

Minutes

University Undergraduate Curriculum Committee

October 14, 2020

Present: Dr. Laurie Couch, Ms. Pam Colyer, Dr. DuWayne Dale, Dr. Heba Elgazzar, Dr. Mark Graves, Dr. Dirk Grupe, Mr. Keith Moore, Ms. Kerry Murphy, Dr. Daryl Privott, Dr. Janet Ratliff, Dr. Emmalou Schmittzehe, and Dr. Edna Schack

Absent: None

- I. Minutes from September 16, 2020: Dr. Grupe moved to approve. Seconded by Dr. Graves. Unanimously approved.

- II. Proposals:
 - a. Minor Revision to Existing Course:
 - i. UTCH 300 – Dr. Schack provided an overview of the proposal. Dr. Graves moved to approve. Seconded by Dr. Grupe. Unanimously approved.

 - b. New Certificate:
 - i. Intelligence Studies Certificate – Dr. Masterson provided an overview of the proposal. It was noted that CS 310 was listed twice on the proposal. Dr. Graves moved to approve with correction. Seconded by Dr. Schack. Unanimously approved.

- III. 2021+ General Education Related Curriculum Proposals: Dr. Couch stated that an assessment plan must be documented for all courses that will be in the general education program. A verification form will be sent to departments for completion. She noted that all sections of a course are to use the same assessment plan and that assessment would be on a cycle instead of all courses every year. Dr. Couch also provided an example of the form to be used by programs/departments to specify whether they want previously specified, exchange, and capstone courses included in program requirements since a course can now count in both general education and program requirements. She also shared the streamlined process of the departmental curriculum committee voting and approving, the department chair/associate dean approving prior to review by the UG Curriculum Committee in batch. The committee discussed form completion and how the changes would affect transfers, students changing their program, free elective hours and on degree completion hours. Dr. Grupe moved to approve the form and process. Seconded by Dr. Ratliff. Unanimously approved.

IV. Other Business: Dr. Schack recommended a streamline process for course title and other minor changes. The committee discussed the recommendation and decided to include it on the agenda for the next meeting. Members were asked to consider the types of changes that could be included in a streamline process. Dr. Schack also questioned the feasibility of a software that allows for course build to be a transparent, live process. The committee discussed this and the feasibility of building the schedules a couple of years in advance for planning purposes. Mr. Moore volunteered to show Dr. Schack the current reports that are available to help with course schedule planning.

V. Adjournment: Dr. Grupe moved to adjourn. Seconded by Dr. Schack. Unanimously approved.

Next Meeting: October 28, 2020



MINOR or CERTIFICATE
Creation of a Minor or Certificate
Undergraduate Curriculum Routing Form
 Revised January 2019

Minor or Certificate:	Intelligence Studies Certificate
Department: (as listed in current catalog)	History, Philosophy, Politics, International ^{Global Studies} and Legal Studies Department
College (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee (Sign and Print) _____ Date

Dianna D Murphy, Assoc. Dean, SHSS

Approved () Disapproved

05/14/20

Department Chair or Associate Dean (Sign and Print)

Date

Monica Himes monicahimes

Approved () Disapproved

9/24/20

College Curriculum Committee (Sign and Print)

Date

Scott Davison

Approved () Disapproved

9/26/20

Dean (Sign and Print)

Date

() Approved () Disapproved

Teacher Ed. Council (if a secondary education program) (Sign and Print)

Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch

Approved () Disapproved

10/14/2020

Undergraduate Curriculum Committee (Sign and Print)

Date

Greg Pull

Approved () Disapproved

10/15/2020

Vice President for Academic Affairs (Sign and Print)

Date

() Approved () Disapproved

President (Print and Sign)

Date

() Approved () Disapproved

Board of Regents (Print and Sign)

Date

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Minor or Certificate:	Intelligence Studies Certificate
Department: (as listed in current catalog)	History, Philosophy, Politics, International and Legal Studies Department, School of HSS
College: (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

Helpful Information:

1. Important Definitions Used in the Curriculum Process
 - Minor = a set of discipline-specific courses of at least 21 hours
 - Certificate = a series of courses related to a specific topic or skill with a prescribed number of hours. For additional information contact the Office of Academic Programs at 783-2003 or email undergraduate@moreheadstate.edu.
 - More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
 - Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
 - Completion of a certificate does not replace a minor for program completion.
 - Equated courses vs. cross-listed courses = equated courses are courses of identical content that have different prefixes (and are approved through the undergraduate curriculum process), whereas cross-listed courses have the same instructor and are offered at the same time/location.
 - Pre-requisite = course(s) that a student must successfully complete prior to registering for a more advanced course.
 - Co-requisite = course(s) that a student must take concurrently with another course.
2. Any proposal with a secondary education component must be routed through the Teacher Education Council.
3. The initiator is responsible for tracking a proposal through the approval process.
4. Edits to the proposal may be requested at any level of review. Such edits should be made by the originator of the proposal. The originator also may be asked to address questions (in writing or in person) at any level of review.

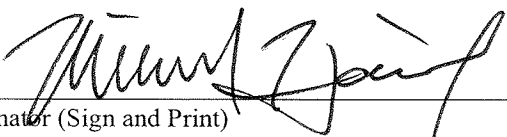

CHECKLIST

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator	Department Curriculum Committee Chair
<input checked="" type="checkbox"/> The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input type="checkbox"/>
Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.	
<input checked="" type="checkbox"/> Responses are complete and applicable for each question.	<input type="checkbox"/>
<input checked="" type="checkbox"/> Each course pre-fix, number, and title is consistent with the current undergraduate catalog (or with revisions made in supporting curriculum proposals).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Each course has been reviewed for pre-requisites, co-requisites or testing requirements. There are no hidden pre-requisites, co-requisites, or testing requirements.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, more than 50% of the credit hours are 300 level or above.	<input type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, the proposal includes language that students must have a major on file.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, there is language that the program must be completed in less than one academic year.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, it contains less than 30 credit hours.	<input type="checkbox"/>
<input checked="" type="checkbox"/> If the proposal is a certificate, there is language in the proposal to indicate that it does not replace a minor for program completion.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The entire proposal is saved as one Word document.	<input type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

 Originator (Sign and Print)	MICHAEL HAR	11/19/19 Approval Date
 Department Curriculum Committee Chair (Sign and Print)	SCOTT DAVISON	11-19-19 Approval Date

MINOR or CERTIFICATE

Creation of a Minor or Certificate Form

The outline below is to be used for the creation of a minor or certificate. Any new course included in this minor or certificate requires a separate “New Course or Major Revision of Existing Course” proposal. A revision to an existing minor or certificate should use the “Revision of a Minor or Certificate form”.

Creation of a Minor

Creation of a Certificate

- More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
- Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
- Completion of a certificate does not replace a minor for program completion.

I. MINOR OR CERTIFICATE INFORMATION

State the proposed title of the Minor or Certificate

Intelligence Studies Certificate

CIP Code

B45-1001 - POLITICAL SCIENCE

Contact your department chair or associate dean to verify the correct CIP code information.

II. NEED AND JUSTIFICATION

A. State the purpose of the Minor or Certificate (what are you doing?).

The purpose of this certificate is to prepare students for careers that involve intelligence collection and analysis. The certificate ensures that graduates combine market-ready "on ramp" skills and abilities with major areas of competence. These skills and abilities are in-demand beyond the formal intelligence sector. They also help to prepare students for careers in business intelligence and institutional research, as well as other positions that require skill and practice at data analysis.

B. State specific reasons for this minor or certificate (why are you doing it?).

When total U.S. spending on intelligence was made public for the first time in 2010, it stood at \$80 billion, more than double its pre-9/11 level. Given the dangers and instability abroad, and the difficulty of cutting defense and homeland security-related spending, the trajectory is unlikely to change. Employment opportunities reach well beyond the C.I.A. and Washington, D.C. A recent Washington Post study revealed that 1,271 government organizations and 1,931 private contractors work on issues related to intelligence, counterterrorism and homeland security at more than 10,000 locations around the country.

Certificates and micro credentials are an excellent way to help graduates in the social sciences and humanities find a clear on-ramp to careers for which they are well prepared. In response to the explosion of intelligence sector jobs after 9/11, at the state, federal and local levels, MSU's Political Science Program, in partnership with ECU and KSU, began offering courses in Security and Intelligence Studies in 2014. At the undergraduate level, the curriculum exemplifies interdisciplinary integration, spanning several subjects (from Finance and Computer Science to History and Chemistry).

