# University Course Review Committee

**Agenda**

**Meeting #312**

**September 23, 2021**

**Part I – Consent Agenda (modifications only)**

Warrie Means, Andrea Burrows, Scott Turpen, Dan McCoy, Nicole Choi, Janelle Krueger, David Mukai, Kwanna King, Jennifer Waluta

UCC Committee Overview-Warrie Means

Started with pg. 9 Andrea Burrows leaving early. Judy Yates voting as her proxies after leaving. Nicole Choi left early, leaving Scott Turpen as her praxis.

EDCI 5360 needed variable corrected to fixed from variable.

EDEL 3724 title shortedened to Elementary Science Ed Methods

Courses from Education were unanomsly approved.

Started at the beginning of the agenda.

Three coures were incorrctly labeled as A&S, those will be voted on by email.

Minutes in Summary: All consent agenda unanimously approved by Committee as presented. All add course unanimously approved by committee as presented except for ACCT 3900, which has been approved pending the request to include a clarfied assigments, assessment policy, and grading policy. Prerequiste for FCSC 1411 needs to be concurrent with FCSC 1410. GIST course needs to be checked in by Warrie. GIST 5780 has a typo in the agenda prefix. Tabling the three GIST courses to be voted on via email. HLED 5024 had incorrect prereqs. Voting on pending courses due by 09/30/2021.

ACCT 3900, which has been approved, included clarified assignments, assessment policy, and grading policy

* + The revised syllabus contains:
		- More detailed schedule including the topics related to the course learning objectives
		- Assessment (under Course Requirements): weekly attendance and synopsis
		- Grading standards (under Grading Standards): students can miss up to 3 weekly assignments before receiving unsatisfactory (fail) grade.

The three GIST courses were voted on via email and unanimously approved once we saw the syllabi: GIST 2110, 5780 and 5960 all approved.

Modify

**AG**

**AECL 1000**

**Agroecology**

**Proposed Course Title: Agroecology**

**Current Crs Descript:** Introduces ecological interactions that affect food producing (agricultural) systems. Lectures and laboratory exercises study the various biological components and the science of sustainable agricultural production. Features differences between developed and developing countries. Explores crises and challenges facing agriculture and global society.

**Enforce in Banner?:**  N

**Proposed Term:** Fall 2022

**Rationale:** With our change in major name from Agroecology to Plant Production and Protection, we would like to bring all of our courses under the PLNT prefix. A few are still AECL and the Agroecology major will no longer exist as of Fall 2022.

**Fixed/variable:** Fixed **Proposed hours:**4 **Proposed Max:** 4

**USP:** PN

**activity type:** lecture W/lab

**Grading system:**  A/F

Modify

**AG**

**AECL 1101**

**First Year Seminar**

**Proposed Course Title: First Year Seminar**

**Proposed Term:** Fall 2022

**Rationale:** With our change in major name from Agroecology to Plant Production and Protection, we would like to bring all of our courses under the PLNT prefix. A few are still AECL and the Agroecology major will no longer exist as of Fall 2022.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**USP:** FYS

**activity type:** Lecture

**Grading system:**  A/F

Modify

**AG**

**AECL 3030**

**Ecology of Plant Protection**

**Proposed Course Title: Ecology of Plant Protection**

**Proposed Crs Descript:**  Introduces students to concurrent evolution of crop cultivation and organisms, both plant and animal, that attack them. Provides basic skills necessary to understand ecology and management of economic crop pests.

**Current prereqs:**  Life 1010 and AECL 1000

**Proposed prereqs:** LIFE 1010 and PLNT 1000

**Enforce in Banner?:**  N

**Proposed Term:** Fall 2022

**Rationale:** With our change in major name from Agroecology to Plant Production and Protection, we would like to bring all of our courses under the PLNT prefix. A few are still AECL and the Agroecology major will no longer exist as of Fall 2022.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** Lecture

**Grading system:**  A/F

Modify

**AG**

**AECL 4120**

**Organic Food Production**

**Proposed Course Title: Organic Food Production**

**Current Crs Descript:** 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.

**Current prereqs:**  8 hours of Life and/or CHEM

**Enforce in Banner?:**  N

**Proposed Term:** Fall 2022

**Rationale:** With our change in major name from Agroecology to Plant Production and Protection, we would like to bring all of our courses under the PLNT prefix. A few are still AECL and the Agroecology major will no longer exist as of Fall 2022.

