Faculty Senate  
DRAFT minutes  
February 19, 2015

Present: Ed Miller, Past Chair; Amy Canfield, Secretary

Senators: Kerensa Allison, Scott Brainard, Rik Brosten, Diane Driskill, Michael Edgehouse, Samantha Franklin (alternate for Library), Jacquelynn Hanvey, Deborah Kolstad, Jenni Light, Luther Maddy, Randy Martin, Joni Mina, Michelle Pearson-Smith, Peter Remien, Louis Sylvester, Holly Tower, Angela Wartel, LeeAnn Wiggins,

Senators Absent: Lynne Bidwell,

Administrative and Guests: Jane Finan (Chair, Faculty Development), Marcy Halpin (Chair, Curriculum), Nikol Roubidoux (Registrar), Breanna Burton (ASLCSC)

I. Called to order at 3:18 pm by Ed Miller.

II. Introductions
Jane Finan, chair of Faculty Development.

III. Consent Agenda
A. Approval of draft minutes from January 29, 2015, meeting. Samantha Franklin noted that Lynne Bidwell was listed as absent, but she was there. The draft minutes will be amended. Joni Mina moved to approve the amended minutes, and Rik Brosten seconded the motion, which passed unanimously.

B. Curriculum Report
Randy Martin asked that curriculum proposal 15-158: Add New Course: ID 300: Economics of Good and Evil be moved from the consent agenda to the regular curriculum report. Randy noted that this was a proposal from the Humanities Division, but economics courses are primarily housed in either the Business or the Social Sciences Divisions. Randy requested a larger conversation of the course to discuss potential issues of encroachment. Ed Miller also recommended that proposal 15-189 also be moved to the regular report, since that was the associated proposal with 158 to GEM Stamp the course. Peter Remien moved to approve the consent agenda with curriculum proposals 158 and 189 removed. Rik Brosten seconded the motion, which passed unanimously.

IV. Remarks
None.

V. Invited Reports
None.

VI. New Business
None.

VII. Old Business
None.

VIII. Committee Reports
A. Budget, Planning, and Assessment
No report.

B. Curriculum
See attached curriculum report for specific details on each proposal.

Curriculum proposals 15-158 and -189: ID 300 Economics of Good and Evil. Senators discussed issues of encroachment with this course. Marcy Halpin noted that this is an ID course, so at any point any faculty member from any division could teach it, even though the proposal came from the HUM division. Randy Martin asked if there would be collaboration with this course, and asked Senators to consider for this course and others if we are crossing a line when we name courses so specifically. Peter Remien asked if it was the course title that was at issue. Marcy said that different disciplines use the term “economics” in different ways. Randy noted that the syllabus uses “economics” in the standard business/economic sense. Laura Earles pointed out that in Social Sciences a course could be offered on economics and it would still be a legitimate class, looking at political economy. Randy said that one concern is that a student might look at the title and believe that the course will be sent in a specific direction. Marcy said that if the concern is where the students are going, these are capstone courses at the end of the core so students should have had maybe foundational economics, literature, or social sciences courses prior to this. Rik Brosten moved to approve both these proposals and Louis Sylvester seconded the motion. Joni Mina asked if we should send our questions back to the faculty member who proposed the class before we vote on it. Louis said that if the concern is just the name, he didn’t find the title to be problematic since it is an interdisciplinary course. He said faculty should consider issues of collaboration in the future. Randy said faculty should be cognizant of issue of titles and collaboration before proposals get to this point in the system. Marcy asked if there was a better title, and Randy said the proposer should be consulted. Senators voted and the motion to approve both these proposals passed, 10-4.

- Proposals 15-186 and -187. Michelle Pearson-Smith moved to approve these two proposals, and Angela Wartel seconded the motion, which passed unanimously.

- Proposal 15-199. Michelle Pearson-Smith moved to approve, and Peter Remien seconded the motion, which passed unanimously.

- Proposal 15-216. Joni Mina moved to approve, and Michelle Pearson-Smith seconded the motion, which passed unanimously.

- Proposal 15-220. Kerensa Allison moved to approve, and Michelle Pearson-Smith seconded the motion, which passed unanimously.

- Proposals 15-221 and -222. Joni Mina moved to approve these two proposals, and Kerensa Allison seconded the motion, which passed unanimously.

- Proposal 15-145. Michael Edgehouse moved to approve, and Michelle Pearson-Smith seconded the motion, which passed unanimously.

- Proposal 15-210. This proposal concerns Elementary Education updates related to General Education reform. Michael Edgehouse moved to approve, and Angela Wartel seconded the motion. Louis Sylvester asked for more expiation as to why HUM 101 was being removed as a requirement. Ed Miller noted that it wasn’t removing it; rather, it was moving it from a requirement in the program to an option in the General Education plan. Ed said that the language wasn’t clear in the proposals, but
no program plan can alter the General Education requirements. Kerensa Allison asked if ANTH 102 would still be in the GenEd portion, since it was also being removed from the program requirements. Marcy said that she could edit the language to reflect that these were program changes, and not GenEd changes. The motion passed unanimously.

- Proposals 15-211 through 214. Joni Mina moved to approve these proposals as a block, and Peter Remien seconded the motion, which passed unanimously.

- Proposal 15-194. Michelle Pearson-Smith moved to approve, and Kerensa Allison seconded the motion, which passed unanimously.

- Proposals 15-195 through 198. Rik Brosten moved to approve these proposals as a block, and Angela Wartel seconded the motion, which passed unanimously.

- Proposal 15-207. Samantha Franklin moved to approve, and Kerensa Allison seconded the motion, which passed unanimously.

- Proposals 15-200 through 205, 15-208, and -209. Samantha Franklin moved to approve these proposals as a block, and Michelle Pearson-Smith seconded the motion, which passed unanimously.

- Proposal 15-219. Michelle Pearson-Smith questioned the specifics changes of this proposal because there was no justification listed. Marcy said that it was just specifying some requirements within the program plan. Rick Brosten moved to approve the motion, and Peter Remien seconded it. The motion passed unanimously.

- Proposal 15-223 through -226. Michelle Pearson-Smith moved to approve these proposals as a block, and Angela Wartel seconded the motion, which passed unanimously.

- Proposal 15-206. Kerensa Allison moved to approve, and Michelle Pearson-Smith seconded the motion, which passed unanimously.

- Proposals 15-217, -227 through -231. Michelle Pearson-Smith moved to approve these proposals as a block. Rik Brosten seconded the motion, which passed unanimously.

