culminate in a collaborative project where students use textiles to serve a social purpose. As such, students must consider how an everyday medium like fabric might be used as a means of art-making, communication and social change.

***Rational:*** 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. ***Note: Students may not withdraw from this course without instructor and advisor permission.***

**Action Taken:** Approved.

**COJO**

**1101 TRENDING NOW: MEDIA LEITERACY IN THE 21ST CENTURY, 3 hrs.**

***Proposed Course Description:*** So, if it’s on the Internet it must be true? Is the “lamestream” media biased? What does it matter what we watch/read/listen to? What are the ethical implications of media? This course will focus on developing critical media literacy skills. Imagine a class where watching movies or TV, reading the newspaper, listening to music, or even using social media might be part of the homework!

***Rational:*** This course fulfills the First-Year Seminar (FYS) requirement of the 2015 University Studies Program. Students will critically examine media messages and explore relevant media issues. Each semester will feature a particular media focus such as entertainment media, the digital world, advertising and public relations, or journalistic ethics. As an FYS course, we will focus on creating a learning community based on active learning and collaboration. We will also explore and develop skills to enhance students’ future educational experience and success.

**Action Taken:** Approved.

**ENGL**

**1101 NIGHT OF THE LIVING FILM: ZOMBIES, LIVING DEAD, WALKERS…**

 **HUMANS, 3 hrs.**

***Proposed Course Description:*** You may know how to survive the zombie-pocalypse, but do you know that when they aren’t trying to eat your brains, zombies CAN be good teachers? In this class, we will use zombie films and television shows to explore issues that are important to the non-zombie: gender, class, race, environment, science and technology, corporate control…just to name a few.

***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.

**INST**

**1101 SOCIETY AND THE OUTSIDER: RULE MAKERS, RULE BREAKERS, AND**

 **THE CONSRUCTION OF DEVIANCE, 3hrs.**

***Proposed Course Description***: What is deviant behavior, and why study it? As one sociologist put it, someone studying deviance is going to be concerned with “rule making, “rule breaking,” and “reactions to rule-breaking behavior.” But this course on deviance is much more. Here, we’ll learn to see who are outsiders and understand why outsiders are treated as non-conformist or “deviant.” Using, what C. Wright Mills calls our “sociological imagination,” we will then investigate deviance and outsiders from different viewpoints, in a mixture of societies, and at various points in history. We’ll use theoretical perspective to examine and critique the *making* of a deviant and deviant behavior in areas like crime, prostitution, and suicide. We will also analyze power, conformity, and deviance in other context, too, like social class, race, and gender. All in all, this is a course in which we get to reshape and remake “personal deficiencies” of those who deviate from rules as belonging to the study of “the social” and the making of the outsider/ deviant.

***Justification:*** This course is a first-year seminar (FYS). It fulfills the FYS requirement of the 2015 University Studies Program (USP). In this course, students will learn to examine and evaluate evidence, claims, beliefs, and points of view about meaningful, relevant issues. Students will also be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the FYS course. These are skills that students then continue to build and reinforce throughout the rest of their college years.

**Action Taken:** Approved.

**POLS**

**1101 DANGEROUS IDEAS: FIRST AMENDMENTS CIVIL LIBERTIES IN THEORY**

 **AND PRACTICE, 3 hrs.**

***Proposed Course Description:*** Political Science 1101 introduces students to an understanding of some “dangerous ideas.” These ideas arise from the theory and practice of the First Amendment to the United States Constitution, which protects the rights of individuals in the United States. What are these rights? Who gets them? Where did they come from? Why are some ideas seen as dangerous and others as benign? What balance (and why) have we drawn between the rights of the individual and and the needs of society? When (why) do freedom and security diverge? Students will pursue the answers to these and other questions through scholarly and practical research; discussion, disagreement, and debate; observation and writing; and public sharing of their learning.

***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. A first year seminar helps students acclimate to the expectations of university learning; develop skills necessary for effective learning, and enhance their abilities to manage their time, their cognitive abilities, their organizational skills, and their personal and professional interactions. **Please note:** (1) students in this First Year Seminar are required to receive a grade of “C” or better to receive University Studies Program (USP) credit for the course. (2) A student must obtain instructor *and* advisor permission to drop the course.

**Action Taken:** Approved.

**PHYS**

**1101 FIRST-YEAR SEMINAR PHYSIC, 3hrs.**

***Proposed Course Description:*** The course investigates the historical development of physical theories, using the examples of Newtonian Absolute Space and the development of the Kinetic Gas Theory and the decline of caloric theory in thermal physics. Although there is no math pre-requisite, some math will be used in the course work.