**Fixed/variable:** Variable **Proposed hours:**3 **Proposed Max:** 3

**activity type:** Lecture

**Grading system:**  A/F

proposed crosslisting: PLNT 4120

Modify

**AG**

**AECL 4930**

**Internship in Agroecology**

**Proposed Course Title: Internship in Plant Sciences**

**Current Crs Descript:** Provides students with realistic views of crop science, entomology, or soil science through practical, as well as work-related experiences. Provides positive educational experience to supplement forma academic course work.

**Current prereqs:**  Sophmore standing or higher; 2.50 GPA

**Enforce in Banner?:**  N

**Proposed Term:** Fall 2022

**Rationale:** With our change in major name from Agroecology to Plant Production and Protection, we would like to bring all of our course under the PLNT prefix. A few are still AECL and the Agroecology major will no longer exist as of Fall 2022. Changing the title of this course away from “Internship in Agroecology” to “Internship in Plant Sciences” is also needed since Agroecology will no longer be the name of our major.

**Fixed/variable:** Fixed **Proposed hours:**1 **Proposed Max:** 3

**activity type:** Internship

**Grading system:**  A/F

Modify

**AG**

**AECL 4960**

**Agroecology Field Studies**

**Proposed Course Title: Plant Sciences Field Studies**

**Current Crs Descript:** Various facets of the agroecosystem are covered by visits to agricultural research stations, agri-businesses, private farms, national monuments, historical sites and federal parks. Students are exposed to ongoing sustainable research projects and innovative sustainable farming operations where a variety of cropping systems are utilized. Students are usually exposed....

**Current prereqs:**  AECL (soon to be PLNT) 1000

**Enforce in Banner?:**  N

**Proposed Term:** Fall 2022

**Rationale:** With our change in major name from Agroecology to Plant Production and Protection, we would like to bring all of our course under the PLNT prefix. A few are still AECL and the Agroecology major will no longer exist as of Fall 2022. Changing the title of this course away from “Internship in Agroecology” to “Internship in Plant Sciences” is also needed since Agroecology will no longer be the name of our major.

**Fixed/variable:** Fixed **Proposed hours:**2 **Proposed Max:** 2

**activity type:** Practicum

**Grading system:**  A/F

Modify

**AG**

**FDSC 1410**

**Food and Well Being**

**Proposed Course Title: Scientific Study of Food**

**Current Crs Descript:** Introductory course dealing with current questions and concerns about foods. Considers food composition, effects of food

**Proposed Crs Descript:**  Introductory course in the science of food, which includes selection and preparation, to meet physical, psychological, and social

**Proposed Term:** Spring 2022

**Rationale:** The College of Agriculture and Natural Resources currently offers five of the total 51 PN courses available to students at UW. The College

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** Lecture

**Grading system:**  A/F

proposed crosslisting: FCSC 1410

Modify

**AG**

**MOLB 4053**

**Communications in Mol. Biology**

**Current Crs Descript:** Current topics in molecular biosciences and their applications in biotechnology and medicine will be explored. The course will develop student's abilities to read and discuss scientific literatures and present the topics in different oral/written formats, including oral presentations and scientific articles for public, research proposals and research-based business plans.

**Current prereqs:**  MOLB 4600 and LIFE 3050 or MOLB 3000

**Proposed prereqs:** MOLB 4600 or MOLB 3610 with instructor approval, and LIFE 3050 or MOLB 3000

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** MOLB 4053 is a COM3 course in Molecular Biology that involves analysis and discussions of research papers and advanced level of discipline-specific writing skills. MOLB 4053 requires solid background in biochemistry (MOLB 4600), genetics (LIFE 3050) and/or molecular biology (MOLB 3000). These stringent requirements limit course availability primarily to the Molecular Biology majors. The proposed change in pre-requisites is driven by the intent to broaden course enrollment to advanced non-Molecular Biology (Microbiology, Animal and Veterinary Sciences, Biology, Zoo/Phys) majors, who generally do not take the upper-division biochemistry course (MOLB 4600), but do take Principles of Biochemistry (MOLB 3610). Since only a fraction of students who have taken MOLB 3610 would have adequate preparation for taking MOLB 4053 (because they have also taken upper-level molecular courses not listed as prerequisites), instructor review of student credentials and approval are required.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**USP:** Com 3