C. Faculty Affairs
Jane Finan reminded Senators that the deadline for faculty development grants for next round is March 1 and there is a new form online. She said that this deadline was for any travel or project to be completed through December 2015. The committee will meet on March 13 to vote on the proposals. Jane said that the next deadline would be October 1 for any travel project to be completed before June 2015. She commented that she realized the issue that sometimes faculty don’t find out about a conference until after the deadline has passed for grant submission, but hopefully the overlap time on travel will alleviate this issue. Peter Remien asked why faculty could only check one box on the online form, if they are, for example, presenting a paper and chairing a panel. Jane said more than one box could be checked. Ed Miller thanked Jane for stepping in to chair this committee, since it is supposed to be chaired by the chair-elect, but we don’t have one for this year.

D. General Education
Jenni Light said that the committee met yesterday about to discuss the proposed “Vulnerable Populations” course. She said the committee is also waiting for guidance on what its role will be in General Education assessment. The
committee will meet again the first week of March to deal more with assessment. The committee also received the Diversity GELOs, and will be considering those at the next meeting.

E. Student Affairs:
No report.

X. Good of the Order

• Jenni Light: The Center for Arts and History was hosting an event tonight starting at 4:30 for the Chinese New Year.

• Breanna Burton (ASLCS): ASLCSC is hosting an open house in the SUB next week and faculty and students are invited. This will be on February 26, from 1-4. ASLCSC is also creating a Jeopardy-type of an event for another open house in March.

• Jenni: LCSC and the Metropolitan Planning Organization are working together to do traffic counts, and LCSC has received $26,000 in funds to carry out this work. Jenni said she is looking for student workers, and they will be trained and paid $10/hour. Interested students can do this work. Interested students should contact Jenni.

• Kerensa Allison announced that Mardi Gras is tomorrow night.

• Marcy Halpin said that in her online courses, when she sends out an announcement, students receive it with the subject line “DO NORT REPLY,” which makes them disregard the message. Ed asked if she had contacted BlackBoard for help. Jane said that there is a better mechanism now to get help than going through the help desk. Michelle said that the help desk could walk faculty through fixing this.

• Leanne Wiggins: There will be a campus wellness event, sponsored by the Kinesiology Club, called Healthy Steps. Registration deadline is March 11. Interested faculty can contact Leanne or the Kinesiology Club. She also announced that there will be a second Color Run in April.

• Randy Martin: JFAC approved the 3% pay raise today at its meeting.

XI. Adjourn
Michael Edgehouse moved to adjourn, and Michelle Pearson-Smith seconded. The motion passed unanimously with no discussion. The meeting was adjourned at 4:15.

The next meeting of the Faculty Senate will be March 12, 2015, at 3:15 in SUB 143
Memorandum

To: Faculty Senate
From: Curriculum Committee Chair
Date: Curriculum Committee 2nd Reading - 2/11/2015
Re: Request for Approval (Consent Agenda)

NEW COURSES:

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<thead>
<tr>
<th>Institutionally Designated Competency Areas – Ethics &amp; Values</th>
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<tbody>
<tr>
<td>i. Read and evaluate concepts and perspectives from multiple disciplines related to ethics and values.</td>
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<tr>
<td>ii. Use writing, discussion, research, and collaboration to analyze and understand how individuals and societies are shaped by ethics and values.</td>
</tr>
<tr>
<td>iii. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.</td>
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<td>iv. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.</td>
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Interdisciplinary Division

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<th>PN</th>
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| 15-157 | ID 300 | Add New Course: ID 300 Diseases and Society Proposed: 
This course is an integrative seminar in ethics and values. Students will develop and implement critical thinking, inquiry, and problem-solving skills. The writing-integrated course will investigate social, cultural, scientific, and humanistic questions as applied to individuals and groups. Using an interdisciplinary approach, the class will facilitate understanding of issues of local and global concern. More specifically, in this course students will examine the diverse ethics and value issues associated with communicable diseases and epidemics such as cholera, HIV-AIDS, the Black Death. Students will explore how diseases affect communities at both a global and local level from multiple perspectives. Students also will investigate the relationship between disease epidemics and public health policies. 

Justification: 
A new course offering for the newly developed ID 300 courses. The only ID 300 course currently proposed from the Division of Natural Sciences 
See Also, Proposal #15-190 – Gem Stamp |
| 15- | ID 300 | Add New Course: ID 300 Economics of Good and Evil |
Proposed:
We propose to add this course to the group of Gen Ed Integrative Seminar courses (ID 300s) under the new Gen Ed structure beginning in Fall '15.

Justification:
No course currently in the catalog exists like this one. It is interdisciplinary in nature (combines economics, politics, health, literature, and pop culture). It is writing integrated, and meets the spirit of the Core Capstone course function

See Also, Proposal #15-189 – Gem Stamp

GEM Stamp:

**Institutionally Designated Competency Areas – Ethics & Values**

i. Read and evaluate concepts and perspectives from multiple disciplines related to ethics and values.

ii. Use writing, discussion, research, and collaboration to analyze and understand how individuals and societies are shaped by ethics and values.

iii. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.

iv. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.

Interdisciplinary Division

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</table>
| 15-189 | ID 300 | **Add New Course: ID 300 GEM: Economics of Good and Evil**  
**Proposed:** Gen. Ed. Alignment |
| 15-190 | ID 300 | **Add New Course: ID 300 GEM: Diseases and Society**  
**Proposed:** Gen. Ed. Alignment |
| 15-191 | ID 300 | **Add New Course: ID 300 GEM: Leadership and Ethics**  
**Proposed:** Gen. Ed. Alignment |
| 15-192 | ID 300 | **Add New Course: ID 300 GEM: Northwest Culture, History, and Literature**  
**Proposed:** Gen. Ed. Alignment; slight name change to Northwest Culture, History, and Literature.  
**Justification:** The name change more specifically reflects the course content. |

GEM Stamp:

**Diversity Component**
The Diversity Component of the General Education Core includes courses that address knowledge and analysis of issues related to human diversity. In these courses, students will consider the ways in which similarities and differences among and/or within cultures and societies affect life experience and personal perspectives.
Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following outcomes:

1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.
6. Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

