



# **Curriculum Year End Report 2021-2022**

Undergraduate Curriculum Committee,  
WCCC Curriculum Committee,  
and Graduate Curriculum Committee<sup>1</sup>

May 2022

The year-end report contains information items and course and program changes approved during the academic year.

## UNDERGRADUATE CURRICULUM COMMITTEE

### 2021-2022 Membership

<b>Department</b>	<b>Member</b>	<b>Term Expires</b>
Art and Design	Eric Elliott	2022
Biological Sciences	Denise McKenney	2024
Business	Geoffrey Gurka	2024
Computer Science and Engineering	Sarah Lanci	2022
Health Sciences	Olga Grisak	2023
Kinesiology	Sloane Milstein	2023
Languages, Literatures, and Mass Communication	Elaine Venter	2023
Mathematics and Statistics	Dan Schultz-Ela	2023
Music	Sean Flanigan	2022
Physical and Environmental Sciences	Brian Hosterman	2023
Social and Behavioral Sciences	Tiffany Kragnes	2024
Teacher Education	Nick Bardo	2021
Theater	Scott Andrews	2022
Western Colorado Community College	Wayne Smith	

### Officers

Chair	Eric Elliott
Vice Chair	Denise McKenney
<b>Secretary, non-voting</b>	Aaron Osborne

### Ex-Officio Positions

Vice President of Academic Affairs (VPAA)	Kurt Haas
Designee for VPAA	Morgan Bridge
Faculty Senate President	David Collins
Registrar	Holly Teal
Registrar's Office Designee	Maggy Bodyfelt
Director of Financial Aid	Curt Martin
Library Representative	Amber D'Ambrosio
Academic Schedule Coordinator	Janel Davis
Catalog Description Reviewer	Johanna Varner
Essential Learning Subcommittee Chair	Doug O'Roark
Student Representative	Vacant

## Information and Business Items

### August 29, 2021 Meeting

#### Announcements

- New members were introduced and welcomed.

#### Ex-Officio Reports

- Assistant Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge stated that there is no old business to complete this year. The Committee can begin this fall with no outstanding items. She also thanked everyone for serving on this very important committee.
- Library - If you are making curriculum changes this year, particularly new courses and programs, please let the Library know (Librarian D'Ambrosio) as soon as possible so that library can plan accordingly.
- Catalog Description Reviewer - Please let the Catalog Description Reviewer know as soon as possible if changes are proposed for course descriptions. She does not need the entire CIM packet. An email with the proposed description allows her to preview and work with faculty on any needed changes, before it hits her queue in CIM.

#### Old Business

- No old business from last year to complete.

#### Information Items

Chair Elliot shared and discussion followed on the following Information Items:

- The Curriculum website contains the Important Dates and Deadlines for Academic Year 2021-2022 document, which Special Project Coordinator Osborne reviewed, noting a new format which should be easier to read. He also provided an overview of the Curriculum website, including how to enter CIM and noted important dates for this year.
- Chair Elliot shared the UCC Responsibility Guidelines and Review Responsibility Categories and asked Committee members to sign up for a category. The document will be sent out with the minutes for faculty to review and choose an area.
- Committee members were reminded that all curriculum proposals must also have any affected program proposals submitted before Executive Committee will review. Next meeting there will be a review on how to find this information in CIM.
- Chair Elliott reminded the committee that in order for course changes to appear in the Fall 22 Schedule, the curriculum proposal must be through UCC no later than the December 2021 meeting. Associate Registrar Bodyfelt reminded faculty that while course changes approved after December will be available to students, those changes/additions may not appear until May/June.
- The Committee was reminded that once a curriculum proposal is approved at UCC, the proposal must then be approved at Faculty Senate, first on the consent agenda and then voted on the next meeting which increases the time for proposal approval. Other approval processes also need to occur for curriculum proposals after Faculty Senate Approval. Courses/Programs are not approved until these processes are all completed which can take a significant amount of time, after the UCC approval, which is what then dictates the December and February proposal cut-off dates.
- The Curriculum Website Overview, conducted by Special Projects Coordinator Osborne, was included in the first informational item.

- Chair Elliott shared that the Curriculum Training Preview will be shared next Committee meeting, which should be very useful for new members and allow continuing members to provide input/feedback on the training presentation.
- Chair Elliott proposed that the next two meetings occur via Zoom. At that point, the committee can discuss again and decide what format to continue for the fall meetings. Informal approval was provided by the majority of the committee.

### New Business

- A Task Force for Professional Certificate SLOs was formed. AVPAA Bridge stated that currently there are no designated SLOs for Professional or Technical Certificates. She has asked UCC and WCC to bring recommendations to their respective committees this fall to identify SLOs for both types of certificates. These will not be new SLOs but rather SLOs chosen from the approved institutional SLOs. Olga Grisak and Tiffany Kragnes agreed to serve on the Task Force and bring a recommendation to UCC next meeting.

## **September 23, 2021 Meeting**

### Announcements

- Term dates were verified for all Committee Members. Chair Elliott will provide the updates to Faculty Senate.

### Ex-Officio Reports

- Financial Aid Deputy Director Martin - All certificate changes are now required to be approved by HLC and then reported to the DOE, which is a new reporting requirement.
- Librarian D'Abrosio - Please send any new course proposals and new programs to the Library as soon as possible, so the Library can begin their assessment.
- Catalog Description Reviewer Varner - Thank you for the courses already sent. Please continue to send, even before entering into CIM, to facilitate the review process.

### Old Business

- Committee Members Grisak and Kragnes shared the task force recommendations for the Professional Certificate Student Learning Outcomes. The task force recommended the following three SLOs:
  1. Construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Specialized Knowledge/Applied Learning)
  2. Describe reasoned conclusions that articulate the implications and consequences for a particular decision by synthesizing information and methodologies (Critical Thinking)
  3. Reflect on and respond to ethical, social, civic and/or environmental challenges at local, national, and/or global levels (Personal and Social Responsibility)
    - Sean Flanigan moved and Sarah Lanci seconded to approve and the committee approved the Professional Certificate SLOs.
- Committee Roles and Responsibilities were reviewed and volunteers were solicited to review specific aspects of proposals. Committee members were asked to pay specific attention to their section of the proposal in their review.

### Information Items

- Dates and Deadlines for the Year were discussed. For courses to appear during Spring Registration for Fall Schedule, proposals must be at the December meeting. Special Projects Coordinator Osborne shared a new date document. CIM closes on Feb 4 for proposals this year.

- When making a course change, the requisite program changes should be made at the same time. UCC Exec will not review course proposals until the accompanying program proposal is also submitted.

### New Business

- Training Demonstration – Chair Elliott did a though walk through of the CIM forms for both courses and programs. He also walked through the UCC website. Special Project Coordinator Osborne briefly walked through SLOs and Table Grids and Course Sequence Plan.
- Special Project Coordinator Osborne briefly showed and described the Resources available on the website to assist in preparing proposals.
- As discussed at the last UCC Meeting, Curriculum Drop-in Office Hours have been established. All sessions will occur in DH 203 from 12:30-2:00 on the following dates: Tuesday, October 12, Tuesday, November 9, Tuesday, November 30. Faculty can bring questions on their proposals and/or work on their proposals during this time. Special Projects Coordinator Osborne will work on an electronic sign-up form for faculty to use to register.
- Programs briefly discussed upcoming departmental changes that will be coming through UCC this fall/spring.

### **October 28, 2021 Meeting**

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Please encourage faculty to work on proposals. The February 4<sup>th</sup> deadline, which is when CIM closes, will approach quickly.
- Registrar's Office - Any course changes that faculty would like listed during Spring Registration for the Fall Schedule need to be approved during the December UCC Meeting.
- Library - Please let the Library know as soon as possible when new courses/programs are under development. This allows them to better manage workload.

#### Information Items

- Chair Elliot reminded faculty to clearly list any changes made on proposals and then to be specific in justifications for those changes. This includes adding SLOs and the Topical Course Outline the first time the course is modified in CIM.
- All proposals should be submitted into CIM 4 to 6 weeks before the desired UCC Meeting to allow time for proposals to work through workflow.
- For courses to appear during Spring Registration for Fall Schedule, proposals must be at the December UCC meeting. CIM closes on Feb. 4 for proposals this year.
- When making a course change, the requisite program changes should be made at the same time. UCC Exec will not review course proposals until the accompanying program proposal is also submitted.
- Drop-In Curriculum Assistance is available this fall. All sessions will occur in DH 203 from 12:30-2:00. The two remaining fall dates are the following: Tuesday, November 9, Tuesday, November 30.

### New Business

- Essential Learning Proposals will begin working their way through workflow next meeting. Essential Learning courses are being asked to add the course SLOs and the Topical Course Outline, if that information is not yet in CIM.

## **November 18, 2021 Meeting**

### Ex-Officio Reports

- Librarian D'Ambrosio - Please get proposals to the Library as soon as possible. This assists the Library in their workflow.

### Old Business

- The Committee discussed the use of the consent agenda and voted to use the Consent Agenda for SLO changes. There was also discussion on what is required for assessment on the curriculum proposal. AVPAA Bridge stated a specific assignment/simulation/quiz during a specific course and semester is the ideal. However, variability is needed to allow for differences in both programs and the progress departments are making in their assessment process.
- There was also discussion on the need for prereqs on upper-division courses. Both the need for prereqs and upper-division courses with no prereqs were discussed.

### Information Items

- Chair Elliott reminded Committee Members of the UCC dates and deadlines. For courses to appear during Spring Registration for Fall Schedule, proposals must be at the December meeting. CIM closes on Feb 4 for proposals this year.
- He also reminded Committee Members to check the ecosystem box when making a course change, so that all other requisite program changes can be made at the same time. UCC Exec will not review course proposals until the accompanying program proposal is also submitted.
- The last drop-in Curriculum Assistance session for this fall will be in DH 203 from 12:30-2:00 on Tuesday, November 30.

### New Business

- Chair Elliott stated James Ayers had asked for curriculum representation on a Working Group that is looking at science courses used by primarily the Science disciplines and the science courses required for Essential Learning. At times, particularly for science majors, a student can have taken numerous science courses but still need to take an EL science course to fulfill that requirement. The Working Group will be looking at ways to address this issue.

## **December 9, 2021 Meeting**

### Announcements

- Chair Elliott moved to amend the agenda to include the deletion of KINA 135A: Backcountry Winter Travel and to correct the agenda title of OREC 112 from OREC 112: Rock Climbing to OREC:112 Rock Climbing II, the correct title. S. Flanigan motioned and S. Lanci seconded to approve. The motion passed. Chair Elliott also moved to add ANTH 331L to the agenda since it was inadvertently left off the meeting agenda. T. Kragnes motioned and G. Gurka seconded to approve. The motion passed.

### Ex-Officio Reports

- Registrar's Office - It will be mid-March before the courses approved today are available for students, since the UCC minutes must first pass Faculty Senate which will not be meeting until next year.

- Librarian D'Ambrosio - Please get proposals to the Library as soon as possible and/or let the Library know if new courses or programs are being proposed. This assists the Library in their workflow.

#### Old Business

- J. Varner, the UCC representative on the Essential Learning Transfer Working Group reported the Working Group has not yet met.

#### Information Items

- Chair Elliot reminded Committee Members that when making a course change, the requisite program changes should be made at the same time. UCC Exec will not review course proposals until the accompanying program proposal is also submitted.

### **January 27, 2022 Meeting**

#### Announcements

- Chair Elliott reminded the Committee that CIM will close on February 4<sup>th</sup>. All proposals for this year need to be submitted to CIM no later than February 4<sup>th</sup>.

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked faculty for their work on curriculum this year which allows coursework to remain current and relevant.
- Registrar's Office - Assistant Registrar Bodyfelt reported that all courses approved last fall are ready/will be ready for course listing for spring registration.
- Financial Aid Deputy Director Martin - Nothing to report
- Librarian D'Ambrosio - Librarian D'Ambrosio thanked faculty for sending course information to the library early which assisted the librarians in completing the library assessments timely and efficiently.
- Catalog Description Reviewer Varner - Description Reviewer Varner thanked faculty for letting her know of changes ahead of time which facilitated the workflow process.

#### Information Items

- Chair Elliott reminded the Committee that any programs changed by course changes must at least be in workflow in order for the course proposal to be approved.

#### New Business

- Discussion centered on CIM closing on February 4<sup>th</sup>. Special Projects Coordinator Osborne stated that faculty may continue to work on curriculum proposals after CIM closes, but may not submit to workflow.

### **February 24, 2022 Meeting**

#### Announcements

- Welcome to Scott Andrews who is replacing Matt Schlieff on the committee.
- CIM is closed and proposals are working their way through que for approval this spring.

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Nothing to report

- Registrar's Office - Courses approved this spring will not be available for registration until late April. There are other steps in the approval process after UCC that must be completed before the Registrar's Office can make the course available to students.
- Financial Aid Deputy Director Martin - Nothing to report
- Librarian D'Ambrosio - Library assessments are completed. Librarian D'Ambrosio thanked all for the advance notifications received.
- Catalog Description Reviewer Varner - Stated that she will make small changes like a typo or comma inclusion without reaching out to the faculty initiating the proposal. However, she always reaches out when a substantive change is needed.

#### Information Items

- Chair Elliott reminded the committee that a responsibility given to UCC is to ensure courses are not duplicated. When proposing new courses, please check the catalog to ensure the proposal is not duplicating a course that already exists.

### **March 17, 2022 Meeting**

#### Announcements

- Chair Elliott reminded the committee that Courses/Programs in CIM will be approved this year, even if not approved at this meeting.
- Chair Elliott asked for a vote on whether to hold the April meeting in person or via Zoom. The committee voted and the April meeting will be held via Zoom.

#### New Business

- Dr. Ayers is proposing the following to address the issue, primarily in the sciences, where a student takes many hours of EL Science courses, since several of the EL Science courses are required in the major. He is suggesting the following addition to the curriculum manual.
  - Programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes may specify courses in the Natural Sciences category, provided there are at least 10 credits of Natural Sciences Essential Learning classes remaining in the Foundation or Major requirements section of the program.

### **April 28, 2022 Meeting**

#### Announcements

- Chair Elliott thanked the Committee, the Executive Committee and the Registrar's Office for their curriculum work this year. It was noted there were over 450 curriculum proposals reviewed between all three CMU Curriculum Committees.

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Chair Elliott and Vice-Chair McKenney were thanked for their work this year as well as all Committee Members. The importance of curriculum work in the continuing process of keeping degrees and programs current and relevant is imperative and most appreciated.
- Registrar's Office - Most class changes have been made and are in the system. Program changes will begin to occur next month with the goal of having those updated when Catalog publishes.



- Librarian D'Ambrosio - The Committee was thanked for getting proposals to the Library early. Chair Elliott reminded the Committee that if new programs/new proposals are underway, that information could be sent to the Library this summer.
- Catalog Description Reviewer Varner - Dr. Varner thanked everyone for sending descriptions early.

#### Information Items

- Chair Elliott reminded the Committee that CIM will reopen late summer, once the Catalog is published. An email will be sent to all faculty when CIM is reopened. Please remind your departments that curriculum work can continue over the summer and then copy and pasted into CIM when it opens. It was noted that CIM cannot be accessed until it is reopened but faculty can still continue curriculum changes, just not the entering of those changes into CIM.
- Chair Elliott reminded the Committee and Associate Registrar Bodyfelt clarified that a program name change, in most cases, necessitates a deletion of the old program and the addition of a new program. Check with the UCC Chair and the Registrar's Office before considering a program name change.

#### New Business

- Sarah Lanci was nominated for the position of UCC Chair and Denise McKenney was nominated for the position of Vice-Chair. No other nominations were presented. The committee voted and Sarah Lanci was elected UCC Chair and Denise McKenney was elected Vice-Chair for next year. Congratulations and thank you to the new Chair and Vice-Chair.
- AVPAA Bridge thanked Chair Elliott for his leadership as the UCC Chair. He will be missed. She also thanked Special Projects Coordinator Osborne for all his work on curriculum and CIM.

## Course and Program Changes

### Proposal Overview

The Undergraduate Curriculum Committee reviews proposals related to 4-year degrees and certificates offered at the main campus. The total number of proposals considered by the UCC during the 2021-2022 academic year is shown in the following table:

<b>Number of Undergraduate Curriculum Proposals, AY 21-22</b>	
<b>Proposal Type</b>	<b>Number</b>
Course Addition	30
Course Modification	99
Course Reactivation	0
Course Deletion	22
Program Addition	4
Program Reactivation	0
Program Modification	55
Program Deactivation	4
Program Deletion	1
<b>Total:</b>	<b>215</b>

As shown in the below table, the majority of the total proposals for the year must be reviewed in a single meeting:

<b>Number of Proposals Reviewed Per UCC Meeting, AY 21-22</b>										
	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb*</b>	<b>Mar</b>	<b>Apr</b>	<b>May**</b>	<b>Total</b>
<b># of Proposals</b>	2	7	21	56	39	25	59	6	0	215
* Deadline for inclusion of program and course changes in the next AY Calendar										
**UCC executive subcommittee action										

### Proposal Details

The listing of curriculum proposals approved during the 2021-2022 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Undergraduate Curriculum Committee.

<b>Art &amp; Design – Program Modifications</b>			
<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>3270: Art: K-12 Education</b>	<b>BFA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> Upper division art history requirements in Program Specific Degree Requirements changed. Suggested Course plan was updated. Added SLOs as required for first program update in CIM. No other discussion.			
<b>Change Item Description</b> List all proposed changes to the program	<b>Departmental Justification</b> 1. Changed upper division art history requirements in Program Specific Degree Requirements.   2. Suggested Course plan was updated.   3. Added SLOs.		
<b>3284: Animation, Film, Photography and Motion Design</b>	<b>BFA</b>	<b>Program Modification - Approved (4/28/22)</b>	<b>Gurka   Venter</b>
<b>UCC Discussion:</b> Lowered passing grade from B to C, updated the program overview, and revised the course plan. No other discussion.			
<b>Change Item Description</b> List all proposed changes to the program	<b>Department Justification</b> 1) Lowering required pass grade from "B" to "C".   2) Updating program overview.   3) Revising the course plan		

<b>Art &amp; Design – Program Modifications</b>			
<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>: Animation</b>	<b>MNR</b>	<b>Program Addition- Approved (4/28/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> New minor in Animation program. No other discussion.			
<b>Change Item Description</b> New Program: No differences to report	<b>Departmental Justification</b> A. Students from the BFA program have worked for local TV stations in Colorado, including Rocky Mountain PBS. Students have acquired internships and positions in Denver with various production companies. Students have done various freelance positions involving wedding videography, event photography, music videos, non-profit promotional videos, educational videos, PSA's, and various crew positions on Grand Junction independent films.   B. According to the Bureau of Labor Statistics, the "Arts, design, entertainment, sports, and media" occupational group makes up 1.3% in the US and 1.6% in the Denver area. B. 1. Bureau of Labor Statistics - Occupational Outlook handbook - Special Effects Arts and Animators - Number of Jobs (2020): 62,400, Job Outlook (2020-30): 16% (much faster than average), Employment Change (2020-30): 9,900. [ <a href="https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm">https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm</a> ] ... See CIM Proposal for More		

<b>Art &amp; Design - Course Modifications</b>		
<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>ARTA 123: Lights! Camera! Action!</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Flanigan   Gurka</b>
<b>UCC Discussion:</b> Rewrote the description to flow better and provide an accurate representation of what students do in the class. Removed 'Character design' from the course because there is a separate class that focuses on character design. Changed the Instructional Activity to Mixed Methods to align the course with current classification of all studio art classes. No other discussion.		
<b>Change Item Description</b> Type of Instructional Activity:	<b>Old</b> Lecture/Lab: Vocational/Tech	<b>New</b> Mixed Instructional Method

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of fundamental components of animation, digital filmmaking, and motion design. Students explore character design, styles of animation, digital filmmaking, and motion design while focusing on the elements of light, sound, and motion as key time-based design factors. Individual and group projects.	Exploration of fundamental components of digital design and time-based media, such as photography, animation, digital filmmaking, and motion design. Students focus on the elements of light, sound, and motion as key time-based design factors. Individual and group projects.
<b>ARTA 224: Principles of Film</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Flanigan   Gurka</b>
<b>UCC Discussion:</b> Removing 'Motion Design' from title, as motion design content is actually taught in another course, ARTA 223 Image and Motion. The new description removes irrelevant content taught in the history of graphic design class and animation specific courses. Updated the instructional activity to Mixed Methods to align with all other studio art courses. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Principles of Film and Motion Design	Principles of Film
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of motion design and time-based visual imagery. Includes history of motion design, application of motion design as visual communication, and the integration of animation, film, images, typography, and sound. Current trends in motion design media and technologies.	Introduction to various stages of film production. Emphasis on screenwriting, planning and scheduling, cameras, lenses, lighting, and editing.
Course abbreviated schedule name:	Princ of Film/Motion Design	Principles of Film
<b>ARTA 323: Character Design and Story Concepts</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Flanigan   Gurka</b>
<b>UCC Discussion:</b> Revised description to reflect more accurately course topics. Removed statement, "It is also an area of specialization within time-based media" from description because it is redundant and unnecessary. Instructional activity updated to align with all other studio art courses. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Animators, filmmakers, and motion designers tell stories. Stories have scripts, characters, props, and environments. This course is designed to guide students in developing their stories, characters, and the related content. It is also an area of specialization within time-based media.	In-depth exploration of the power of story and how it influences the design process. World building through character design and concept art for animation, live-action, comics, and video games. Individual and collaborative projects.
Course abbreviated schedule name:	Char Design/Story Concepts	Character Design/Story Concept
<b>ARTA 324: Animation Production</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Flanigan   Gurka</b>
<b>UCC Discussion:</b> Removed "2D" from the title to be more inclusive of all forms of animation production. Add "advanced" to the description to set the expectations of an upper-level course. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	2D Animation Production	Animation Production
Course abbreviated schedule name:	2D Animation Production	Animation Production

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of a personal aesthetic through individual or collaborative short animations and character performances, based on original concepts and stories. Involves Storyboarding, Pre-Production, and Post-Production.	Development of a personal aesthetic through advanced individual or collaborative short animations and character performances, based on original concepts and stories. Involves storyboarding, pre-production, and post-production.
<b>ARTA 326: Intermediate Filmmaking</b>	<b>Course Modification - Approved (10/28/21)</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> 1. Add prerequisites ARTA 222 and ARTA 224 to keep students on a straightforward track in the program, by preventing students from taking all the courses in one topic, such as only taking film classes, or photo classes.   2. 4 contact hours were changed from Lab to Studio since Art Studio is the instructional activity type used in this class.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	ARTA 223 and ARTA 225	ARTA 222, ARTA 223, ARTA 224, and ARTA 225
<b>ARTA 424: Animation, Film, and Photography Studio I</b>	<b>Course Modification - Approved (10/28/21)</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> 1. Shortened and simplified description with more relevant information regarding the course.   2. Removed "Motion Design" from name, redundant.   3. Removed ARTA 325 prerequisite, class will no longer be offered in the program.   4. Removed ARTA 327 as a prerequisite, not necessary for the pre-production process in ARTA 424.   5. 4 contact hours were changed from Lab to Studio since Art Studio is the instructional activity type used in this class.   6. Type of instructional activity changed to more accurately describe the type of activity taught in this course (Mixed Methods of Studio Art and Lecture, not Lecture/Lab).		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Animation, Film, Photography and Motion Design Studio I	Animation, Film, and Photography Studio I
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of advanced individual projects in animation, film, photography, and motion design. Students are encouraged to focus on advanced individual projects based on perfecting their personal interests and focusing on career goals.	Creation of pre-production and concept development for an individual or collaborative senior thesis. Students are encouraged to focus on their personal interests, career goals, and portfolio needs.
Course abbreviated schedule name:	AFP MD Studio I	Animation/Film/Photo Studio I
Prerequisites:	ARTA 322, ARTA 323, ARTA 324, ARTA 325, ARTA 326, and ARTA 327	ARTA 322, ARTA 323, ARTA 324, and ARTA 326

<b>Biological Sciences - Program Modifications</b>			
<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
3409, 3410, and 3414 added BIOL 419 Fisheries Management to the Additional Biology Courses, Category 4 option. Add BIOL 419L Fisheries Management Lab to the Additional Biology Courses, Category 4 option.			
<b>3409: Biological Sciences: Ecology, Evolution and Organismal Biolo</b>	<b>BS</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>3410: Biological Sciences: Biology</b>	<b>BS</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>3414: Biological Sciences: Cellular, Molecular and Developmental B</b>	<b>BS</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>

**Biological Sciences - Course Additions**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p>BIOL 419 and 419L: Students who will work in fisheries and aquatics with federal agencies need 6 credit hours of aquatics/fisheries courses to pass the initial review by human resources. Currently freshwater ecology is offered every other fall on even years, and fish biology is offered every other spring on even years. Instead of offering freshwater ecology and fish biology yearly, offering fisheries management will expand courses for students interested in fisheries and natural resources. Offering fisheries management would help students meet the credit hour requirements to apply to work with federal agencies. In addition, a fisheries management course will help students be more competitive for aquatics and fisheries positions. Fisheries management will differ from fish biology and freshwater ecology. Fish biology focuses on the anatomy, physiology, identification, evolution, and ecology of fishes. Freshwater ecology focuses on the physical, chemical, biological, and ecological characteristics of inland waters. This course was taught twice as a topics course. Fall 2017 with 17 students enrolled and Fall 2019 with 14 students enrolled.</p>		
<b>BIOL 419: Fisheries Management</b>	<b>Course Addition - Approved (1/27/22)</b>	<b>Gurka   Bardo</b>
<b>BIOL 419L: Fisheries Management Laboratory</b>	<b>Course Addition - Approved (1/27/22)</b>	<b>Gurka   Bardo</b>
<p><b>UCC Discussion:</b> A laboratory component is critical for learning the specific methods and techniques that apply to the principles of fisheries management (BIOL 419). No other discussion.</p>		

**Business - Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>1163: Hospitality Management</b>	<b>AAS</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Gurka   Lanci</b>
<p><b>UCC Discussion:</b> Removed electives that are no longer taught and updated internship course to correct course number. No other discussion.</p>			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	<p>1. Remove HMGT 201 Management in the Travel Industry I   2. Removed HMGT 211 Travel Destination   3. Removed HMGT 217 Hotel Operations   4. Removed HMGT 218 Housekeeping Operations   5. Removed HMGT 241 Food and Beverage Operations   6. Removed HMGT 296 Topics   7. Change internship HMGT 299 Internship to MANG 299 Internship.</p>		
<b>1170: Decision Support Systems</b>	<b>PCT</b>	<b>Program Modification - Approved (2/24/22)</b>	<b>Gurka   Bardo</b>
<p><b>UCC Discussion:</b> Update to program overview to remove information concerning programs no longer offered.</p>			
<b>Change Item Description</b>	<b>Department Justification</b>		
List all proposed changes to the program	<p>To remove the wording in program overview concerning the minor in Managerial Informatics and the BBA in Information Systems.</p>		
<p>3104, 3108, 3118, 3119, 3122, 3125, 3126, 3127, 3128, 3165, 3167, 3173, 3174: To better reflect the CMU learning outcome Quantitative Fluency, we edited SLO #1 to specifically include the words “Quantitative” and “Qualitative” in January 2021. However, we received feedback that the word ‘or’ in the SLO might send the message that quantitative research is optional. Therefore, we resorted to the 2018-2019 version of the DSB SLO #1 which named qualitative and quantitative in separate SLO’s and moved 1.2 to the 1.1 slot to help keep reporting streamlined in March 2021. To better reflect the CMU learning outcome Information Literacy, we edited SLO#2 to specifically include the word ‘accurately’ in March 2021. However, we received feedback in September that Information Literacy was not clearly identifiable and changes were recommended. The committee proposed the recommended changes to the faculty who voted to approve on October 6, 2021.</p>			
<b>3104: Accounting: General Accounting</b>	<b>BS</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>3108: Accounting: Public Accounting</b>	<b>BS</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>

<b>3118: Business Administration: Energy Management/Landman</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3119: Business Administration: Entrepreneurship</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3122: Business Administration: Business Economics</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3125: Business Administration: Finance</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3126: Business Administration: Management</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3127: Business Administration: Marketing</b>	<b>BBA</b>	<b>Program Modification - Approved (2/24/22)</b>	<b>Gurka   Bardo</b>
UCC Discussion: Reducing general elective hours by 3 credits and adding MARK 375 to keep the program current with industry.			
<b>Change Item Description</b>	<b>Department Justification</b>		
List all proposed changes to the program	Adding MARK 375-Digital Marketing into Marketing Nucleus. Reduce elective hours by three hours. Add MARK 375 and reduce elective hours in the plan of study.		
<b>3128: Business Administration: Human Resource Management</b>	<b>BBA</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>3165: Computer Information Systems</b>	<b>BS</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
UCC Discussions: Cooperative Education was removed from General Electives. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Cooperative Education is being removed from General Electives		
<b>3167: Computer Information Systems</b>	<b>BAS</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>3173: Business Administration: Business Analytics</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3174: Business Administration: International Business</b>	<b>BBA</b>	<b>Program Modification - Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>3163: Hospitality Management</b>	<b>BAS</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Gurka   Lanci</b>
UCC Discussion: Updated timing of course offerings, updated SLOs, and added HMG 370 to meet student demand/interest. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Changed HMG 370 Managing Quality Service from Spring Semester to Fall Semester.   2. Changed HMG 450 Strategic Hospitality Marketing from Fall Semester to Spring Semester.   3. Update Davis School of Business' student learning outcomes.   4. Add HMG 370 Events Management to the description of General Electives.		