**activity type:** Lecture

**Grading system:**  A/F

Modify

**AG**

**MOLB 4680**

**Host-microbe interaction**

**Current Crs Descript:** Interactions of bacterial and fungal pathogens with animal and plant hosts will be discussed, including current research exploring molecular signaling mechanisms affecting innate immune receptors, the communication between organelles in host cells, and the tight communication between hosts and pathogens in relationships such as symbiosis. Normally offered spring semester.

**Current prereqs:**  MOLB 2021 and MOLB 3000 or 4600

**Proposed prereqs:** MOLB 2021 or MICR 2021, and MOLB 3610 or MOLB 3000

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** Students will analyze and discuss primary sources in scientific literature and give presentations promoting critical discussions of data and interpretations of journal articles with full participation of students in the class. Topics are typically related to research presented by speakers in the Molecular biology seminar series.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** Lecture

**Grading system:**  A/F

proposed crosslisting: MOLB 5680

Modify

**AG**

**MOLB 5050**

**Advanced Student Seminar**

**Current Crs Descript:** Introduces student to reading, analyzing, and discussing primary sources in scientific literature. Students read primary research papers and [cannot fit rest of description in this box]

**Proposed Crs Descript:**  Students will analyze and discuss primary sources in scientific literature and give presentations promoting critical discussions of data and interpretations of journal articles with full participation of students in the class. Topics are typically related

**Current prereqs:**  MOLB 3000 and 3610 or 4600

**Proposed prereqs:** MOLB 4600 or concurrent enrollment

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** Because MOLB 3000 is no longer required for the MOLB degree, we propose to remove this as a prerequisite so that we will not have to do an override on the prerequisite should an advanced undergraduate desire to enroll in this course. A biochemistry course will be an adequate prerequisite for this course. The syllabus will not change for MOLB 5050, so the current syllabus for Fall 2021 is provided.

**Fixed/variable:** Variable **Proposed hours:**2 **Proposed Max:** 8

**activity type:** Lecture

**Grading system:**  S/U

Modify

**AS**

**AIR 4010**

**National Security Affiars I**

**Proposed Crs Descript:**  The AS400 cadet will learn the basic elements of national security policy and process. This includes basic Air Force domain operations as well as understanding selected roles of the military in society and current domestic and international issues affecti

**Current prereqs:**  AS 400, AS 100/AS200/AS300 or approval from Commander

**Proposed prereqs:** AS 400, AS 100/AS200/AS300 or approval from Commander

**Enforce in Banner?:**  Y

**Proposed Term:** Fall 2021

**Rationale:** Course changes specific to the Communication 3 cateogory

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Airforce

**USP:** C3

**activity type:** lecture

**Grading system:**  A/F

Modify

**AS**

**GIST 5050**

**Database Design and Management**

**Proposed Course Title: Basics of Spatial Data Science**

**Proposed Term:** Spring 2022

**Rationale:** We are asking to modify the existing course to better align with other GIST offerings. Currently this course teaches the basics of data management and data interoperability, focusing on the use of Program R. This modifications aims to slightly adjust this course from solely focusing on Program R to also include the use of Python so that students have broader exposure to programming. Finally, we hope to also include basic training in GIS concepts such as coordinate reference systems and spatial data models, both items that would normally be addressed in an introductory GIS course. By making these slight adjustments, students will then have the requisite knowledge to move forward within all other GIST courses/certificates and provide the necessary foundation for choosing a scripting language that they feel most comfortable suing going forward. Thus, the amount and type of content is nearly the same as prior, but the course introduction will now include some introductory GIS concepts and the types of assignments have been modified to also include Python methods in parallel with R methods.