### Humanities Division

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<tr>
<th>PN</th>
<th>Course</th>
<th>Proposal Description</th>
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<tbody>
<tr>
<td>15-159</td>
<td>SPAN 101</td>
<td>Add New Course: SPAN 101 Elementary Spanish I&lt;br&gt;&lt;br&gt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
</tr>
<tr>
<td>15-160</td>
<td>SPAN 102</td>
<td>Add New Course: SPAN 102 Elementary Spanish II&lt;br&gt;&lt;br&gt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
</tr>
<tr>
<td>15-161</td>
<td>SPAN 201</td>
<td>Add New Course: SPAN 201 Intermediate Spanish I&lt;br&gt;&lt;br&gt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
</tr>
<tr>
<td>15-162</td>
<td>SPAN 202</td>
<td>Add New Course: SPAN 202 Intermediate Spanish II&lt;br&gt;&lt;br&gt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
</tr>
<tr>
<td>15-163</td>
<td>NPe 101</td>
<td>Add New Course: NPe 101 Elementary Nez Perce I&lt;br&gt;&lt;br&gt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
</tr>
<tr>
<td>15-164</td>
<td>NPe 102</td>
<td>Add New Course: NPe 102 Elementary Nez Perce II&lt;br&gt;&lt;br&gt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
</tr>
<tr>
<td>15-158</td>
<td>ENGL 258</td>
<td>Add New Course: ENGL 258 International Literature</td>
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</table>
**Proposed:** This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: "This course meets required learning outcomes for the Diversity component of the General Education Core."

### Add New Course: ENGL 474 Native American Literature
**Proposed:** This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: "This course meets required learning outcomes for the Diversity component of the General Education Core."

### Add New Course: COMM 345 Communication and Diversity
**Proposed:** This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: "This course meets required learning outcomes for the Diversity component of the General Education Core."

## Social Sciences Division

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<tr>
<th>PN</th>
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<tr>
<td>15-168</td>
<td>ANTH 102</td>
<td><strong>Add New Course: ANTH 102 Introduction to Cultural Anthropology</strong>&lt;br&gt;&lt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
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<tr>
<td>15-169</td>
<td>ANTH 120</td>
<td><strong>Add New Course: ANTH 120 World Prehistory</strong>&lt;br&gt;&lt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
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<tr>
<td>15-170</td>
<td>ANTH 170</td>
<td><strong>Add New Course: ANTH 170 Introduction to Native American Studies</strong>&lt;br&gt;&lt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
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<tr>
<td>15-171</td>
<td>ANTH 360</td>
<td><strong>Add New Course: ANTH 360 Race and Ethnicity</strong>&lt;br&gt;&lt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
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<tr>
<td>15-172</td>
<td>SOC 101</td>
<td><strong>Add New Course: SOC 101 Introduction to Sociology</strong>&lt;br&gt;&lt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
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<tr>
<td>15-173</td>
<td>SS 184</td>
<td><strong>Add New Course: SS 184 Diversity in Organizations</strong>&lt;br&gt;&lt;<strong>Proposed:</strong> This is a proposal to add this course to the Diversity Component in the General Education Core. The following sentence should be added to the existing catalog description for this course: &quot;This course meets required learning outcomes for the Diversity component of the General Education Core.&quot;</td>
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<td>Course Code</td>
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<tr>
<td>GEOG 102</td>
<td>Add New Course: GEOG 102 Introduction to Geography</td>
<td>This course meets required learning outcomes for the Diversity component of the General Education Core.</td>
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<tr>
<td>POLS 285</td>
<td>Add New Course: POLS 285 Comparative Government</td>
<td>This is a proposal to add this course to the Diversity Component in the General Education Core.</td>
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<tr>
<td>HIST 101</td>
<td>Add New Course: HIST 101 World Civilizations to 1500</td>
<td>This is a proposal to add this course to the Diversity Component in the General Education Core.</td>
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<tr>
<td>HIST 102</td>
<td>Add New Course: HIST 102 World Civilizations since 1500</td>
<td>This is a proposal to add this course to the Diversity Component in the General Education Core.</td>
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<tr>
<td>HIST 111</td>
<td>Add New Course: HIST 111 United States History to 1865</td>
<td>This is a proposal to add this course to the Diversity Component in the General Education Core.</td>
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<tr>
<td>HIST 112</td>
<td>Add New Course: HIST 112 United States History since 1865</td>
<td>This is a proposal to add this course to the Diversity Component in the General Education Core.</td>
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<tr>
<td>ID 300</td>
<td>Add New Course: ID 300 Diversity</td>
<td>This is a proposal to add this course to the Diversity Component in the General Education Core.</td>
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<tr>
<td>15-193</td>
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<td>Add New Course: ID 300 Diversity</td>
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**GEM Stamp:**

**Competency Area: Social and Behavioral Ways of Knowing**

Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following
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<thead>
<tr>
<th>Competencies</th>
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<tr>
<td>i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.</td>
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<td>ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.</td>
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<tr>
<td>iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.</td>
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<td>iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.</td>
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<td>v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.</td>
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**Business Division**

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<tr>
<td>15-180</td>
<td>ECON 201</td>
<td><strong>Add New Course: ECON 201 GEM: Principles and Theory of Macroeconomics</strong>&lt;br&gt;<strong>Proposed:</strong> Gen. Ed. Alignment</td>
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<tr>
<td>15-181</td>
<td>ECON 202</td>
<td><strong>Add New Course: ECON 202 GEM: Principles and Theory of Microeconomics</strong>&lt;br&gt;<strong>Proposed:</strong> Gen. Ed. Alignment</td>
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**REGULAR PROPOSALS:**

**Technical & Industrial Division**

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<tr>
<td>15-145</td>
<td>ISATI 101</td>
<td><strong>Delete Course ISATI 101 Introduction to Networking</strong>&lt;br&gt;<strong>Proposed:</strong> Delete this course from both the IT AAS program plan for 2015 -2016 and the 2015 - 2016 Catalog.&lt;br&gt;<strong>Justification:</strong>&lt;br&gt;Current ISATI 101 is redundant with ISATI 204. Additionally, this will reduce the number of credits required for the AAS degree and allow students to indeed complete the degree in 2 years</td>
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**Education Division**

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<tr>
<td>15-147</td>
<td>N/A</td>
<td><strong>Other: Changes to General Studies: Education degree plan</strong>&lt;br&gt;<strong>Proposed:</strong> The proposed changes include decreasing the degree plan to 120 credits through cutting 8 credits from the elective category. Additional changes are identified below: 1. Replace KIN 425 with KIN 410. 2. Remove EDGT class as a requirement.&lt;br&gt;<strong>Justification:</strong> 1. Credit reduction - Reduction of credits to 120 will facilitate degree completion. 2. Addition of KIN 410 - Course content is more applicable across professional paths students may pursue. 3. Removal of EDGT requirement - Course</td>
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### Social Sciences Division