C. If a similar program exists at MSU or in Kentucky, identify that program and provide justification for the duplication.

A similar program exists at ECU and similar programming exists at UK. The "duplication" is unproblematic due to high demand for this skillset. It is also a deliberate feature of the grant that allowed for the establishment of the courses/programs.

The DIA program is only eligible to consortiums and would not exist but for the partnership. Several efficiencies are possible thanks to the partnership. For example, every semester member institutions hold workshops, colloquia and career fairs that draw accomplished intelligence, law enforcement, and security personnel (often from the DIA in Washington, D.C. or from an FBI field office) to one of the member universities. The other member institutions participate by sending interested students to attend on other campuses. This reduces costs and makes events possible that could not be replicated on each campus due to rising costs and limited access to key personnel.

D. List special admission requirements and/or limitations on enrollment.

n/a

III. GOALS AND OBJECTIVES

A. What are the learning outcomes for the minor or certificate?

1. Students will demonstrate knowledge of best practices respecting the collection and handling of several forms of intelligence;
2. Students will learn industry standard techniques of analysis for several forms of intelligence;
3. Students will demonstrate a basic understanding of the history of the US intelligence sector;
4. Students will develop acquaintance with counter-intelligence techniques;
5. Students will develop technical or regional competence related to the intelligence sector.

B. List the methods of program assessment to be used, other than course grades, to ensure that the desired outcomes or competencies are attained by students. Indicate the frequency of assessment and how results will be made available to program faculty.

The program will assess two SLOs in the MSU assessment plan:

- A. Students will demonstrate knowledge of best practices in intelligence and its handling
This will be assessed on the final exam in the core intel courses
- B. Standard intelligence techniques of analysis will be demonstrated
This will be assessed on the simulations, tests or data presentations in POLS 384
- C. Demonstrated historical knowledge of U.S. intelligence
This will be assessed on the final exam in POLS 381
- D. Demonstrated knowledge of counterintelligence
This will be assessed on the final exam in POLS 383
- E. Technical or regional competencies shall be demonstrated for the intelligence agency sector
This will be assessed through presentations and papers in POLS 382

C. What are the goals and objectives of this proposal?

The goal is to prepare students for careers in the intelligences and security sectors.

D. Explain how the specific goals and objectives of the minor or certificate relate to the mission statement of the University.

The Intelligence Studies Certificate (ISC) contributes to the following elements of MSU's mission in the following ways.

1. The ISC "educate[s] students for success in a global environment" by encouraging students to take courses in Comparative Politics and International Relations. Additionally, the Canadian Parliamentary internship offers opportunity for as many as ten students to work closely with Canadian members of Parliament for five weeks in Ottawa each summer; Dr. Masterson runs an annual overseas trip to China as well as a successful and growing international academic camp that brings several dozen students from China onto MSU's campus in the summer. Dr. Masterson has also led institutional efforts to build partnerships with universities in China, Japan, South Korea, Vietnam, Israel, and Kosovo; and he has developed exchange programs for student educational opportunities in several countries.
2. With respect to the second element of MSU's mission statement, "engage in scholarship," faculty who teach in the ISC are active researchers and often involve their students. Faculty in the department have published on various international topics, particularly related to China, Asia more broadly, the Middle East, and U.S. foreign policy. The Defense Intelligence Agency Grant that supports the ISP provides significant funding for student and faculty travel abroad, and for research presentation at conferences around the U.S.
3. With respect to the third element of MSU's strategic plan, "promote diversity of people and ideas," the ISC courses are designed to expose students to a variety of ideas or perspectives. For instance, the point of Government 180, Introduction to Political Theory, is to introduce students to a variety of competing conceptions of political justice and different ways of organize a political regime. POLS 230, Introduction to Comparative Politics, introduces students to the political systems and political culture of several non-Western societies. Upper division comparative courses including "Politics of the Middle East," "Asian Politics," and others provide students with an opportunity for focused study on non-Western cultures. Program faculty also sponsor several public lectures every year – with faculty participating in as many as a dozen public events per term, many of which have international themes – and will continue to do so as long as resources permit. Last, the program faculty has sponsored several opportunities for students to travel abroad, in high numbers to China and Canada.
4. With respect to the fourth element of MSU's mission statement, "foster innovation, collaboration, and strategic thinking," the ISC is an interdisciplinary program insofar as each track requires students to study in a range of disciplines (from Finance and Computer Science to History and Chemistry). It also promotes collaboration by virtue of its design which requires close programming collaboration with UK, ECU and Kentucky State.