**Fixed/variable:** Fixed

**activity type:** lecture

**Grading system:**  A/F

Modify

**AS**

**HP 1101**

**Quests, Epics, Identity**

**Proposed Crs Descript:**  Quest narratives and epics are ways to think about identity; they also shape identity. This course will examine ancient, medieval, and modern texts (in translation), and we will look closely at issues of how we read these texts, and investigate how we thi

**Proposed Term:** Fall 2021

**Rationale:** Update curriculum to meet FYS standards

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**USP:** FYS

**activity type:** lecture

**Grading system:**  A/F

Modify

**CB**

**DCSI 4280**

**Supply Chain Management**

**Current Crs Descript:** Examines the coordination of material flows and information through networks of suppliers, producers, warehouses, and customers that are linked by transportation modes.

**Proposed Crs Descript:**  Explores the links between overall business strategy and supply chain strategy, with a focus on strategic design and effective operation of supply chains to improve the organizations' productivity and competitiveness. Examines impact of technologies trans

**Proposed Term:** Spring 2022

**Rationale:** Course will be an elective for the Blockchain Minor, updating Course Description to reflect this, as well as better define course.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** lecture

**Grading system:**  A/F

Modify

**CB**

**FIN 4810**

**Real Estate Investment**

**Proposed Course Title: Real Estate Investment**

**Current prereqs:**  FIN 4800 and advanced business standing

**Proposed prereqs:** FIN 3250 and advanced business standing

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** The curriculum has been streamlined reducing the need for FIN 4800 as a prerequisite. This will streamline the classes and reduce bottlenecks with unnecessary obstacles.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** lecture

**Grading system:**  A/F

Modify

**ED**

**EDCI 5320**

**The Writing Process**

**Proposed Course Title: Writing Instruction K-5**

**Current Crs Descript:** Designed to acquaint the student with recent developments, research findings, and newer practices in the area of composition. Viewpoints expressed by experts are compared and an emphasis is given to the objectives of knowledge and to an understanding of attitudes and skills.

**Proposed Crs Descript:**  Examines contemporary research and practice in elementary writing instruction. Students will read and discuss cutting-edge instructional and assessment methods addressing writing skills and processes related to transcription, spelling, written language co

**Current prereqs:**  Graduate Standing

**Proposed prereqs:** Graduate Standing

**Enforce in Banner?:**  Y

**Proposed Term:** Summer 2022

**Rationale:** The Literacy Faculty recently proposed a new concentration in Literacy Education in the MA Degree program in Education. This revision to the title and course description provides a broader focus for the course that aligns to current research and scholarship, as well as accreditation standards (International Literacy Association) focused on writing instruction at the K-5 levels.

**Fixed/variable:** Variable **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

**Part III – New classes only**

Add

**AG**

**FDSC 1411**

**Proposed Course Title: Scientific Study of Food Lab**

**Current Crs Descript:** processing, food labeling, diet, degenerate diseases and general health. Students become familiar with foods and food industry.

**Proposed Crs Descript:**  The Scientific Study of Food lab gives students a hands-on introductory experience with food science, food selection, and preparation, and food safety. Concurrent enrollment in FDSC 1410 is required for FCSC Dietetics students.

**Enforce in Banner?:**  N

**Proposed Term:** Spring 2022

**Rationale:** This food lab will be a supplemental component to the Scientific Study of Food lecture course (FDSC 1410) for students majoring in dietetics and nutrition. This lab will provide students with hands-on experiences related to introductory food science, food safety, and qualitative and quantitative food evaluation. National accreditation guidelines through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) require students in the Didactic Program in Nutrition and Dietetics (DPND) to meet predetermined Knowledge Requirements for Registered Dietitian Nutritionists (KRDNs). This lab will address KRDN's 1.3 (Apply Critical Thinking Skills) and 4.5 (Describe Food Safety Principles to Food, Personnel, and Customers).