<b>3171: Business Administration: Hospitality Management</b>	<b>BBA</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> Rearranged timing of courses to fit the annual planning of Hotel Maverick to better facilitate the educational collaboration on marketing and sales plans. Added courses to Hospitality Management Electives.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Change HMGT 370 Managing Quality Service from Spring Semester to Fall Semester.   2. Change HMGT 450 Strategic Hospitality Marketing from Fall Semester to Spring Semester.   3. Add HMGT 352 Public Recreation Systems to suggested Hospitality Management Electives.   4. Add HMGT 350 Private and Commercial Recreation Systems to suggested Hospitality Management Electives		

<b>M141: Hospitality Management</b>	<b>MNR</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> Removed courses no longer regularly offered by the program. Added and replaced with more up-to-date electives for hospitality students. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Remove HMGT 211 Travel Destination   2. Remove HMGT 217 Hotel Operations   3. Remove MARK 332 Promotion   4. Remove HMGT 351 Community Tourism Systems   5. Remove HMGT 310 Travel and Tourism Marketing Techniques   6. Add HMGT 371 Events Management   7. Add HMGT 350 Private and Commercial Recreation Systems   8. Add HMGT 352 Public Recreation Systems   9. Add HMGT 370 Managing Quality Service		

#### Business - Program Additions

Proposal	Degree	Committee Action	Motion   Second
<b>: Fraud Examination</b>	<b>PCT</b>	<b>Program Addition – Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> New 4-course professional "Lunch, Learn & Earn" program from Business utilizing existing Accounting courses. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
New Program: No differences to report	The Fraud Examination Certificate can be completed in as little as one year, providing flexibility for working professionals. Each of the 4 courses will be available in a hybrid format during the lunch hours at first. This is designed to be convenient for working professionals as well as existing students who prefer daytime classes. Offering the classes over this lunch timeframe will allow CMU to market the program to working professionals as a "Lunch, Learn & Earn" program. Students can choose to move through the program in as little as a year or choose to move at a slower pace. The program could be completely online in the future to attract students outside the Grand Valley. The curriculum is aligned with the Association of Certified Fraud Examiners. We will be seeking program certification with ACFE once this program is in place.		

#### Business - Program Deletions

Proposal	Degree	Committee Action	Motion   Second
<b>1173: Insurance</b>	<b>PCT</b>	<b>Program Deletion - Approved (12/9/21)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussions:</b> There are no students currently enrolled in this certificate program.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Delete Proposal: No differences to report	Insufficient demand to justify program's continuance.		



**Business - Course Modifications**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>ACCT 411: Auditing I</b></p> <p><b>UCC Discussion:</b> Removed "and senior standing" from the prerequisites. To allow students with the other prerequisites to register without an override.</p> <p><b>Change Item Description</b> Prerequisites:</p>	<p><b>Course Modification - Approved (11/18/21)</b></p> <p><b>Old</b> ACCT 322 and CISB 241 or STAT 241, and senior standing</p>	<p><b>Gurka   Schliefl</b></p> <p><b>New</b> ACCT 322; and CISB 241 or STAT 241</p>
<p><b>CISB 471: Advanced Information Systems</b></p> <p><b>UCC Discussions:</b> Cleaning up prerequisites as a component of the CISB 6-year review. CISB 310 is no longer offered. CISB 315 and CISB 470 are spring classes (along with CISB 471) and as listed prerequisites, have been delaying our CISB students' graduation, or requiring overrides to let the students take them concurrently. As this has become an increasingly frequent occurrence, and the theory in the two classes is not critical for CISB 471, the CISB faculty feel that removal of these two courses as prerequisites is justified. No other discussion.</p> <p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p> <p>Prerequisites:</p>	<p><b>Course Modification - Approved (12/9/21)</b></p> <p><b>Old</b> Capstone course for the BS in CIS, the BAS in CIS, and the BBA IS concentration. Integrates management information needs, decision-making criteria, and design of interactive user interfaces. Design and development of computerized management control systems for major functional modules of an organization investigated, utilizing database management systems, distributed processing and structured systems development. CISB 210, CISB 310, CISB 315, CISB 331, CISB 410, CISB 442, CISB 451, and CISB 470; or permission of instructor</p>	<p><b>Lanci   Bardo</b></p> <p><b>New</b> Capstone course for the BS in CISB and the BAS in CISB. Integrates management information needs, decision-making criteria, and design of interactive user interfaces. Design and development of computerized management control systems for major functional modules of an organization will be investigated using database management systems, distributed processing, and structured systems development. CISB 210, CISB 331, CISB 410, CISB 442, CISB 451, and CISB 470</p>
<p><b>ECON 201: Principles of Macroeconomics-GTSS1</b></p> <p><b>UCC Discussion:</b> Course description modified to contain information about the course. Prereq moved from being a statement in the course description to be specifically stated in "Prerequisite" field, which follows standard curriculum guidelines. No other discussion.</p> <p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p> <p>Prerequisites:</p>	<p><b>Course Modification - Approved (3/17/22)</b></p> <p><b>Old</b> Basic concepts of economics. Courses must be taken in sequence and are not open to freshmen.</p>	<p><b>Gurka   Bardo</b></p> <p><b>New</b> Introduction to basic methods of economic analysis and modelling, knowledge of the "language" of economics, and comprehension of the basic principles of supply and demand, inflation, unemployment, economic growth, fiscal policy, monetary policy, and applications to modern economic thought and practice. These economic principles will become apparent in current events, and will be used to interpret/critique real world arguments. Sophomore Standing</p>

<b>ECON 202: Principles of Microeconomics-GTSS1</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussion:</b> Course description modified to contain information about the course. Prereq moved from being a statement in the course description to be specifically stated in "Prerequisite" field, which follows standard curriculum guidelines. No other discussion.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Basic concepts of economics. Courses must be taken in sequence and are not open to freshmen.	<b>New</b> Introduction to basic principles of supply and demand, elasticity of demand, marginal analysis, market structure, pricing and efficiency, consumer, producer, and worker behaviors, and market failures. These economic principles will become apparent in current events, specifically in the areas of taxation, the labor market, externalities, and public goods, and will be used to interpret/critique real world arguments. ECON 201
Prerequisites:		
<b>MARK 350: Marketing Research</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussion:</b> Updating course description. Adding MARK 231 to prerequisites. Students should have the 200-level introductory marketing class before they enter 300 level marketing class to have a basic understanding of marketing principles and theory. No other discussion.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Marketing research theory and techniques designed to educate the student in the use of the scientific method, develop analytical ability, present basic marketing research tools, and develop proficiency in the art of writing research reports. Cases and actual research projects will be utilized. CISB 241 or STAT 241	<b>New</b> Marketing research theory and techniques designed to educate the student in the use of the scientific method, development of analytical ability, presentation of basic marketing research tools, and proficiency in the art of writing research reports. Includes cases and actual research projects. CISB 241 or STAT 241; and MARK 231
Prerequisites:		
<b>MARK 432: Advanced Marketing</b>	<b>Course Modification - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Very minor course description changes. Removed the prerequisites of MARK 350 or CISB 341 and added CISB 241 or Stat 241. The requirement for quantitative decision-making competency can be fulfilled by CISB 241 or STAT 241. The requirement for the second level of quantitative decision-making competency (MARK 350 and CISB 341) is minimal to non-existent and will be covered if and as necessary in the course. No other discussion.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> In-depth complex marketing problems confronting modern business. Development of marketing strategy to allow the firm to progress toward its corporate objectives. MARK 231 and MARK 350 or CISB 341	<b>New</b> In-depth complex marketing problems confronting modern businesses. Development of marketing strategy to allow a firm to progress toward its corporate objectives. CISB 241 or STAT 241; and MARK 231
Prerequisites:		

<b>Business - Course Additions</b>		
<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
ACCT 471, 473, and 475 are intended to be part of a new/proposed professional certificate program geared toward assisting students as well as existing professionals to build data analysis skills specific to financial accounting and prepare candidates for the Certified Fraud Examiners exam.		
<b>ACCT 471: Data Analytics for Accounting</b>	<b>Course Addition - Approved (12/9/21)</b>	
<b>UCC Discussions:</b> Changes in CPA exam created more emphasis on data analysis. This new course is designed to address the content change.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Department Justification</b> The CPA Exam is going through substantial evolution. A major part of these changes will result in substantially more emphasis on data analysis on the future exam. This course is designed to address content that will be covered on the new CPA exam beginning in 2023. See the attached model curriculum from the AICPA in which data analytics is now part of the CPA Exam core.	
<b>ACCT 473: Fraud Legalities</b>	<b>Course Addition - Approved (12/9/21)</b>	
<b>ACCT 475: Fraud Examination</b>	<b>Course Addition - Approved (12/9/21)</b>	
<b>FINA 300: Personal Finance</b>	<b>Course Addition – Approved (11/18/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> This course is intended to be a course for non-business students who need training in personal finance.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Department Justification</b> Currently there is no course that prepares students for the challenges of personal finance. Additionally, this course allows students to receive one credit hour with no prerequisites to learn about this topic. The course ran in the summer of 2021 as a topic course and the feedback from the students was very positive, many stating that the material was very important to them and that they were glad to have taken the course. The course also ran in the fall of 2021. I can report that many students pointed out that the material was very important to them and they indicated that the course will be very beneficial to them. The last assignment was to explain what the most important concept was to them in the course by recording a 5-minute video.	
<b>MANG 242: Intro to The Point: Experiential Management I</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Hosterman</b>
<b>UCC Discussions:</b> New course set as precursor to MANG 442 to help introduce running The Point to allow for better continuity. No other discussion.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Department Justification</b> The Point class has been offered for eight years. It has been very difficult to start the business over again every semester. This course will allow the students to learn about running the business in the Introductory course and then provide continuity by allowing these students to take MANG442 and know how to run the business at the beginning of that course.	
<b>MARK 375: Digital Marketing</b>	<b>Course Addition - Approved (2/24/22)</b>	<b>Flanigan   Bardo</b>
<b>UCC Discussion:</b> New course to cover new marketing ideas brought on by the digital era. No other discussion.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Department Justification</b> Our current courses cover only traditional media and there is a need to have one course for this digital era. Therefore, our curriculum will connect and correspond to the ever-changing emerging advancements in the marketing industry.	

### Business - Course Inactivations

Proposal	Committee Action	Motion   Second
<b>CISB 260: Information System Architecture</b> <b>UCC Discussion:</b> CISB 260 has not been offered in several years and does not appear on any program sheets. No other discussion.	<b>Course Inactivation – Approved (11/18/21)</b>	<b>Flanigan   Gurka</b>
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Department Justification</b> CISB 260 was taught as a substitution course for TECI 260. TECI 260 is no longer taught, CISB 260 has not been taught for 5-7 years, and does not appear on any program sheets.	
<b>CISB 310: Enterprise Architecture</b> <b>UCC Discussion:</b> CISB 310 has not been offered in several years and does not appear on any program sheets. No other discussion.	<b>Course Inactivation – Approved (11/18/21)</b>	<b>Flanigan   Gurka</b>
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Department Justification</b> CISB 310 has not been offered for a number of years, it was replaced on all program sheets by CISB 309	
<b>CISB 392: Information Systems Theory and Practice</b> <b>UCC Discussion:</b> CISB 392 has not been offered in several years and does not appear on any program sheets. No other discussion.	<b>Course Inactivation – Approved (11/18/21)</b>	<b>Flanigan   Gurka</b>
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Department Justification</b> CISB 392 has not been offered for years, it is no longer on any program sheets, it has been replaced by CISB 470.	

### Computer Science and Engineering - Program Modifications

Proposal	Degree	Committee Action	Motion   Second
<b>3420: Computer Science</b> <b>UCC Discussion:</b> Specific course list for restricted electives changed to a more general statement because all of the current 300 and 400 level CSCI and MATH courses satisfy the requirement. Updated wording on SLOs for clarity.	<b>BS</b>	<b>Modification – Approved (10/28/21)</b>	<b>Gurka   Bardo</b>
<b>Change Item Description</b> List all proposed changes to the program:	<b>Departmental Justification</b> The requirement for restricted electives was modified from a list of specific courses to "Complete 15 semester hours at the 300 or 400 level with a CSCI prefix or MATH 361 or other course(s) with advisor approval."		
<b>3453: Mechanical Engineering Technology</b> <b>UCC Discussions:</b> Added verbiage to Program Specific Courses/Requirements to specify "Prerequisites for these courses must be passed with a grade of "C" or higher." Also added CHEM 131/131L as an alternative to CHEM 151/151L3) Update mapping of program SLOs to align with how the program is being assessed.	<b>BS</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b> List all proposed changes to the program	<b>Departmental Justification</b> 1. Add verbiage to Program Specific Courses/Requirements to specify "Prerequisites for these courses must be passed with a grade of "C" or higher."   2. Add CHEM 131/131L as an alternative to CHEM 151/151L3) Update mapping of program SLOs to align with how the program is being assessed for the Accreditation Board for Engineering and Technology (ABET).		

<b>1453: Mechanical Engineering Technology</b>	<b>AAS</b>	<b>Program Modification – Approved (4/28/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> 1. Program is increasing from 63 hours to 68 hours.   2. Added MAMT 105, MAMT 106, MAMT 148, PHYS 131/131L, CHEM 151/151L, ENGR 224/224L, ENGR 263   3. Removed: PHYS 111/111L, WELD 151, CHEM 121/121L, MATH 119   4. Course changes/substitutions: CHEM 151/151L or CHEM 131/131L will replace CHEM 121/121L. For Essential Learning Math, MATH 119 replaced with MATH 135 (which had previously been a program-specific requirement).			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Program is increasing from 63 hours to 68 hours.   2. Course additions to the program: MAMT 105 - Print Reading and Sketching MAMT 106 - Geometric Tolerancing MAMT 148- CNC APPLICATIONSPHYS 131 - Fundamental Mechanics and PHYS 131L - Fundamental Mechanics Laboratory CHEM 151 - Engineering Chemistry and CHEM 151L - Engineering Chemistry Laboratory ENGR 224 and ENGR 224L Materials Science and Materials Science Laboratory ENGR 263 Mechanics of Solids   3. Course deletions to the program: PHYS 111/111L WELD 151 - Introduction to Welding CHEM 121-Principles of Chemistry and CHEM 121L Principles of Chemistry Laboratory MATH 119- Precalculus Mathematics-GTMA1   4. Course changes/substitutions: CHEM 151 - Engineering Chemistry and CHEM 151 L - Engineering Chemistry Laboratory or CHEM 131 - General Chemistry and CHEM 131L - General Chemistry Laboratory will replace CHEM 121 - Principles of Chemistry and CHEM 121L - Principles of Chemistry Laboratory. For Essential Learning Math, MATH 119 replaced with MATH 135 (which had previously been a program-specific requirement).		

<b>Computer Science and Engineering - Program Additions</b>			
<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>: Data Science</b>	<b>PCT</b>	<b>Program Addition – Approved (4/28/22)</b>	
<b>UCC Discussion:</b> New interdisciplinary professional certificate to help students gain knowledge breadth, and depth, in using algorithms, methods and systems to extract knowledge and insights from structured and unstructured data and learn to apply advanced analytics and machine learning (ML) to help them predict and optimize outcomes.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
New Program: No differences to report	Glassdoor (an American website where current and former employees anonymously review companies, submit, view salaries, search and apply for employment on its platform) ranks data science as the third-highest in-demand career in its list of top 50 professions in demand. There is a reason Data Scientist is in the top 3 for career rankings, and it's because their demand is in exponential growth and shows no sign of slowing down. This demand comes from data-driven decision-making processes in business and industry. To be a successful company in the 21st-century, organizations have to use data to their advantage. In the past, an organization used spreadsheets to analyze data. Now, the complexity and volume of data necessitate the use of data analytic tools and algorithms. The following are a small sample of the analytics platforms data scientists use: Google Analytics — Digital marketing cloud-based service Tableau, ... <b>See CIM Proposal for More</b>		

<b>Computer Science and Engineering - Course Modifications</b>		
<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>CIVE 127: Engineering Drawing for Civil Engineering</b>	<b>Course Modification - Approved (10/28/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> The instructional activity for this course was changed from lecture/lab: vocational/technical to lecture to better reflect the structure of the course.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture

<b>CIVE 212: Introduction to Geomatics</b>	<b>Course Modification - Approved (10/28/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> The instructional activity for this course was changed from lecture/lab: vocational/technical to lecture to better reflect the structure of the course.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture
<b>CSCI 111: CS1: Foundations of Computer Science</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Course description was modified to add additional topics related to software development version control systems. Changed prerequisite from CSCI 100 or MATH 113 to CSCI 110 or MATH 113 or MATH 119a to accommodate the new MATH 113 to MATH 119a and 119b sequence. Topical course outline and SLOs were completed as these did not carry over from the old course management system. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to problem solving techniques with emphasis on modularity, abstraction, analysis, and correctness of algorithm design. Using C/C++ language as a tool, topics covered include data types, control structures, I/O, and functions.	Introduction to problem solving techniques with emphasis on modularity, abstraction, analysis, and correctness of algorithm design. Using C/C++ language as a tool. Topics covered include data types, version control, Makefile, control structures, I/O, pointers, dynamic memory, functions, unit testing, debugging, structs.
Prerequisites:	CSCI 110 or MATH 113	CSCI 110 or MATH 113 or MATH 119a
<b>CSCI 112: CS2: Data Structures</b>	<b>Course Modification - Approved (11/18/21)</b>	<b>Lanci   Flanigan</b>
<b>UCC Discussion:</b> Course description was modified to: specify the programming language used throughout the course (C++), add the topic of software development version control systems, remove a statement about pedagogy.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continuation of CSCI 111 with emphasis on algorithm design and analysis, procedural abstraction, data abstraction, and quality programming style. Topics covered include distinction between dynamic and static variables; various implementations of elementary stacks, queues, trees and lists; comparison of recursive and iterative algorithms; program correctness; and hierarchical design principles. Programming exercises will focus on modularity of design and data abstraction.	Continuation of CSCI 111 using C++. Emphasis on algorithm design analysis, procedural abstraction, data abstraction, data structures, and quality programming style. Topics include the distinction between dynamic and static variables; various implementations of elementary stacks, queues, trees, and lists; comparison of recursive and iterative algorithms; program correctness; version control; and hierarchical design principles.
<b>CSCI 310: Advanced Programming</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Prerequisite changed to remove the course as an option for students unprepared for the pace, concepts, and content covered. Course description was cleaned up to be clearer, the CISB major call-out was removed.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of a higher-level programming language for CSCI/CISB majors. Specifics will vary with the language covered.	Exploration of higher-level programming languages and advanced concepts for CSCI majors. Specifics will vary with the language covered.

Prerequisites:  
Please provide justification for  
repeatability:

CSCI 111 or CSCI 110 or CSCI 130

CSCI 250 and MATH 151  
Even though courses use same  
number, the course and topics will  
vary from language to language  
covered and therefore they are  
essentially different courses.  
Minimum of 4 credit hours is  
required for BS in CS program. The  
repeatability of three times has not  
changed.

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**CSCI 420: Software Security**

**Course Modification - Approved  
(3/17/22)**

**Lanci | Gurka**

**UCC Discussion:** Cyber Security is a bit broader name for this course. Software Security would be more appropriate name based on the content of the course. Added course SLOs and topical outline to CIM, no actual changes made. Course description has been worded to reflect the new title and made more generic by removing specific technique such as "Man in the middle attacks". The course contents is staying the same. No other discussion.

**Change Item Description**

Course name:  
Course description for the catalog  
(do not list pre-reqs, co-reqs, and  
terms typically offered):

**Old**

Cyber Security  
Exploration of various common  
security flaws in programs and  
systems written in C and C++  
programming languages. Topics  
include Linux commands, shell  
scripting, C, Buffer overflow,  
exploits, Man in the Middle attacks,  
and red and blue team exercises.  
Students will learn how to find  
various vulnerabilities such as  
buffer overflow and write simple  
exploits to take advantages of the  
vulnerabilities.

**New**

Software Security  
Exploration of various common  
security flaws in software and  
systems written in C/C++  
programming languages. Topics  
include Linux commands, Bash and  
Python scripting, Buffer overflow,  
exploits and CTFs exercises.  
Students will learn to find flaws and  
write exploit code to take  
advantages of the vulnerabilities as  
well as various mitigation  
techniques.

Course abbreviated schedule name:

Cyber Security

Software Security

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**ENGR 101: Introduction to  
Engineering**

**Course Modification - Approved  
(11/18/21)**

**Lanci | Flanigan**

**UCC Discussion:** 1. Course description has been updated to be more inclusive of all engineering disciplines offered at CMU (not just mechanical) and to remove a clause that could be construed as pedagogy. | 2. Topical course outline has been added since this information was not included in the transfer to CIM. | 3. SLOs have been added since this information was not included in the transfer to CIM.

**Change Item Description**

Course description for the catalog  
(do not list pre-reqs, co-reqs, and  
terms typically offered):

**Old**

Facets of engineering. Includes  
history of the profession,  
mechanical engineering and  
mechanical technology curriculum,  
industries in which engineers  
practice, and expectations and tools  
for academic success. Introduces  
engineering tools used in later  
courses. Hands-on experiences,  
visiting industry, oral presentations,  
meeting faculty and practicing  
professions.

**New**

Exploration of engineering as a  
field. Includes general  
characteristics of the profession,  
training required for various  
engineering degrees, industries in  
which engineers practice, and tools  
for academic and professional  
success in engineering, including  
the basics of report generation and  
the licensure process. Ethics and  
societal issues related to  
engineering will also be introduced.