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| 15-148 | SS 499 | **Change Course Prerequisites: SS 499 Research Project and Seminar in Social Sciences**  
**Proposed:** 1) Remove the existing prerequisites and replace them with POLS/PHIL 200 and HIST 200 or SS 385; or permission of instructor. 2) Change course description to the following language: In this course, students will use the skills and knowledge they have developed during their undergraduate tenure to design, complete, and formally present a research project in their Social Science disciplinary emphasis. This project will be the final required component of the students’ portfolios. Students are required to come to the first class with the topic and preliminary bibliography in hand.  
**Justification:**  
SS 499 is a capstone course that builds on other methods courses (POLS/PHIL 200, HIST 200, SS 385). These courses currently are not prerequisites. The Social Sciences Program is trying to create a greater linkage between the capstone and methods courses, as these are sequential courses. SS499 is an intensive capstone course. The proposed language will require students to get an earlier start on their research projects so that the time in class can focus more on research and writing. For assessment purposes, the Social Sciences Program is adopting a portfolio model, and the SS499 paper and presentation will be materials required for the portfolio. |
| 15-149 | SS NA | **Other: SS NA Social Sciences: Secondary Certification Program Plan Changes**  
**Proposed:** Modify the Social Sciences: Secondary Certification Program Plan so that majors are required to take POLS 101 and PSYC 205 in the Social Sciences section of the Core and GEOG 102 in the Diversity section of the Core. (Please note that this is contingent upon GEOG 102 being accepted as part of the Diversity section of the Core.)  
**Justification:** Changes in the General Education Core slated to take effect in FA15 will reduce the number of required Social Sciences Core classes from 3 to 2. Hence, we would like to move GEOG 102 to the new Diversity section of the Core. Doing so will prevent us from having to shift GEOG 102, PSYC 205, or POLS 101 from the Core into the Program Requirements, and that will in turn prevent increasing the total number of credits for the Social Sciences: Secondary Certification major. (The major is already 138 credits.) |
| 15-150 | N/A | **15-150: Other PSYC Program Plan Changes**  
**Proposed:** The following changes will be made to the PSYC program plan. (1) Social Sciences section of Core will stipulate that students take PSYC 101 and Plus 1 of the following. (2) PSYC 205 will be deleted from the Core and added to the program requirements, which will increase the number of credits in the Program Requirements and Selectives section from 42 to 45. (3) To offset that increase, Elective credits will be reduced from 41 to 38. (4) The instructions for the PSYC Selectives section will be changed to read Complete a minimum of 18 credits from below; at least 9 must be PSYC. (5) Under the PSYC Selectives section, COMM 480 will be changed to COMM |
384, and PHIL 201 will be deleted.

**Justification:**
Changes in the General Education Core slated to take effect in FA15 will reduce the number of Social Sciences Core credits from 9 to 6 but will still require that students take two different Social Sciences disciplines. Thus, PSYC majors will no longer be able to count both PSYC 101 and 205 in Core. The change to the instructions for the PSYC Selectives section is designed to clarify what proportion of that section should be PSYC credits. COMM 480 was changed to COMM 384 some time ago, but the PSYC program plan was not updated. PHIL 201 is being removed from the catalog.

15-151  | N/A  | Other: Social Sciences: Anthropology Program Plan Changes  
**Proposed:** Delete SS 351: Minorities from the program plan.  
**Justification:** Another course listed on the program plan, ANTH/SOC 360: Race and Ethnicity, covers much of the same material as Minorities. Further, SS 351 has not been taught for some time and is not being covered to an ID 300.

15-152  | N/A  | Other: Social Sciences: Sociology Program Plan Changes  
**Proposed:** Delete SS prefix as an option in the Breadth Area.  
**Justification:** The SS prefix was included in that section of the program plan primarily to allow students to use SS 350 or SS 351 sections in the Breadth Area. Under the revised General Education Core, the SS 350 and SS 351 sections have been replaced by sections of ID 300. The Social Sciences Programs sociologist wants time to review the ID 300 sections to determine whether it would be desirable to allow students the option to use all ID 300 sections or only selected ID 300 sections within the Breadth Area.

15-182  | N/A  | Other: Social Work Program Plan Change  
**Proposed:** Change Plus 2 of the following to Plus 1 of the following. Delete PSYC 205 from the options under the Social and Behavioral Ways of Knowing section of the Core.  
**Justification:** Changes in the General Education Core slated to take effect in FA15 will reduce the number of Social Sciences Core credits from 3 courses to 2. It requires the courses be from 2 different disciplines, so SW students will not be able to use PSYC 205 in the Social and Behavioral section of the Core.

### Natural Sciences Division

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<th>PN</th>
<th>Course</th>
<th>Proposal Description</th>
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| 15-153 | MATH 143 | **Delete Course:** MATH 143 Pre-calculus Algebra  
**Proposed:** We are proposing to change the name of this course to Math 147A. There is a proposal in the system  
**Justification:** With the change to Math 147A, we will no longer be offering the content under the name of Math 143 |
| 15-154 | MATH 144 | **Delete Course:** MATH 144 Precalculus Trigonometry  
**Proposed:** We are requesting to delete Math 144  
**Justification:** A separate proposal has been submitted to change Math 144 to Math 147B for better general education alignment. |
**MATH 147 Math 147A - Precalculus Algebra**

**Proposed:** The name change to Math 147A is proposed to allow for better alignment with the state general education changes.

**Justification:** Math 147 has already been approved as a GEM course. This course covers the first half of the content in Math 147.