**Fixed/variable:** Fixed **Proposed hours:**1 **Proposed Max:** 1

**Restrictions:** FCSC Dietetics student status

**activity type:** Lab

**Grading system:**  A/F

Add

**AS**

**GIST 2110**

**Proposed Course Title: Techniques in Cartography**

**Proposed Crs Descript:**  This course covers cartographic theory, techniques, and haands-on map-making. Students design thematic and reference maps using different platofrms including web mapping. Students learn principles of graphic design and data journalism for effective commun

**Proposed Term:** Fall 2021

**Rationale:** This course contriubtes to the undergrauate GIST program and teaches students the fundamentals of carography, a core skill for geospatial professionals. It will be a core course in the new B.S. in Geospatial Information Science and Technology that is conditionally approved for launch in 2022, but it will also be an important course for students across disciplines who use geospatial data to make maps.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** lecture W/lab

**Grading system:**  A/F

Add

**AS**

**GIST 5780**

**Proposed Course Title: GIS&T Capstone**

**Proposed Crs Descript:**  Students demonstrate advanced competency in GIS&T by designing and completing a semi0idenendent geospatial project that applies GIS&T concepts, tools, and methods. Students sharre their project in the form of scientific reports and oral presentations at a

**Proposed prereqs:** GIST 5002 (co-requisite)

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** This course provides the culminating capstone experience for our GIS&T Professional Master's degree students. They take it at the end of their program and complete and report on a geospatial research project that applies what they have learned in the program, and they report on their project in our geospatial forum.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** Studio

**Grading system:**  A/F

Add

**AS**

**GIST 5960**

**Proposed Course Title: GIST Thesis Research**

**Current Crs Descript:** This course provides credit for students who are conducting thesis research and for students who have finished their coursework and are writing their master's degree thesis.

**Proposed prereqs:** Enrolled in garduate degree program

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** The GIST program was recently granted approval for adding a thesis option to our M.S. degree. This CARF adds the option for M.S. student to earn credit for their thesis research.

**Fixed/variable:** Variable **Proposed hours:**0 **Proposed Max:** 24

**Restrictions:** GIST Research M.S. students only

**activity type:** Practicum

**Grading system:**  S/U

Add

**AS**

**UWYO 1019**

**Proposed Course Title: UWYO Saddle Up**

**Proposed Crs Descript:**  This mandatory course providees a five-day intenstive academic program emulating the rigors of a midterm week during a normal college semester.

**Proposed Term:** Fall 2022

**Rationale:** This academic preparation program will provide incoming students with a realist, rigorous, fun, and exciting entry to college-level work. It will give students real-world practice in the cadence and experience of an academic semester on a small scale, with classes that include homework and exams with feedback on how to improve performance (low stakes), fitness and wellness time, college connection time, study time, and essential skills sessions. Current UW students will provide mentorship and coaching throughout the week. This experience will arm incoming students with the academic skills and mindset they’ll need to be successful, including note-taking, managing time and course loads, exam preparation skills, and exploration of UW’s academic and student support services and experiential learning opportunities. Participation in this experience will earn students one credit hour of UW credit. Each college will offer a tailored version of the course for their majors; student will be pre-enrolled in their majors college’s program (and associated course code), and may opt into a different program if their interests have shifted. Each college will use the 1019 code and will select a core course/courses suitable to their majors. They will also offer a specific set of college engagement opportunities. Exploratory majors will be enrolled in UWYO 1019. A mechanism for exemptions to participating in this mandatory course, or for arriving late, will be developed for exigent circumstances. First-year first-time students will move into the residents halls on the afternoon of the Saturday or the morning of the Sunday roughly 8-9 days before Fall classes begin. A welcome lunch and program kickoff will occur Sunday, where students will be assigned to small groups of 6-8 (Poke Packs) and a mentor/coach, and start their campus experience.

 **Proposed hours:**1

**USP:** FYS

**Grading system:**  S/U

Add

**CB**

**ACCT 3900**

**Accounting Professional Skills**

**Proposed Course Title: Accounting Professional Skills**

**Proposed Crs Descript:**  This once-a-week course provides a setting for accounting students to interact directly with industry professionals and experts. Each week will include a presentation from an invited speaker who will discuss relevant topics to the accounting profession.

**Proposed prereqs:** ACCT 2010

**Enforce in Banner?:**  Y

**Proposed Term:** Fall 2022

**Rationale:** There is exceptionally high demand for professional development for accounting students. These activities include strengthening industry and community relations, learning proper conduct in professional and formal settings, networking, providing insight into the accounting profession and certification, interview preparation, resume writing, and career options. To advance these goals, this class will provide an avenue for invited guest speakers to present to the students on a routine basis with a specific time and location.