<b>ENGR 140: First-Year Engineering Project</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> 1. Add the new courses, MATH 119A: Algebra for Calculus and MATH 119B: Trigonometry for Calculus as an alternative prerequisite to MATH 119: Precalculus. Students who take the new "stretch" precalculus path (MATH 119A+MATH 119B) to calculus will no longer take MATH 119: Precalculus but will cover the equivalent content and therefore be prepared for ENGR 140: First-Year Engineering Project.   2. Course was previously listed as 'lecture/lab: vocational/technical', and was updated to 'lecture' to be consistent with other courses of similar format offered in the program.   3. SLOs and Topical Outline added (info was not transferred when CIM was implemented).   4. Course description was updated to begin with a noun phrase and remove pedagogical elements. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lecture/Lab: Vocational/Tech Provides first-year engineering students with the opportunity to apply mathematic and scientific skills in interdisciplinary engineering projects. Students work in teams to design and build engineering projects under the guidance of engineering faculty. Prototype projects are exhibited at an end-of-semester design expo.	Lecture Introduction to the application of mathematic and scientific skills in interdisciplinary engineering projects. Includes elements of teamwork, project management, engineering design and prototyping, and project documentation.
Prerequisites:	MATH 119 or higher	MATH 119; or MATH 119A and MATH 119B
<b>ENGR 224: Materials Science</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> 1. Prerequisites were updated to allow CHEM 151/151L or CHEM 131/131L. Both chemistry courses satisfy the necessary prerequisite knowledge for students taking ENGR 224. Since CHEM 151/151L is not being offered every fall and spring semester, allowing either chemistry course as a prereq allows students increased flexibility in scheduling.   2. Topical course outline and SLOs added since this information did not transfer into CIM.   3. Course description was modified to replace phrasing that could be construed as pedagogy.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Structure, properties, and processing of metallic, polymeric, ceramic, and composite materials. Perfect and imperfect solids; phase equilibria; transformation kinetics; mechanical behavior; material degradation. Approach incorporates both materials science and materials engineering components.	Structure, properties, and processing of metallic, polymeric, ceramic, and composite materials. Perfect and imperfect solids; phase equilibria; transformation kinetics; mechanical behavior; material degradation. Includes both materials science and materials engineering components.
Prerequisites:	CHEM 151/CHEM 151L and PHYS 131/PHYS 131L	CHEM 151/CHEM 151L or CHEM 131/CHEM 131L; and PHYS 131/PHYS 131L
<b>ENGR 224L: Materials Science Laboratory</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> 1) Prerequisites were updated to allow CHEM 151/151L or CHEM 131/131L. Both chemistry courses satisfy the necessary prerequisite knowledge for students taking ENGR 224. Since CHEM 151/151L is not being offered every fall and spring semester, allowing either chemistry course as a prereq allows students increased flexibility in scheduling. 2) Topical course outline and SLOs added since this information did not transfer into CIM. 3) Course description changed to meet new curriculum requirements for course descriptions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component for ENGR 224.	Hands-on application of topics learned in lecture. Includes mechanical testing, determination of material properties, thermal



Prerequisites:

CHEM 151/CHEM 151L and  
PHYS 131/PHYS 131L

processing, and technical reporting.  
Lab component for ENGR 224.  
CHEM 151/CHEM 151L or CHEM  
131/CHEM 131L; and PHYS  
131/PHYS 131L

**Computer Science and Engineering - Course Additions**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>CSCI 425: Python Machine Learning</b> <b>UCC Discussion:</b> Course has been offered as a topics course and will continue to be taught. It will be offered as an elective in the BS Computer Science program and as a required course in the new Data Science Professional Certificate program. There is no course that currently offers the topics covered in this proposed course. <b>Change Item Description</b> New Proposal: No differences to report	<b>Course Addition - Approved (1/27/22)</b> <b>Department Justification</b> Course has been offered as a topics course and will continue to be taught. It will be offered as an elective in the BS Computer Science program and as a required course in the new Data Science Professional Certificate program. Machine Learning is an important topic in the popular data science field. There is no course that currently offers the topics covered in this proposed course especially applying various traditional machine learning algorithms in real-world datasets using the popular machine learning language Python.	<b>Lanci   Gurka</b>
<b>ENGR 333: Lean Principles</b> <b>UCC Discussion:</b> A popular topics course that will continue to be offered as a restricted elective for the BS MET program. <b>Change Item Description</b> New Proposal: No differences to report	<b>Course Addition - Approved (3/17/22)</b> <b>Departmental Justification</b> Taught twice as a 396 Topics course. The course will continue to be offered as a restricted elective for the BS MET program. Lean principles are utilized in various business sectors and industries from the medical professions to manufacturing. Lean was developed and perfected in Japan from the 1950s to 1980s, and especially by Toyota Motors Manufacturing. The introduction of lean initiatives to North American manufacturing has been rocky with examples of successes and failures. This course focuses mainly on lean principles in manufacturing but does explore some examples showing how it can be applied in various settings from fast food preparation to organization at home. Some of the principles explored are muda (waste), 5S (sort, set in order, shine, standardize, and sustain), standardized work, just-in-time manufacturing, kanban (point of use tools/materials), jidoka (error proofing), and hoshin (planning). Students that enter the workforce with a foundational understanding of these principles will be able to recognize and contribute to an existing lean culture at their employer. Or, recognizing areas where lean can help, introduce the concepts to their employer. <b>...See more in CIM proposal</b>	<b>Lanci   Gurka</b>

**Health Sciences - Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>1615: Nursing</b>	<b>AAS</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Removed NURS 254 and NURS 254L. Added a credit from NURS 254 and NURS 254L to NURS 255 and NURS 255L. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	Inactivate NURS 254 and NURS 254L. Move the 1 credit hour from NURS 254 and the 1 credit from NURS 254L to NURS 255 and NURS 255L		

**Health Sciences - Program Deactivations**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>1606: Magnetic Resonance Imaging</b>	<b>PCT</b>	<b>Program Deactivation - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Deactivated for 2 years due to low enrollment. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Justify change in status:	Low enrollment for several years. The program currently has two students. One student will graduate in spring 2022, and another student needs one clinical experience course to meet the requirements for graduation. The student has been contacted and is planning on finishing the program within the next academic year.		
How long will the program be deactivated?	Two Years		
<b>3622: Radiologic Sciences</b>	<b>BAS</b>	<b>Program Deactivation - Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> The creation of the BSRS degree has caused unsustainably low enrollment. The 5 remaining students are either finishing Spring 22 or will have teach-out plans. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Justify change in status:	The BAS RS program has been approved in fall of 2008. The program was developed in alignment with the career ladder vision that provided associate degree graduates with the opportunity to advance their education. The online format provided flexibility for the graduates who wanted to continue their education while working fulltime or part-time. Although the program accommodated out-of-town and out-of-state students, the enrollment was primarily driven by the AAS RT graduates. In the fall of 2017, the AAS RT program made a change from a two-year associate's degree to a four-year bachelor's degree (the BSRS program). This change resulted in significant, yet gradual, decrease in the BAS program's enrollment, which now was driven by external applicants. In addition, since the beginning of the pandemic, the remaining low enrollment was further reduced due to a high demand for radiologic technologists in the medical field. The program has become unsustainable due to low enrollment. There are five currently active students who are enrolled in the BAS RS program and are taking the program specific courses. Two of the students will finish all the program coursework in spring 2022. The individual teach-out plans are being created for the other three students. The program courses that do not overlap with the BSRS program will be substituted with the independent studies. There is one inactive student who is missing two clinical courses. The student has been contacted and plans on finishing the courses either in spring or summer of 2022.		
How long will the program be deactivated?	Two Years		

**Health Sciences - Course Modifications**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>NURS 252: Mental Health Concepts in Nursing</b></p> <p><b>UCC Discussion:</b> Leadership NURS 254 and 254L is no longer a co-req since these two courses are being deleted. The leadership information from NURS 254/NURS 254L will be addressed in NURS 255/NURS 255L and other Nursing courses making NURS 254/NURS 254L no longer needed. No other discussion.</p> <p><b>Change Item Description</b></p> <p>Corequisites:</p>	<p><b>Course Modification - Approved (1/27/22)</b></p> <p><b>Old</b></p> <p>NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L</p>	<p><b>New</b></p> <p>NURS 252L, NURS 255, NURS 255L, NURS 256, and NURS 256L</p>
<p><b>NURS 252L: Mental Health Concepts in Nursing Laboratory</b></p> <p><b>UCC Discussion:</b> Leadership NURS 254 and 254L is no longer a co-req since these two courses are being deleted. The leadership information from NURS 254/NURS 254L will be addressed in NURS 255/NURS 255L and other Nursing courses making NURS 254/NURS 254L no longer needed. No other discussion.</p> <p><b>Change Item Description</b></p> <p>Corequisites:</p>	<p><b>Course Modification - Approved (1/27/22)</b></p> <p><b>Old</b></p> <p>NURS 252, NURS 254, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L</p>	<p><b>New</b></p> <p>NURS 252, NURS 255, NURS 255L, NURS 256, and NURS 256L</p>
<p><b>NURS 255: Adult Concepts of Health III</b></p> <p><b>UCC Discussion:</b> Add 1 credit from NURS 254 to NURS 255 Adult Concepts of Health III. NURS 254 is being deleted. The reason for moving the credits to this course is because this is the last semester of Medical Surgical. It is the critical care didactic information. Being able to spend more time in this area will give student more time to understand these concepts. It will also enhance their critical thinking and clinical judgement. No other discussion.</p> <p><b>Change Item Description</b></p> <p>Credit hours:</p> <p>Corequisites:</p>	<p><b>Course Modification - Approved (1/27/22)</b></p> <p><b>Old</b></p> <p>NURS 252, NURS 252L, NURS 254, NURS 254L, NURS 255L, NURS 256, and NURS 256L</p>	<p><b>New</b></p> <p>3</p> <p>NURS 252, NURS 252L, NURS 255L, NURS 256, and NURS 256L</p>
<p><b>NURS 255L: Adult Concepts of Health III Laboratory</b></p> <p><b>UCC Discussion:</b> Add 1 credit from NURS 254L to NURS 255L Adult Concepts of Health III Lab. NURS 254L is being deleted. The reason for moving the credits to this course is because this is the last semester of Medical Surgical clinical. In NURS 255L students will be able to work with their instructor to increase critical thinking by spending more hours in the critical care areas before graduation. No other discussion.</p> <p>Credit hours:</p> <p>Corequisites:</p>	<p><b>Course Modification - Approved (1/27/22)</b></p> <p><b>Old</b></p> <p>NURS 252, NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 256, and NURS 256L</p>	<p><b>New</b></p> <p>3</p> <p>NURS 252, NURS 252L, NURS 255, NURS 256, and NURS 256L</p>
<p><b>NURS 256: Capstone</b></p> <p><b>UCC Discussion:</b> NURS 254 and 254L is no longer a co-req since these two courses are being deleted. The leadership information from NURS 254/NURS 254L will be addressed in NURS 255/NURS 255L and other Nursing courses. No other discussion.</p> <p><b>Change Item Description</b></p> <p>Corequisites:</p> <p>Is there overlapping content with present courses offered?</p> <p>Explain:</p>	<p><b>Course Modification - Approved (1/27/22)</b></p> <p><b>Old</b></p> <p>NURS 252, NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 255L, and NURS 256L</p> <p>Yes</p> <p>There is content migrating over from NURS 254 (see course mod for 254).</p>	<p><b>New</b></p> <p>NURS 252, NURS 252L, NURS 255, NURS 255L, and NURS 256L</p> <p>No</p>

<b>NURS 256L: Capstone Laboratory</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> NURS 254 and 254L is no longer a co-req since these two courses are being deleted. The leadership information from NURS 254/NURS 254L will be addressed in NURS 255/NURS 255L and other Nursing courses. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Corequisites:	NURS 252, NURS 252L, NURS 245, NURS 245L, NURS 255, NURS 255L, and NURS 256	NURS 252, NURS 252L, NURS 255, NURS 255L, and NURS 256
Is there overlapping content with present courses offered?	Yes	No
Explain:	We are moving content from NURS 254L to NURS 256L.	

<b>NURS 410L: Population Health Nursing Laboratory</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated course name for consistency across all laboratory courses in the RN-BSN program. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Population Health Nursing Practice Experience	Population Health Nursing Laboratory

#### Health Sciences - Course Inactivations

Proposal	Committee Action	Motion   Second
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<b>NURS 254: Leadership</b>	<b>Course Inactivation - Approved (1/27/22)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussion:</b> Inactivate NURS 254 and 254L Leadership and Leadership lab. Management and Leadership are discussed throughout the program. AAS program does not need to have a Leadership course and it would be better to move the credits to the NURS 255 and NURS 255L. No other discussion.		
<b>Change Item Description</b>	<b>Department Justification</b>	
Delete Proposal: No differences to report	Inactivate NURS 254 and 254L Leadership and Leadership lab. These courses are not required by National Accreditation of Nursing in an AAS program. If the students continue into an RN-BSN program, the students would have to retake leadership as it cannot be waived in the RN-BSN program. Management and Leadership are discussed throughout the program.	

<b>NURS 254L: Leadership Laboratory</b>	<b>Course Inactivation - Approved (1/27/22)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussion:</b> Inactivate NURS 254 and 254L Leadership and Leadership lab. Management and Leadership are discussed throughout the program. AAS program does not need to have a Leadership course and it would be better to move the credits to the NURS 255 and NURS 255L. No other discussion.		
<b>Change Item Description</b>	<b>Department Justification</b>	
Delete Proposal: No differences to report	Inactivate NURS 254 and 254L Leadership and Leadership lab. These courses are not required by National Accreditation of Nursing in an AAS program. If the students continue into an RN-BSN program, the students would have to retake leadership as it cannot be waived in the RN-BSN program. Management and Leadership are discussed throughout the program.	

### Kinesiology – Program Modifications

Proposal	Degree	Committee Action	Motion   Second
<b>3151: Outdoor Recreation Industry Studies</b>	<b>BS</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> Changed prefix name/numbers of seven KINA courses to OREC prefix, added OREC 100, OREC 104 and OREC 105 must be taken concurrently, OREC 105 moved to the lower division requirements section, OREC 108/109/110 moved from the lower division requirements to the foundation requirement. Course sequencing changed based on course availability. No other discussion.			
<b>Change Item Description</b> List all proposed changes to the program	<b>Departmental Justification</b> 1. Change prefix name/numbers of seven KINA courses to OREC prefix: KINA 143 to OREC 104, KINA 120 to OREC 105, KINA 108A to OREC 108, KINA 109 to OREC 109, KINA 110 to OREC 110, KINA 111A to OREC 112, KINA 135A to OREC 135   2. Add OREC 100   3. OREC 104 and OREC 105 must be taken concurrently   4. OREC 105 (Backpacking) is being moved to the lower Division requirements section.   5. OREC 108,109, and 110 are being moved from the lower division requirements to the foundation requirement section.   6. Change to course sequencing based on course availability		
<b>M111: Outdoor Recreation Studies</b>	<b>MNR</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> Changed prefix name/numbers of several KINA courses to OREC prefix. Added OREC 100 to the required courses. Increased from 21 credits to 23 credits. OREC 105 is being moved from the restricted list to the required list.			
<b>Change Item Description</b> List all proposed changes to the program	<b>Departmental Justification</b> 1.KINA 143 to OREC 104 Orienteering   2. KINA 120 to OREC 105 Backpacking   3. KINA 108A to OREC 108 Stand up Paddle Boarding   4. KINA 109 to OREC 109 Kayaking   5. KINA 110 to OREC 110 River Rafting   6. KINA 111A to OREC 112 Rock Climbing II   7. KINA 135A to OREC 135 Back Country Winter Travel   8. Also, we added OREC 100: Leave No Trace (1) to the required courses.   9. Minor is increasing from 21 credits to 23 credits.   10. Backpacking (OREC 105) is being moved from the restricted list to the required list.		

### Kinesiology - Course Modifications

Proposal	Committee Action	Motion   Second
<b>KINE 335: Sport in Society</b>	<b>Course Modification - Approved (10/28/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> 1. KINE 205 added as prerequisite to provide the student with an overview of the industry as well as expectations of the program.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  Prerequisites:	<b>Old</b> The sociology of sport, covering the cultural traditions, social values, and psychosocial experiences of sport from antiquity to today.	<b>New</b> Sociology of sport, covering the cultural traditions, social values, and psychosocial experiences of sport from antiquity to today. KINE 205
<b>KINE 342: Sport Law and Recreation Risk Management</b>	<b>Course Modification - Approved (9/23/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> 1. Name change to Sport and Recreation Law and Risk Management. Course now required for the Outdoor Recreation Major. Name change proposed to include these students.   2. Prerequisites changed to add Junior Status because this a reading and writing intensive course that requires a level of maturity.		
<b>Change Item Description</b> Course name:	<b>Old</b> Sport Law and Risk Management	<b>New</b> Sport Law and Recreation Risk Management

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Legal duties, responsibilities, rights, duties and risk management techniques involved in sport.	Legal duties, responsibilities, rights, and risk management techniques involved in sport and recreation.
Course abbreviated schedule name:	Sport Law Risk Management	Sport Law and Risk Management
Prerequisites:		Junior status

<b>KINE 345: Survey of Economics and Finance in Sport</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> KINE 205 is the Intro to Sport Management and the program. It provides the student with an overview of the industry and expectations of the program. Students who struggle with the intro course often struggle at upper level courses. By requiring KINE 205 prior to this course (KINE 345) students have time to adjust to be successful.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	The economic, financial, and managerial accounting concepts for sport.	Economic, financial, and managerial accounting concepts for sport.
Prerequisites:	ECON 201	ECON 201 and KINE 205

<b>KINE 402: Sport Marketing</b>	<b>Course Modification - Approved (10/28/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> 1. KINE 205 added as prerequisite to provide the student with an overview of the industry as well as expectations of the program.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	The application of the principles of promotion and marketing to the sport and fitness industry including the areas of professional sports, corporate fitness, college/high school athletics, clubs and resorts, and others.	Application of the principles of promotion and marketing to the sport and fitness industry including the areas of professional sports, corporate fitness, college/high school athletics, clubs and resorts, and others.
Prerequisites:	MARK 231	KINE 205, MARK 231

<b>KINE 420: Therapeutic Interventions</b>	<b>Course Modification - Approved (9/23/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> 1. Changes made to the Course Description were made at the request of the Catalog Description Evaluator to fit rules of current curriculum manual.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Review of the theoretical and scientific basis for, and the practical use of, contemporary therapeutic modalities and techniques utilized in the treatment of acute and chronic musculoskeletal injuries.	Review of the theoretical underpinnings, scientific basis, and practical use of contemporary therapeutic techniques for the treatment of acute and chronic musculoskeletal injuries.

<b>OREC 311: Avalanche Rescue Techniques and Theory</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Updated prerequisite to reflect course renaming (KINA 135A to OREC 135). No other discussion.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	KINA 135A	OREC 135

<b>OREC 312: Swiftwater Rescue Techniques and Theory</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Updated KINA prerequisites to renamed OREC prerequisites. Courses did not change. The only change was in the KINA prefix moving to an OREC prefix. No other discussion.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	KINA 108A, KINA 109, or KINA 110	OREC 108, OREC 109, or OREC 110

<b>OREC 313: Rock Climbing Instructor and Rope Rescue</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Updated prerequisite to reflect course renaming (KINA 111A to OREC 112). No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	KINA 111A	OREC 112

<b>OREC 315: Professional Outdoor Guide</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Updated prerequisite to reflect course renaming (KINA 111A to OREC 112, KINA 120 to OREC 120, KINA 143 to OREC 143). No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	KINA 111A, KINA 120, and KINA 143	OREC 112, OREC 120, and OREC 143

### Kinesiology - Course Additions

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>OREC 100: Leave No Trace</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course covering the Leave No Trace (LNT) ethic which is foundational to any career or activity in the outdoor recreation industry. No other discussion.		
<b>Change Item Description</b>	<b>Department Justification</b>	
New Proposal: No differences to report	The Leave No Trace (LNT) ethic is foundational to any career or activity in the outdoor recreation industry. Although we incorporate elements of this ethic into each OREC course, the LNT curricula is vital and foundational to each course, and frankly, the future of the outdoor recreation industry. This course validates the academic pursuit of the OREC degree at CMU.	

OREC 104, 105, 108, 109, 110, 112, and 135 are replacing the KINA courses noted in the UCC Discussion section under each inactivation. They are requirements to graduate in the Outdoor Recreation Industry Studies program. They are supervised and administered by the OREC program.

<b>OREC 104: Orienteering</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA 143: Orienteering as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		

<b>OREC 105: Backpacking</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA120 as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		

<b>OREC 108: Stand Up Paddle Boarding</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA108A as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		

<b>OREC 109: Kayaking</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA109 as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		

<b>OREC 110: River Rafting</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA110 as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		

<b>OREC 112: Rock Climbing II</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA111A as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		
<b>OREC 135: Backcountry Winter Travel</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> New course replacing KINA135A as part of effort to redesignate several KINA courses that are now supervised and administered by the OREC program. No other discussion.		

### Kinesiology - Course Inactivations

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
KINA 108A, 109, 110, 111A, 120, 135A, and 143 are being replaced by the OREC courses noted in the UCC Discussion section under each inactivation. They are requirements to graduate in the Outdoor Recreation Industry Studies program. They are supervised and administered by the OREC program.		
<b>KINA 108A: Stand Up Paddle Boarding</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 108 - Stand Up Paddle Boarding. This course is a requirement to graduate in the Outdoor Recreation Industry Studies program. No other discussion.		
<b>KINA 109: Kayaking</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 109 - Kayaking. This course is a requirement to graduate in the Outdoor Recreation Industry Studies program. No other discussion.		
<b>KINA 110: River Rafting</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 110 - River Rafting. This course is a requirement to graduate in the Outdoor Recreation Industry Studies program. No other discussion.		
<b>KINA 111A: Rock Climbing II</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 112 - Rock Climbing II. This course is a requirement to graduate in the Outdoor Recreation Industry Studies program. No other discussion.		
<b>KINA 120: Backpacking</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 105 - Backpacking. This course is a requirement to graduate in the Outdoor Recreation Industry Studies program. No other discussion.		
<b>KINA 135A: Backcountry Winter Travel</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 135 - Back Country Winter Travel. Although the prefix will change, we request that this course will be available to all students to meet the needs of the Health and Wellness credit required for graduation. No other discussion.		
<b>KINA 143: Orienteering</b>	<b>Course Inactivation - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> This course is being replaced by OREC 104 - Orienteering. Although the prefix will change, we request that this course will be available to all students to meet the needs of the Health and Wellness credit required for graduation. No other discussion.		



**Languages, Literature and Mass Communication - Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>3256: Mass Communication: Media Strategies and Applications</b>	<b>BA</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Added MAS 315E, updated SLOs, and included updated curriculum map.			
<b>Change Item Description</b> List all proposed changes to the program	<b>Departmental Justification</b> Addition of MASS 315E Specialized Writing for Media: Arts Journalism to electives available for Mass Communication. Updated SLOs to fit the current list of SLOs used in program that include university required SLOs, including core correlating Mass Comm courses and examples of assessments. Included updated curriculum map of all available Mass Comm courses and their correlating SLOs.		

**Languages, Literature and Mass Communication - Program Additions**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>: Arts Media Communication</b>	<b>PCT</b>	<b>Program Addition - Approved (3/17/22)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> New academic and professional world bridging program created to fill need across the state of Colorado for art and culture news/communications and grant writing. No other discussion.			
<b>Change Item Description</b> New Proposal: No differences to report	<b>Department Justification</b> A recent Colorado Media Project found that Colorado is exploding with Arts & Culture, but that many Coloradans feel they aren't getting the news they need about it ( <a href="https://coloradomediaproject.com/arts-culture">https://coloradomediaproject.com/arts-culture</a> ). Enter the Mass Communication Program Arts Journalism Certificate. The courses within this certificate will help students meet job demands both within the media industry and outside of it. Many media publications support opportunities for writing about the arts, from national publications like the New York Times to regional and local media companies like The Daily Sentinel, KJCT8 and KAFM. Additionally, the certificate offers opportunities for those who already work in the arts industries (such as galleries, theater companies, etc.) to learn effective skills for marketing their work. There is also an option for interested students to pursue learning the basics of grant writing, an essential skill for those in the non-profit industry.		

**Languages, Literature and Mass Communication - Program Deactivations**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
3212 and 3215: To provide a current English program, English Literature and English Writing into one English major. 3212 and 3215 are being deactivated because they would compete with the newly revised program, confusing students. They will be deactivated for two years to allow existing students to finish the major before program deletion.			
<b>3212: English: Literature</b>	<b>BA</b>	<b>Program Deactivation - Approved (11/18/21)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b> Status: How long will the program be deactivated?	<b>Departmental Justification</b> Deactive Two Years		
<b>3215: English: Writing</b>	<b>BA</b>	<b>Program Deactivation - Approved (11/18/21)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b> Status: How long will the program be deactivated?	<b>Departmental Justification</b> Deactive Two Years		

**Language, Literature and Mass Communication - Course Additions**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>MASS 315E: Specialized Writing for Media: Arts Journalism</b></p> <p>UCC Discussions: New course developed to deal with the specific details related to Arts Journalism, and works as an elective choice in companion to our other specialized writing courses.</p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (12/9/21)</b></p> <p><b>Department Justification</b> Mass Communication is in the works of submitting an Arts Journalism certificate. We felt that none of our existing courses fit this particular type of writing. So, this course has been developed to deal with the specific details related to Arts Journalism, and works as an elective choice in companion to our other specialized writing courses.</p>	<p><b>Bardo   Gurka</b></p>

**Mathematics and Statistics - Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>3430: Mathematics: Secondary Education</b></p> <p>UCC Discussion: Including MATH 119A and MATH 119B as an alternative to MATH 119 in Essential Learning; this option is listed as footnote 3 and the previous footnote 3 is now numbered 4.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<p><b>BS</b></p>	<p><b>Program Modification - Approved (2/24/22)</b></p> <p><b>Department Justification</b> 1. Include MATH 119A: Algebra for Calculus and MATH 119B: Trigonometry for Calculus as an alternative to MATH 119: Precalculus in Essential Learning; this option is listed as footnote 3 and the previous footnote 3 is now numbered 4.</p>	<p><b>Lanci   Gurka</b></p>
<p><b>3437: Mathematics: Applied Mathematics</b></p> <p>UCC Discussion: Changing CSCI 310 to CSCI 112 or CSCI 260 in Concentration Courses. Adding CSCI 365 in the listing of Concentration Electives. Adjusting general elective total credits (from 117-123 to 118-122) and course sequencing.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<p><b>BS</b></p>	<p><b>Program Modification - Approved (2/24/22)</b></p> <p><b>Department Justification</b> (1) In the listing of Concentration Courses, change CSCI 310: Advanced Programming to "CSCI 112 CS2: Data Structures or CSCI 260: Introduction to Database". (2) In the listing of Concentration Electives, Category 1, add CSCI 365: Data Mining. (3) Adjusted general elective total credits and course sequencing.</p>	<p><b>Lanci   Gurka</b></p>
<p><b>3438: Mathematics: Actuarial Science</b></p> <p>UCC Discussion: Removing FINA 412 from the program sheet. Placing FINA 301 as a concentration elective, and have students take one more class from the concentration elective options.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<p><b>BS</b></p>	<p><b>Program Modification - Approved (2/24/22)</b></p> <p><b>Department Justification</b> Remove FINA 412 from the program sheet. Place FINA 301 into the program as a concentration elective, and have students take one more class from the concentration elective options. Included the last program SLO - this was approved with the program addition in 2019, but is missing from the catalog and program sheets.</p>	<p><b>Lanci   Gurka</b></p>
<p><b>3491: Liberal Arts, Elementary Education: Mathematics</b></p> <p>UCC Discussion: Replacing MATH 151 or MATH 146 with MATH 131 in program requirements, but footnoting that MATH 151 and MAHT 146 are acceptable substitutions for MATH 131. Program credit hours will not change once the MATH 389 proposals is approved to increase the course's credit hours from 1 to 2.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<p><b>BA</b></p>	<p><b>Program Modification - Approved (2/24/22)</b></p> <p><b>Department Justification</b> 1. Replaced MATH 146: Calculus for Biological Sciences with MATH 131: Applied Calculus in the program requirements   2. Moved "or MATH 151: Calculus I" to be a footnote, instead of listed as an alternative to MATH 131: Applied Calculus. Added MATH 135: Engineering Calculus I to the footnote as well. [Footnote 2, while</p>	<p><b>Lanci   Gurka</b></p>

footnotes 3-5 were renumbered from 2-5 previously.] | 3. Increased the credit hours for MATH 389: Explorations in Mathematics for Elementary Educators from 1 to 2.

<b>M465: Statistics</b>	<b>MNR</b>	<b>Program Modification - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Replacing MATH 146 (being inactivated) with MATH 131 (covers same content) in a list of options. Total credit hours not effected.			
<b>Change Item Description</b>	<b>Department Justification</b>		
List all proposed changes to the program	In the Program Requirements, replace MATH 146: Calculus for Biological Sciences with the new course, MATH 131: Applied Calculus. This course is in a list of three options and the total credits etc. are not affected.		

### Mathematics and Statistics - Course Modifications

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>MATH 105: Elements of Mathematics I</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Added existing course SLOs and topical outline to CIM, no actual changes made.		
<b>MATH 113: College Algebra-GTMA1</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> MATH 113: College Algebra serves many purposes for different programs, including preparing STEM majors for Precalculus and eventually Calculus while being the first course for quantitative literacy and last course in mathematics for many others (BS, BBA, etc.). Emphasis will shift to modeling, applications, and data analysis. Thus, some content will be adjusted to allow time to build connections between the necessary algebraic skills and the applications and concepts relevant to students. MATH 113: College Algebra will still meet GT-Pathways requirements. It should continue to transfer as a college algebra course with the awareness that students going on to calculus will need at least one more prep course (e.g. precalculus).		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	College-level treatment of algebra. Topics include algebraic properties of the integers, rationals, real and complex numbers; techniques for manipulation of expressions; techniques for solving linear, non-linear, absolute value equations, and inequalities; techniques for solving systems of equations; the Cartesian plane, relations and functions; properties and graphs of polynomial, rational, exponential, logarithmic and inverse functions; conic sections.	Approach to algebra with an emphasis on functions, modeling, and applications. Topics include properties and graphs of linear, polynomial, rational, exponential, logarithmic, and inverse functions; solving equations, inequalities and systems of linear equations; interpreting data and graphs. Technology tools will be utilized in addition to analytical methods.
Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 5.	This course is already an approved Essential Learning and GT Pathways course. No changes to the course content are being proposed at this time.	As a math course, the course focus is quantitative literacy through analytical and logical thinking and processes. A take-home course activity will be used to assess Outcome 5. This course is already an approved Essential Learning and GT Pathways course. No changes to the course content are being proposed at this time.
<b>MATH 119: Precalculus Mathematics-GTMA1</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussions:</b> 1. Removed the optional additional topics from the course description. The course focus will be building the skills necessary for success in Calculus I and since the additional topics were optional.   2. Most students needing Calculus place directly into MATH 119. For those who place into MATH 113, the path to Calculus required 9 credits. Part of our ESSL Math course redesigns is to keep MATH 113 focused as a terminal course and to move those students needing Calculus into a "stretch" precalculus sequence (new courses). To help break the habit of MATH 113 leading to MATH 119, we are removing it from the prerequisite list. Students who start in MATH 113 and then change		

their major to one requiring Calculus can take the ALEKS placement test to determine which math class they are most suited to take next (MATH 119 or MATH 119A or calculus). | 3. This course was previously an Essential Learning course and the modifications to the course description should not affect that status.