**MATH 147 Math 147B Precalculus trigonometry**

**Proposed:** We would like to change the name of the course to better align with general education core.

**Justification:** This course covers the second half of Math 147. Math 147 has been GEM stamped.

### Humanities Division

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<th>PN</th>
<th>Course</th>
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| 15-183 | ENGL 090   | **Delete Course:** ENGL 090 Basic Composition  
**Proposed:** Delete ENGL 090 from the catalog.  
**Justification:** Because of changes to State Board of Ed policy about how we deliver developmental/remedial English courses, we no longer can offer non-credit-bearing courses to our students. The solution is that previously "remedial" students will enroll directly into ENGL 101 and take a co-required 1.0 credit support workshop (ENGL 103) which is also credit-bearing. |
| 15-184 | ENGL 093   | **Delete Course:** ENGL 093 Developmental English for Non-Native Speakers  
**Proposed:** Delete ENGL 093 from the catalog.  
**Justification:** Because of changes to State Board of Ed policy about how we deliver developmental/remedial English courses, we no longer can offer non-credit-bearing courses to our students. The solution is that previously "remedial" students will enroll directly into ENGL 101 and take a co-required 1.0 credit support workshop (ENGL 103) which is also credit-bearing. Additionally, non-native speaking (foreign) students are taking English courses with the IEE prior to enrolling in college-level English courses. They have the support workshop available to them. |
| 15-185 | ENGL 094   | **Delete Course:** ENGL 094 Techniques for Reading and Learning  
**Proposed:** Delete ENGL 094 from the catalog.  
**Justification:** Because of changes to State Board of Ed policy about how we deliver developmental/remedial English courses, we no longer can offer non-credit-bearing courses to our students. The solution is that previously "remedial" students will enroll directly into ENGL 101 and take a co-required 1.0 credit support workshop (ENGL 103) which is also credit-bearing. |
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| 15-188 N/A | **Other: Web Design & Development**  
**Proposed:** Rename the A.A.S. and B.A.S. degree program 'Web Design and Development'  
**Justification:** The robust and truly flexible nature of the program justifies a degree title that accurately encapsulates the curriculum and teaching learning leading to industry placement. Students are already able to blend or specialize in front-end or back-end development because of the use of program core electives. |
# Memorandum

**To:** Faculty Senate  
**From:** Curriculum Committee Chair  
**Date:** Curriculum Committee 2nd Reading – from 2/18/2015 meeting  
**Re:** Request for Approval  

*Note* Colored block numbers indicate recommended blocks; grey bars in between rows indicate skip in number

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<thead>
<tr>
<th>PN</th>
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</table>
| 15-186 CITTPT 491 | **Delete Course from a Major/Minor: CITTPT 491 WK: Computer Info Tech**  
***Proposed***: Remove CITTPT 491 from the degree program so that students only take the course one time (as CITTPT 291)  
***Justification***: CITTPT 191, 291, and 491 are all the same course with the same cross listing. Students have to repeat the course right now with the same syllabus, course content, materials, etc. |
| 15-187 CITTPT 191 | **Delete Course from a Major/Minor: CITTPT 191 WK: Computer Info Tech**  
***Proposed***: Remove CITTPT 191 from the AAS degree program so that students only take the course one time (CITTPT 291).  
***Justification***: CITTPT 191, 291, and 491 are all the same course with the same cross listing. Students have to repeat the course right now with the same syllabus, course content, materials, etc. |
| 15-199 GNBPT 202 | **Change Course Title: GNBPT 202 Financial Business Applications**  
***Proposed***: Financial Business Applications  
***Justification***: This course is based on preparing students for real world business applications, which is a more accurate reflection of the course content. |
| 15-216 GNBPT 185 | **Add Prerequisite: GNBPT 185 Applied Written Communication**  
***Proposed***: Successful completion of ENGL 101  
***Justification***: Students need more writing and grammar experience prior to taking this course. |
| 15-220 N/A | **Other: Graphic Communications**  
***Proposed***: Change the title from Graphic Arts/Printing Technology to |
Graphic Communications for both the AAS and BAS degrees

**Justification:** With the changes in technology through recent years, Graphic Arts/Printing Technology has changed to encompass the more appropriate title of Graphic Communications. Courses we are currently teaching would fit nicely with this new title, since we have already deleted many of the printing technology courses in both the AAS and the BAS degree in order to keep up with all the changes from traditional printing to digital technology. Under this new title students would gain a fundamental working knowledge of graphic design, creative design, e-commerce, webpage design and hosting, mailing, fulfillment, along with a host of services that provide horizontal marketing well beyond the core-printing model. The Graphic Communications program will then provide a solid foundation for further education across many disciplines and the students will become much more marketable with a degree in Graphic Communications versus Printing Technology.

15-221  GNBPT 223  **Delete Course from a Major/Minor: GNBPT 223 Proofreading for GDPT**
**Proposed:** Delete GNBPT 223 as a requirement in the GD/PT AAS degree.
**Justification:** This course will no longer be offered after Spring semester 2015.

15-222  GNBPT 185  **Delete Course from a Major/Minor: GNBPT 185 Applied Written Communications**
**Proposed:** Delete GNBPT 185 from the AAS degree in Graphic Design/Printing Technology
**Justification:** This course is no longer necessary. It was originally added to help students become better writers of letters, memos, and other business documents, including principles of the English language, which covered correct grammar, spelling, punctuation, and word usage. Students are now entering the program with improved skills and higher test scores. Therefore, English 101 will be sufficient.

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**Education Division**

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<th>PN</th>
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| 15-146 | N/A | **Other: Changes to Sport Administration degree plan**
**Proposed:** The changes proposed would result in a drop in required credits to 120. Additional changes include offering more selections for students. Please see the proposed changes below: The proposed changes include the following: 1. Drop in required credits to 120. 2. Drop elective credits to 13 3. Remove 3 credits from the list of Kinesiology selectives dropping the requirement from 9 credits to 6 4. Add KIN 267 to the list of Skill/Analysis course options 5. Add KIN 340 as another option for students in the Kinesiology selective list 6. Include ECON/PSYC/SS 300 as options for students in addition to BUS 271 7. Add BUS 431 as an option for students in addition to BUS 323 8. Add COMM 330 as an option for students in addition to ENGL 203 9. |
Require either ECON 201 or ECON 202 in Social & Behavioral Ways of Knowing and one additional course. Require MATH 130 in Mathematical Ways of Knowing. In addition, a grade requirement is proposed that no grade lower than a C will be accepted in the required program courses for Health and Kinesiology and Business. Required Credits: Gen Ed = 38; Kin = 33; Bus = 30; Electives = 13

**Justification:** Faculty in EDKIN and BUS believe these changes will strengthen this degree and add more options for students to meet the degree requirements, thus positively impacting their path to successful degree completion.