***Justification:*** 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. These skills will be reinforced throughout the baccalaureate experience.

**Action Taken:** Approved.

**RELI**

**1101 FROM GILGAMESH TO THE BOMB: RULES, REASON AND CHANGING**

 **CULTURES, 3hrs.**

 ***Proposed Course Description:*** This course explores the stories with which cultures have governed themselves beginning with theocratic authority, shifting to the role of reason as developed in the Enlightenment, and concluding with 20th and 21st century globalized culture

 ***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.

**SPAN**

**1101 KEEP CALM AND DON’T EAT THAT! 3hrs.**

***Proposed Course Description:*** Is food ever just about food? Of course not! Food and culture are inseparable and this course introduces culture, cuisine and customs through food in Spanish-speaking countries and teaches you to critically evaluate the differences in food culture and how these differences developed. You will also see how these ideas are reflected in literature and television and how this relates to your own experiences.

***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**

**1101 I HEARD IT THROUGH THE GRAPEVINE, 3hrs.**

***Proposed Course Description:*** Do you sometimes wonder whether Marvin Gaye’s words could be altered slightly? “*People say believe half of what you read, son, and none of what you hear.”* In today’s 21st century, hyper-connected world, we are bombarded with information from all sides. Think of any topical issue - books, magazines, newspapers, television, film, radio and websites all have something to say on the matter. And yet these sources often provide conflicting information. How do we know what to believe? *Can* we know what to believe? Or does it simply come down to a matter of opinion? These questions lie at the heart of this course. Our aim is to help develop the skills needed to confidently evaluate the material presented to us and to find information that will accurately inform our developing viewpoints. To do so, we will select some current topics in medicine and science as they are portrayed in the media, and will engage in informed, lively and respectful discussion of the issues, as we explore these questions together

***Justification:*** UW’s new University Studies Program (USP 2015) is designed to give students the academic and intellectual skills needed to succeed in college and to help prepare them for success in their future careers and lives. ZOO 1101-01 specifically fulfills the First-Year Seminar (FYS) requirement of the USP 2015 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, ethical reasoning, and individual and collaborative processing of ideas through the First Year Seminar Curriculum. These skills will be reinforced throughout the baccalaureate experience.”

**Action Taken:** Approved.

* ***College of Business***

**DSCI**

**4230 PURCHASING & SUPPLY MANAGEMENT, 3 hrs.**

***Proposed Course Description:*** Examine how to manage supply function. Topics include organization, planning procedures, category management, supplier selection, quality, inventory decisions, ethical and profession standards, costing, and price determination.

#### **Rational:** To support our revised majors in Management and Marketing, we will require concentrations, including a concentration in Supply Chain Management. This course will be required for that concentration.

**Action Taken:** Approved.

**DSCI**

**4270 LOGISTICS, 3 hrs.**

***Proposed Course Description:*** Examines how to manage supply function. Topics include organization, planning,procedures, category management, supplier selection, quality, inventory decisions, ethical and profession standards, costing, and price determination

***Rational***: To support our revised majors in Management and Marketing, we will require concentrations, including a concentration in Supply Chain Management. This course will not be required for that concentration.

**Action Taken:** Approved.

**INBU**

**3110 GLOBAL BUSINESS ETHICS, 3hrs.**

***Proposed Course Description:*** A particular challenge for organizations operating in the global environment is balancing cross-cultural understanding with ethical considerations. Issues such as child labor, unsafe working conditions, human trafficking, bribery, and environmental degradation present challenges for companies operating in different countries. This course will provide students with fundamental grounding in business ethics and corporate social responsibility, including recent developments related to universal principles for ethical business practice. Students will gain tools for ethical decision making in the global context to maintain sustainable businesses for the 2151 century.

***Rational:*** This course was offered as a special topics course, with positive response from students. Under the new Management and Marketing majors, all students in the department will be required to take one of three ethics courses: Business Ethics (MGT 3110), Marketing Ethics (MKT 3110), or this proposed course in Global Business Ethics (INBU 31 10).

**Action Taken:** Approved.

**MKT**

**4440 MARKETING OF SERVICES, 3 hrs.**

***Proposed Course Description:*** Service organizations require a distinctive approach to marketing strategy, both in its development and execution. This course builds on marketing concepts for application in service industry settings and examines the role of employees in service delivery, customer satisfaction, and service recovery.

***Rational:*** After reviewing and revising the marketing major, it was determined that a course in marketing of services would complement current offerings and would be needed as a requirement in the Customer Experience Management concentration to be offered.