IV. IMPACT

A. List all departments and programs that could be impacted by this proposal. For example, any

department that:

- a. offers required courses for this minor or certificate
- b. offers elective courses for this minor or certificate
- c. offers similar courses contained in this minor or certificate
- d. has an equated course
- e. has courses in this proposal listed as a co-requisite or pre-requisite
- f. shares staff and/or resources

There are no new impacts to departments or programs since the existing college-level certificate has been operating since 2015. There are sufficient courses (at least 14) in the electives across a variety of disciplines (at least four) in any single track to disperse enrollment across disciplines, provide for sufficient capacity for certificate students in these elective courses. The electives involves courses from the following disciplines which were previously consulted: Computer Science, Geography, Global Studies, Mathematics, Philosophy, Sociology, Criminology, History, Spanish, Astrophysics, Biology, Chemistry, Physics, Accounting, Computer Information Systems, Finance, and Economics.

B. Explain the potential impact on the other departments and programs.

Other programs may see slightly higher enrollments in ISC courses. But the effect should be expected to be manageable insofar as the certificate already exists at the department level.

C. List each of the individuals in other departments and programs notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

The departments were consulted by email when the program was formed and follow-up contact made on Nov. 12, 2019.

V. PERSONNEL

A. List the name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this minor or certificate.

Jim Masterson, Ph.D., Associate Professor of Government
David Little, Ph.D., Assistant Professor of Government
Doug Mock, Ph.D., Assistant Professor of Government

B. Identify external or adjunct faculty, if appropriate.

n/a

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

n/a

D. List present and anticipated faculty necessary to offer this minor or certificate. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this is implemented.

n/a

VI. ADDITIONAL INFORMATION

A. State the desired implementation date for the minor or certificate.

Fall 2020

B. Anticipated enrollment and number of graduates from this program for the next four years.

AY 2020-21: 10 enrolled; 4 graduates/ completions
AY 2021-22: 15 enrolled; 6 graduates
AY 2022-23: 20 enrolled; 8 graduates
AY 2023-24: 25 enrolled; 10 graduates

C. Explain any additional or remodeled facilities that will be required.

n/a

D. List any additional equipment required.

n/a

E. Provide the estimated additional cost required to support this minor or certificate for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

No New funds required.

F. List Special admission requirements and/or limitations on enrollment.

None.

G. Program coherence refers to: 1) appropriate sequencing of courses, not a mere bundling of credits, so that 2) student learning is progressively more advanced in terms of assignments and scholarship required and 3) demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills. The expectation that a program embodies a coherent course of study applies regardless of the mode of delivery. Does the program embody a coherent course of study?

Yes. Students complete a 12-hour course providing them with knowledge about the US agencies involved in intelligence collection, analysis and dissemination, the process of handling and evaluating intelligence data, and various techniques for analyzing intelligence. Students also complete a four course option that focuses on one specific area.

H. Please use the template below to list all minor or certificate courses.

Example of different types of entries. Not all minors or certificates will have all types of entries.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
MSU	300	Upper level course	3
MSU	400	Variable hour course	1-3
Variable		Free Electives	9

List each specific course required in the minor or certificate. To create additional lines, tab while the cursor is in the last "Course Hours" field.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
		Required Courses <i>Students must complete the 12-hour intelligence studies core</i>	
POLS	381	Evolution of the US Intelligence Community	3
POLS	382	Intelligence Process	3
POLS	383	Counterintelligence	3
POLS	384	Intelligence Analysis	3
		Electives <i>Students must complete 12 hours from one of the following five categories</i>	
		1. Intelligence Collection and Analysis Option	
CS	303	Data Structures	3
CS	310	Algorithms and Advanced Data Structures	3