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<tr>
<th>15-210</th>
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<tr>
<td><strong>15-210: Other Elementary Education Program Plan - updates, General Education Reform</strong></td>
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<tr>
<td>Other: 1. COMM 204 is sole option in Oral Communication category 2. MATH 257 is sole option in Mathematical Ways of Knowing 3. NS 174 and PHYS 171 are two required courses in Scientific Ways of Knowing 4. Remove HUM 101 as option in Humanistic and Artistic Ways of Knowing 5. PSYC 205 required course in Social and Behavioral Ways of Knowing category 6. Second course in Social and Behavioral Ways of Knowing category is a selection between HIST 111, HIST 112, or POLS 101 7. Total credits in Gen Ed Core = 38 8. Add ED 345 to Phase II of program requirements 9. Move MATH 157 to Phase I of program requirements 10. Add GEOG 102 to Phase I of program requirements 11. Clarification that ED 426 and ED 429 are each 14 credit courses 12. Remove ANTH 102 from list of Gen Ed requirements and ANTH 311 as a program requirement</td>
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<td><strong>Justification:</strong> 1. Proposed changes 1-7 and 9 are made in response to Gen Ed reform. 2. Proposed change 8 is being made in response to feedback provided during the program accreditation review in Fall 2013. As a result, proposed change 12 has been made. 3. Proposed change 10 is being made in response to content needed for candidate training</td>
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<tr>
<th>15-211</th>
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<tr>
<td><strong>Other: Secondary Education: Kinesiology Program Plan changes in response to Gen Ed Core Reform</strong></td>
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<tr>
<td>Proposed: In response to General Education core reform, the following changes are requested to the program of study for Secondary Education: Kinesiology: 1. Oral Communication option limited to COMM 204 2. Scientific Ways of Knowing, students must choose either BIOL 175 or BIOL 252 and then one additional class from the approved GEM stamped courses (excluding BIOL 102 and BIOL 120) 3. Social and Behavioral Ways of Knowing, students must choose PSYC 205 and then one additional class from the list of approved GEM stamped classes (excluding PSYC 101) 4. ED 449 will replace ED 446 and ED 456</td>
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<td><strong>Justification:</strong> Changes 1-3 are identified as a part of the reform process. Change 4 has been vetted by the Curriculum committee</td>
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| 15-212 | N/A | **Other: Kinesiology Non-Teaching Program Plan of Study Updates in Response to Gen Ed Core Reform**  
Other: Degree program plan has not changed in structure or composition. Emphasis in Exercise Science/Sports Medicine identifies BIOL 252 and CHEM 111 as meeting Scientific Ways of Knowing core course requirements. Emphasis in Health Promotion/Personal Training/Wellness Coaching identifies BIOL 175 or BIOL 252 as meeting Scientific Ways of Knowing core course requirement.  
**Justification:** Degree program plan has not changed in structure or composition. Information submitted as a part of college-wide process to update program plans of study in response to General Education core reform. |
| 15-213 | N/A | **Other: Exercise Science Degree Plan updates because of Gen Ed Core Changes**  
Other: Adjustments as noted on the updated program plan: 1. Core Mathematical Ways of Knowing option limited to MATH 147 2. Core Scientific Ways of Knowing options limited to BIOL 252 and CHEM 111 3. Core Social & Behavioral Ways of Knowing requires PSYC 205 and one additional selection 4. Total number of Gen Ed Core credits required = 40.  
**Justification:** Adjustments as noted on the updated program plan: 1. Core Mathematical Ways of Knowing option limited to MATH 147 2. Core Scientific Ways of Knowing options limited to BIOL 252 and CHEM 111 3. Core Social & Behavioral Ways of Knowing requires PSYC 205 and one additional selection 4. Total number of Gen Ed Core credits required = 40. |
| 15-214 | N/A | **Other: Paraprofessional Program AA - program plan of study, updated for Gen Ed Reform**  
**Proposed:** 1. 67 credit program of study 2. COMM 204 as sole option in Oral Communication category 3. MATH 257 as sole option in Mathematical Ways of Knowing 4. NS 174 and PHYS 171 recommended courses in Scientific Ways of Knowing 5. Remove HUM 101 as option in Humanistic and Artistic Ways of Knowing 6. PSYC 205 required Social and Behavioral Ways of Knowing course 7. Select HIST 111, HIST 112, or POLS 101 in Social and Behavioral Ways of Knowing category as second course. 8. Remove category of Foreign/Heritage Language option  
**Justification:** Completion of update to program of study in response to General Education reform. |
### Humanities Division

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<th>PN</th>
<th>Course</th>
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<tr>
<td>15-194</td>
<td>N/A</td>
<td><strong>Other: Comm Arts Program Plan Changes</strong>&lt;br&gt;<strong>Proposed:</strong> For the Diversity section: &quot;Choose 1 course from either NP or SPAN&quot;. The result of the Diversity choices will increase the number of elective credits that are part of the program plan. We are also adding COMM 420 (Restorative COMM), a newly created course from a prior curriculum submission, as an option in the Public Advocacy Track and the Professional COMM Track of the degree plan. We are adding COMM 450 (Digital Photography), another recently created course from a prior curriculum submission, to the Digital/Visual Arts Track of the degree plan. <strong>Justification:</strong> Since COMM Arts students are already required to take 1 year (for the BS) or 2 years (for the BA) of a foreign/heritage language, it makes sense to specify the language course for the Diversity component. That specified choice then has the effect of freeing up some elective credits in the program plan. COMM 204 is specified because it is a prereq for many upper-division COMM courses.</td>
</tr>
<tr>
<td>15-195</td>
<td>N/A</td>
<td><strong>Other: English Program Plan Changes</strong>&lt;br&gt;<strong>Proposed:</strong> For the Oral COMM section: Students must take COMM 204. For the Diversity section: &quot;Choose 1 course from either NP or SPAN&quot;. The result of the Diversity choices will increase the number of elective credits that are part of the program plan. All changes are highlighted in red in attached program plan. <strong>Justification:</strong> Since ENGLISH students are already required to take 2 years of a foreign/heritage language, it makes sense to specify the language course for the Diversity component. That specified choice then has the effect of freeing up some elective credits in the program plan.</td>
</tr>
<tr>
<td>15-196</td>
<td>N/A</td>
<td><strong>Other: Creative Writing Program Plan Changes</strong>&lt;br&gt;<strong>Proposed:</strong> For the Oral COMM section: Students must take COMM 204. For the Diversity section: &quot;Choose 1 course from either NP or SPAN&quot;. The result of the Diversity choices will increase the number of elective credits that are part of the program plan. There is also an editorial change to a course title for ENGL 385 which has already gone through curriculum in a previous submission. All changes are highlighted in red in attached program plan. <strong>Justification:</strong> Since ENGLISH: Creative Writing students are already required to take 2 years of a foreign/heritage language, it makes sense to specify the language course for the Diversity component. That specified choice then has the effect of freeing up some elective credits in the program plan.</td>
</tr>
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</table>
| 15-197 | N/A | **Other: Publishing Arts Program Plan Changes**<br>**Proposed:** For the Oral COMM section: Students may choose from COMM 101, 202, or 204. For the Diversity section: "Choose 1 course from
either NP or SPAN”. The result of the Diversity choices will increase the number of elective credits that are part of the program plan. There is also an editorial change to a course title for ENGL 385 which has already gone through curriculum in a previous submission. All changes are highlighted in red in attached program plan.