**Fixed/variable:** Fixed **Proposed hours:**2 **Proposed Max:** 2

**Restrictions:** open to accouting majors and minors only. Junior standing.

**activity type:** lecture

**Grading system:**  S/U

Add

**CB**

**ECON 4730**

**Advanced Regional Analysis**

**Proposed Course Title: Advanced Regional Analysis**

**Proposed Crs Descript:**  An advanced study of regional economic models. Included are structural and simulation models, regional growth models, and income estimation models. Emphasis is placed on quantitative analysis of regional growth and development.

**Current prereqs:**  ECON 3010, 3020 or equivalents

**Proposed prereqs:** ECON 3010, 3020 or equivalents

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** Adding an undergraduate section of Advanced Regional Analysis to be crosslisted with ECON 5730.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**activity type:** lecture

**Grading system:**  A/F

proposed crosslisting: ECON 5730

Add

**ED**

**EDCI 5360**

**Proposed Course Title: History of Lit Res & Instruct**

**Proposed Crs Descript:**  This course traces the historical lineages of research and practice in literacy. Students will explore major paradigm shifts and epistemological perspectives related to various domains of knowledge within literacy research and instruction across time. Im

**Proposed prereqs:** Graduate Standing

**Enforce in Banner?:**  Y

**Proposed Term:** Summer 2022

**Rationale:** The Literacy Faculty recently proposed a new concentration in Literacy Education in the MA Degree program in Education. This proposed course aligns to current research and scholarship in the filed of literacy. As well, it addresses important accreditation standards (International Literacy Association) focused on the history of literacy.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDCI 5365**

**Proposed Course Title: Trends in Literacy Research**

**Proposed Crs Descript:**  Examines teachers as consumers of literacy research and the organizations that provide access to literacy research. Analyzes the current science of reading movement and key recent research initiatives that impact literacy teaching.

**Proposed prereqs:** Graduate Standing

**Enforce in Banner?:**  Y

**Proposed Term:** Fall 2022

**Rationale:** The Literacy Faculty recently proposed a new concentration in Literacy Education in the MA Degree program in Education. This course represents a new course in the program intended to address accreditation standards (International Literacy Association) and provide program students with the understanding of the most current research in the field.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDCI 5370**

**Proposed Course Title: Writing Instruction 6-12**

**Proposed Crs Descript:**  Examines contemporary research and practice in writing instruction at the middle and high school level. Students will read about and discuss cutting-edge instructional and assessment methods addressing writing skills and processes related to transcription

**Proposed prereqs:** Graduate Standing

**Enforce in Banner?:**  Y

**Proposed Term:** Summer 2022

**Rationale:** The Literacy Faulty recently received approval for a new concentration in literacy within our existing M.A. program in Curriculum and Instruction. This course is part of that proposal.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDCI 5380**

**Proposed Course Title: Literacy Leadership**

**Proposed Crs Descript:**  Examines the role of educations as literacy leaders (e.g., specialist, coach, administrator, teacher leader) as it relates to students, parents, staff, and other stakeholders. Analyzes current trends as they affect the role of educations who serve as lite

**Proposed prereqs:** Graduate Standing

**Enforce in Banner?:**  Y

**Proposed Term:** Summer 2022

**Rationale:** The Literacy Faculty recently proposed a new concentration in Literacy in the MA Degree program in Education. This revision to the title and course description provides a broader focus for the course that aligns to current research and scholarship, as well as accreditation standards (International Literacy Association) focused on writing instruction at the K-5 levels.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDEL 2100**

**Proposed Course Title: Eng Family & Community in Sch**

**Proposed Crs Descript:**  This course examines the relationship between children, families, communities, and teachers. The focus is on strengthening adult-children and parent-teacher relationships in home, school, and community settings. The development of teacher strategies for s

**Proposed prereqs:** EDEC 1020, EDEL 1000, EDEX 2484

**Enforce in Banner?:**  Y

**Proposed Term:** Fall 2022

**Rationale:** EDEL 2100, Engaging Families in the Elementary Setting is a new course offering as part of the revised COE Elementary Education program. This course examines the relationship between children, families, communities, and teachers. The focus is on strengthening adult-child and parent-teacher relationships in home, school, and community settings. The development of teacher strategies for supportive relationships with socially, culturally, and linguistically diverse families is included.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** College of Education Majors

**USP:** H

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDEL 3724**

**Proposed Course Title: Elementary Science Education**

**Proposed Crs Descript:**  Includes content and pedagogy in teaching science in the elementary school. Addresses the following topics: 1) Current national and state science standards; 2) science education pedagogical models; 3) curriculum; and 4) theory translated into instructiona

**Proposed prereqs:** Students must have completed at least one of the three required science content courses with a grade of C or better.