**Change Item Description**

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):

**Old**

An in-depth treatment of the mathematics essential to Calculus. Topics include the Cartesian plane, functions; polynomial, rational, exponential, logarithmic, inverse, circular and trigonometric functions; solving inequalities and systems of equations. Additional topics may include matrices, determinants and vectors. MATH 113 or equivalent, or appropriate mathematics placement test score

**New**

In-depth treatment of the mathematics essential to Calculus. Topics include linear, polynomial, rational, exponential, logarithmic, inverse, and trigonometric functions. Appropriate mathematics placement test score

Prerequisites:

**MATH 135: Engineering Calculus I**

**Course Modification - Approved (12/9/21)**

**Lanci | Bardo**

**UCC Discussions:** 1. Course description - edited slightly for clarity and consistency with MATH 151: Calculus I.2. Added the new stretch version of MATH 119: Precalculus, MATH 119A and MATH 119B, as an alternative prerequisite. The creation of those courses was for the purpose of creating a pathway to calculus from algebra that was more streamlined and did not make use of the MATH 113: College Algebra course. Students who take MATH 119A must take and pass (C or better) both MATH 119A and MATH 119B to meet the prerequisite for MATH 151.3. SLOs and topical outline added as required.

**Change Item Description**

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):

**Old**

Introduction to differentiation and integration of functions of a single variable. Emphasis on computational aspects. Includes functions, limits, continuity, differentiation, related rates, optimization problems, graphing, integration and applications. MATH 119, or appropriate mathematics placement score

**New**

Introduction to differentiation and integration of functions of a single variable. Emphasis on computational aspects. Includes functions, limits, continuity, differentiation, related rates, optimization, graphing, integration, and volumes. MATH 119, or MATH 119A and MATH 119B, or appropriate mathematics placement score

Prerequisites:

**MATH 150: Topics and Careers in Mathematics**

**Course Modification - Approved (3/17/22)**

**Lanci | Bardo**

**UCC Discussion:** Delete MATH 146: Calculus for Biological Sciences (5 credits) from the prerequisite list and replace it with MATH 131: Applied Calculus (4 credits). MATH 146 will no longer be offered as it is being replaced by the new calculus course MATH 131.

**Change Item Description**

Prerequisites:

**Old**

MATH 151 or MATH 135 or MATH 146 (any of these courses may be taken concurrently with MATH 150)

**New**

MATH 151 or MATH 135 or MATH 131 (any of these courses may be taken concurrently with MATH 150)

<b>MATH 151: Calculus I-GT-MA1 Course Modification - Approved Lanci   Bardo (12/9/21)</b>		
<b>UCC Discussions:</b> 1. Course description - replaced min-max with optimization as it is more accurate language for the topic and removed "applications" with the relevant application of volumes. 2. Added the new stretch version of MATH 119: Precalculus, MATH 119A and MATH 119B, as an alternative prerequisite. The creation of those courses was for the purpose of creating a pathway to calculus from algebra that was more streamlined and did not make use of the MATH 113: College Algebra course. Students who take MATH 119A must take and pass (C or better) both MATH 119A and MATH 119B to meet the prerequisite for MATH 151. 3. SLOs and topical outline added as required.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> An introduction to differentiation and integration of functions of a single variable. Topics include functions, limits, continuity, differentiation, related rates, min-max problems, graphing, integration and applications.	<b>New</b> Introduction to differentiation and integration of functions of a single variable. Topics include functions, limits, continuity, differentiation, related rates, optimization, graphing, integration, and volumes.
Prerequisites:	MATH 119, or appropriate mathematics placement test score	MATH 119, or MATH 119A and MATH 119B, or appropriate mathematics placement test score
<b>MATH 205: Elements of Mathematics II-GTMA1 Course Modification - Approved Lanci   Bardo (3/17/22)</b>		
<b>UCC Discussion:</b> Adjusted course description to be in line with the course description guidelines. Removed "...or permission of instructor" from the prerequisite.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Decimal numbers, probability, statistics, geometry, and the metric system. A continuation of MATH 105 designed for the prospective elementary teacher.	<b>New</b> Continuation of MATH 105 designed for the prospective elementary teacher. Topics include decimal numbers, probability, statistics, geometry, and the metric system.
Prerequisites:	MATH 105 or permission of instructor	MATH 105
<b>MATH 225: Computational Linear Algebra Course Modification - Approved Lanci   Bardo (3/17/22)</b>		
<b>UCC Discussion:</b> Deleted MATH 146: Calculus for Biological Sciences (5 credits) from the prerequisite list and replaced it with MATH 131: Applied Calculus (4 credits). MATH 146 will no longer be offered as it is being replaced by the new course MATH 131.		
<b>Change Item Description</b> Prerequisites:	<b>Old</b> MATH 151 or MATH 135 or MATH 146	<b>New</b> MATH 151 or MATH 135 or MATH 131
<b>MATH 301: Mathematics for Elementary Teachers Course Modification - Approved Lanci   Bardo (3/17/22)</b>		
<b>UCC Discussion:</b> Adding course SLOs and topical outline to CIM, no actual changes made.		
<b>Change Item Description</b> Prerequisites:	<b>Old</b> MATH 205 and formal acceptance into the Teacher Education Program, or permission of instructor	<b>New</b> MATH 205 and formal acceptance into the Teacher Education Program
<b>MATH 305: Discovering Geometry Course Modification - Approved Lanci   Bardo (3/17/22)</b>		
<b>UCC Discussion:</b> Removed MATH 151 or MATH 146 from the prerequisite list. Edited outdated course description to add detail to the topics covered. Edited course name to Discovering Geometry to make the focus and the audience (elementary educators) for the course clearer.		
<b>Change Item Description</b> Course name:	<b>Old</b> Euclidean Geometry	<b>New</b> Discovering Geometry

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of Euclidean Geometry. Topics include basic concepts of logic, axiomatic proofs, inductive reasoning, analytic geometry, applications of technology, and van Hiele levels of learning. Intended for students seeking elementary teacher licensure.	Development of Euclidean Geometry through exploration and inductive reasoning. Basic concepts of proofs are introduced. Topics include angles and shapes; constructions; perimeter, area, and volume; congruence and similarity conditions; symmetry and tessellations; and applications of technology. Intended for students seeking elementary teacher licensure.
Course abbreviated schedule name: Prerequisites:	Euclidean Geometry MATH 301, and MATH 151 or MATH 146	Discovering Geometry MATH 301

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<b>MATH 389: Explorations in Mathematics for Elementary Educators</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> This is a required course in the 3491: Liberal Arts, Elementary Education: Mathematics program and students in that program have a state mandated minimum number of math content hours required. One math content hour was eliminated from the program with the replacement of MATH 146: Calculus for Biological Sciences with MATH 131: Applied Calculus. MATH 389 is a natural choice for the additional hour/credit needed in the program. The content can easily be extended to account for the added credit. Course description was modified for clarity at the suggestion of the course description reviewer.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Broadening of future elementary educators' exposure to, and understanding of, diverse fields of mathematics through directed readings, analysis, and discussion.	Exploration of diverse topics and fields of mathematics to broaden the perspectives of future elementary educators. Exposure to and a deeper understanding of a wide variety of topics will be established through directed readings, explorations, and discussions.
Prerequisites:	MATH 301 and permission of instructor	MATH 301

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<b>STAT 215: Statistics for Social and Behavioral Sciences</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> ANTH 202 was added to the list of possible entry-level SBS courses as a prerequisite. The Applied Anthropology and Geography (AAG) major did not exist when this course description was created and with the new major, the addition is needed.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Descriptive and inferential statistical techniques within the Social and Behavioral Science realm. Topics include: Types of Random Variables, Studies, and Sampling Methods; Plots and Descriptive Statistics; Correlation and Regression; Probability Theory; Hypothesis Testing Inference including one and two sample t-tests, Chi-Squared Test for Independence, One and Two Factor ANOVA, t-test for Linear Regression Co-variates. SPSS will be used for data analysis.	Descriptive and inferential statistical techniques in Social and Behavioral Sciences. Topics include: types of random variables, studies, and sampling methods; plots and descriptive statistics; correlation and regression; probability theory; hypothesis testing inference, including one and two sample t-tests, Chi-Squared test for independence, one and two factor ANOVA, t-test for linear regression covariates. SPSS will be used for data analysis.
Prerequisites:	MATH 110 or higher, and PSYC 150 or SOCO 260 or CRMJ 201 or POLS 101	MATH 110 or higher, and ANTH 202 or PSYC 150 or SOCO 260 or CRMJ 201 or POLS 101

<b>STAT 313: Sampling Techniques</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Removing STAT 301 as a prerequisite and making the prerequisite one of the introductory statistics courses. A student having only had introductory statistics is capable of succeeding in this course. This gives students who decide they want to take more statistics courses a class that they can take immediately without waiting until fall semester to take STAT 301 first. Minor change to course description.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Methodology of simple random sampling, stratified, systematic cluster, and two-stage sampling is developed. Estimation of sample size determination, and minimized costs of sampling are discussed. Use of resampling statistical software. STAT 301	<b>New</b> Methodology of simple random sampling, stratified, systematic cluster, and two-stage sampling. Estimation of sample size determination, and minimized costs of sampling are discussed. Use of resampling statistical software. STAT 200 or STAT 215 or STAT 241 or CISB 241
Prerequisites:		

<b>STAT 425: Design and Analysis of Experiments</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> Removed MATH 146 from the prerequisite list and replace it with MATH 131. MATH 146 will no longer be offered as it is being replaced by the new calculus course MATH 131.		
<b>Change Item Description</b> Prerequisites:	<b>Old</b> STAT 301; and MATH 121 or MATH 135 or MATH 146 or MATH 151	<b>New</b> STAT 301; and MATH 151 or MATH 135 or MATH 131 or MATH 121

### Mathematics and Statistics - Course Additions

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>MATH 113R: College Algebra with Review</b>	<b>Course Addition - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> An alternative to MATH 113. MATH 113R covers the same content as MATH 113 but meets for more hours in order to incorporate review and individual in-class help. The MATH 113R course will be for students whose test score placement is just below the typical cut-off for MATH 113 but who have other indicators of potential for success.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This is an alternative to the course, MATH 113: College Algebra. MATH 113R covers the same content as MATH 113 but meets for more hours in order to incorporate review and individual in-class help. The MATH 113R course will be for students whose test score placement is just below the typical cut-off for MATH 113 but who have other indicators of potential for success. There is a new state mandate that no more than 10% of incoming students can be enrolled in stand-alone developmental education courses (including math and English). The MATH 113R course will allow students who typically would have been required to take dev ed math (MATC 092: Foundations of Algebra) to instead take and find success in a credit-bearing math course that counts for their major. MATH 113R is also open to students who pass MATC 092 but desire more time and practice in their MATH 113 course (e.g. students who earn a C in MATC 092). Other options considered included creating a 1-credit corequisite review course, however, after several semesters ... <b>See more in CIM proposal</b>	

MATH 119A and 119B: Our current focus is to create a College Algebra course that meets the needs of the programs that use it as a terminal course. The first step in this process is to divert those students who use MATH 113: College Algebra as a prerequisite to MATH 119: Precalculus and ultimately calculus. So, we are creating this MATH 119A: Algebra for Calculus which will serve that purpose and allow MATH 113 become a terminal math course. Paired with MATH 119B: Trigonometry for Calculus (also being proposed as a new course), the two courses will create a 7-credit stretch sequence to replace the MATH 113-MATH 119 (9 credit) sequence for student not prepared for MATH 119. These changes are in line with state and nationwide initiatives to design/define mathematics pathways relevant to the programs offered. Decisions made throughout the entire redesign process (MATH 110, MATH 113, MATH 119) are based on studies and recommendations by professional mathematics organizations including the Mathematical Association of America.

**MATH 119A: Algebra for Calculus**                      **Course Addition - Approved**                      **Flanigan | Bardo**  
(12/9/21)

**UCC Discussions:** New course to divert students using MATH 113 as a prerequisite to MATH 119. MATH 119A will serve as part of a 2-course sequence prerequisite for MATH 151 which will allow MATH 113 to become a terminal math course. Will pursue GT Pathways. No other discussion.

**MATH 119B: Trigonometry for Calculus**                      **Course Addition - Approved**                      **Flanigan | Bardo**  
(12/9/21)

**UCC Discussions:** New course to divert students using MATH 113 as a prerequisite to MATH 119. MATH 119B will serve as part of a 2-course sequence prerequisite for MATH 151 which will allow MATH 113 to become a terminal math course. No other discussion.

**MATH 131: Applied Calculus**                      **Course Addition - Approved**                      **Lanci | Gurka**  
(3/17/22)

**UCC Discussion:** New course created for students who would have typically enrolled in either MATH 146: Calculus for Biological Sciences (5 credits) or MATH 121: Calculus for Business (3 credits) will be encouraged/directed to take MATH 131: Applied Calculus (4 credits). No other discussion.

**Change Item Description**  
New Proposal: No differences to report

**Departmental Justification**  
The creation of MATH 131: Applied Calculus was the result of a desire to modify MATH 146: Calculus for Biological Sciences to an extent that required a new course number. A new name and change to course credits will allow the course to appeal to a broader audience of students, and will help us to market the course to other programs. The course MATH 146: Calculus for Biological Sciences (5 credits) will be inactivated and MATH 121: Calculus for Business (3 credits) will no longer be offered (note MATH 121 is not on the any business program sheets). Students who typically enroll in either of those courses will be encouraged/directed to take MATH 131: Applied Calculus (4 credits).

#### Mathematics and Statistics - Course Inactivations

**Proposal**    **Committee Action**    **Motion | Second**

**MATH 494: Senior Seminar II**                      **Course Inactivation - Approved**                      **Lanci | Gurka**  
(2/24/22)

**UCC Discussion:** Course no longer offered or required in any program and was replaced in an effort to streamline program requirements. No other discussions.

**Change Item Description**  
Delete Proposal: No differences to report

**Department Justification**  
As of Fall 2019, this course is no longer required in any program and therefore not offered. The two-semester sequence of MATH 484: Senior Seminar I and MATH 494: Senior seminar II was replaced by one 3-credit course, MATH 492: Senior Capstone. This change was to help streamline the program requirements and remove hurdles for those wanting to graduate in December but needing the spring semester Senior Seminar II course.



**Music - Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>3281: Music with Elective Studies in Business</b></p> <p><b>UCC Discussion:</b> Added language to the Program-specific courses business restrictive electives section: 7-9 Credit Hours must be Upper Division (300-400 level). Added language to the Program-specific courses music electives section: 3 Electives must be Upper Division (300-400 level). Changed BUGB 349 (being phased out by the Business Department) to BUGB 231.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<b>BM</b>	<b>Program Modification - Approved (3/17/22)</b>	<b>Gurka   Bardo</b>
		<b>Department Justification</b> 1. Reflects course name changes from Course Modification proposals for MUSA 129 Diction 1: English and Italian and MUSA 229 Diction 2: German and French   2. Added language to the Program-specific courses business restrictive electives section: 7-9 Credit Hours must be Upper Division (300-400 level)   3. Added language to the Program-specific courses music electives section: 3 Electives must be Upper Division (300-400 level)   4. Changing BUGB 349 to BUGB 231	
<p><b>3282: Music Education K-12</b></p> <p><b>UCC Discussion:</b> Program overview update and correcting a typo in course sequencing.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<b>BME</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
		<b>Departmental Justification</b> 1. Updating Program Overview.   2. Administrative clean up on typo in course sequencing.	
<p><b>3287: Music Performance - Vocal Performance</b></p> <p><b>UCC Discussion:</b> Removed MUSA 438 (inactivated) and added 1 credit hour to General Electives so there is no change to total Semester Credit Hours.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<b>BM</b>	<b>Program Modification - Approved (3/17/22)</b>	<b>Gurka   Bardo</b>
		<b>Department Justification</b> 1. Elimination of MUSA 438 Diction 3: Russian   2. Addition of 1 credit hour to the General Electives   3. Adjust SLOs to include the two newest SLOs	
<p><b>M210: Music - Instrumental</b></p> <p><b>UCC Discussion:</b> Eliminated piano proficiency requirement that has not been enforced for many years.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<b>MNR</b>	<b>Program Modification - Approved (3/17/22)</b>	<b>Gurka   Bardo</b>
		<b>Department Justification</b> Piano proficiency has been eliminated.	
<p><b>M211: Music - Vocal</b></p> <p><b>UCC Discussion:</b> Removed MUSP 365 (1 credit hour) from the minor bringing the Total Semester Credit Hours from 25 to 24. Removed vocal minor - Music Theatre (Track B).</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<b>MNR</b>	<b>Program Modification - Approved (3/17/22)</b>	<b>Gurka   Bardo</b>
		<b>Department Justification</b> 1. Removal of vocal minor-Music Theatre (Track B). We will be keeping Track A.   2. Removed MUSP 365 Vocal Performance Workshop (1 credit hour) from the minor.	
<p><b>M213: Jazz Studies</b></p> <p><b>UCC Discussion:</b> Removed requirement to take MUSA 368 (2 credits) lowering total credit hours from 20 credits to 18 credits. Added option for the History component. Eliminated the requirements of 4 semester hours of "Combo" and 4 semester hours of "Large Jazz Performance Ensembles", replaced by 6 semester hours of either Commercial or Jazz Ensemble and specified that 4 of the 6 hours must be upper division credits.</p> <p><b>Change Item Description</b> List all proposed changes to the program</p>	<b>MNR</b>	<b>Program Modification - Approved (3/17/22)</b>	<b>Gurka   Bardo</b>
		<b>Department Justification</b> 1. Adding an additional option for the History component: select from either MUSA 267 or MUSA 266.   2. Providing an option to take either MUSA 267 Jazz History and Literature or MUSA 266 History of Popular Music   3. Removing the requirement to take MUSA 368 Advanced Jazz Improvisation (2 credit hours) which lowers the total credit hours for this minor from 20 credits to 18 credits   4. Elimination the requirements of four (4) semester hours of "Combo" and four (4) semester hours of "Large Jazz	

Performance Ensembles”, to be replaced by 6 semester hours of either Commercial Ensemble or Jazz Ensemble and specifying that four (4) of the six (6) hours must be upper division credits

**Music - Course Modifications**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p>MUSA 129 and 229: The following clerical change switches language content between MUSA 129: Singer's Diction I: English and Italian and MUSA 229: Singer's Diction II: German and French to facilitate a better sequential learning flow. Voice Performance and Music Education majors will take all 4 languages: English, Italian, German, and French during the MUSA 129 and 229 sequence, so changing the order of the languages will not impact them significantly. Changing from English and German to English and Italian during the first semester of Diction (MUSA 129) will serve our majors since singers enrolled in voice lessons usually begin their exploration of classical foreign language art songs in Italian first. The International Phonetic Alphabet is still the main focus of both MUSA 129 and 229 but it will be applied to the Italian language first rather than the German language first in MUSA 129. Music majors or minors who are required to only take one semester of Diction will learn how to use the International Phonetic Alphabet to pronounce foreign Romance languages regardless of the section they take. No other discussion.</p>		
<b>MUSA 129: Singer's Diction I: English and Italian</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Singer's Diction I: English and German	Singer's Diction I: English and Italian
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Study of the International Phonetic Alphabet (IPA) and its use in the pronunciation of lyric diction for English and German.	Study of the International Phonetic Alphabet (IPA) and its use in the pronunciation of lyric diction for English and Italian.
Course abbreviated schedule name:	Diction I: English and German	Diction I: English and Italian
<b>MUSA 229: Singer's Diction II: German and French</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Singer's Diction II: Italian French	Singer's Diction II: German and French
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Study of the International Phonetic Alphabet (IPA) and its use in the pronunciation of lyric diction for French and Italian.	Study of the International Phonetic Alphabet (IPA) and its use in the pronunciation of lyric diction for German and French.
Course abbreviated schedule name:	Diction II: Italian French	Diction II: German French
<b>MUSA 312: Electronic Music</b>	<b>Course Modification - Approved (2/24/22)</b>	<b>Gurka   Lanci</b>
<p><b>UCC Discussion:</b> Prerequisite MUSA 111 added. Students need a minimum level of music technology background for success in this class. No other discussions.</p>		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:		MUSA 111
<b>MUSA 410: Vocal Pedagogy</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<p><b>UCC Discussion:</b> Corrected unquantifiable pre-requisites. No other discussion.</p>		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	MUSA 137 or previous or concurrent enrollment in private vocal studies	MUSA 137 or MUSL 137

MUSP 147, 247, 347, and 447: Class meeting time and previous experience statements were removed from the Course Description to align with the Curriculum Manual. Added "Audition or consent of instructor required" from course description to prerequisite field, to call out that as a prerequisite (done by Registrar's Office). No other discussion.

<b>MUSP 147: Marching Band</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Old</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Offered every fall semester. Monday/Wednesday/Friday 6:00-8:00 p.m., football practice field. Audition or consent of instructor required. Previous band experience highly recommended. Only MUSP 147 counts as a KINA activity credit.</p>	<p><b>New</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Only MUSP 147 counts as a KINA activity credit. For first-year students.</p>
<p>Repeatable for credit: Repeat limit Please explain change in repeatability:</p>	<p>Yes 1</p>	<p>No  Students will take the MUSP 147, 247 and 347 in sequence from 1st year through 3rd year. If their degree progress or plan takes them into a 5th year, only the 447 class (400 level) would need to be repeated.</p>
<p>Prerequisites:</p>		<p>Audition or consent of instructor required</p>
<b>MUSP 247: Marching Band</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Old</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Offered every fall semester. Monday/Wednesday/Friday 6:00-8:00 p.m., football practice field. Audition or consent of instructor required. Previous band experience highly recommended. Only MUSP 147 counts as a KINA activity credit.</p>	<p><b>New</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Only MUSP 147 counts as a KINA activity credit. For second-year students.</p>
<p>Repeatable for credit:</p>	<p>Yes</p>	<p>No</p>

Repeat limit  
Please explain change in  
repeatability:

1

Students will take the 147, 247 and 347 in sequence from 1st year through 3rd year. If their degree progress or plan takes them into a 5th year, only the 447 class (400 level) would need to be repeated. Audition or consent of instructor required

Prerequisites:

MUSP 347: Marching Band	Course Modification - Approved (3/17/22)	Lanci   Gurka
<p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Old</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Offered every fall semester. Monday/Wednesday/Friday 6:00-8:00 p.m., football practice field. Audition or consent of instructor required. Previous band experience highly recommended. Only MUSP 147 counts as a KINA activity credit.</p>	<p><b>New</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Only MUSP 147 counts as a KINA activity credit. For third-year students.</p>
<p>Repeatable for credit: Repeat limit Please explain change in repeatability:</p>	<p>Yes 1</p>	<p>No  Students will take the 147, 247 and 347 in sequence from 1st year through 3rd year. If their degree progress or plan takes them into a 5th year, only the 447 class (400 level) would need to be repeated. Audition or consent of instructor required</p>
<p>Prerequisites:</p>		
MUSP 447: Marching Band	Course Modification - Approved (3/17/22)	Lanci   Gurka
<p><b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Old</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Offered every fall semester. Monday/Wednesday/Friday 6:00-8:00 p.m., football practice field. Audition or consent of instructor</p>	<p><b>New</b> Rehearsal and presentation of musical and physical performance proficiencies. Specific skills associated with self-discipline, leadership, and individual and ensemble performance are developed. Advanced practice in physical alignment, balance, endurance, flexibility, and strength in technical competency. Available to all university students. Only MUSP 147 counts as a KINA activity credit. For fourth-year students.</p>

required. Previous band experience highly recommended. Only MUSP 147 counts as a KINA activity credit.

Please provide justification for repeatability:

Students may enroll when part-time and need to enroll in the same section more than once based upon academic progress. Each semester the ensemble prepares different literature. 400-level ensembles are repeatable up to 4 times to allow for students who do not graduate in 4 years to continue to perform in ensembles.

Prerequisites:

Audition or consent of instructor required

MUSP 159, 259, 359, and 459: Ensemble name and description have been changed to reflect current choral program. The ensemble name has been changed to Vocal Chords for the purposes of identity, marketing and recruiting. The course content for Vocal Chords courses has not changed. No other discussion.

<b>MUSP 159: Vocal Chords</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Vocal Jazz Ensemble	Vocal Chords
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of wide range of vocal literature. Performances given, both on and off campus.	Exploration of wide range of vocal literature. Performances given, both on and off campus. For first-year students.
Prerequisites:	Permission of instructor	Permission of instructor via audition
Please provide justification for repeatability:		Like all music ensembles, students register for each level 2 times, once in the fall and once in the spring. Each semester the ensemble prepares different literature.
<b>MUSP 259: Vocal Chords</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Vocal Jazz Ensemble	Vocal Chords
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of wide range of vocal literature. Performances given, both on and off campus.	Exploration of wide range of vocal literature. Performances given, both on and off campus. For second-year students.
Course abbreviated schedule name:	Vocal Jazz Ensemble	Vocal Chords
Prerequisites:	Permission of instructor	Permission of instructor via audition
Please provide justification for repeatability:		Like all music ensembles, students register for each level 2 times, once in the fall and once in the spring. Each semester the ensemble prepares different literature.
<b>MUSP 359: Vocal Chords</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Vocal Jazz Ensemble	Vocal Chords
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of wide range of vocal literature. Performances given, both on and off campus.	Exploration of wide range of vocal literature. Performances given, both on and off campus.

on and off campus. For third-year students.

Course abbreviated schedule name: Vocal Jazz Ensemble  
 Prerequisites: Permission of instructor  
 Please provide justification for repeatability:

Vocal Chords  
 Permission of instructor via audition  
 Like all music ensembles, students register for each level 2 times, once in the fall and once in the spring. Each semester the ensemble prepares different literature.

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**MUSP 459: Vocal Chords**      **Course Modification - Approved (3/17/22)**      **Lanci | Gurka**

**Change Item Description**

Course name:  
 Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):

**Old**  
 Vocal Jazz Ensemble  
 Exploration of wide range of vocal literature. Performances given, both on and off campus.

**New**  
 Vocal Chords  
 Exploration of wide range of vocal literature. Performances given, both on and off campus. For fourth-year students.

Course abbreviated schedule name: Vocal Jazz Ensemble  
 Prerequisites: Permission of instructor

Vocal Chords  
 Permission of instructor via audition  
 Like all music ensembles, students register for each level 2 times, once in the fall and once in the spring. Each semester the ensemble prepares different literature. 400-level ensembles are repeatable up to 4 times to allow for students who do not graduate in 4 years to continue to perform in ensembles.

Please provide justification for repeatability:

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**MUSP 365: Vocal Performance Workshop**      **Course Modification - Approved (3/17/22)**      **Lanci | Gurka**  
**UCC Discussion:** Modification of title and description to better reflect updated course content. Current evaluation of the class determined that the prerequisite courses are not essential as background for this class. Opera repertoire is still a component of the class and the name change simply clarifies what is currently being taught.

**Change Item Description**

Course name:  
 Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):

**Old**  
 Opera Workshop  
 Development of vocal performance operatic skills for majors and minors within a musical and theatrical workshop. Operatic repertoire selected for class study. Stage movement, character study, audition techniques, resume construction and mock auditions incorporated.

**New**  
 Vocal Performance Workshop  
 Development of vocal performance skills for majors and minors within a musical and theatrical workshop. Performance repertoire selected for class study. Stage movement, stage presence, character study, audition techniques, resume construction, and mock auditions incorporated.