**Justification:** Since ENGLISH: Publishing Arts students are already required to take 2 years of a foreign/heritage language, it makes sense to specify the language course for the Diversity component. That specified choice then has the effect of freeing up some elective credits in the program plan.

### Other 0 English: Sec Ed Program Plan Changes

**Proposed:** For the Oral COMM section: Students must choose COMM 204. For the Diversity section: "Choose 1 course from either NP or SPAN". The result of the Diversity choices will increase the number of elective credits that are part of the program plan. For the SS Ways of Knowing section, students must choose PSYC 205 as one of their courses. The other course must come from the remaining list (but cannot be another PSYC course). All changes are highlighted in red in attached program plan.

**Justification:** Since ENGLISH: Secondary Ed students are already required to take 2 years of a foreign/heritage language, it makes sense to specify the language course for the Diversity component. That specified choice then has the effect of freeing up some elective credits in the program plan. Both the COMM 204 and PSYC 205 specifications are due to the state required outcomes/standards for ED certification.

### Other: AA Liberal Arts Program Plan Changes

Other: Total # of Gen Ed required credits will change to 37. This will then change the number of "General Electives" required to 27 to reach the 64 credits needed for the degree.’

**Justification:** ‘As outlined in state policy III.N., all A.A. and A.S. Degrees must include the complete General Education Core (37 credits minimum at LCSC). Part of the definition of an Associates degree is that it is 'core complete.'” ~M. Flores

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### Natural Sciences Division

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| 15-200 | N/A | **Other: Chemistry with chemistry and geochem emphases**  
**Proposed:** The plan specifies the math and science courses need for the Chemistry degree with chemistry or geochemistry emphasis. There is also a change to the program classes to better reflect the reality of the courses that are taken by students in the geochemistry emphasis area. |
NS 380 has been removed from the program plans as this course is no longer offered.  
**Justification:** Previously, Physical Chemistry (Chem 305) was required for both emphases. The pre-req for Chem 305 is Calculus II (Math 175). The geochem students do not take Calc II, so Instrumental (Chem 454) was routinely substituted for this requirement. I changed the major courses to reflect this. 1) instrumental is now required for all majors 2) P. Chem is only required for chemistry emphasis majors

| 15-201 | N/A | **Other:** Chemistry Secondary Education  
**Proposed:** There are no changes to the previous program plan minus those associated with gen ed changes (specifying the science and math courses) and changes that are already under consideration in the education portion of the program.  
**Justification:** General education changes |

| 15-202 | N/A | **Other:** Secondary education Mathematics  
**Proposed:** This plan has the required gen ed changes plus 2 additional changes: 1) removal of NS 380 as a requirement 2) A change in the education courses  
**Justification:** 1) NS 380 is removed because this class is no longer offered. 2) The education division has a curriculum proposal in process that changes their portion of the curriculum. This matches those changes |

| 15-203 | N/A | **Other:** Mathematics  
**Proposed:** No other changes to this program plan other than specifying math and science courses  
**Justification:** State wide general education changes |

| 15-204 | N/A | **Other:** Biology program plan- no emphasis exists anymore  
**Proposed:** The science and math general education have been specified. The other change is to the electives section under the program courses. Currently the program plan calls for 3 and 4 credits at the 200 level and above in this block. This new plan calls for 3-4 200 level or above credits and 4 200 level or above credits.  
**Justification:** The change to the credits in the 23 credit elective block is to better match the courses that our students actually take. Most of the majors take Biol 252 and Biol 253 for these credits, total of 8. However, we plan to offer more 200 level courses and want to leave the option for a 3 credit 200 level courses. |

| 15-205 | N/A | **Other:** Earth Science Secondary Education  
**Proposed:** Specified the specific math and science classes needed for general education for this major. Two other minor changes: 1) Removal |
of Math 147 as a program requirement. 2) The changes to the education classes to math changes already in as a curriculum proposal.

**Justification:**
1) Math 147 was removed since Math 170 was also a program requirement. It is not necessary to require Math 147 since it is a placement for Math 170. 2) The education division has changed one of its courses, this plan matches that change.

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<tr>
<th>Course</th>
<th>Other: Earth science</th>
<th>Proposed: Specifies math and science requirements in core. This affected total credits in major</th>
<th>Justification: Changes to state general education</th>
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<tr>
<td>15-208</td>
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<tr>
<th>Course</th>
<th>Other: Biology-secondary education</th>
<th>Proposed: The only changes to this program plan are those associated with changes to the secondary education portion. The program plan was reduced to 22 credits.</th>
<th>Justification: The education changes are in the curriculum system already. The credit reduction eliminated general elective requirements</th>
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<td>15-209</td>
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<tr>
<th>Course</th>
<th>Other: Engineering AS</th>
<th>Proposed: This program plan specifies the science and math requirements. It also has an increased core.</th>
<th>Justification:</th>
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<td>15-219</td>
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**Nursing Division**

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<th>Course</th>
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| 15-223   | NU 418 | Other: NU 418 Family Nursing
**Proposed:** Provides a theoretical framework for the care of children, pregnant women, and families in a variety of settings. Utilizes the nursing process to explore therapeutic nursing interventions and the roles of the professional nurse. This course may be a theory or a combined theory/clinical option depending on student learning needs. **Justification:** Clinical component added |
| 15-224   | N/A    | Other: Reduction in Credits: LPN-BSN Track
**Proposed:** This is a proposal to reduce the credits required for the Bachelor of Science in Nursing: LPN-BSN Track Degree from 123 credits to 120 credits. This will be accomplished by deleting NS150 as one of the two required courses to satisfy the Scientific Ways of Knowing general education category. This proposal also deletes the Program requirement of NU417. A curriculum proposal for a new |
The new course (NU418) reflects a change to a variable credit (2-3) theory/clinical course based upon student learning needs. The new course (NU418) will be a program requirement for completion of the Bachelor of Science in Nursing: LPN-BSN Track degree.