**Action Taken:** Approved.

* ***College of Education***

**CNSL**

**1101 DEVELOPING COMPETENT AND DEMOCRATIC PROFESSIONALS, 3 hrs.**

***Proposed Course Description:*** This is an innovative survey course providing students with a basic understanding of what it means to think and act like a leader not matter what their role is in an organization, group or community. It covers eighteen fundamental and timeless leadership principles that every effective leader should understand. The principles are based upon the idea that leadership is about influence, and people influence long before they receive a leadership title. The course is taught in a creative manner involving powerful images from *Habitudes®: Images That Form Leadership Habits and Attitudes,* stimulating conversations and transforming experiences for the student. Students will practice their leadership skill by developing a community service project and teaching one of the Habitudes (images) during the semester.

***Rational:*** 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 the principles of leadership. Students will examine various leadership styles, models and values in order to develop their own personal leadership philosophy. Students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas regarding the nature of self-leadership, connecting with and leading others, and changing culture.

**Action Taken:** Approved.

**EDSE**

**1101 SUPER HEROS, STAN LEE, AND STUDYING FOR SUCCESS: WHAT DOES**

 **POPULAR CULTURE HAVE TO DO WITH RESEARCH?, 3 hrs.**

***Proposed Course Description*:** Academic, content-based course designed for first year students. Focuses on critical-thinking skills necessary to understand, analyze, and produce knowledge within the framework of academic inquiry. Themes include current issues of interest through the lens of popular culture. Current events and collections in the American Heritage Center will determine appropriate foci.

***Rational:*** 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.

**EDST**

**1101THE CITIZEN FACTORY: SCHOOLING AND DEMOCRACY IN THE US, 3 hrs.**

***Proposed Course Description*:** In *The Citizen Factory*, students will be introduced to active learning, inquiry of pressing issues, and individual and collaborative processing of ideas through the USP 2015 First-Year Seminar (FYS) curriculum and these skills will be reinforced throughout the baccalaureate experience. Open to all, the course will appeal to any student with an interest in the public schools or schooling for democracy.

***Rational:*** 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.

**EDST**

**1101FIGHT THE POWER: DIVERSITY AND SOCIAL, 3hrs.**

***Proposed Course Description:***

**Purpose**:

* To acquaint you with philosophical, social, and political influences on diversity and social justice;
* To help you develop an understanding of the qualities of critical thinking;
* To raise awareness of contemporary critical issues in society; and
* To help you develop an understanding of individual differences, diversity, and social justice.

***Rational:*** 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.

**ITEC**

**1101ARE YOU NAKED ONLINE? TAKING CONTROL OF YOUR**

 **DIGITAL IMAGE, 3 hrs.**

***Proposed Course Description:*** Search and purchasing habits, social network posts, friend initiated tags, and other information generates a semi-permanent digital image that corporations mine to sell products and services and make hiring decisions. How accurate is your digital profile? Does it include the information you want to share? This course explores digital profiles, how information is collected and interpreted, and develops management plans so students can take control of their personal and professional identities.

***Rational:*** 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***

**HM**

**6602 INTRODUCTORY PRIMARY AND CONTINUITY CARE CLERKSHIP, 2 hrs.**

***Proposed Course Description:*** Introduces medical students to continuity of care by working with practicing physicians. The course demonstrates how to work with an individual to help them achieve optimal health, and includes topics in primary and preventative care, geriatrics, rehabilitation, palliative care, behavioral health and pain management.

***Rational:*** WWAMI is improving its curriculum to fit in with dominant national trends, which are moving towards more integrated curricula with active learning modalities. This new course introduces medical students to continuity of care by working with practicing physicians.

**Action Taken:** Approved. Intr Primary & Cont Care Clerk

**HM**

**6603 CLINICAL STUDIES, 2hrs.**

***Proposed Course Description:*** Instruction in communication skills, interviewing techniques, physical examination, documentation and clinical reasoning. The course will include hospital based patient encounters and developing comfort and introduction to the physical role.

***Rational:*** WWAMI is improving its curriculum to fit in with dominant national trends, which are moving towards more integrated curricula with active learning modalities. This new course will involve instruction and communication skills, interviewing skills, interviewing techniques, physical exam skills, and clinical reasoning.

**Action Taken:** Approved.

**HM**

**6610 MOLECULAR AND CELLULAR BASIS OF DISEASE, 8hrs.**

***Proposed Course Description:*** Introduces cell physiology and cell biology, function, genetics, and genetic diseases, genes. Topics include membrane physiology; sensory receptors; muscle energetics and contractibility; autonomic nervous system; tissue response to disease; pharmacodynamics and pharmacokinetics; genetic disorders; pharmacogenetics. Incorporates relevant fundamental principles in anatomy, pathology, and pharmacology.