Course abbreviated schedule name: Opera Workshop  
 Prerequisites: Completion of Sophomore Review  
 Corequisites: MUSL 337

Vocal Performance Workshop  
 New material (music) is covered each semester.

Please provide justification for repeatability:

<b>MUSP 420: Senior Recital/Presentation</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Course description contained old language from when MUSP 420 could be taken for 1 or 2 credits. It is now only offered for 1 credit. No other discussion.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Preparation and successful completion of senior-level recital/presentation in the student's concentration. Recital/presentation must be approved by the music faculty and given during the semester in which the student is registered for this course. A music recital is required for Performance and Music Education majors and must include scholarly program notes (required for the official printed senior recital program) covering historical aspects, analytical issues, and/or performance considerations of the recital repertory. ... See Proposal for More	<b>New</b> Preparation and completion of senior-level recital/presentation, given during the semester of this course. Recital must include scholarly program notes covering historical aspects, analytical issues, and/or performance considerations of the recital repertory. Liberal Arts or Elective Studies in Business students may elect to give a faculty-approved "capstone presentation" (e.g., lecture/recital; lecture/demonstration; or other presentation of creative work).

#### Music - Course Inactivations

Proposal	Committee Action	Motion   Second
MUSP 146, 148, 246, 248, 346, 348, 446, and 448 courses are not currently offered and have not been offered for several years. This decision is to clean up course offerings in preparation for the NASM re-accreditation in the Spring of 2022.		
<b>MUSP 146: Community Performance Organizations</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 148: Chamber Orchestra</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 246: Community Performance Organizations</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 248: Chamber Orchestra</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 346: Community Performance Organizations</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 348: Chamber Orchestra</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 446: Community Performance Organizations</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>MUSP 448: Chamber Orchestra</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>

<b>MUSA 438: Singer's Diction 3: Russian</b>	<b>Course Inactivation - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> No qualified faculty and unnecessary for any programs. No other discussions.		
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Department Justification</b> It is deemed unnecessary to any of our degree programs. We no longer have faculty qualified to teach this course.	

**Physical and Environmental Science - Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>3443: Environmental Science and Technology</b>	<b>BS</b>	<b>Program Modification - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Replacing MATH 146 (being inactivated) with MATH 131 (covers same content) in a list of options in program requirements. Foundation courses CHEM 121/121L removed and other options rebuilt to make CHEM 131/131L mandatory and create a selection of either CHEM 123 or CHEM 132/132L. Pollution and Ecosystem Restoration tracks updated in suggested course plan. Program hours increased from 119-121 to 119-122 because of change to ENVS 492 (2 to 3 hours). No other discussion.			
<b>Change Item Description</b>	<b>Department Justification</b>		
List all proposed changes to the program	1. In the Program Requirements, replace MATH 146: Calculus for Biological Sciences with the new course, MATH 131: Applied Calculus. This course is in a list of three options and the total credits etc. are not affected.   2. Added footnote #3 about replacing MATH 113: College Algebra with MATH 119A: Algebra for Calculus or MATH 119: Precalculus in Essential Learning   3. Note that the footnote highlighted in green was not edited and is on the current program sheet posted in CMU's catalog.   4. In the Foundation Courses Option 1, replace CHEM 121 and CHEM 121 L with CHEM 131 and CHEM 131L.   5. Added footnote #5 in Essential Learning to remind students who did not test into CHEM 131 to take CHEM 111 for their natural science essential learning course since CHEM 111 is a pre-req for CHEM 131.   6. Replaced CHEM 121 and CHEM 121L with CHEM 131 and CHEM 131 L from the Suggested Course Plans for the Pollution track and the Ecosystem Restoration tracks.   7. Added a "(Students who did not pass the CHEM 131 placement exam should take CHEM 111)" after the "Essential Learning - Natural Science" in the Suggested Course Plan for both the Pollution and Ecosystem Restoration Track. Also added "without lab" to "Essential Learning - Natural Science."   8. Program hours increased by one hour due to changing ENVS 492 from two hours to three hours. We are reducing restricted electives from 12-16 to 11-15 to make up the difference.   9. Footnote and Program specific requirement adjustments to clean up program sheet.		
<b>3472: Geosciences: Geology</b>	<b>BS</b>	<b>Program Modification - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Moving GEOL 111/111L and GEOL 113/113L from Program Specific to Foundation Courses. Removing GEOL 355 and GEOL 455/455L from the Restricted Electives and adding GEOL 414/414L. General footnote cleanup. Removing GEOL 250, GEOL 355 from Restricted Electives. Removing STAT 311(not being offered) and replacing with STAT 301. No other discussion.			
<b>Change Item Description</b>	<b>Department Justification</b>		
List all proposed changes to the program	I. Update SLOs   II. Remove GEOL 355 and GEOL 455/455L from the "restricted electives" list   III. Add GEOL 414/414L in the "restricted electives" list   IV. Move GEOL 111/111L GEOL 113/113L to "foundation" course list (with only one of the two sequences required)   V. Clean up on footnotes in Program Specific Requirements restricted electives list and Essential Learning.   VI. Cleaned up formatting on Foundation items.   VII. Restricted Electives Changes		



<b>3473: Geosciences: Environmental Geology</b>	<b>BS</b>	<b>Program Modification - Approved (2/24/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Moving GEOL 111/111L GEOL 113/113L to "foundation" course list. Moving GEOL 250 to the "core" course list from the "restricted electives" list). Moving GEOL 351 to the "required" course list from the "restricted electives" list. Removing GEOL 355 from the program specific and GEOL 455/455L from the "restricted electives" list. Adding GEOL 414/414L in the "restricted electives" list. General footnote cleanup. Restricted Electives Changes. GEOL 351 moving from the "Restricted Electives" list to the "Required Geology Courses" list. Removing GEOL 455/455L because it will no longer be taught. Removed STAT 311 because it will no longer be taught and replace by STAT 301.			

<b>Change Item Description</b>	<b>Department Justification</b>
List all proposed changes to the program	I. Update SLOs   II. Move GEOL 111/111L GEOL 113/113L to "foundation" course list (with only one of the two sequences required)   III.A. Move GEOL 250 to the "core" course list (from the "restricted electives" list) III.B. Move GEOL 351 to the "required" course list (from the "restricted electives" list)   IV.A. Remove GEOL 355 from the program specific and GEOL 455/455L from the "restricted electives" list IV.B. Add GEOL 414/414L in the "restricted electives" list   V. Clean up on footnotes in Program Specific Requirements restricted electives list and Essential Learning.   VI. Cleaned up formatting on Foundation items.   VII. Restricted Electives Changes.

<b>M470: Watershed Science</b>	<b>MNR</b>	<b>Program Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Replacing GEOL 355 and GEOL 455/455L with GEOL 414/414L which will combine the information from those courses in to this new course in the required courses. Moving GEOL 415/415L to the required courses from the electives. Review of the Watershed Science minor identified courses relevant to a Watershed curriculum. Adding components of regulatory compliance, wastewater, and GIS. Thus, ENVS 410, ENVS 431, and GIS 305 are being added to the "Restricted Electives" list.			

<b>Change Item Description</b>	<b>Department Justification</b>
List all proposed changes to the program	I. We updated SLOs for the minor.   II. In addition, in Program Specific Minor Requirements, we propose to: A. Replace GEOL 355 with GEOL 414/414L (new course) B. Replace GEOL 455/455L with GEOL 414/414L (new course) C. Add GEOL 415/415L (existing course)   III. Reduce the "additional semester hours" to six (6) credit hours   IV. Program Overview Changes   V. Restricted Elective Changes

**Physical and Environmental Science - Course Additions**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
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<b>CHEM 111: Introduction to Concepts of General Chemistry</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> A new course intended for students that lack the basic chemistry and/or algebra skills to be successful in CHEM 131. If students do not pass this placement exam, it will be recommended that they take CHEM 111 before CHEM 131. This preparatory course will also serve as a Natural Science Essential Learning and a GT-Pathways GT-SC2 course. No other discussion.		

<b>Change Item Description</b>	<b>Department Justification</b>
New Proposal: No differences to report	CHEM 111 will be offered as a 3-credit course in order to better prepare students for General Chemistry 1 (CHEM 131). This course is intended for students that lack the basic chemistry and/or algebra skills to be successful in CHEM 131. It will be suggested that students take a chemistry placement exam to enroll in CHEM 131. If students do not pass this placement exam, it will be recommended that they take CHEM 111 before CHEM 131. This preparatory course will also serve as a Natural Science Essential Learning and a GT-Pathways GT-SC2 course.

<b>GEOL 414: Hydrology and River Dynamics</b>	<b>Course Addition - Approved (3/17/22)</b>	<b>Gurka   Lanci</b>
UCC Discussion: Merged course content from GEOL 355: Basic Hydrology and GEOL 455/455L: River Dynamics to expand the breadth of water knowledge in conjunction with GEOL 415/415L: Groundwater.	<b>Departmental Justification</b>	
<b>Change Item Description</b> New Proposal: No differences to report	The merging of one required course (GEOL 355: Basic Hydrology) and one elective course and lab (GEOL 455/455L: River Dynamics) into GEOL 414/414L (Hydrology and River Dynamics) increases the breadth of required knowledge content for BS Environmental Geology majors and Watershed Science minors. The merger will also accommodate the addition of GEOL 415/415L: Groundwater and Groundwater Lab as a required class for the Watershed Science minor. Water experts are in high demand. Expanding the breadth of water knowledge for majors and minors will expand employment opportunities and add value to their college degree in the employment market.	
<b>GEOL 414L: Hydrology and River Dynamics Laboratory</b>	<b>Course Addition - Approved (3/17/22)</b>	<b>Gurka   Lanci</b>
UCC Discussion: Merged course content from GEOL 355: Basic Hydrology and GEOL 455/455L: River Dynamics to expand the breadth of water knowledge in conjunction with GEOL 415/415L: Groundwater.	<b>Departmental Justification</b>	
<b>Change Item Description</b> New Proposal: No differences to report	The merging of one required course (GEOL 355: Basic Hydrology) and one elective course and lab (GEOL 455/455L: River Dynamics) into GEOL 414/414L (Hydrology and River Dynamics) increases the breadth of required knowledge content for BS Environmental Geology majors and Watershed Science minors. The merger will also accommodate the addition of GEOL 415/415L: Groundwater and Groundwater Lab as a required class for the Watershed Science minor. Water experts are in high demand. Expanding the breadth of water knowledge for majors and minors will expand employment opportunities and add value to their college degree in the employment market.	
<b>PHYS 103: General Astronomy</b>	<b>Course Addition - Approved (3/17/22)</b>	<b>Gurka   Lanci</b>
UCC Discussion: New course to meet demand of additional astronomy course offerings. No other discussion.	<b>Departmental Justification</b>	
<b>Change Item Description</b> New Proposal: No differences to report	There is significant demand for a new astronomy course which is presented at a greater depth (both mathematically and conceptually) than PHYS 101, which is currently the only astronomy course regularly offered by CMU. The proposed course will include a required lab, which would utilize CMU resources such as the Falcon Telescope Network and engage students directly with the scientific process.	
<b>PHYS 103L: General Astronomy Laboratory</b>	<b>Course Addition - Approved (3/17/22)</b>	<b>Gurka   Lanci</b>
UCC Discussion: Proposed as the lab component of PHYS 103, to meet the demands of additional astronomy offerings.	<b>Departmental Justification</b>	
<b>Change Item Description</b> New Proposal: No differences to report	Astronomy is inherently an observational science. A laboratory required astronomy course will allow students to participate directly in the scientific process by learning how astronomers use telescopes to understand the universe. CMU pays for access to the Falcon Telescope Network and has a close partnership with the Grand Mesa Observatory, however, these resources are rarely used currently. Use of these telescopes, as well as field trips to the Grand Mesa Observatory, would be a required component to the proposed lab course. Students will collect, reduce, analyze, and interpret original data taken from the telescopes, possibly leading to original research, such as exoplanet and supernova detection, or the tracking of asteroids, comets, and low earth orbit satellites. This course proposal has been discussed with the chair of the Essential Learning Committee.	

**Physical and Environmental Science - Course Modifications**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>CHEM 121: Principles of Chemistry-GTSC1</b>  <b>UCC Discussion:</b> The course description was changed to exclude science majors. This course is currently intended for non-science majors. Added course SLOs, essential learning outcomes, and topical outline to CIM, no actual changes made. No other discussion.</p> <p><b>Change Item Description</b>            Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Course Modification - Approved (3/17/22)</b></p> <p><b>Old</b>            Introduction to fundamental principles of chemistry. Designed for students planning a major in science as well as students with a non-science major. Topics include atomic structure, bonding, periodic table, gas laws, mass relationships, solution theory, oxidation-reduction, electrochemistry, and ionic equilibrium. Four lectures and one three-hour lab per week.</p>	<p><b>Lanci   Kragnes</b></p> <p><b>New</b>            Introduction to fundamental principles of chemistry. Designed for students planning a non-science major. Topics include atomic structure, bonding, periodic table, gas laws, mass relationships, solution theory, oxidation-reduction, electrochemistry, and ionic equilibrium. Four lectures and one three-hour lab per week.</p>
<p><b>CHEM 123: Introduction to Environmental Chemistry</b>  <b>UCC Discussion:</b> Prerequisite course, CHEM 121/121L, is now serving as a survey course of chemistry for non-science majors. The appropriate course for science majors to take that will prepare them for the concepts covered in CHEM 123 is CHEM 131/131L.</p> <p><b>Change Item Description</b>            Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p><b>Course Modification - Approved (2/24/22)</b></p> <p><b>Old</b>            Application of basic chemistry principles to the environment. Topics include aquatic and atmospheric chemistry, biogeochemical cycling of the elements required for life and structural organic chemistry as it applies to the physical and biological properties of persistent organic pollutants. Four lectures per week.</p>	<p><b>Lanci   Gurka</b></p> <p><b>New</b>            Application of basic chemistry principles to the environment. Topics include aquatic and atmospheric chemistry, biogeochemical cycling of the elements required for life and structural organic chemistry as it applies to the physical and biological properties of persistent organic pollutants.</p>
<p>Prerequisites:</p>	<p>CHEM 121/CHEM 121L</p>	<p>CHEM 131/CHEM 131L</p>
<p><b>CHEM 151: Engineering Chemistry-GTSC1</b>  <b>UCC Discussions:</b> 1. Added MATH 119B: Trigonometry for Calculus as an option in the "concurrently enrolled" list of the prerequisites: - The new course MATH 119B corresponds to the second half of MATH 119 so it is an appropriate course in the "concurrently enrolled" list. Students in MATH 119B will have already passed MATH 119A: Algebra for Calculus so including MATH 119B may be redundant to the prerequisite of MATH 113 or higher, but we think including MATH 119B in the list makes it clear that MATH 119A is not appropriate as a course taken concurrentl.- JA: Changed possible pre-req of CHEM 121/121L to CHEM 111, a new course that is intended to be a new entry point into 131/151.</p> <p><b>Change Item Description</b>            Course name:            Course abbreviated schedule name:            Prerequisites:</p>	<p><b>Course Modification - Approved (12/9/21)</b></p> <p><b>Old</b>            Engineering Chemistry            Engineering Chemistry            MATH 113 or higher or concurrently enrolled in MATH 119, MATH 135, or MATH 151;            CHEM 121/CHEM 121L or a passing score on the chemistry placement exam</p>	<p><b>Lanci   Gurka</b></p> <p><b>New</b>            Engineering Chemistry-GTSC1            Engineering Chemistry-GTSC1            MATH 113 or higher or concurrently enrolled in MATH 119, MATH 119B, MATH 135, or MATH 151; CHEM 111 or a passing score on the chemistry placement exam</p>

<b>CHEM 151L: Engineering Chemistry Laboratory-GTSC1</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<p><b>UCC Discussions:</b> 1. Added MATH 119B: Trigonometry for Calculus as an option in the "concurrently enrolled" list of the prerequisites: - The new course MATH 119B corresponds to the second half of MATH 119 so it is an appropriate course in the "concurrently enrolled" list. Students in MATH 119B will have already passed MATH 119A: Algebra for Calculus so including MATH 119B may be redundant to the prerequisite of MATH 113 or higher, but we think including MATH 119B in the list makes it clear that MATH 119A is not appropriate as a course taken concurrently. For the CHEM 121 to 111 change: The chemistry program is creating a new class, CHEM 111, that is intended to be a preparation for CHEM 131 or CHEM 151. Students with strong chemistry backgrounds will easily pass the placement exam and not need to take CHEM 111. Students with weaker high school chemistry backgrounds can take CHEM 111 and explore the fundamental ideas of chemistry in some detail before taking CHEM 151/151L. No other discussion.</p>		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Engineering Chemistry Laboratory	Engineering Chemistry Laboratory-GTSC1
Course abbreviated schedule name:	Engineering Chem Lab	Engineering Chem Lab-GTSC1
Prerequisites:	MATH 113 or concurrently enrolled in MATH 119, MATH 135, or MATH 151; CHEM 121/CHEM 121L or passing score on the chemistry assessment exam	MATH 113 or concurrently enrolled in MATH 119, MATH 119B, MATH 135, or MATH 151; CHEM 111 or passing score on the chemistry assessment exam
<b>ENVS 331: Water Quality</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Kragnes</b>
<p><b>UCC Discussion:</b> CHEM 121 is sufficient as a pre-req for this course (i.e. no need for CHEM 132). Adding course SLOs and topical outline to CIM, no actual changes made. No other discussion.</p>		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Physical, chemical, and biological properties of aquatic systems. Includes movement of water in the watershed, stream classification and stability, lake circulation, aquatic ecology, chemistry and biology of natural and polluted waters, water quality monitoring, regulation and protection of surface water, and watershed assessment and management. Lab focuses on practical skills and field measurements culminating in an assessment of a local watershed.	Physical, chemical, and biological properties of aquatic systems. Includes movement of water in the watershed, stream classification and stability, lake circulation, aquatic ecology, chemistry and biology of natural and polluted waters, water quality monitoring, regulation and protection of surface water, and watershed assessment and management. Lab focuses on practical skills and field measurements culminating in an assessment of a local watershed.
Prerequisites:	CHEM 121 or CHEM 132, and STAT 200	CHEM 121 or higher; and STAT 200
<b>ENVS 331L: Water Quality Laboratory</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Kragnes</b>
<p><b>UCC Discussion:</b> CHEM 121 is sufficient as a pre-req for this course (i.e. no need for CHEM 132). Adding course SLOs and topical outline to CIM, no actual changes made. Updated course description to match lecture course.</p>		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for ENVS 331.	Physical, chemical, and biological properties of aquatic systems. Includes movement of water in the watershed, stream classification and stability, lake circulation, aquatic ecology, chemistry and biology of natural and polluted waters, water quality monitoring, regulation and protection of surface water, and

Prerequisites:	CHEM 121 or CHEM 132, and STAT 200	watershed assessment and management. Lab focuses on practical skills and field measurements culminating in an assessment of a local watershed. Lab component required for ENVS 331. CHEM 121 or higher; and STAT 200
<b>ENVS 492: Capstone in Environmental Science and Technology</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Kragnes</b>
<b>UCC Discussion:</b> Credit hours increased from 2 to 3 because the expectations for students' class deliverables to their project clients have increased. Changed Instructional Activity from Lecture/Lab to just Lecture: Over the years, we incorporated a lot more lecture materials/work associated with lecture to the class, students also use the lecture times to complete four exit exams. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture
Prerequisites:	Senior standing or permission of instructor	Senior standing
Credit hours:	2	3

#### Social & Behavioral Sciences - Program Modifications

Proposal	Degree	Committee Action	Motion   Second
<b>3704: History: Secondary Education</b>	<b>BA</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussions:</b> Added an ethics SLO to existing SLOs. Eliminated the "Topical" category and assign the classes to either the "United States" or "European" category. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	There are two proposed changes to the program. 1. Add an Ethics SLO to the Program SLOs as follows: Evaluate how local, national, or global societies have responded to ethical, social, civic and/or environmental challenges in the historical past (personal and social responsibility). I will also update the SLOs already listed by adding the "Courses" and "Assessment" information already established.   2. Eliminate the "Topical" category in the History Major and assign the classes in "Topical" to either the "United States" or "European" category.		
<b>3716: History</b>	<b>BA</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussions:</b> Added an ethics SLO to existing SLOs. Eliminated the "Topical" category and assign the classes to either the "United States" or "European" category. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	There are two proposed changes to the program. 1. Add an Ethics SLO to the Program SLOs as follows: Evaluate how local, national, or global societies have responded to ethical, social, civic and/or environmental challenges in the historical past (personal and social responsibility).   2. Eliminate the "Topics" category in the History Major and assign the classes in "Topics" to either the "United States" or "European" category.		

<b>3780: Applied Anthropology and Geography</b>	<b>BA</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated/Revised curriculum map, updated for changes in course structure and credit hours (ANTH 33/331L). Updated course number for OREC 105 (was KINA 105). No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. The updated and revised curriculum map has been uploaded, replacing the older version. Dr. Bridge passed our newest versions of the SLOs early Fall 2021.   2. ANTH331 was changed from a 3-credit lecture to a 2-credit lecture with a 1-credit lab and included as an elective.   3. ANTH331L was created and added to the program sheet as an elective.   4. Change Backpacking from KINA105 to OREC105.		
<b>M715: Forensic Anthropology</b>	<b>MNR</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Changed ANTH 331 from a 3-credit lecture to a 2-credit lecture and a 1 credit lab. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Change ANTH331 a 3-credit lecture, to ANTH331 a two-credit lecture and ANTH331L, a 1 credit lab.		
<b>M717: Forensic Investigation - Criminal Justice</b>	<b>MNR</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>UCC Discussions:</b> Course change update that split ANTH 331 into a lecture and lab. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Change ANTH331, a 3-credit lecture, to ANTH331 a two-credit lecture and ANTH331L a 1-credit lab.		
<b>M720: History</b>	<b>MNR</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Gurka   Bardo</b>
<b>UCC Discussions:</b> Added an ethics SLO to existing SLOs. Eliminated the "Topical" category and assign the classes to either the "United States" or "European" category. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	There are two proposed changes to the program. 1. Add an Ethics SLO to the Program SLOs as follows: Evaluate how local, national, or global societies have responded to ethical, social, civic and/or environmental challenges in the historical past (personal and social responsibility).   2. Eliminate the "Topical" category in the History Major and assign the classes in "Topical" to either the "United States" or "European" category. Add one upper-level elective History requirement to take the place of the "Topical" category.		

#### Social and Behavioral Science - Course Additions

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>ANTH 331L: Forensic Anthropology Laboratory</b>	<b>Course Addition - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>UCC Discussions:</b> Expanding the hands-on component of the Forensic Anthropology course (ANTH 331) through a lab experience allows students to take better advantage of being able to work with actual human skeletons. No other discussion.		
<b>Change Item Description</b>	<b>Department Justification</b>	
New Proposal: No differences to report	Since the lecture portion of this course (ANTH331) was first created, the FIRS skeletal collection has grown and there now are now separate teaching and research collections of osteological material. Expanding the hands-on component of the Forensic Anthropology course through a lab experience allows students to take better advantage of being able to work with actual human skeletons.	

**Social and Behavioral Science - Course Modifications**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>ANTH 202: Introduction to Anthropology-GTSS3</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>UCC Discussions:</b> SLOs added as per university and HLC requirements. No other discussion.		
<b>Change Item Description</b> Is there overlapping content with present courses offered? Explain:	<b>Old</b>	<b>New</b> Yes  There is some slight overlap between the unit on Human Evolution and part of the course in ANTH 231/L. ANTH 231/L treats the topic in much more detail.
<b>ANTH 231: Survey of Biological Anthropology - GTSS3</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>UCC Discussions:</b> Entering required SLOs and Course Outline, that were not entered during CIM implementation. Course name updated with GT status information. No other discussion.		
<b>Change Item Description</b> Course name:  Course abbreviated schedule name:	<b>Old</b> Survey of Biological Anthropology  Survey of Biological Anth	<b>New</b> Survey of Biological Anthropology - GTSS3  Survey Biological Anth-GTSS3
<b>ANTH 231L: Survey of Biological Anthropology Laboratory-GTSS3</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>UCC Discussions:</b> GTSS3 has been added to the name because GT status was approved for this course in 2019. Course description updated. No other discussion.		
<b>Change Item Description</b> Course name:  Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Survey of Biological Anthropology Laboratory Lab component for ANTH 231.	<b>New</b> Survey of Biological Anthropology Laboratory-GTSS3 Exploration of culture through the lens of evolutionary biology. Students will study culture as a changing entity that helps our biological species adapt to multiple physical and social environments. Includes discussion of non-human primates and the application of biological anthropology to forensic science. Lab component for ANTH 231.
Course abbreviated schedule name:	Survey of Biological Anth Lab	Survey Bio Anth Lab-GTSS3
<b>ANTH 331: Forensic Anthropology</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
<b>UCC Discussions:</b> 1. Since this course was first created, the FIRS skeletal collection has grown and there now is a separate teaching and research collection of osteological material. Expanding the hands-on component of the course by adding a laboratory section allows students to take advantage of being able to work with actual human skeletons. To accommodate a lab, the lecture was changed from 3 credits to 2.   2. The prerequisites were changed to include additional courses, each appropriate to a different program in which this course figures.   3. ANTH331L is being added as a corequisite as it covers the practical, hands-on application of material covered in ANTH331.		
<b>Change Item Description</b> Credit hours: Prerequisites:  Corequisites:	<b>Old</b> 3 ANTH 202 or ANTH 270/ANTH 270L	<b>New</b> 2 ANTH 270/ANTH 270L or ANTH 232/ANTH 232L or BIOL 209/BIOL 209L ANTH 331L

<b>ANTH 341: Indigenous Cultures of North America</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
UCC Discussions: Entering required SLOs and Course Outline, that were not entered during CIM implementation. No changes were made. No other discussion.		
<b>ANTH 420: Field Methods in Archaeology</b>	<b>Course Modification - Approved (11/18/21)</b>	<b>Lanci   Gurka</b>
UCC Discussion: The prerequisites are being changed from ANTH 220 and ANTH 225 to ANTH 202 or ANTH 220. This change opens up the course to an increased number of students as it only requires a single 200-level EL course.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	ANTH 220 and ANTH 225	ANTH 202 or ANTH 220
Is there overlapping content with present courses offered?	Yes	No
Explain:	This course is equivalent to ARKE 410 which is being deleted.	
<b>ANTH 420L: Field Methods in Archaeology Laboratory</b>	<b>Course Modification - Approved (11/18/21)</b>	<b>Lanci   Gurka</b>
UCC Discussion: 1. This prerequisite change opens the methods course to an increased number of students by requiring only one 200-level EL class.   2. Course description was update to follow current standard protocol.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required as co-requisite with ANTH 420.	Overview of contemporary methods of archaeological survey, site recordation, and excavation techniques. Artifact collection, interpretation, and analysis presented as is record keeping, artifact conservation, and curation. Topics include maps and mapping, geographic information systems (GIS), Global Positioning System (GPS), field and specimen photography, and recovery and analysis of supplemental materials (macrobotanical, pollen, chronometric, etc.). Lab component required for ANTH 420.
Prerequisites:	ANTH 220 and ANTH 225	ANTH 202 or ANTH 220
Is there overlapping content with present courses offered?	Yes	No
Explain:	This course is equivalent to ARKE 410L, which is being deleted.	
<b>GEOG 102: Human Geography-GTSS2</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
UCC Discussions: Entering required SLOs and Course Outline, that were not entered during CIM implementation. No changes were made. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Is there overlapping content with present courses offered?		Yes
Explain:	In GEOG 102, we cover the topics in general, and only those that are human related. In GEOG 103, we cover all the topics listed in human plus physical geography by each region. We cover 1 region per week.	