**Justification:** NS150 is no longer a required course for satisfying the General Education Scientific Ways of Knowing requirement. As a prerequisite, the BSN program requires completion of Biol 252. Additionally, as a support course, the BSN program requires completion of Chem 105 (or equivalent). Completion of these two courses satisfies the Scientific Ways of Knowing requirement. The proposed course (NU418) is being proposed to allow for variable theory and/or clinical credit assignment (2-3) in the course based upon student learning needs. NHS has assessed the credit requirements for the BSN degree and has determined that a move toward reduction to 120 credits is appropriate.

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<th>15-225</th>
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<td><strong>Other: Reduction in Credits BSN Basic Track Proposed:</strong> This is a proposal to reduce the credits required for the Bachelor of Science in Nursing: Basic Track Degree from 123 credits to 120 credits. This will be accomplished by deleting NS150 as one of the two required courses to satisfy the Scientific Ways of Knowing general education category. <strong>Justification:</strong> NS150 is no longer a required course for satisfying the General Education Scientific Ways of Knowing requirement. As a prerequisite, the BSN program requires completion of Biol 252. Additionally, as a support course, the BSN program requires completion of Chem 105 (or equivalent). Completion of these two courses satisfies the Scientific Ways of Knowing requirement. NHS has assessed the credit requirements for the BSN degree and has determined that a move toward reduction to 120 credits is appropriate.</td>
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<th>15-226</th>
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<td><strong>Other: N/A Nursing: RN Track Proposed:</strong> This is a proposal to reduce the credits required for the Bachelor of Science in Nursing: RN Track Degree from 123 credits to 120 credits. This will be accomplished by deleting NS150 as one of the two required courses to satisfy the Scientific Ways of Knowing general education category. <strong>Justification:</strong> NS150 is no longer a required course for satisfying the General Education Scientific Ways of Knowing requirement. As a prerequisite, the BSN program requires completion of BIOL 252. Additionally, the BSN program requires completion of one other natural science course. RN students usually transfer in a Microbiology or Chemistry course. This, in combination with BIOL 252, satisfies the Scientific Ways of Knowing requirement.</td>
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### Social Sciences Division

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| 15-206 | N/A | **Other: Change to Behavioral Science AA Degree Program**  
**Proposed:** Add ID 300 to the Core requirements for the Behavioral Science AA, thereby increasing the Core credits to 37. Reduce the General Electives from 9 credits to 6 credits.  
**Justification:** Idaho State Board of Education policy III.N stipulates that all AA and AS degrees must include the complete General Education Core (37 credits minimum at LCSC). Part of the definition of an Associates degree is that it is core complete. Therefore, ID 300 needs to be added to the Core for the Behavioral Science AA to be in compliance with State Board policy. |

### Technical & Industrial Division

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<th>PN</th>
<th>Course</th>
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| 15-217 | ISATI 125 | **Add New Course: ISATI 125 Managing and Maintaining Your PC**  
**Proposed:** The attached spread sheet reflects this new course in the right-hand portion of the program plan (which is the result of all the proposed changes). The syllabus for the proposed course is attached.  
**Justification:** Reduction of credit hours (5 to 4) requires that a new course be created with a new course number (ISATI 125) to reflect the reduction in credit hours. |
| 15-227 | ISATI 212 | **Add New Course: ISATI 212 Microsoft Windows Server**  
**Proposed:** The proposed course (with reduced credit hours and new course number) is ISATI 212. The attached spread sheet reflects this new course in the right-hand portion of the program plan (which is the result of all the proposed changes). The syllabus for the proposed course is attached.  
**Justification:** Reduction of credit hours (5 to 4) requires that a new course be created with a new course number (ISATI 212) to reflect the reduction in credit hours. |
| 15-228 | ISATI 211 | **Add New Course: ISATI 211 Microsoft Windows Client**  
**Proposed:** The proposed course (with reduced credit hours and new course number) is ISATI 211. The attached spread sheet reflects this new course in the right-hand portion of the program plan (which is the result of all the proposed changes). The syllabus for the proposed course is attached.  
**Justification:** Reduction of credit hours (5 to 4) requires that a new course be created with a new course number (ISATI 211) to reflect the reduction in credit hours. |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Proposed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISATI 210</td>
<td><strong>Add New Course: ISATI 210 Linux Operating Systems</strong>&lt;br&gt;<strong>Proposed:</strong> The proposed course (with reduced credit hours and new course number) is ISATI 210. The attached spread sheet reflects this new course in the right-hand portion of the program plan (which is the result of all the proposed changes). The syllabus for the proposed course is attached.&lt;br&gt;&lt;br&gt;<strong>Justification:</strong> Reduction of credit hours (5 to 4) requires that a new course be created with a new course number (ISATI 210) to reflect the reduction in credit hours.</td>
</tr>
<tr>
<td>ISATI 127</td>
<td><strong>Add New Course: ISATI 127 CompTIA Security+</strong>&lt;br&gt;<strong>Proposed:</strong> The proposed course (with reduced credit hours and new course number) is ISATI 127. The attached spread sheet reflects this new course in the right-hand portion of the program plan (which is the result of all the proposed changes). The syllabus for the proposed course is attached.&lt;br&gt;&lt;br&gt;<strong>Justification:</strong> Reduction of credit hours (5 to 4) requires that a new course be created with a new course number (ISATI 127) to reflect the reduction in credit hours.</td>
</tr>
<tr>
<td>ISATI 126</td>
<td><strong>Add New Course: ISATI 126 Security Awareness</strong>&lt;br&gt;<strong>Proposed:</strong> The proposed course (with reduced credit hours and new course number) is ISATI 126. The attached spread sheet reflects this new course in the right-hand portion of the program plan (which is the result of all the proposed changes). The syllabus for the proposed course is attached.&lt;br&gt;&lt;br&gt;<strong>Justification:</strong> Reduction of credit hours (5 to 4) requires that a new course be created with a new course number (ISATI 126) to reflect the reduction in credit hours.</td>
</tr>
<tr>
<td>ISATI ***</td>
<td><strong>Delete Course: ISATI *** ISATI 109, 110, 121, 202, 225, 228</strong>&lt;br&gt;<strong>Proposed:</strong> ISATI 109, 110, 121, 202, 225, 228 are proposed to be replaced by 4 credit courses ISATI 125, 126, 127, 210, 211, 212 respectively.&lt;br&gt;&lt;br&gt;<strong>Justification:</strong> Reduction of credit hours (5 to 4) requires that new courses be created with a new course number to reflect the reduction in credit hours</td>
</tr>
</tbody>
</table>