CS	360	Operating Systems	3
CS	420	Data Mining Concepts	3
CS	480	Computer Security	3
CS	485	Network Security	3
GEO	349	GIS 1	3
GEO	351	GIS 2	3
GEO	455	GIS Applications	3
POLS	200	Methods of Political Inquiry	3
POLS	410	Seminar in American Politics	3
MATH	303	Data Structures	3
MATH	320	Codes and Cryptography	3
MATH	353	Statistics	3
MATH	355	Operations Research	3
MATH	453	Concepts in the Design of Experiments	3
MATH	455	Linear Statistical Models	3
MATH	456	Nonparametric Statistics	3
PHIL	312	Symbolic Logic	3
SOC	450	Research Methodology	3
SOC	451	Social Science Data Analysis	3
SOC	455	Qualitative Research for the Social Sciences	3
		<i>Other courses as approved by the certificate advisor.</i>	
		2. Threat Specialist Option:	
CRIM	316	Global Crime and Terrorism	3
POLS	338	Politics of Transition	3
POLS	328	Law, Government and Privacy in the Computer Age	3
POLS	387	National Security Strategy	3
POLS	388	Comparative Foreign Policy	3
POLS	362	Current World Problems	3
POLS	385	Terrorism and Political Violence	3
POLS	420	Seminar in International Relations	3
POLS	440	Seminar in Political Theory	3
HST	346	United States Foreign Relations	3
HST	350	Violence in America	3
PPOL	339	Selected Topics in Public Policy	3
SOC	316	Global Crime and Terrorism	3
		<i>Other courses as approved by the certificate advisor</i>	
		3. Regional Analysis Option	

POLS	329	Comparative Constitutional Law and Politics	3
POLS	319	Islamic Political Thought	3
POLS	331	Politics of the Middle East and North Africa	3
POLS	332	Politics of Latin America and the Caribbean	3
POLS	334	Russia and Eastern Europe	3
POLS	337	Politics of Asia	3
POLS	369	Political Geography	3
POLS	386	Comparative Counter Terrorism	3
POLS	368	Human Rights and Global Justice	3
POLS	430	Seminar in Comparative Politics	3
HST	321	The Middle East	3
HST	324	Modern China	3
HST	375	Twentieth Century Asian Wars	3
IST	312	Islamic Cultures of Africa	3
IST	321	Eastern Philosophy	3
IST	341	Latin American Culture and Civilization	3
IST	372	Modern China	3
IST	374	The Middle East	3
PHIL	320	Asian Philosophy	3
SPA	306	Latin American Culture and Civilization	3
		<i>Other courses as approved by the certificate advisor</i>	
		4. Science & Technology Option	
ASTR	311	Astrophysics I: Stars and Stellar Evolutions	3
ASTR	312	Astrophysics II: Galaxies and Cosmology	3
ASTR	324	Radio Astronomy	4
ASTR	431	Space Plasma Physics	3
ASTR	460	High Energy Astrophysics	3
BIOL	317	Principles of Microbiology	3
BIOL	380	Cell Biology	4
BIOL	427	Pathogenic Microbiology	4
BIOL	428	Virology	4
CHEM	301	Fundamentals of Biochemistry	4
CHEM	326	Organic Chemistry I	4
CHEM	327	Organic Chemistry II	4
CHEM	360	Analytical Chemistry	4
CHEM	439	Pharmaceutical Chemistry	4
CHEM	460	Instrumental Analysis	3

ITEC	344	Wireless Communications	3
ITEC	444	Satellite Communications	3
ITEC	400	Digital Signal Processing I	3
ITEC	450	Digital Signal Processing II	3
PHYS	350	Nuclear Science	4
PHYS	353	Concepts of Modern Physics I	4
PHYS	354	Concepts of Modern Physics II	4
PHYS	361	Fundamentals of Electronics	4
PHYS	410	Solid State Physics	4
PHYS	452	Nuclear Physics	4
SSE	340	Digital Control Systems for Space Systems	4
SSE	360	Advanced Space Systems	3
SSE	442	RF/Microwave Systems & Antennas	3
SSE	460	Spacecraft Sensors & Remote Sensing	3
		<i>Other courses as approved by the certificate advisor.</i>	
		5. Global Finance and Governance Option	
ACCT	485	Forensic Accounting	3
CIS	311	Management Information Systems	3
CIS	322	Systems Security & Information Assurance	3
CIS	340	Telecommunications & Networking	3
FIN	325	Bank Management	3
FIN	420	Financial Markets and Institutions	3
FIN	485	International Finance	3
ECON	447	International Economics	3
POLS	344	Kentucky Politics	3
POLS	351	Public Administration	3
POLS	353	Public Personnel Administration	3
POLS	361	Globalization and its Discontents	3
POLS	365	UN and World Organizations	3
POLS	367	Politics of International Economic Relations	3
		<i>Other courses as approved by the certificate advisor.</i>	