<b>GEOG 103: World Regional Geography-GTSS2</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Bardo   Lanci</b>
UCC Discussions: Entering required SLOs and Course Outline, that were not entered during CIM implementation. No changes were made.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Is there overlapping content with present courses offered? Explain:		Yes  In GEOG 102, we cover the topics in general, and only those that are human related. In GEOG 103, we cover all the topics listed in human plus physical geography by each region. We cover 1 region per week.
The only changes made to SOCO 144, 260, and 264 were the required addition of the existing ESSL and course learning outcomes, along with the topical course outline that were not included when CIM was introduced.		
<b>SOCO 144: Marriage and Families-GTSS3</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
<b>SOCO 260: General Sociology-GTSS3</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
<b>SOCO 264: Social Problems-GTSS3</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
SOCO 305, 310, 323, and 325 added SOCO 264 to the possible prerequisites to open the course to a wider set of students. No other discussion.		
<b>SOCO 305: Environmental Sociology</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SOCO 260 or permission of the instructor	SOCO 260 or SOCO 264
<b>SOCO 310: Sociology of Religion</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264
<b>SOCO 323: Self and Society</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264
<b>SOCO 325: Race and Ethnic Relations</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Kragnes   Bardo</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264
<b>SOCO 314: Population</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Kragnes   Bardo</b>
UCC Discussion: Adding SOCO 264 to the possible prerequisites to open the course to a wider set of students. Students taking SOCO 264 develop sufficient background to be successful in upper-division coursework. Included existing learning objectives and course outline. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SOCO 260, or permission of instructor	SOCO 260 or SOCO 264

<b>SOCO 340: Sociology of Gender</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Kragnes   Bardo</b>
<b>UCC Discussion:</b> Adding SOCO 264 to the possible prerequisites to open the course to a wider set of students. Students taking SOCO 264 develop sufficient background to be successful in upper-division coursework. Included existing learning objectives and course outline. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264

#### Teacher Education - Course Modifications

Proposal	Degree	Committee Action	Motion   Second
<b>3204: Early Childhood Education: Early Childhood Special Education</b>	<b>BA</b>	<b>Program Modification - Approved (12/9/21)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussions:</b> Changed "C" or better on the program sheet in program specific degree requirements to "B" or better to reflect the actual requirements. Removed the general electives requirement and added EDUC 441. Credit hours for this degree is changing from 123 to 122.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. The language of "C" or better on the program sheet in program specific degree requirements was changed to "B" or better to reflect the actual requirements (the C or better was a typo on the program sheet).   2. We are removing the general electives requirement and adding EDUC 441.   3. Credit hours for this degree is changing from 123 to 122.		

#### Theatre Arts - Course Modifications

Proposal	Degree	Committee Action	Motion   Second
<b>3265: Theatre Arts: Acting/Directing</b>	<b>BFA</b>	<b>Program Modification - Approved (1/27/22)</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> Changed required number of foundational intro courses from 3 to 2 because of credit hour change in those courses (from 2 to 3 credits). Total of 6 credits is unchanged. Program overview updated to reflect changes made to program over the last 2 years. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	We are looking to change the required number of foundational intro to Technical Theatre classes from 3 classes to 2, which will not change the number of credits required. The Program Overview was changed to reflect the program changes made. The Assessment courses were reduced.		

#### Theatre Arts - Course Modifications

Proposal	Committee Action	Motion   Second
<b>SPCH 203: Persuasion</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> The current prerequisites are not necessary to meet student communication goals and/or expand their communication skills in this 200-level communication course. Any necessary knowledge from 100 level classes will be discussed and reviewed in this 200-level class. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Open discussions on the ethics, process, and application of everyday use of persuasion; how it applies to our advertisements, politics, and friendships; preparation for debate.	Open discussions on the ethics, process, and application of everyday use of persuasion; how it applies to advertisements, politics, and friendships; preparation for debate.
Prerequisites:	SPCH 102	

<b>SPCH 304: Communication and Conflict</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> The current prerequisite (Upper Division Standing) is not necessary to meet student communication goals and expand communication skills in this 300-level communication course. Any necessary knowledge from lower division classes will be discussed and reviewed in this 300-level class. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	Upper division standing	
<b>SPCH 305: Intercultural Communication</b>	<b>Course Modification - Approved (3/17/22)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> The current prerequisite (SPCH 101) is not necessary to meet student communication goals and expand their communication skills in this 300-level communication course. The title change and course description update reflect the need to more accurately reflect today's understanding of categories in the field and represent the material covered. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Communication: Culture, Diversity and Gender	Intercultural Communication
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Research and practical application to facilitate constructive relationships with individuals from other countries, with individuals from sub-cultures within our culture, and with individuals of the opposite sex.	Research and practical application to facilitate constructive communication and relationships with individuals and groups from diverse cultures, backgrounds, and identities.
Course abbreviated schedule name:	Culture, Diversity Gender	Intercultural Communication
Prerequisites:	SPCH 101	
<b>SPCH 306: Communication and Leadership</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Lanci   Bardo</b>
<b>UCC Discussion:</b> The current prerequisite (SPCH 101) is not necessary to meet student communication goals and expand communication skills in this 300-level communication course. Updating course description to better reflect course content. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Study of communication styles of great leaders from every field of endeavor to determine the sources of their influence over the behaviors, thoughts, and feelings of their followers. Included will be study of the historical environments that gave rise to each leader's style.	Study of communication theories and styles to determine the influence over behaviors, thoughts, and feelings in leader-follower interactions.
Prerequisites:	SPCH 101	
<b>SPCH 308: Argumentation and Debate</b>	<b>Course Modification - Approved (12/9/21)</b>	<b>Lanci   Gurka</b>
<b>UCC Discussions:</b> Students need basic public speaking skills as a base to build from in the argumentation-focused assignments. ESSL200 and SPCH102 provide that speaking foundation. The previously listed SPCH203 does not.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	SPCH 102 or SPCH 203 or permission of instructor	ESSL 200 or SPCH 102
<b>THEA 333: Art, Architecture and Fashion: Prehistory to the Present</b>	<b>Course Modification - Approved (1/27/22)</b>	<b>Gurka   Kragnes</b>
<b>UCC Discussion:</b> Updated CIM entry to include existing SLOs and Course Outline. No other discussion.		

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**THEA 142: Make-up****Course Modification - Approved  
(1/27/22)****Gurka | Kragnes**

**UCC Discussion:** Addition of existing SLOs. Course description changed to match curriculum requirements. Instructional Activity was adjusted to Lecture format to more accurately reflect the contact hour per credit requirements. No other discussion.

**Change Item Description**

Type of Instructional Activity:  
Course description for the catalog  
(do not list pre-reqs, co-reqs, and  
terms typically offered):

**Old**

Lecture/Lab: Vocational/Tech  
All types of make-up for the stage.  
Students examine straight and  
character make-up techniques and  
learn the use of crepehair, prosthetics,  
and other material.

**New**

Lecture  
Introduction to all types of make-up  
for the stage. Students examine  
straight and character make-up  
techniques and learn the use of crepe  
hair, prosthetics, and other material.

**WCCC CURRICULUM COMMITTEE****WCCC Curriculum Membership 2020-2021**

<b>Group/Department</b>	<b>Representative</b>	<b>Term Expires</b>
Group A	Wayne Smith; Culinary Arts	2022
Group B	Joseph Quesenberry; Applied Mathematics	2024
Group C	Jason Roberson; Transportation	2022
Group D	Karrie Stanfill; Nurse Aide	2022
At Large	Carolyn Ferreira-Lillo; Process System Technology	2024
	Gunny White; Information and Communication Technology	2024
<b>Officers</b>		
Chair	Wayne Smith	
Vice Chair	Joseph Quesenberry	
UCC Vice-Chair	Denise McKenney	
<b>Secretary, non-voting:</b>		Aaron Osborne
<b>Ex-Officio Members</b>		
Associate VP of Academic Affairs (AVPAA) for Assessment and Accreditation	Morgan Bridge	
Designee for VPAA, Community College Affairs	Christi Hein	
Registrar	Holly Teal	
Registrar's Office Designee	Maggie Bodyfelt	
Library Representative	Tracie Seurer	
Course Description Evaluator	Johanna Varner	
Director of Financial Aid	Curt Martin	
WCCC Student Representative	Elisabeth Henry	

## Information and Business Items

### September 14, 2021 Meeting

#### Announcements

- New members were welcomed and everyone introduced themselves to the group.

#### Ex-Officio Reports

- Assistant Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked all for their important work on Curriculum Committee. This work is integral to providing quality programs. She iterated how CourseLeaf is an integrated software product with curriculum the first step. If curriculum is done correctly, the information feeds into scheduling and catalog much better. Since curriculum is the first step in the software process, due dates impact not only CIM but also scheduling and catalog.
- Registrar's Office - Associate Registrar Bodyfelt discussed the curriculum process and the needed steps that are completed by the Registrar's Office after WCCC CC and Faculty Senate approve proposals.
- Financial Aid - AVPAA Bridge discussed the importance in the accuracy of all things curriculum since more and more curriculum information is being requested by DOE, HLC and CDHE.
- Library - Librarian Seurer asked that she be provided information as soon as new courses/programs are in development. She also stated she was beginning to make library purchases specific to WCCC, so let her know of any library resource needs. She stated she was happy to provide any needed classroom instruction. She also discussed her desire to explore way to make library resources more accessible to WCCC students.

#### Old Business

- The revised Technical Certificate SLOs were presented and discussed. After discussion, Jason Roberson motioned and Wayne Smith seconded the SLOs as presented be approved as stated below. Motion carried.
- Proposed technical certificate Student Learning Outcomes
  - The CMU/WCCC technical certificate graduate will be able to:
    - Locate, gather and organize evidence on an assigned topic addressing a course or discipline-related question or a question of practice in a work or community setting (specialized knowledge/applied learning);
    - Make and defend claims in a well-organized, professional document and/or oral presentation that is appropriate for a specific audience (communication fluency); and
    - Identify and gather the information/data relevant to the essential question, issue and/or problem and develop informed conclusions (critical thinking);
  - These three SLO's are proposed because they address the skills that employers most commonly seek in entry-level workers in technical fields: specialized knowledge, communication fluency, and critical thinking.

#### Information Items

- Important Dates and Deadlines for this year were discussed. In order to appear on spring registration for fall courses, all proposals must be through curriculum by the December WCCC CC meeting. The cutoff for CIM for this academic year is Feb 4, 2022.
- Course proposals must have any needed program proposals submitted at the same time.
- The approval process was discussed as well as the time needed for a proposal to gain all needed approvals.

- Chair Smith gave an overview of the website and CIM.
- Curriculum office hours/training are available on October 12, November 9 and November 30 from 12:30 to 2:00 in DH 203. AVPAA Bridge volunteered to come to WCCC, if there are faculty who would like assistance with upcoming proposals. Special Projects Coordinator Osborne discussed the location of available electronic resources and the new resources that will be coming soon.
- VP Sundermann discussed the proposed AAS in Applied Technology. This degree allows a student with a technical certificate the opportunity to roll that technical certificate into the AAS in Applied Technology. The Colorado Community College System supports the degree and there are several community colleges in the state that offer the degree. This degree will allow WCCC to better serve its student populations.
- An email vote was requested for the AAS in Applied Technology in order to facilitate getting the proposal to the BOT in the October meeting. WCCC CC agreed to an email vote for this proposal to be conducted sometime in the next two weeks.

### **October 12, 2021 Meeting**

None Available

### **November 9, 2021 Meeting**

#### Information Items

- Chair Smith reminded Committee Members of the Curriculum Due Dates. If a curriculum change is to appear on Spring Registration for Fall classes, the proposal must be to WCCC Executive Committee by the November 29th meeting.
- CIM closes on February 4th, 2022. Any proposal submitted after this date will be in the 2023-2024 catalog.

### **December 7, 2021 Meeting**

#### Announcements

- Chair Smith reminded the committee that CIM closes on February 4th, 2022. Any proposal submitted after this date will be in the 2023-2024 catalog.

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Please get changes in before the February 4th deadline. Please reach out when making program changes so the correct template can be used. This will prevent having to redo the proposal after it is submitted to workflow.
- Library - Please let the library know as soon as possible when new programs/courses are in process so they can begin the library assessment.

#### Information Items

- Chair Smith asked for upcoming proposals. HVAC, MET, Mechatronics, Culinary Arts, Electric Lineworker, and Digital Film will have proposals to submit.

### **January 18, 2022 Meeting**

#### Announcements

- Chair Smith discussed the use of Mixed Instructional Method that WCCC is transitioning to for some lecture lab courses. In order for course minutes to align with Curriculum Policy, some courses are changing instructional method to mixed to account for both the lecture and lab component correctly. Mix Method allows the lab and lecture to be identified separately and minutes allotted proportionately. It will be important for faculty to break out the lab

component and the lecture component in order to determine both contact hours and academic engagement and student preparation minutes. Chair Smith will be sending out specific directions to faculty for their use in preparing their curriculum proposals.

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - The AVPAA reminded the committee that CIM closes on February 4th, 2022. Any proposal submitted after this date will be in the 2023-2024 catalog.
- Registrar- The Registrar's Office is beginning the processing of the curriculum proposals approved last fall.
- Library - The library is working on the HVAC library assessments needed for the new program that is underway.

#### Information Items

- Chair Smith asked for upcoming proposals. HVAC, Mechatronics, Culinary Arts, Electric Lineworker, and Digital Film will have proposals to submit.

### **February 15, 2022 Meeting**

#### Announcements

- Chair Smith reminded all that CIM is closed. Work can continue on curriculum proposals but no information can be entered into CIM until the Catalog publishes mid-summer.

#### Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - The AVPAA thanked all for their work on curriculum this year and the currency and relevancy provided by the submitted curriculum proposals.
- Library - Librarian Seurer thanked all for updates on the changes that occurred this year and asked the good communication continue.

#### Information Items

- Chair Smith stated that all proposals in CIM will work their way through the system and be addressed at Curriculum Committee over the next two meetings. Due to this meeting being postponed, WCCC Exec meets next week and the next WCCC Curriculum Committee Meeting is March 8<sup>th</sup>.

### **March 8, 2022 Meeting**

#### Ex-Officio Reports

- Financial Aid - A reminder that in order for a certificate to be eligible for financial aid, the certificate must be for 15 weeks and contain 16 credit hours.

#### Information Items

- Chair Smith stated the next meeting will be in person at the WCCC Campus.

### **April 12, 2022 Meeting**

#### Ex-Officio Reports

- Financial Aid Deputy Director Martin - Reminded everyone that technical certificates require at least 16 credit hours and 15 weeks to be eligible for federal financial aid and



to keep that in mind when making changes on certificates. All certificate changes need to be submitted to Dept of Ed as well as major curriculum changes. He noted the reporting has increased.

- Librarian D'Ambrosio - Library received a grant that allowed the ordering of materials beyond what they would have normally been able to order for WCCC.

#### Information Items

- All WCCC proposals have been completed in the CIM system for next catalog year.
- The combined Year End report (reports for all 3 curriculum committees) will be sent to Faculty Senate for their review by May 2.
- The final 2021-2022 WCCC Curriculum Committee meeting will be in-person on May 10, 2022 at WCCC.

## Course and Program Changes

### Proposal Overview

The WCCC Curriculum Committee reviews proposals related to 2-year degrees, certificates, and courses offered at WCCC. The total number of proposals considered by the WCCC CC during the 2021-2022 academic year is shown in the following table:

<b>Number of WCCC Curriculum Proposals, AY 20-21</b>	
<b>Proposal Type</b>	<b>Number</b>
Course Addition	39
Course Modification	30
Course Reactivation	0
Course Deletion	23
Program Addition	8
Program Reactivation	0
Program Modification	22
Program Deactivation	4
Program Deletion	8
<b>Total:</b>	<b>134</b>

<b>Number of Proposals Reviewed Per WCCC CC Meeting, AY 20-21</b>										
	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb*</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Total</b>
<b># of Proposals</b>	1	1	5	9	1	17	34	64	2	134
* Deadline for inclusion of program and course changes in the next AY Calendar										

### Proposal Details

The listing of curriculum proposals approved during the 2021-2022 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the WCCC Curriculum Committee.

**WCCC Program Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>1107: Viticulture and Enology: Viticulture</b>  <b>WCCC CC Discussion:</b> 1. A change in prefix for course numbers in the viticulture courses required updates to this program's course sequencing information.   2. The change in the way the courses are being presented resulted in a reduction of credit hours from 18 to 14. No other discussion.  <b>Change Item Description</b>                      List all proposed changes to the program:</p>	TCT	<b>Program Modification - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<p><b>1108: Viticulture and Enology: Wine Professional</b>  <b>WCCC CC Discussion:</b> 1. A change in prefix for course numbers in the viticulture courses required updates to this program's course sequencing information. No other discussion.  <b>Change Item Description</b>                      List all proposed changes to the program:</p>	TCT	<b>Program Modification - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<p><b>1109: Viticulture and Enology: Enology</b>  <b>WCCC CC Discussion:</b> 1. A change in prefix for course numbers in the viticulture courses required updates to this program's course sequencing information.   2. The change in the way the courses are being presented resulted in a reduction of credit hours from 18 to 17. No other discussion.  <b>Change Item Description</b>                      List all proposed changes to the program:</p>	TCT	<b>Program Modification - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<p><b>1117: Information and Communication Technology: Help Desk Technici</b>  <b>WCCC CC Discussion:</b> TECI 142 more suitable to address technology today than TECI 163. TECI 120 added and program hours adjusted from 21 to 24 because of addition.  <b>Change Item Description</b>                      List all proposed changes to the program</p>	TCT	<b>Program Modification - Approved (1/18/22)</b>	<b>Roberson   Quesenberry</b>
<p><b>1121: Applied Business: Management Foundations</b>  <b>UCC Discussion:</b> To improve certificate "stackability" ABUS 105 will replace MARK 231 because the ABUS 105 is an applied approach to marketing. Students will be able to create a website, manage an email list, manage SEO and build a brand online. It is a more focused approach to marketing that will allow them to apply what they have learned to their own microbusiness or a business for which they work. No other discussion.  <b>Change Item Description</b>                      List all proposed changes to the program:</p>	TCT	<b>Program Modification – Approved (11/9/21)</b>	<b>Roberson   Quesenberry</b>

<b>1146: Digital Filmmaking: Writing/Directing Elements</b>	<b>TCT</b>	<b>Program Modification - Approved (3/8/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Replacing a course that is a better fit for the program. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Remove FILM 140 - Commercial Corporate Production   2. Add FILM 139 - Professional Documentary Production		
<b>1147: Digital Filmmaking: Basic Writing/Directing (TCT)</b>	<b>TCT</b>	<b>Program Modification - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Course credit hour reduction caused program credit hour reduction from 13 to 12 credit hours. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. FILM 170 reduced credit hours from 4 to 3. Reduced program credit hours.   2. Deleted FILM 143 Cinema Lighting and replaced with FILM 209 Production Budget and Schedule.   3. Deleted FILM 155 Commercial Audio Design and replaced with FILM 144 Sound Design for Film.		
<b>1148: Digital Filmmaking: Intermediate Writing/Directing (TCT)</b>	<b>TCT</b>	<b>Program Modification - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Course credit hour reduction caused program credit hour reduction from 7 to 6 credit hours. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. FILM 230 reduced credit hours from 4 to 3. Reduced program credit hours.   2. Deleted FILM 210 Cinema Production Management and replaced with FILM 265 Producing for Indie Films.		
<b>1165: Gerontology: Behavioral and Cognitive Care</b>	<b>TCT</b>	<b>Program Modification – Approved (2/15/22)</b>	<b>Roberson   Quesenberry</b>
<b>WCCC CC Discussion:</b> Credit hours reduced from 24 to 15. Courses that are too broad for the certificate's focus were removed. Added GRNT 246 as it adds content and depth. Course sequence updated to reflect changes. Student learning outcomes were revised. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Reduce required credit hours from 24 to 15.   2. Remove the following courses: GRNT177, GRNT181, GRNT240, GRNT247, GRNT294, GRNT299.   3. Add the following course: GRNT 246 Aging and Mental Health.   4. Update recommended course sequence to reflect changes.   5. GRNT 175 increasing from 2 credits to 3.   6. Revise Student Learning Outcomes.		
<b>1166: Gerontology: End Life Care and Support</b>	<b>TCT</b>	<b>Program Modification - Approved (3/8/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Reduced hours from 21 to 13 to narrower focus on end-of-life care content and allow more students to take the certificate in conjunction with their other degree/major that they are already pursuing. 7 courses removed with one replaced and two others added. Course sequence modified. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Reduce required credit hours from 21 to 13.   2. Remove the following courses: GRNT131, GRNT207, GRNT237, GRNT 240, GRNT247, GRNT294, GRNT299   3. Replace GRNT131 Hospice Care with GRNT234 Hospice Care.   4. Add the following courses: GRNT245 Health and Aging, GRNT250 Death: Cross-Cultural Perspectives.   5. Update recommended course sequence to reflect changes.		

<b>1304: Digital Filmmaking: Writing/Directing</b>	<b>AAS</b>	<b>Program Modification - Approved (3/8/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Several course removals and replacements to keep the program current. Program hours increased from 60 to 61. Program overview was modified. SLOs were updated.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	01. Remove FILM 140 - Commercial Corporate Production   02. Remove FILM 143 - Cinema Lighting   03. Remove FILM 155 - Commercial Audio Design   04. Remove FILM 160 - Freelancing for Creatives   05. Remove FILM 210 - Cinema Production Management   06. Remove ENGL 222 - Mythology from Essential Learning requirements   07. Reduce credits for FILM 170 - Short-Form Production   08. Reduce credits for FILM 230 - Episodic Production   09. Add prerequisite FILM 130 to FILM 150 Episodic Screenwriting and to FILM 170 - Short Form Production   10. Add prerequisite to FILM 230 - Episodic Production   11. Add FILM 139 - Documentary Production   12. Add FILM 141 - Film Production Assistant I   13. Add FILM 142 - Film Production Assistant II   14. Add FILM 144 - Sound Design for Film   15. Add THEA 150 - Fundamentals of Acting   16. Add FILM 200 - Directing Film Actors   17. Add FILM 209 - Production Budget Scheduling   18. Add FILM 265 - Producing Indie Films   19. Add FILM 299 - Internship   20. Program hours increased by one hour from 60 to 61.   21. Modify Program Overview   22. Modify Recommended Course Plan   23. Modify Student Learning Outcomes		
<b>1305: Gerontology Specialist</b>	<b>AAS</b>	<b>Program Modification - Approved (3/8/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Program credit hours increased from 60 to 63. 6 more general and out of date courses removed. Added 2 subject specific courses. Course sequencing updated to reflect changes. SLOs updated.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Change SLOs to better represent the program.   2. Increase credit hours of program from 60 to 63 by increasing program-specific courses from 42 to 45.   3. Remove the following courses: GRNT165, GRNT177, GRNT220, GRNT237, GRNT260, GRNT270.   4. Add new course GRNT246 (Aging and Mental Health) and replace GRNT131 with GRNT231 (Hospice Care).   5. Remove Restricted Electives and make those courses required.   6. Update recommended course sequence to reflect changes.		
<b>1309: Viticulture and Enology</b>	<b>AAS</b>	<b>Program Modification - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> 1. A change in prefix for course numbers in the viticulture courses required updates to this program's course sequencing information.   2. The change in the way the courses are being presented resulted in a reduction of credit hours. See CIM for additional information. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Change course prefixes from AGRS to VITE.   2. Number change: Re-alignment of numbers to follow a systematic sequence of information.   3. Program overview revised.   4. Student Learning Outcomes revised.   5. Suggested Course Plan revised.   6. Courses replaced in the degree requirements.   7. Courses deleted from the degree requirements.   8. Courses added to degree requirements.		
<b>1314: Fire Science Technology</b>	<b>AAS</b>	<b>Program Modification - Approved (3/8/22)</b>	<b>Stanfill   Roberson</b>
<b>WCCC CC Discussion:</b> Replaced a more advanced fire code course with an appropriate substitution that would prepare students for certification in medical training at the Fire Fighter I level. Course sequence updated for better flow in the program. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	The following changes are proposed to the Fire Science program, to be implemented starting Summer 2022. 1. Remove course FSTR 204 from the degree requirements and replace it with EMTS 115.   2. Change the suggested course schedule to the following: Semester 1FSTR 102FSTR 105FSTR 106FSTR 109MATH 113Semester 2FSTR 103FSTR 151FSTR 209EMTS 115ENGL 111Semester 3FSTR 100FSTR 107KINA 127Essential Learning Elective Semester 4FSTR 101FSTR 202FSTR 206KINE 100		

<b>1316: Construction Electrical</b>	<b>TCT</b>	<b>Program Modification – Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Replacing MATH 107 with MATH 108 will help reduce the drop and fail rate for ELCE 155. Additionally, MATH 108 is already used for mechanics, a frequent double major for electrical construction students, and would help students that are taking both majors. Program hours were increased by one hour from 29 hours to 30 hours due to change in math requirement.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Adding MATH 108 Technical Mathematics (4)   2. Removing MATH 107 Career Math (3)   3. Increase program hours from 29 to 30 credits due to change.		
<b>1340: Baking and Pastry</b>	<b>AAS</b>	<b>Program Modification - Approved with 1 abstention (3/8/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Suggested course sequence modified to balance teaching load and balance supply distribution to labs from semester to semester. It also offsets credit load on students in the second, third, and fourth semesters. Student learning outcomes updated and additional outcomes added to bring total number of outcomes to six as required.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	Modify Suggested Course Plan sequence: 1. Move CUAR 160 Cake Decorating from spring semester, 2nd year to fall semester, 2nd year.   2. Move CUAR 262 Purchasing for the Hospitality Industry from spring semester 1st year to fall semester 2nd year.   3. Move essential learning - soc/behavioral sci, history, nat sci, fine arts, humanities from fall semester 2nd year to spring semester 1st year and KINE 100/KINA 1xx from fall semester 2nd year to spring semester 2nd year.   4. Update Program Student Learning Outcomes.		
<b>1381: Electric Lineworker</b>	<b>TCT</b>	<b>Program Modification – Approved (2/15/22)</b>	<b>Stanfill   Roberson</b>
<b>WCCC CC Discussion:</b> ELCL 140L and ELCL 120 were removed for overlapping material in ELCL 132L and ELCL 125. Credit hours were updated in ELCL 132L and ELCL 125 to accommodate deeper hands-on learning. Program hours decreased from 38 to 36. Supply costs increased. First aid/CPR is now covered in ELCL 137L and no longer requires a separate statement.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Delete ELCL 140L Underground Procedures Lab   2. Delete ELCL 120 Fundamentals of Electricity   3. Hours increased from 2 to 4 on ELCL 125 and ELCL 132L.   4. Program hours decreased by two credit hours due to deletion of above courses. Program decreased from 38 to 36 hours.   5. Supply costs increased in Program Specific Requirements.   6. First Aid/CPR certification removed from Program Specific Requirements.		
<b>1391: Electric Lineworker</b>	<b>AAS</b>	<b>Program Modification – Approved (2/15/22)</b>	<b>Stanfill   Roberson</b>
<b>WCCC CC Discussion:</b> ELCL 140L and ELCL 120 were removed for overlapping material in ELCL 132L and ELCL 125. Credit hours were updated in ELCL 132L and ELCL 125 to accommodate deeper hands-on learning. Program hours increased from 62 to 64. Adjustments were made to the available restricted electives to allow for more flexibility in student scheduling. Plan of Study updated to reflect course, hours, and sequencing changes.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Delete ELCL 140L Underground Procedures Lab   2. Delete ELCL 120 Fundamentals of Electricity   3. Hours increased from 2 to 4 on ELCL 125 and ELCL 132L.   4. Program hours reduced from 64 to 62.   5. More course options added to Restricted Elective choices. The following courses are to be added: ABUS 102, ABUS 160, BUGB 231, FLAS 111, GEOL 100, GEOL 105, MANG 201, and TSTG 220. MANG 121 is being removed from Restricted Electives.   6. Supply costs added.   7. Plan of study changed.		