**Enforce in Banner?:**  Y

**Proposed Term:** Spring 2022

**Rationale:** This is a new course in the revised elementary education program, for both Elementary majors and Elementary/Special education majors. Previously this content was included in EDEL 4409, EDEL 1430, EDEL 1440, and EDEL 1450. The existing EDEL 4409 course will focus completely on elementary mathematics methods. EDEL 1430, 1440, and 1450 will be discontinued. This course does not meet USP requirements.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Elementary Education Majors, ELSP Majors

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDST 2200**

**Proposed Course Title: Practicum 2**

**Proposed prereqs:** EDST 1200 or equivalent and Sophomore standing. Background ckeck must be on file in the Teacher Preparation and Advising Office prior to start of practicum experiences.

**Proposed Term:** Spring 2022

**Rationale:** As part of the teacher education program revisions credits were allocated to provide more field experiences for students. This 1 credit hour course will provide field experiences during the sophomore year as part of the sequence (elementary education) of EDST 1200, EDST 2200, EDST 3101, practicum experiences built into the EDEL 4x09 methods courses, and student teaching. There are no USP designations for this course.

 **Proposed hours:**1 **Proposed Max:** 1

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**EDST 3600**

**Proposed Course Title: Preparing Teaching Abroad**

**Proposed Crs Descript:**  Prepares students for teaching abroad, by helping them to adapt to and understand the host country’s culture, history, geography, political, and economic context. The course provides the practical information necessary for a foreign experience by explorin

**Proposed prereqs:** Junior or Senior class standing or consent of instructor. Acceptance into advanced standing of the teacher education program.

**Enforce in Banner?:**  Y

**Proposed Term:** Fall 2022

**Rationale:** Due to the College of Education joining the Consortium of Overseas Student Teaching (COST), the School of Teacher Education needs to offer a course to help their students be successful when teaching abroad. For this course, students are required to have a general educational background at the collegiate level, as evidenced by multiple prerequisites and acceptance into advanced standing in the teacher education professional program. This course will not address any USP designations.

**Fixed/variable:** Fixed **Proposed hours:**1 **Proposed Max:** 1

**Restrictions:** Education

**activity type:** Seminar

**Grading system:**  S/U

Add

**ED**

**LDTE 5110**

**Proposed Course Title: Visual Design and Media**

**Proposed Crs Descript:**  Students build theoretical frameworks and skills necessary to evaluate and create visual representations of information. Curriculum explores applications of visual literacy in various educational contexts. Students apply theoretical knowledge to plan and

**Proposed Term:** Fall 2022

**Rationale:** This course is being created to support a redesign of the Master’s in Science degree offered in the Learning, Design, & Technology (LDT) program in the School of Counseling, Leadership, Advocacy, & Design within the College of Education. The redesign of this Master’s in Science program replaces the existing programming in Instructional Technology currently in LDT. ITEC courses will be phased out as LDTE courses become available. The use of the prefix LDTE reflects the program’s existing name of Learning, Design, and Technology and creates alignment between the program and the prefix. This prefix is currently active in the Banner system.