Total Minor or Certificate Hours		24-26



COURSE
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
 Revised May 2020

Course: <small>(as listed in current catalog)</small>	UTCH 300 Classroom Interactions
Department: <small>(as listed in current catalog)</small>	Middle Grades and Secondary Education (MSUTeach)
College: <small>(as listed in current catalog)</small>	Volgenau College of Education
Originator's Name:	Edna O. Schack
	<ul style="list-style-type: none"> • Please confirm with the Office of Undergraduate Education and Student Success (3-2003) that you are initiating the correct proposal form. • Do not alter the proposal form language and formatting in any way. If the form is altered it will be returned for revision. • It is the Originator's responsibility to track a proposal through the approval process.

Signatures: The Originator and the Departmental Curriculum Committee Chair will review, complete the checklist, and sign on the following "COVER SHEET" page.

<i>April S. Mills</i> Department Chair or Associate Chair	Approve	9/9/2020
<i>A. Hughes</i> <i>Lola A. Reynolds</i> College Curriculum Committee	Approve	9/15/2020
<i>Antony Norman</i> Dean	Approve	9-16-2020
<i>Antony Norman</i> Teacher Ed. Council (if the course is required in any secondary education program)	Approve	9/23/2020

Once the proposal has been approved through the above levels, the Initiator will submit the the final document to the Office of Undergraduate Education & Student Success: undergraduate@moreheadstate.edu

<i>Laurie Couch</i> University Undergraduate Curriculum Committee	Approve	10/14/2020
<i>Greg Pull</i> Vice President for Academic Affairs	Approve	10/15/2020

COVER SHEET

Course: <small>(as listed in current catalog)</small>	UTCH 300 Classroom Interactions
Department: <small>(as listed in current catalog)</small>	Middle Grades and Secondary Education (MSUTeach)
College: <small>(as listed in current catalog)</small>	Volgenau College of Education

- Please confirm with the Office of Undergraduate Education and Student Success (3-2003) that you are initiating the correct proposal form.
- Any proposal with a secondary education component must be routed through the Teacher Education Council.
- Do not alter the proposal form language and formatting in any way. If the form is altered, it will be returned for revision.
- It is the Initiator's responsibility to track a proposal through the approval process.

The Originator will review the final document and complete the checkboxes on the left side of the page, sign and date below, and submit the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page. Once approved by the department committee: sign and date below, and submit the the complete proposal to the Department Chair/Associate Dean.

Originator



Department Curriculum
Committee Chair

<input checked="" type="checkbox"/>	The Change being requested is to an approved course and qualifies as a minor modification: <ul style="list-style-type: none"> • Equating an existing course to a new course. • Revising the title, prefix, course number, catalog description, and or admission requirements (test scores, pre-requisites, and/or co-requisites). 	<input type="checkbox"/>
<i>Minor changes do not modify course content or the course formula. If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form.</i>		
<input checked="" type="checkbox"/>	The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The impacted departments, programs, the individuals notified, and the method of notification are listed. Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, or shares staff and/or resources.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The entire proposal is saved as one document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Edna O. Schack Digitally signed by Edna O. Schack
DN: cn=Edna O. Schack, o=Volgenau State
University, email=schacke@vst.edu, c=US
Date: 2020.08.26 11:26:50 -0400

8/26/2020

Initiator

Approval Date

Jody A. Fernandez

9/8/2020

Department Curriculum Committee Chair

Approval Date

COURSE
Minor Revision to an Existing Course

Use this outline to report a minor modification of a previously approved course and to equate a *current* course with a new course. *Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). Minor changes do not modify course content or the course formula.* If the course content or formula is to be modified, use the "New Course or Major Revision to Existing Course" form. Terms offered should be consistent with the curriculum map.