***Rational:*** WWAMI is improving its curriculum to fit in with dominant national trends, which are moving towards more integrated curricula with active learning modalities. The goal of this new course is to teach principals of cell and molecular biology, physiology, biochemistry and genetics. Aspects include the organization of the genome and units of heredity, properties of macromolecules, and cytoarchitecture. Students will gain an understanding of intra cellular communications, cell-cell interactions, properties of differentiated cells, and the diversity of their physiological properties and functions. Introduction to anatomy, histology and pharmacology content will be incorporated into the course.

**Action Taken:** Approved.

**HM**

**6620 INVADERS AND DEFENSE, 7hrs.**

***Proposed Course Description:*** Systems addressed include the immune system, microbial biology, infectious diseases, inflammation and repair, and skin and connective tissue. Topics discussed include the pathogenesis and immunity of infectious disease, immunodeficiencies, hypersensitivity, autoimmunity, the basis of immunologic diagnostics. Additionally, this course will include relevant fundamental scientific principles in anatomy, pathology, and pharmacology.

***Rational:*** The WWAMI Medical Education Program is improving its curriculum to fit in with dominant national trends, which are moving towards more integrated curricula with active learning modalities. This new course will involve integrated content in immune system, microbial biology, infectious diseases, inflammation and repair, and skin and connective tissue. Introduction to anatomy, histology and pharmacology content will be incorporated into the course.

**Action Taken:** Approved.

**HM**

**6630 CIRCULATORY SYSTEM, 11hrs.**

***Proposed Course Description:*** Provides an interdisciplinary approach to cardiovascular, respiratory, and renal-urinary medicine, including anatomy, physiology, radiology, pathology, medicine, and surgery. Topics include cardiac electrophysiology and cardiac muscle mechanics, myocardial infarction and cardiac repair, thoracic and pulmonary anatomy, ventilatory mechanics, gas exchange, obstructive, restrictive, and pulmonary­ vascular diseases, renal function, and common kidney diseases.

***Rational:*** The WWAMI Medical Education Program is improving its curriculum to fit in with dominant national trends, which are moving towards more integrated curricula with active learning modalities. Circulatory systems will present students with an integrated approach to the key supply chain and waste management systems of the body. Students will follow the movement of oxygen from the environment to the tissues, and movement of waste products of metabolism along the opposite path, examining the coordinated roles of the lungs, heart and kidney in the control and regulation of these processes. Introduction to anatomy, histology and pharmacology content will be incorporated into the course.

**Action Taken:** Approved.

**HM**

**6640 BLOOD AND CANACER, 3hrs.**

***Proposed Course Description:*** Introduces students with the basic pathophysiologic mechanisms leading to disturbances of red cell, white cell, and platelet production, as well as abnormalities of hemostasis presenting clinical problems, with an emphasis on pathophysiology. Additionally, this course will include relevant fundamental scientific principles in anatomy, pathology, and pharmacology.

***Rational:*** The WWAMI Medical Education Program is improving its curriculum to fit in with dominant national trends, which are moving towards more integrated curricula with active learning modalities.

The course will cover mechanisms of genetic dysregulation that lead to neoplasia. It will include the etiology, presentation and treatment of archetypal cancer. This new course will involve basic pathophysiological mechanisms leading to disturbances of red cell, white cell, and platelet production, as well as abnormalities of hemostasis presenting clinical problems, with an emphasis on pathophysiology. Introduction to anatomy, histology and pharmacology content will be incorporated into the course.

**Action Taken:** Approved.

**HM**

**6650 ENERGETIC AND HOMEOSTASIS, 7 hrs.**

***Proposed Course Description:*** Integrates discussions of metabolism, nutrition, obesity, diabetes, gastrointestinal / liver physiology and endocrinology, including physiology and pathology of digestion and hepatic function, principles and practice of clinical nutrition, endocrine metabolism, and clinically important endocrine pathophysiology. Relevant anatomy, pathology and pharmacology of the endocrine and gastrointestinal systems will be covered.

***Rational:*** The WWAMI medical curriculum is changing to fit with dominant national trends which are moving towards more integrated curricula with active learning modalities. This new course will involve integrated content in metabolism, nutrition, obesity, diabetes, gastrointestinal/liver physiology, and endocrinology. Additionally, this course includes relevant fundamental scientific principles in anatomy, pathology, and pharmacology.