<b>1392: Construction Electrical</b>	<b>AAS</b>	<b>Program Modification – Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Replacing MATH 107 with MATH 108 will help reduce the drop and fail rate for ELCE 155. Additionally, MATH 108 is already used for mechatronics, a frequent double major for electrical construction students, and would help students that are taking both majors. Program hours increased from 63 to 64 hours due to change in math requirement. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Adding MATH 108 Technical Mathematics (4)   2. Removing MATH 107 Career Math (3)   3. Increased program hours from 63 to 64 credits due to change in math requirement.		
<b>1398: Mechatronics</b>	<b>AAS</b>	<b>Program Modification – Approved (2/15/22)</b>	<b>Stanfill   Roberson</b>
<b>WCCC CC Discussion:</b> Replacing TECI 163 with CSCI 110 to provide a better knowledge base open to more fields. Course sequence adjusted for CSCI 110 addition and when TECI 142 is recommended to be taken. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program	1. Adding CSCI 110 Beginning Programming (3)   2. Removing TECI 163 Convergent Technologies (3)   3. Changing when classes are being offered: TECI 142 Internet of Things: From Spring 1st year to Fall of 2nd year, and CSCI 110 Beginning Programming (3) to Spring of 1st year		
<b>1632: Emergency Medical Technician – Paramedic</b>	<b>AAS</b>	<b>Program Modification – Approved (5/10/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Roberson moved to add it to the agenda, Stanfill seconded. Committee passed. Accrediting body required a change in the order of the suggested course plan. No courses were removed or added. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	5/11/2022 - AOsborne - Accrediting body required a change in the order of the suggested course plan. No courses were removed or added. Approved by WCCC Curriculum Committee 5/10/2022. Administratively saved because CIM was closed when accrediting body visited and requested course sequence change.		
<b>1636: Emergency Medical Technician: Paramedic</b>	<b>TCT</b>	<b>Program Modification – Approved (5/10/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Roberson moved to add it to the agenda, Stanfill seconded. Committee passed. Accrediting body required a change in the order of the suggested course plan. No courses were removed or added. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	5/11/2022 - AOsborne - Accrediting body required a change in the order of the suggested course plan. No courses were removed or added. Approved by WCCC Curriculum Committee 5/10/2022. Administratively saved because CIM was closed when accrediting body visited and requested course sequence change.		

**WCCC Program Additions**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>Applied Technology</b>	<b>AAS</b>	<b>Program Addition - Approved (10/26/21)</b>	<b>Approved by Email Vote</b>
<p><b>WCCC Discussion:</b> The goal of the Associate in Applied Science in Applied Technology degree is to provide students with an individualized, quality education in a technology area with a combination of Essential Learning (general education) courses and a selection of courses in a technical specialty. Applied Technology is a subject which encourages students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate and solve real-life problems.</p>			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	<p>The Colorado Community College System (CCCS) has implemented the AAS in Applied Technology recognizing the need to assist students that have obtained a technical educational certificate to further their educational path and obtain higher earnings. In 2020, the US Department of Labor data shows that those with an Associate Degree have a lower unemployment rate than those with only a technical certificate. Additionally, those with an Associates have higher median earnings than those with a technical certificate.</p> <p>Employment is projected to grow from 162.8 million to 168.8 million over the 2019–29 decade, an increase of 6.0 million jobs, the U.S. Bureau of Labor Statistics reported. This reflects an annual growth rate of 0.4 percent, slower than the 2009-19 annual growth rate of 1.3 percent, which was bolstered by recovery from the 2007-09 Great Recession. The healthcare and social assistance sector is projected to add the most new jobs, and 6 of the 10 fastest growing occupations are related to healthcare.</p> <p>Technical College of the Rockies graduates over one hundred students in multiple CTE certificates each year that could, through articulation agreements with CMU, benefit from taking an approved Technical Certificate, completing the additional requirements and then earning AAS in Applied Technology degree. Additionally, WCCC certificates, including CADT, could benefit from the Associate of Applied Science Applied Technology Degree.</p>		

<b>Fire Academy Level 1</b>	<b>TCT</b>	<b>Program Addition - Approved (11/9/21)</b>	<b>Quesenberry   Roberson</b>
<p><b>WCCC Discussion:</b> This program will provide the student with Fire Academy experience and HAZMAT Operations which will prepare them for employment in the fire service. With close ties to the community fire agencies, these students will benefit from up to date firefighting technology and training. Program strengths include the development of the curriculum through collaboration with the local fire services personnel, the support of local fire services, support provided by the State of Colorado Fire Association and the opportunity for students to have hands-on experiences throughout the coursework. The external agencies impacting the curriculum include the Fire and Emergency Services Higher Educational (FESHE) organization which accredits fire science programs. This organization establishes standards to ensure the quality of the educational experience and the assessment of student knowledge and skills. No other discussion.</p>			

<b>Change Item Description</b>	<b>Departmental Justification</b>		
	<p>Employment of firefighters is projected to grow 5 percent from 2018 to 2028, about as fast as the average for all occupations. The International Fire Service Training Association (IFSTA) states that regardless of the particular system used, an effective training program will include: (1) the continuous education and training of all levels of personnel in the organization; (2) a master outline or plan; (3) a degree as required. A Fire Science degree will help implement these requirements onto fire agencies by educating our graduates in these areas.</p> <p>This technical certification will prepare students who are not ready for the AAS degree but who have a need to obtain proficiency in Fire Fighting and Hazmat Operations in order to obtain employment.</p> <p>The projected growth of the Grand Junction Fire department has been a growing discussion. The Grand Junction City Manager, Mr. Caton, says that construction of three new fire stations is expected to begin soon, and those stations will need to be staffed. \$6.3</p>		



million of the tax dollars will be set aside each year to fund 60 new positions at the department. Caton says efforts at constructing a new Station No. 6 has already begun. This technical certification would benefit the student in obtaining one of these positions.

<b>Heating Ventilation and Air Conditioning Technician</b>	<b>AAS</b>	<b>Program Addition – Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> New program that will help fill a need for HVAC service technicians locally and nation-wide.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	100% of the respondents included in our feasibility study requested that we offer the program due to the expanding need in the community for qualified HVAC service technicians, as well as an industry wide growth expected per the U.S. Department of Labor. Students have expressed a need for the program and or have inquired about the program. Currently, TCR, the closest institution offering the program, is not able to offer the program and has refunded monies to students. We would be able to attract those students as well as others due to the need in the community for qualified HVAC technicians.		
<b>HVAC: HVAC Fundamentals</b>	<b>TCT</b>	<b>Program Addition – Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> New program that will help fill a need for HVAC service technicians locally and nation-wide.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	100% of the respondents included in our feasibility study requested that we offer the program due to the expanding need in the community for qualified HVAC service technicians, as well as an industry wide growth expected per the U.S. Department of Labor. Students have expressed a need for the program and or have inquired about the program. Currently, TCR, the closest institution offering the program, is not able to offer the program and has refunded monies to students. We would be able to attract those students as well as others due to the need in the community for qualified HVAC technicians.		
<b>Mechatronics: Electronics Technician</b>	<b>TCT</b>	<b>Program Addition – Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> A certificate that would attract more students to classes in the Mobile Learning Lab and give the students a sense of accomplishment for finishing a program. It will also offer an additional credential for STEM students and mechatronics students at WCCC who are interested. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	According to the Bureau of Labor Statics Data job outlook for 2020 – 2030 there will be a 13.4% increase in jobs. 1. Education Electrical and electronics installers and repairers must understand electrical equipment and electronics. As a result, employers often prefer applicants who have taken courses in electronics at a community college or technical school. Courses usually cover AC and DC electronics, electronic devices, and microcontrollers. 2. Important Qualities Communication skills. Electrical and electronics installers and repairers work closely with customers, so they must listen to and understand customers’ descriptions of problems and explain solutions in a simple, clear manner. Technical skills. Electrical and electronics installers and repairers use a variety of mechanical and diagnostic tools to install or repair equipment. Troubleshooting skills. Electrical and electronics installers and repairers must be able to identify problems with equipment and systems and make the necessary repairs. This certificate would allow us to offer something to our high school students that complete two semesters in the Mobile Learning Lab (MLL) or at the WCCC. We believe this certificate would attract more students to classes in the MLL and give the students a sense of accomplishment for finishing the program. It would also offer an additional credential for STEM students and mechatronics students at WCCC who are interested. At present we are running classes for Fruita High School, and Central High School. We were just contacted by FHS asking us to run in the fall 2 classes 2 a week.		

<b>Viticulture and Enology: Wine Appreciation</b>	<b>TCT</b>	<b>Program Addition – Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> It has been requested by students, faculty, staff and administration that we offer technical certificates in Viticulture and Enology that may be more scripted for those interested in obtaining entry level certificates, without obtaining a full AAS degree. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	There is a crisis in the Colorado Wine industry for knowledgeable and skilled workers. By offering this new certificate, it will allow our students to enter into the wine industry with more expediency and fulfill the wine community need for workers by achieving smaller incremental steps to get started and then build upon. Employers would be able to utilize this certificate (8 credits) as a way to have tasting room staff/managers educated at minimal cost and time vs. the AAS degree. This certificate could be completed in the one semester. It has been requested by students, faculty, staff and administration that we offer technical certificates in Viticulture and Enology that may be more scripted for those interested in obtaining entry level certificates, without obtaining a full AAS degree. This option would allow them to do so. With these certificates we can look at different modalities of delivery to recruit from outside of the Grand Valley and gain further reach.		

<b>Viticulture and Enology: Wine Fermentation</b>	<b>TCT</b>	<b>Program Addition – Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> A new program that will allow a way to have tasting room staff/managers educated at minimal cost and time vs. the AAS degree. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	There is a crisis in the Colorado Wine industry for knowledgeable and skilled workers. By offering this new certificate, it will allow our students to enter into the wine industry with more expediency and fulfill the wine community need for workers by achieving smaller incremental steps to get started and then build upon. Employers would be able to utilize this certificate (8 credits) as a way to have tasting room staff/managers educated at minimal cost and time vs. the AAS degree. This certificate could be completed in the one semester. It has been requested by students, faculty, staff and administration that we offer technical certificates in Viticulture and Enology that may be more scripted for those interested in obtaining entry level certificates, without obtaining a full AAS degree. This option would allow them to do so. With these certificates we can look at different modalities of delivery to recruit from outside of the Grand Valley and gain further reach.		

### WCCC Program Inactivations and Deletions

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
1124, 1125, 1126, 1303: Continued low enrollment and students' inability to find jobs after graduation, along with the creation of a new Digital Filmmaking major focusing on local industry-demanded commercial and corporate media design, necessitates the dropping of this major. The teach-out plan includes: 1. No new students will be admitted into the Program Design major.   2. Remaining second-year students returning to complete their degree in the '22-'23 academic year will be offered courses as required.   3. Current students who have failed a first-year course and need to retake it will be offered several options: A. Take an independent study course taught through the program lead that will fulfill course student outcome requirements. B. Take an equivalent course from the CMU campus. C. Take an equivalent course through the proposed major if it is approved.			
<b>1124: Digital Filmmaking: Production Design Elements</b>	<b>TCT</b>	<b>Program Inactivation - Approved (12/7/21)</b>	<b>Quesenberry   Roberson</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Status:	Deactive		
How long will the program be deactivated?	Two Years		
<b>1125: Digital Filmmaking: Basic Production Design</b>	<b>TCT</b>	<b>Program Inactivation - Approved (12/7/21)</b>	<b>Quesenberry   Roberson</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Status:	Deactive		
How long will the program be deactivated?	Two Years		

<b>1126: Digital Filmmaking: Intermediate Production Design</b>	<b>TCT</b>	<b>Program Inactivation - Approved (12/7/21)</b>	<b>Quesenberry   Roberson</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Status:	Deactive		
How long will the program be deactivated?	Two Years		
<b>1303: Digital Filmmaking: Production Design</b>	<b>AAS</b>	<b>Program Inactivation - Approved (3/8/22)</b>	<b>Stanfill   Roberson</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Status:	Deactive		
How long will the program be deactivated?	Two Years		
<b>1164: Gerontology: Activity Assistant (TCT)</b>	<b>TCT</b>	<b>Program Deletion – Approved (3/8/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> Roberson motioned and White seconded adding the deletion of 1164 to the agenda for consideration. The motion carried. The program cannot offer certification and is not of benefit to students. No teach out plan required as the two remaining students either switched majors or transferred to another school.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
Rationale for deletion	This certificate program cannot offer the certification that recognizes an Activity Assistant as credentialed, and therefore it does not benefit a graduate proportionately to the education required.		

#### WCCC Course Modifications

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>CONC 116: Building Materials</b>	<b>Course Modification - Approved (11/9/21)</b>	<b>Roberson   Quesenberry</b>
<b>UCC Discussion:</b> The course has been changed and no longer includes a lab, consequently the instructional activity needed updated to mirror the activity in the class. The content of the course is best suited presented in a lecture format. Course description changed to better reflect content. Topical course outline and student learning outcomes added since this is the first time this course has been modified within the CIM system.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Lecture
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to building materials and methods commonly used today. Includes interior and exterior materials from foundations to roof systems.	Introduction to building materials and methods commonly used in the construction industry. Includes an overview of foundation systems, concrete, steel, and wood products.
<b>CONC 161: Building Mechanical/Electrical</b>	<b>Course Modification - Approved (11/9/21)</b>	<b>Quesenberry   Roberson</b>
<b>UCC Discussion:</b> The course has been changed and no longer includes a lab, consequently the instructional activity needed updated to mirror the activity in the class. The content of the course is best suited presented in a lecture format with the hands-on application present in the advanced course. Prerequisite of instructor permission removed since it is unnecessary. Topical course outline and student learning outcomes added since this is the first time this course has been modified within the CIM system.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Lecture
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to basic electrical, plumbing, heating, ventilation, and air conditioning systems found in residential and commercial building. Basic theory and design concepts included.	Introduction to basic electrical, plumbing, heating, ventilation, and air conditioning systems found in residential and commercial buildings. Basic theory and design concepts included.
Prerequisites:	Permission of instructor	

All of the following CUAR courses changed the instructional activity type from Lecture/Lab: Vocational to Mixed Instructional Method because it more accurately reflects the course activities students can expect to take place.

<b>CUAR 100: Culinary Program Fundamentals</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
<b>CUAR 125: Introduction to Foods</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
<b>CUAR 129: Center of the Plate</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
<b>CUAR 145: Introduction to Baking</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
<b>CUAR 150: Baking: Decorating and Presentation</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
<b>CUAR 151: Intermediate Bread Preparation</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Minor adjustment to course description.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Examines techniques and equipment used in the modern bakery to craft traditional and artisanal yeast breads using a variety of commercial and pre-ferment/wild yeast leavening methods and production techniques.	Examination of techniques and equipment used in the modern bakery to craft traditional and artisanal yeast breads using a variety of commercial and pre-ferment/wild yeast leavening methods and production techniques.
<b>CUAR 152: Individual Fancy Desserts Production</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
<b>CUAR 153: Confectionaries and Petit Fours</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Course description changed to begin with a noun.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduces the art of advanced pastry skills utilized to craft specialty items such as chocolates, candies and confections, marzipan and pastillage sculpture, and petit fours.	Introduction to the art of advanced pastry skills utilized to craft specialty items such as chocolates, candies and confections, marzipan and pastillage sculpture, and petit fours.
<b>CUAR 160: Cake Decorating</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>WCCC CC Discussion:</b> Minor adjustment to course description. Updated semester typically offered.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Variety of cake decorating techniques including flowers, leaves, borders, and attractive arrangements. Preparation of and work with gumpaste, rolled fondant and airbrushing techniques.	Variety of cake decorating techniques, including flowers, leaves, borders, and attractive arrangements. Preparation of and work with gumpaste, rolled fondant and airbrushing techniques.
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall

<b>CUAR 163: Advanced Wedding Cakes</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
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<b>WCCC CC Discussion:</b> Minor update to the course description.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Refinement of skills in the creation of specialty cakes. Wedding cakes and other tiered cakes for special events.	Refinement of skills in the creation of wedding cakes and other tiered cakes for special events.

<b>CUAR 236: Advanced Baking</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
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<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method

<b>CUAR 238: American Regional Cuisine</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
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<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

<b>CUAR 245: International Cuisine</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
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**WCCC CC Discussion:** Revised course description to meet standards and more accurately reflect content of course. Removing CUAR 101 from prerequisites. It is redundant since CUAR 125 is listed as a prerequisite and already lists CUAR 101 as a prerequisite

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduces full meal preparation of a variety of international cuisines. Ethnic ingredients and meals from the Mediterranean, Latin America, Southeast Asia, India, China, and Japan will be introduced.	Development of advanced cooking skills involving the preparation of a variety of international cuisines. Emphasis is placed on identifying ingredients, preparation methods, customs, and styles of service that define various world cuisines.
Prerequisites:	CUAR 101, CUAR 125, and CUAR 129	CUAR 125 and CUAR 129

<b>CUAR 262: Purchasing for the Hospitality Industry</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Roberson   Stanfill</b>
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**WCCC CC Discussion:** Added CUAR 100 and CUAR 101 as prerequisites. Since students must handle foods and measure ingredients sent to other labs they need to have the appropriate training in sanitation and accurate measurement. Revised course description per recommendation of reviewer.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Explores the purchasing, selection, and procurement of food and supplies in the hospitality industry.	Exploration of the purchasing, selection, and procurement of food and supplies in the hospitality industry.
Prerequisites:		CUAR 100 and CUAR 101

<b>CUAR 269: Dietary Baking</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>WCCC CC Discussion:</b> Minor adjustment to course description.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Laboratory: Academic/Clinical Examines techniques and equipment used to produce high quality bakery products that address the issue of common food allergens and intolerances.	<b>New</b> Mixed Instructional Method Examination of techniques and equipment used to produce high quality bakery products that address the issue of common food allergens and intolerances.
<b>ELCL 125: Job Training and Safety</b>	<b>Course Modification - Approved (12/7/21)</b>	<b>Stanfill   Roberson</b>
<b>WCCC CC Discussion:</b> Changing course to meet industry requests of more hands-on training. The course is being changed to increase the lab component and reduce lecture to match industry request. Course description was changed to include knots and remove first aid to more closely mirror current course content. Content of daily videos/discussions and other content will move from ELCL 120 into this course, increasing the course hours. ELCL 120 is being deleted. This change will not increase total program hours.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Lecture Covers first aid, CDL, basic use and care of personal protective equipment use and care of climbing equipment, daily inspection and basic use of motorized equipment.	<b>New</b> Lecture/Lab: Vocational/Tech Job training and safety skills, including CDL, basic use and care of personal protective equipment and climbing equipment, daily job briefings, daily inspection of motorized equipment, and knot tying.
Credit hours:	2	4
<b>ELCL 132L: Electrical Distribution Theory II Laboratory</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Ferreira-Lillo   Stanfill</b>
<b>WCCC CC Discussion:</b> The credit hours were increased to allow more depth in the current content and students will have increased opportunities for more complex projects which will increase learning. The additional hours will continue to cover both above ground and underground distribution but at a deeper more hands-on level. The topical course outline and SLOs were added since this is the first time the course has been modified in CIM.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Laboratory: Academic/Clinical Lab component required for ELCL 132.	<b>New</b> Lecture/Lab: Vocational/Tech Installation and operation of protective equipment, transformer hookups, voltage regulation, hotstick maintenance, troubleshooting, and gloving from the pole and underground distribution.
Credit hours:	2	4
<b>ELCL 137L: Advanced Electrical Distribution Laboratory</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Ferreira-Lillo   Stanfill</b>
<b>WCCC CC Discussion:</b> ELCL 125 Job Safety Training added as a prerequisite since it is imperative for the hands-on component of this lab. Course Description changed to remove instructional activity and to meet curriculum guidelines. Instructional activity corrected from Lab: Academic/Clinical to vocational lab to reflect workplace activities of course.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Laboratory: Academic/Clinical Lab component required for ELCL 137.	<b>New</b> Lecture/Lab: Vocational/Tech Examination of meter safety, connector installation, street lighting, rubber cover up, and public relations.
Prerequisites:		ELCL 125

<b>ELCL 140: Underground Procedures</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>Ferreira-Lillo   Stanfill</b>
<b>WCCC CC Discussion:</b> Co-requisite changed since ELCL 140L was deleted. ELCL 140L removed to reduce content overlap with ELCL 132L. ELCL 132L added as more appropriate corequisite. Course Description changed to meet curriculum guidelines.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Safety practices, terminology, fault finding, cable locating, switching procedure, installation of terminal devices, splicing, and transformer application. Five hours lecture, four hours laboratory per week.	Examination of safety practices, terminology, fault finding, cable locating, switching procedure, installation of terminal devices, splicing, and transformer application.
Corequisites:	ELCL 140L	ELCL 132L
<b>FILM 150: Episodic Screenwriting</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>WCCC CC Discussion:</b> FILM 150 is considered an advanced screenwriting course. FILM 130 introduces the student to the required language, format, and storytelling skills that are necessary to be successful in FILM 150 and as such is a necessary prerequisite. Topical Course Outline and Student Learning Outcomes were not previously listed in the CIM system so they were added. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:		FILM 130
<b>FILM 170: Short-Form Production</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>WCCC CC Discussion:</b> The required student outcomes can be accomplished with a three-credit course. Credit hours reduced from 4 to 3. FILM 130 prerequisite provides introduction to screenwriting and technical skills development required for this course. Slight change made to Course Description to meet style guidelines. Topical Course Outline and Student Learning Outcomes were not previously listed in the CIM system so they were added.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Basic techniques and tools of short-form video production. Use narrative visual storytelling components and expressive visual elements.	Basic techniques and tools of short-form video production. Use of narrative visual storytelling components and expressive visual elements.
Credit hours:	4	3
Prerequisites:		FILM 130
<b>FILM 230: Episodic Production</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>WCCC CC Discussion:</b> The required student outcomes can be accomplished with a three-credit course. Credit hours reduced from 4 to 3. FILM 150 prerequisite provides skills development required for this course. Slight change made to Course Description to meet style guidelines. Topical Course Outline and Student Learning Outcomes were not previously listed in the CIM system so they were added. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued collaborative development of advanced learn-by-doing productions. Develop and demonstrate the skills necessary to make effective and successful TV or web series.	Continuation of collaborative development of advanced learn-by-doing productions. Develop and demonstrate the skills necessary to make effective and successful TV or web series.
Credit hours:	4	3
Prerequisites:		FILM 150

<b>GRNT 175: The Aging Mind</b>	<b>Course Modification - Approved (2/15/22)</b>	<b>White   Roberson</b>
<b>WCCC CC Discussion:</b> Increase hours from 2 credit hours to 3 credit hours. The extra hour allows for minor content additions as well as more in depth discussion of current content to the course. Changed course description to match focus of course.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Exploration of the convergence of gerontology and recent brain science. Presents novel and combinatorial interventions based on recent research on aging brains. Introduces the emerging array of sustainable approaches to engage, stimulate, and enhance older minds.	<b>New</b> Exploration of biological processes and issues related to the aging mind of older adults. The course will focus on normal and pathological changes the brain undergoes as a result of the aging process, and how these changes impact behavior and function. Topics will include neurological mechanisms of memory loss as well as modifiable risk factors.
Credit hours:	2	3
<b>PHTE 119: Community Pharmacy</b>	<b>Course Modification - Approved (11/9/21)</b>	<b>Roberson   Quesenberry</b>
<b>UCC Discussion:</b> PHTE 111, Introduction to Pharmacy, is primarily a career readiness course, so there isn't a need to require it as a prerequisite for PHTE 119. By eliminating the prerequisite for PHTE 119, tech scholars can take advantage of being able to enroll in this course in the spring and therefore, begin their program a semester early. Community pharmacies are healthcare settings where prescribed medications are frequently dispensed to patients. Pharmacy technicians can receive traditional and electronic prescriptions, review for accuracy, prepare orders, package and label medicine, assist patients and maintain patient records. Community pharmacy technicians use a variety of strategies to review prescriptions and to help ensure that any medication errors are identified and resolved.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Basic understanding of both general and specific tasks and responsibilities involved in the practice of pharmacy in a community setting. Emphasizes chain and independent community pharmacy practice, and other related practice settings (such as consultant pharmacy, mail order pharmacy, and nuclear pharmacy). PHTE 111	<b>New</b> Tasks and responsibilities involved in the practice of pharmacy in a community setting. Emphasizes chain and independent community pharmacy practice and other related practice settings, such as consultant pharmacy, mail order pharmacy, and nuclear pharmacy.
Prerequisites:		
<b>TECI 131: Principles of Information Assurance</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Ferreira</b>
<b>WCCC CC Discussion:</b> This should never have been entered as a Lecture/lab. It is an introductory course into the area of IT security, and entry-level job requirement and should be a lecture course. No other discussion.		
<b>Change Item Description</b> Type of Instructional Activity:	<b>Old</b> Lecture/Lab: Vocational/Tech	<b>New</b> Lecture
VETT 109 and VETT 120 should not have any prerequisites or corequisites. It is the intention of the Vet Tech program to allow SD 51 concurrent enrollment students and members of the public to take these courses without being admitted to the Vet Tech program.		
<b>VETT 109: Applied Companion Animal Behavior</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Roberson</b>
<b>Change Item Description</b> Corequisites:	<b>Old</b> VETT 102, VETT 108, VETT 116, and VETT 120	<b>New</b>



<b>VETT 120: Office Procedures and Relations</b>	<b>Course Modification - Approved (3/8/22)</b>	<b>Stanfill   Roberson</b>
<b>Change Item Description</b> Corequisites:	<b>Old</b> VETT 102, VETT 108, VETT 109, and VETT 116	<b>New</b>
<b>WELD 110: Shielded Metal Arc Welding</b>	<b>Course Modification - Approved (12/7/21)</b>	<b>Roberson   Quesenberry</b>
<b>WCCC CC Discussion:</b> This proposal is to correct the current instructional activity format of this course, changing it from Laboratory: Academic/Clinical to Lecture/Lab: Vocational/Tech. This course was always intended to be a Lecture/Lab: Vocational/Tech.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Laboratory: Academic/Clinical Study and skill development of safe practices, welding theory, and principles of Shielded Metal Arc Welding equipment and process. SMAW fillet welds in all positions on plate.	<b>New</b> Lecture/Lab: Vocational/Tech Study and skill development of safe practices, welding theory, and principles of Shielded Metal Arc Welding (SMAW) equipment and process. SMAW fillet welds in all positions on plate.
<b>WELD 117: Oxy-Fuel and Plasma Arc Cutting</b>	<b>Course Modification - Approved (12/7/21)</b>	<b>Roberson   Quesenberry</b>
<b>WCCC CC Discussion:</b> This proposal is to correct the current instructional activity format of this course, changing it from Laboratory: Academic/Clinical to Lecture/Lab: Vocational/Tech. This course was always intended to be a Lecture/Lab: Vocational/Tech.		
<b>Change Item Description</b> Type of Instructional Activity: Course abbreviated schedule name:	<b>Old</b> Laboratory: Academic/Clinical Oxy-Fuel/PAC	<b>New</b> Lecture/Lab: Vocational/Tech Oxy-Fuel/Plasma Arc Cutting
<b>WELD 151: Introduction to Welding</b>	<b>Course Modification - Approved (12/7/21)</b>	<b>Roberson   Quesenberry</b>
<b>WCCC CC Discussion:</b> This proposal is to correct the current instructional activity format of this course, changing it from Laboratory: Academic/Clinical to Lecture/Lab: Vocational/Tech. This course was always intended to be a Lecture/Lab: Vocational/Tech.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Laboratory: Academic/Clinical Introductory welding course. Lecture and laboratory. Safe practices, theory, principles, and use of welding and cutting equipment. Oxy/Fuel, Plasma Arc Cutting, Shielded Metal Arc Welding, Gas Metal Arc Welding, Flux Cored Arc Welding with sheet metal and carbon steel plate in most positions. Gas Tungsten Arc Welding may be included.	<b>New</b> Lecture/Lab: Vocational/Tech Introduction to welding. Safe practices, theory, principles, and use of welding and cutting equipment. Oxy/Fuel, Plasma Arc Cutting, Shielded Metal Arc Welding, Gas Metal Arc Welding, Flux Cored Arc Welding with sheet metal and carbon steel plate in most positions. Gas Tungsten Arc Welding may be included.
<b>WELD 201: Gas Metal Arc Welding</b>	<b>Course Modification - Approved (12/7/21)</b>	<b>Roberson   Quesenberry</b>
<b>WCCC CC Discussion:</b> This proposal is to correct the current instructional activity format of this course, changing it from Laboratory: Academic/Clinical to Lecture/Lab: Vocational/Tech. This course was always intended to be a Lecture/Lab: Vocational/Tech.		
<b>Change Item Description</b> Type of Instructional Activity: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> Laboratory: Academic/Clinical Study and skill development of safe practices, welding theory, and principles of Gas Metal Arc Welding equipment and process.	<b>New</b> Lecture/Lab: Vocational/Tech Study and skill development of safe practices, welding theory, and principles of Gas Metal Arc Welding (GMAW) equipment and

GMAW fillet and groove welds with short circuit transfer and axial spray transfer will be included. GMAW pulse, aluminum, and stainless steel may be included.

process. GMAW fillet and groove welds with short circuit transfer and axial spray transfer will be included. GMAW pulse, aluminum, and stainless steel may be included.