I. COURSE						
Current Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Faculty Load	Formula (Example: 3-0-3)	Intended Terms Offered (Example: Fall/Spring)
	UTCH	300	Classroom Interactions	3.74	2-2-3	Fall
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Faculty Load	Formula (Example: 3-0-3)	Intended Terms Offered (Example: Fall/Spring)
	UTCH	300	Classroom Interactions	3.74	2-2-3	Fall

II. EXPLANATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

We are requesting that UTCH 250 Perspectives on Science and Mathematics be removed as a prerequisite for UTCH 300 Classroom Interactions. The content of UTCH 250 is not a necessary prerequisite for UTCH 300. Students, especially transfer students and students who begin MSUTeach in their sophomore year or beyond, have difficulty scheduling UTCH 250 before UTCH 300, delaying their progress in the program.

B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:

- a. requires the course
- b. offers the course as an elective
- c. offers a similar course
- d. has an equated course
- e. has the course listed as a co-requisite or pre-requisite
- f. shares staff and/or resources

The departments impacted are Biology and Chemistry; Physics, Earth Science, and Space Systems Engineering; Mathematics; and Computer Science and Electronics. Additionally, because the UTCH courses reside in it, Middle Grades and Secondary Education.

C. Explain the potential impact on the other departments and programs.

Areas, majors, or related programs in these departments with an MSUTeach track are impacted only to the extent that UTCH 250 can be more flexibly included in the curriculum maps, i.e. it does not need to occur before UTCH 300 because it will no longer be a prerequisite to UTCH 300.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

The following individuals via email with an attached memo (memo follows this course revision form):

Dr. Chuck Lydeard, Chair, Biology and Chemistry

Dr. Eric Jerde, Chair, Physics, Earth Science, and Space Systems Engineering

Dr. Chris Schroeder, Chair, Mathematics

Dr. Ahmad Zargari, Associate Dean, School of Engineering and Computer Science

Dr. Sherif Rashad, Computer Science

Dr. April Miller, Chair, Middle Grades and Secondary Education

Dr. Geoffrey Geamer, Professor, Biology, College of Science Teacher Education Program

Representative

III. ADDITIONAL INFORMATION

A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTCH 300 Classroom Interactions. (2-2-3) Restriction: Admission to TEP. Classroom Interactions continues the process of preparing you to teach mathematics, science, and engineering by providing opportunities to apply theories of learning developed in Knowing and Learning in instructional settings. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e. what students say, do, or create). An important focus of the course is on building your awareness and understanding of equity issues and their effects on student learning. Providing accommodations to meet the needs of all students is the heart of good teaching. Classroom Interactions is centered on a close examination of the interplay between

teachers, students, content, and the world beyond schools, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

Prerequisite: UTCH 100, UTCH 150, UTCH 200, and Admission to TEP

Supporting documentation can be forwarded along with the electronic copy of the proposal.

TO: Dr. Chuck Lydeard, Chair, Biology and Chemistry
Dr. Eric Jerde, Chair, Physics, Earth Science, and Space Systems Engineering
Dr. Chris Schroeder, Chair, Mathematics
Dr. Ahmad Zargari, Associate Dean, School of Engineering and Computer Science
Dr. Sherif Rashad, Computer Science
Dr. April Miller, Chair, Middle Grades and Secondary Education
Dr. Geoffrey Gearner, Professor, Biology, College of Science Teacher Education
Program Representative

FROM: Dr. Edna O. Schack, Co-Director, MSUTeach

DATE: August 26, 2020

RE: UTCH 300 Classroom Interactions Minor Course Revision

MSUTeach is requesting a minor course revision to UTCH 300 Classroom Interactions to remove UTCH 250 Perspectives on Science and Mathematics as a prerequisite. The content of UTCH 250 is not a necessary prerequisite for UTCH 300. Students, especially transfer students and students who begin MSUTeach in their sophomore year or beyond, have difficulty scheduling UTCH 250 before UTCH 300, delaying their progress in the program.

The departments impacted are Biology and Chemistry; Physics, Earth Science, and Space Systems Engineering; Mathematics; and Computer Science and Electronics. Additionally, because the UTCH courses reside in it, Middle Grades and Secondary Education.

Areas, majors, or related programs in these departments with an MSUTeach track are impacted only to the extent that UTCH 250 can be more flexibly included in the curriculum maps, i.e. it does not need to occur before UTCH 300 because it will no longer be a prerequisite to UTCH 300.

Please contact me, Edna Schack, to confirm you received this. If you have questions, please also contact me. e.schack@moreheadstate.edu or 606-356-3619. Thank you.