**Action Taken:** Approved.

**KIN**

**1101 KINESIOLOGY – THE SCIENCE OF HUMAN MOVEMENT, 3hrs.**

***Proposed Course Description:*** This course is intended for students who are interested the study of human movement. The many sub-disciplines of human movement including biomechanics, motor control/learning/development, injury prevention, community and public health, teaching physical and health education, exercise physiology, sport and exercise psychology, physical activity epidemiology, and athletic training will be discussed.

***Rational:*** 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. A student MUST obtain instructor and advisor permission to drop this course.

**Action Taken:** Approved.

**NURS**

**1101 SHOULD HEALTH CARE FLY? 3 hrs.**

***Proposed Course Description:*** Students will critically examine and evaluate evidence, claims, beliefs, or points of view about medical errors, patient safety, and quality of care in the US health care system. Creating alternative cultures of safety and improving quality in US hospitals will be explored; students will take a position on possible solutions.

***Rational:*** 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. These skills will be reinforced throughout the baccalaureate experience.

**Action Taken:** Approved.

* ***Other Programs***

**ENR**

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

 **INTERDISCIPLINARY SOLUTIONS, 3hrs.**

***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:** Tabled for further review, per no college representative.

**ENR**

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

 **INDIA, 3hrs.**

***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.

***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:** Tabled for further review, per no college representative.

**ENR**

**4050 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:** Tabled for further review, per no college representative.

**ENR**

**4051 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:** Tabled for further review, per no college representative.

**ENR**

**4052 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.

***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:** Tabled for further review, per no college representative.

**ENR**

**5150 ENVIROMENTAL 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:** Tabled for further review, per no college representative.

**ENR**

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

 **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.

***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:** Tabled for further review, per no college representative.

**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.

***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:** Tabled for further review, per no college representative.

**Part IV – Tabled Courses**

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

**UWYO**

**1105 ACADEMIC SUCCESS SKILLS, 2 hrs. A/F**

***Proposed Course Description*:** Designed to provide students the necessary skill set to succeed at the University and beyond. Skills covered include time management, learning styles, note taking, self-motivation and more.

***Justification*:** The CACS in conjunction with LeaRN would like to create a new course in order to offer a 2-credit course aimed at Synergy students that have been placed on Academic Probation after their first semester. For this population it is in the student’s best interest to have a course that meets twice a week for the full semester. The primary objective for this course is to teach critical thinking and academic success strategies to admitted with support students who receive academic probation.

**Action Taken:** Approved.

**GEOL**

**4270/**

**5270 HYDROGEOPHYSICS, 3 hrs. A/F**

***Proposed Course Description and Prerequisites*:** Estimating groundwater parameters, contaminant transport, porosity and other hydrologic properties using geophysics. Integrates literature review, discussion, exercises and writing to introduce students to hydrogeophysics research. Students will acquire skills at reading technical publications, writing, and grain knowledge about current trends in the field. Emphasis on critical thinking and analysis of writing. ***Prerequisites:*** 20 hours of Geology or Engineering courses.

***Justification*:** This course directly addresses science topics of hydrogeophysics related the current EPSCOR WyCEHG grant and program. The content in this course gives current and incoming student participants in WyCEHG, as well as non-affiliated students, a broad understanding of the recent, high-impact research within the field of hydrogeophysics. Students will also gain a basic understanding of the physical principals and research methods in the field that are not directly disseminated through other course offerings. Upon completion of the WyCEHG grant period, this course will remain an important avenue to sustain the position of the University as a leader in the field of hydrogeophysics. I would like to change this course from a temporary topics section to a permanent course to help fulfill my teaching load within my job description.

**Action Taken:** Approved.

**RELI**

**4930 THESIS, 0-6 hrs. (max. 9), A/F, IND**

***Proposed Course Description and Prerequisites*:** Directed research and writing under the supervision of Religious Studies thesis chairperson. Results in production of Religious Studies thesis. ***Prerequisites:*** Successful completion of or concurrent enrollemtn in RELI 4000, advanced undergraduate status in good academic standing, consent of Religious Studies thesis chairperson and department chair.

***Justification*:** This is a “loose thread” from the Spring 2010 approval of the Religious Studies major, which foresaw the option for Religious Studies majors to write theses in Religious Studies. The creation of this course will allow students to write theses and have their efforts accurately reflected in their transcripts. Our current method of handling thesis writing is to have students register for independent study credits. This method is less than ideal, because it limits students’ options to explore other topics in independent studies (independent study credit hours are limited) and it does not provide a clear indication on students’ transcripts that they have successfully researched and written a thesis, which is a major accomplishment for undergraduate students.

**Action Taken:** Approved.