 **Proposed hours:**3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**LDTE 5120**

**Proposed Course Title: Managing Design & Technology**

**Proposed Crs Descript:**  This course aims to help students develop their applied knowledge and skills in relation to managing existing and emerging technologies for learning, instruction, and design. The curriculum is designed to give students a practical foundation in finding, r

**Proposed prereqs:** Graduate Student Status

**Proposed Term:** Spring 2022

**Rationale:** This course is being created to support a redesign of the Master’s in Science degree offered in the Learning, Design, & Technology (LDT) program, in the School of Counseling, Leadership, Advocacy, & Design within the College of Education. The redesign of this Master’s in Science program replaces the existing programming in Instructional Technology currently in LDT. ITEC courses will be phased out as LDTE courses become available. The use of prefix LDTE reflects the programs’ s existing name of Learning, Design, and Technology and creates alignment between the program and the prefix. This prefix is currently active in the Banner system.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Student Status

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**LDTE 5200**

**Proposed Course Title: Play, Make, Learn**

**Proposed Crs Descript:**  Students explore how creativity, playing, and making intersect with learning goals. Content includes foundational theory and challenges students engage in and create learning activities and physical and virtual learning environments. Students apply theory

**Proposed Term:** Fall 2022

**Rationale:** This course is being created to support a redesign of the Master’s in Science degree offered in the Learning, Design, & Technology (LDT) program, in the School of Counseling, Leadership, Advocacy, & Design within the College of Education. The redesign of this Master’s in Science program replaces the existing programming in Instructional Technology currently in LDT. ITEC courses will be phased out as LDTE courses become available. The use of prefix LDTE reflects the programs’ s existing name of Learning, Design, and Technology and creates alignment between the program and the prefix. This prefix is currently active in the Banner system.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Standing

**activity type:** Lecture

**Grading system:**  A/F

Add

**ED**

**LDTE 5210**

**Proposed Course Title: Learning Experience Design**

**Proposed Crs Descript:**  This course aims to helps students acquire basic and advanced knowledge and skills related to learning experience design. The curriculum is meant to ground students in the theories and practices of designing learning experiences for different types of stu

**Proposed prereqs:** Graduate Student Status

**Proposed Term:** Spring 2022

**Rationale:** This course is being created to support a redesign of the Master’s in Science degree offered in the Learning, Design, & Technology (LDT) program, in the School of Counseling, Leadership, Advocacy, & Design within the College of Education. The redesign of this Master’s in Science program replaces the existing programming in Instructional Technology currently in LDT. ITEC courses will be phased out as LDTE courses become available. The use of prefix LDTE reflects the programs’ s existing name of Learning, Design, and Technology and creates alignment between the program and the prefix. This prefix is currently active in the Banner system.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Student Status

**activity type:** Lecutre

**Grading system:**  A/F

Add

**ED**

**LDTE 5220**

**Proposed Course Title: Critical Digital Praxis in Ed**

**Proposed Crs Descript:**  This course creates a space for students to apply knowledge in learning, design, and technology in order to influence educational contexts. Students have opportunity to practice critical digital pedagogy, discuss topics and experiences, and engage in refl

**Proposed prereqs:** a minimum of 12 credits in LDTE coursework

**Enforce in Banner?:**  N

**Proposed Term:** Fall 2022

**Rationale:** This course is being created to support a redesign of the Master’s in Science degree offered in the Learning, Design, & Technology (LDT) program, in the School of Counseling, Leadership, Advocacy, & Design within the College of Education. The redesign of this Master’s in Science program replaces the existing programming in Instructional Technology currently in LDT. ITEC courses will be phased out as LDTE courses become available. The use of prefix LDTE reflects the programs’ s existing name of Learning, Design, and Technology and creates alignment between the program and the prefix. This prefix is currently active in the Banner system.

**Fixed/variable:** Fixed **Proposed hours:**3 **Proposed Max:** 3

**Restrictions:** Graduate Student Status

**activity type:** Lecture

**Grading system:**  A/F

Add

**HS**

**HLED 5024**

**Proposed Course Title: Increasing Support for PH**

**Proposed Term:** Fall 2021

**Rationale:**

**Proposed prereqs:** Must be concurrently enrolled in FDSC 1410

**Enforce in Banner?:**  Y

**Rationale:** opportunity for more students to learn about food science while completing USP degree requirements. The request by the College was

**Rationale:** timely because the initiator of this CARF and another COANR instructor are working to condense two independently taught courses

**Rationale:** (FCSC 1150 & FDSC 1410) that have significantly similar content into one collaboratively taught course. To best represent the course

**Rationale:** content, the proposed course will be titles FDSC 1410: Scientific Study of Food.

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