<b>WCCC Course Additions</b>		
<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>ABUS 165: Work Readiness</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Ferreira   Roberson</b>
<b>WCCC CC Discussion:</b> Course to be offered as an alternative for the KINA elective. No other discussion.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This course has been offered for two prior semesters. It is currently offered as a topics class. It has gained momentum and can be used in place of a KINA elective. It originated from a grant and is showing momentum.	
FILM 139, FILM 141, FILM 142, FILM 144, FILM 200, FILM 209, FILM 265 are all new courses created to update the 1304: Digital Filmmaking: Writing/Directing AAS.		
<b>FILM 139: Professional Documentary Production</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>WCCC CC Discussion:</b> Replaces FILM 140 in 1146: Digital Filmmaking: Writing/Directing Elements (TCT).		
<b>FILM 141: Film Production Assistant I</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>FILM 142: Film Production Assistant II</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>FILM 144: Sound Design for Film</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>FILM 200: Directing Film Actors</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>FILM 209: Production Budget and Scheduling</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>FILM 265: Producing Indie Films</b>	<b>Course Addition - Approved (3/8/22)</b>	<b>Roberson   Ferreira</b>
<b>FILM 299: Internship</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Stanfill</b>
<b>WCCC CC Discussion:</b> New internship to allow students to network in industry. No other discussion.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> Allows students contact with area video production or film companies. Creates networking opportunities to help them secure a first job.	
<b>GRNT 246: Aging and Mental Health</b>	<b>Course Addition - Approved (2/15/22)</b>	<b>Roberson   Ferreira-Lillo</b>
<b>WCCC CC Discussion:</b> Topics course with positive student feedback and enrollment. Adding as a required course for 1165 Gerontology: Behavioral and Cognitive Care (TCT) and as an elective for 1305 Gerontology Specialist (AAS).		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This course has been offered as a topics course twice already and its third time will be this Spring 2022. Student enrollment has been positive. We would like to add this as a required course for the TCT and as an elective for the AAS as shown above. The course will provide an integrative examination of mental health and aging from an interdisciplinary perspective, which is necessary knowledge for students pursuing the Behavioral and Cognitive TCT.	

The following are all new HVAC courses needed for the degree. During the most recent WCCC Advisory meeting, discussion ensued regarding HVAC services in rural areas being grossly underserved. Developing the HVAC program will provide the support staff needed. The study first examined the need for the program through an HVAC Needs Assessment Survey in the Summer 2019. The survey results revealed 100% of respondents plan to expand their workforce in the next 3 years and 100% of respondents reported difficulty finding qualified, competent HVAC Technicians, with further responses underscoring an HVAC Technician need in our community. Nationally, the HVAC industry employment is projected to grow 4% from 2019-2029, about as fast as the average for all occupations, per US Bureau of Labor Statistics. The services of HVAC engineers and technicians are in demand, and the demand will continue to grow as the complexity of HVAC systems grows. The EPA certification test is required nationally, and HVAC certification is preferred upon employment, as evidenced by 100% of Needs Assessment Survey respondents saying they would give preference to certified applicants.

<b>HVAC 102: Basic Refrigeration</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is needed for the degree as it deals with the basic elements of refrigeration as a foundational principle. Additional courses will be built upon this foundational course, therefore it is needed for the program.		
<b>HVAC 103: Basic Electricity</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> Electricity is a major component of working with HVAC systems and this course is instrumental in HVAC education and safety.		
<b>HVAC 106: Introduction to Service Technician Training</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course will provide students with a needed introduction to the trade and provide students with a full understanding of a career in HVAC and provide basic safety principles for the trade.		
<b>HVAC 110: Fundamentals of Gas Heating</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is a vital component of the program and is needed for students to understand the fundamentals of gas heating in HVAC.		
<b>HVAC 111: Piping Skills for HVAC</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This is an essential course needed for HVAC education. It is imperative to learn the different types of piping and to be able to cut and fit pipes for HVAC installation and repair.		
<b>HVAC 113: Refrigerant Recovery Training</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is needed for licensure and is an integral component of HVAC education and employment in the HVAC industry. Although HVAC certification is not required in some states (including Colorado), the EPA certification test is required nationally.		
<b>HVAC 117: OSHA Ten-Hour Voluntary Compliance</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is needed for licensure as students receive a 10-hour OSHA certificate which is required for the HVAC industry. Additionally, students need to learn proper OSHA compliance for the HVAC industry.		
<b>HVAC 122: Commercial Refrigeration</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course builds on the knowledge of the previous courses and is required for commercial HVAC repairs. This course is needed for completion of the program.		
<b>HVAC 146: Residential Duct Design</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This is a foundational course and is needed to understand equipment sizes to properly determine heating and cooling loads based on calculations and to perform proper duct work.		
<b>HVAC 202: Troubleshooting and Customer Service</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is needed as it is essential to the HVAC industry and for the HVAC program. Students will be expected to troubleshoot issues in the field and need foundational principles to do so.		

<b>HVAC 204: Direct Digital Controls</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is needed as it will provide students with the tools to understand and work on digital controls found in all HVAC systems. Many, if not all, HVAC units have digital control systems and this course will give students the necessary skills to be successful.		
<b>HVAC 222: Heating, Ventilation, Air Conditioning, and Refrigeration Systems Troubleshooting</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is needed because it will provide students with the necessary skill to troubleshoot heating and refrigeration systems. This is an essential skill in the HVAC program and the industry.		
<b>HVAC 240: Servicing Forced Air Systems</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This is a foundational course in the program because it gives students the knowledge and skills needed to operate, repair, and perform maintenance of forced air heating systems.		
<b>HVAC 261: Air Conditioning Systems Service and Repair</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course will provide students with instruction and hands-on knowledge and skills needed to repair air conditioning systems which is a foundational element of the HVAC program and industry.		
<b>VITE 101: Introduction to Wine</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> A new foundational course for the VITE courses with some content overlaps with AGRS 165/165L. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course. While some content overlaps with how AGRS 165/165L is currently being taught, this course will be a broad introduction to wine from grape to bottle. This course serves as a foundation to all other courses in the program, including viticulture, fermentation, sensory analysis, wines of the world, marketing and lab analysis. The combination of these courses will culminate with VITE 250/280 Advanced Winemaking I/II series. We will present this introductory class as a 3.0 credit lecture only. Attaching a lab to this introductory class means we would have to jump ahead on material that the student does not have the skills or knowledge to participate in successfully.	
VITE 105, 115, 115L, 205, 210, and 210L, 255, 255L, 260, 270, 299: 1. Prefix change: The Viticulture and Enology program is mentioned separately in almost all aspects of administration and marketing. In the catalog listing for registration of courses, V and E courses currently have the prefix "AGRS" and are found listed under Agriculture. By changing the prefix to "VITE" this will make it easier for students to find courses offered through the Viticulture and Enology Program.   2. Number change: Re-alignment of numbers to follow a systematic sequence of information.   3. Name change: The name of the course should reflect the subject matter of the course, to allow a better understanding to the student of course information.   4. Course Description/Outline: The original course descriptions and outlines contained non-relevant, overlapping and miss-matched information.   5. Student Learning Outcomes: The SLO's should coincide with the course description and course outline. The student needs to learn the most relevant information and have each course give them the skills/education for higher level courses that build on each other and aligned with current industry standards.		
<b>VITE 105: Agriculture Chemistry</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 104. No other discussion.		
<b>VITE 115: Vineyard Establishment and Management</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 130. No other discussion.		

<b>VITE 115L: Vineyard Establishment and Management Laboratory</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 130L. No other discussion.		
<b>VITE 205: Wine Business and Marketing</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 202. No other discussion.		
<b>VITE 210: Fermentation Science</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 106. No other discussion.		
<b>VITE 210L: Fermentation Science Laboratory</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 106L. No other discussion.		
<b>VITE 255: Viticulture Harvest and Post-Harvest Management</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 255. No other discussion.		
<b>VITE 255L: Viticulture Harvest and Post-Harvest Management Laboratory</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 255L. No other discussion.		
<b>VITE 260: Science of Winemaking</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 270. No other discussion.		
<b>VITE 270: Sensory Analysis of Wine</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing AGRS 170. No other discussion.		
<b>VITE 299: Winery Internship</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> This course is replacing course AGRS 189. No other discussion.		

<b>VITE 250: Advanced Winemaking I</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> A new course, the first in a two-semester advanced winemaking series. Some content overlap with AGRS 245/245L.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course and is the first in a two-semester advanced winemaking series. While some content overlaps with how AGRS 245/245L is currently being taught, this new course will be a 4.0 credit lab-only course. During fall harvest picking grapes, processing, clean-up/sanitizing and monitoring take up the full amount of time. Class time needs to be focused on the actual hands-on processing and fermentation. Students bring a general foundation of the winemaking process, have spent a semester on fermentation and began making calculations; all skills needed to be successful with this course. All class time is spent processing and fermenting.	
<b>VITE 265: Wines of the World</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> A new course with some overlapping content with AGRS 101.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course. While some content overlaps with the old AGRS 101, content related to beer and cider was removed and this new course focuses only on wine, lining up with the program goals. This course takes previous knowledge learned in VITE 101 with the wine process, styles and cultivars and dives into individual wine regions throughout the world. This course will be hands-on lab in combination with some lecture. Mixed Instructional Method	

with an emphasis on traditional lab contact time is used to allow enough time for hands-on components of the course.

<b>VITE 280: Advanced Winemaking II</b>	<b>Course Addition - Approved (4/12/22)</b>	<b>Quesenberry   Roberson</b>
<b>WCCC CC Discussion:</b> A new course, the second in a two-semester advanced winemaking series.		

<b>Change Item Description</b>	<b>Departmental Justification</b>
New Proposal: No differences to report	This is a new course and is the second in a two-semester advanced winemaking series. Students will start where they left off at the end of fall semester with wines produced during the harvest season. During VITE 250 there is only time for processing and fermentation. VITE 280 will start with post-fermentation, analyzing and problem-solving those wines. Then move toward aging process, fining, stabilities, filtering and bottling. This course will be hands-on lab in combination with some lecture. Mixed Instructional Method with an emphasis on traditional lab contact time is used to allow enough time for hands-on components of the course. Students completing this two-course series will have knowledge and experience from grape to bottle, aligning with current commercial winery production.

**WCCC Course Inactivations**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>AGRS 101: Fermented Beverages</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>

**WCCC CC Discussion:** Course content being split between VITE 210 and VITE 265. No other discussion.

<b>Change Item Description</b>	<b>Departmental Justification</b>
Delete Proposal: No differences to report	This course is being deleted. This course was originally set up to cover too much information, especially as the introductory class in the program. New course (VITE 265: Wines of the World) later on in the sequence will be added to the program curriculum that will focus solely on the different cultivars, wine regions, styles in the wine world. Beer and cider content were removed because it uses up valuable time needed to focus on wine. As far as the individual fermentations of beer and cider, they will be discussed during VITE 210: Fermentation Science.

The Viticulture and Enology program is mentioned separately in almost all aspects of marketing and administration. When students go to register for classes they have to know the current prefix "AGRS" and also know that all Viticulture and Enology courses are listed under Agriculture in the course catalog. Students who are doing a general browse of classes or perhaps specifically looking for Viticulture and Enology classes, may not find them. It also limits the exposure of wine courses to students looking for classes to fill electives in their major and/or looking for a certificate that might compliment their major. Changing the prefix from "AGRS" to the prefix "VITE", we should increase awareness that this program exists and aid in recruitment of students for Viticulture and Enology courses.

<b>AGRS 104: Agriculture Chemistry</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> Course being replaced by VITE 105. No other discussion.		

<b>AGRS 106: Fermentation Science</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 210. No other discussion.		

<b>AGRS 106L: Fermentation Science Laboratory</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced by VITE 210L. No other discussion.		

<b>AGRS 130: Vineyard Establishment and Management</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 115. No other discussion.		

<b>AGRS 130L: Vineyard Establishment and Management Laboratory</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 115L. No other discussion.		
<b>AGRS 170: Sensory Analysis</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 270. No other discussion.		
<b>AGRS 189: Viticulture Practicum</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 299. No other discussion.		
<b>AGRS 202: Winery Operations and Marketing</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 205. No other discussion.		
<b>AGRS 255: Viticulture Harvest and Post-harvest Management</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 255. No other discussion.		
<b>AGRS 255L: Viticulture Harvest and Post-harvest Management Laboratory</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 255L. No other discussion.		
<b>AGRS 270: Science of Winemaking</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 260. No other discussion.		
<p>The initial Winemaking I/II/III series is being reconfigured to better serve the program goals and facilitate learning in a more sequential process that is lined up with commercial wine production. VITE 101 Introduction to Wine – general overview of the entire process of wine from grape to bottle. This will give students a solid foundation of the winemaking process to build on with proceeding courses in the program. (Viticulture, Fermentation, Sensory Analysis, Lab Analysis, Regions throughout the world) Students will take all of that information and apply it to the hands-on courses of Advanced Winemaking I (VITE 250) and Advanced Winemaking II (VITE 280). These courses start in the fall with VITE 250: pre-fermentation through fermentation and continue with their same projects into spring with VITE 280: post-fermentation to bottling. There is too much information to fit it all in one semester, also by taking the two Advanced Winemaking courses sequentially will mirror the process out in the workforce.</p>		
<b>AGRS 165: Winemaking I</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>AGRS 165L: Winemaking I Laboratory</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>AGRS 245: Winemaking II</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>AGRS 245L: Winemaking II Laboratory</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>AGRS 275: Winemaking III</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>AGRS 170: Sensory Analysis</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 270. No other discussion.		
<b>AGRS 189: Viticulture Practicum</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 299. No other discussion.		
<b>AGRS 202: Winery Operations and Marketing</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 205. No other discussion.		

<b>AGRS 255: Viticulture Harvest and Post-harvest Management</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 255. No other discussion.		
<b>AGRS 255L: Viticulture Harvest and Post-harvest Management Laboratory</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 255L. No other discussion.		
<b>AGRS 270: Science of Winemaking</b>	<b>Course Inactivation - Approved (4/12/22)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> This course is being replaced with VITE 260. No other discussion.		
<b>ELCL 120: Fundamentals of Electricity</b>	<b>Course Inactivation - Approved (12/7/21)</b>	<b>Roberson   Stanfill</b>
<b>WCCC CC Discussion:</b> ELCL 125 is being changed to increase the lab component and reduce lecture to match industry request. Content of daily videos/discussions and other content will move from ELCL 120 into ELCL 125, increasing that course's hours. This change will not increase total program hours.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	To meet industry request, more hands-on application was needed. Content from this course was added to ELCL 125 to increase opportunity for students to apply information learned. Any needed content from this course was added to ELCL 125. This course is no longer needed.	
<b>ELCL 140L: Underground Procedures Laboratory</b>	<b>Course Inactivation - Approved (2/15/22)</b>	<b>Roberson   Ferreira-Lillo</b>
<b>WCCC CC Discussion:</b> Course inactivation because of overlap with ELCL 132L. ELCL 132L Electrical Distribution has always covered both above and below ground content and will receive increased credit hours to allow for deeper exploration of content and more hands-on opportunities for students. Eliminating ELCL 140L decreases program hours without eliminating any needed content since the content is already covered in ELCL 132L.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	This course is being deleted as there is overlap with 132L since both cover Electrical Distribution. Increasing the hours of ELCL 132L will allow for deeper exploration of content and more hands-on opportunities for students, and makes ELCL 140L no longer needed. Electrical Distribution has always covered both above and below ground content. Eliminating ELCL 140L decreases program hours without eliminating any needed content since the content is already covered in ELCL 132L.	



## GRADUATE CURRICULUM COMMITTEE

Department	Member	Term Expires
Art and Design	Joshua Butler	2022
Biological Sciences	Amanda Lavelle	2023
Business	Kyle Stone	2022
Computer Science and Engineering	Scott Kessler	2023
Health Sciences	Erin Donovan	2023
Kinesiology	Alli Powell	2023
Languages, Literature, and Mass Communication	James Perez	2023
Mathematics and Statistics	Philip Gustafson	2024
Music	Kristen Yun	2022
Physical and Environmental Sciences	Catherine Whiting	2024
Social and Behavioral Sciences	Eric Watters	2024
Teacher Education	Cindy Chovich	2022
Theater	Amanda Benzin	2024
<b>Officers</b>		
Chair	Cindy Chovich	
Vice Chair	Amanda Benzin	
<b>Secretary, non-voting</b>		
	Aaron Osborne	
<b>Ex-Officio Positions</b>		
AVP of Academic Affairs (or designee)	Morgan Bridge	
Registrar	Holly Teal	
Registrar's Office Designee	Maggie Bodyfelt	
Library Representative	Barbara Borst	
Director of Graduate Programs	Tim Pinnow	
Chair, Graduate Advisory Committee	Tim Pinnow	
Director of Financial Aid	Curt Martin	
Academic Scheduling Manager	Janel Davis	
Catalog Description Reviewer	Johanna Varner	
Graduate Student Representative	Vacant	

### Information and Business Items

#### October 6, 2021 Meeting

##### Announcements

- Chair Chovich welcomed new members and asked all to introduce themselves.

##### New Business

- Student Learning Outcomes for Graduate Certificates were discussed extensively. Since Graduate Certificates often have less credit hours/courses than Masters degrees, assessing all six SLOs within the confines of 3-5 courses can make assessment as well as program

alignment challenging. Committee Members had been asked to come with 2-3 SLOs taken from the approved Masters SLOs to suggest as the minimum Graduate SLOs to use for Graduate Certificates, which would assist in facilitating assessment and program alignment with Institutional SLOs. After much discussion, it was decided that those programs with Graduate Certificates would ask their faculty which Graduate SLOs would work best for their program. This information will be brought back to the next meeting for discussion and vote.

#### Information Items

- Dates and deadlines for curriculum proposals were discussed. CIM will close February 4, 2022, for proposals to be included in the upcoming catalog.
- Any program changes needed due to course changes need to be proposed simultaneously. GCC Exec will not review courses without the requisite program proposals also submitted.
- In order for course changes to appear in the Fall 22 schedule, the curriculum proposal must be voted on during the November GCC Meeting. Courses can still be added after that date; however, those courses will not appear during Spring registration.
- Librarian Borst asked that the Library be notified as early as possible when new courses and, particularly new programs, are created to allow the Library time to complete the Library Assessment.
- A brief overview of the Curriculum website and CIM was provided. If creating new courses and particularly if creating new programs, please use the templates that are available. This will save faculty many hours of work. Work sessions for faculty with questions or working on proposals

### **November 10, 2021 Meeting**

#### Unfinished Business

- Graduate Certificate SLOs were discussed. Math, Teacher Ed and Criminal Justice brought recommendations from their departments. Specialized Knowledge, Critical Thinking and Communication Fluency SLOs were discussed. It was also proposed that programs choose which one/two SLOs would best fit their specific certificate instead of naming a specific SLO. After much discussion, Chair Chovich offered to formulate a recommendation to bring to the next meeting for committee members to vote on.

#### Information Items

- Dates and deadlines for curriculum proposals were discussed. CIM will close February 4, 2022, for proposals to be included in the upcoming catalog.
- In order for course changes to appear in the Fall 22 schedule, the curriculum proposal must be voted on during the November GCC Meeting. Courses can still be added after that date; however, those courses will not appear during Spring registration.
- Remaining Curriculum Drop in Office Hours for Fall: All Sessions will be in DH 203 from 12:30-2:00 | Tuesday, November 30
- Chair Chovich thanked committee members for the preparatory work required for this meeting.

### **February 2, 2022 Meeting**

#### Announcements

- Chair Chovich reminded all that CIM closes on February 4<sup>th</sup>. All proposals for next catalog year must be submitted into CIM no later than February 4<sup>th</sup>.

### Unfinished Business

- Chair Chovich asked that the unfinished business be moved to the March meeting due to the number of proposals on the agenda today. The Graduate Certificates, with all certificates aligning with a minimum of two of the Masters/Doctoral Student Learning Outcomes will be discussed at the March meeting. Please come prepared to discuss and vote on the proposal.

### New Business

- Chair Chovich presented the below information as an information item, asking that the Committee come prepared to discuss and act at the March meeting.

#### Teacher Ed Proposal for Graduate Internship Hours:

The current definition for “student teaching” in the curriculum policies and procedures manual points to 12 credit hour course. The 12 credits have been required of both undergraduate student teachers and graduate-level student teachers, both requiring 600 hours in the field. We are changing the number of credit hours for the graduate-level student teaching course to 9 credit hours to better fit the expectations of a graduate course. In other words, a graduate credit should be requiring more from them in the field.

Therefore, we are proposing the following changes (see highlights below):

- The language originally said a 12-credit hour course. However, we have several programs where the students are actually taking 2 courses that add up to 12 credit hours. We are changing “course” to “semester” to more accurately reflect what is actually in place.
- Add the distinction that 12 credit hours is for undergraduates in student teaching and that 9 credit hours is for graduate students in student teaching. See this change in 2 places below.

"For Student Teaching, this should be a 12-credit hour semester for undergraduate or a 9-credit hour course for graduate. Per the Curriculum Policies and Procedures Manual, a “Student must complete at least 600 clock hours over at least 75 days for 12 credit hours (undergraduate) or 9 credit hours (graduate).” This results in 40 contact hours per week, which should be entered in the Field/Studio/Other contact hour field below. Additionally, a minimum of 3,000 student engagement per credit hour must be entered below. For preparation minutes, enter a sufficient number of minutes to facilitate student preparation for classes/student teaching and exit requirements."

### **March 2, 2022 Meeting**

#### Announcements

- Chair Chovich reminded all that CIM closed on February 4<sup>th</sup>. All proposals for next catalog year have been submitted. New proposals will not be able to be submitted to workflow until CIM is reopened. However, you may continue to work on creating new proposals.
- Chair Chovich announced that the two proposals viewed during this March 2 meeting were the last in the GCC proposal queue for the 2022-2023 catalog year.

### Unfinished Business

- Chair Chovich briefly reviewed the Graduate Certificates, with all certificates aligning with a minimum of two of the Masters/Doctoral Student Learning Outcomes. She clarified that it would be two outcomes from either two Masters Student Learning Outcomes or two

Doctoral Student Learning Outcomes based on certificate level, not mixed and matched. Gustafson moved to approve and adopt the proposed wording and Hall seconded. The motion passed.

#### Proposed wording for Graduate Certificates

*Graduate Certificates will, at a minimum, align with either two Masters Student Learning Outcomes or two Doctoral Student Learning Outcomes, depending on certificate level. Certificates may choose to use more than two Student Learning Outcomes, if desired.*

- Chair Chovich explained that the current wording for student teaching required 12 credit hours for both undergraduate and graduate-level student teachers. The new wording would require 12 credit hours for undergraduate still but change the graduate credit hours to 9. Additionally, the new wording would change the undergraduate 12-credit hour course to 12 credit hour semester as some programs use more than one course to come to that 12 credit hours. Butler motioned and Watters seconded to vote on the changes. The motion passed.

#### Proposed changes:

- The language originally said a 12-credit hour course. However, we have several programs where the students are actually taking 2 courses that add up to 12 credit hours. We are changing “course” to “semester” to more accurately reflect what is actually in place.
- Add the distinction that 12 credit hours is for undergraduates in student teaching and that 9 credit hours is for graduate students in student teaching. See this change in 2 places below.

"For Student Teaching, this should be a 12-credit hour semester for undergraduate or a 9-credit hour course for graduate. Per the Curriculum Policies and Procedures Manual, a “Student must complete at least 600 clock hours over at least 75 days for 12 credit hours (undergraduate) or 9 credit hours (graduate).” This results in 40 contact hours per week, which should be entered in the Field/Studio/Other contact hour field below. Additionally, a minimum of 3,000 student engagement per credit hour must be entered below. For preparation minutes, enter a sufficient number of minutes to facilitate student preparation for classes/student teaching and exit requirements."

#### New Business

- Health Sciences may be proposing a new post-master’s track for the DNP next catalog year (Fall of 2024) because there currently is no track available at CMU.
- Chair Chovich asked for nominations for Chair and Vice-Chair of the Graduate Curriculum Committee for next academic year. With no recommendations, Chair Chovich announced that she and Vice-Chair Benzin would be happy to serve again. Butler motioned and Kessler seconded that the committee vote to elect Chair Chovich and Vice-Chair Benzin to their current committee positions for the next academic year. The motion passed.
- Chair Chovich announced that the GCC queue for the 2022-2023 catalog year was complete and that the committee would likely not meet again until next fall.

- Watters reminded the committee that there was call for some need to make minor changes to proposals while the catalog was being updated, and that the committee had previously passed a motion to allow the executive committee members to make minor changes. Watters motioned and Butler seconded that this be allowed again for this catalog year. The motion passed.

## Course and Program Changes

### Proposal Overview

The Graduate Curriculum Committee reviews proposals related to graduate degrees, graduate certificates and graduate courses. The total number of proposals considered by the GCC during the 2020-2021 academic year is shown in the following table:

<b>Number of Graduate Curriculum Proposals, AY 21-22</b>	
<b>Proposal Type</b>	<b>Number</b>
Course Addition	71
Course Modification	15
Course Reactivation	0
Course Deletion	8
Program Addition	4
Program Reactivation	0
Program Modification	7
Program Deactivation	0
Program Deletion	1
<b>Total:</b>	<b>107</b>

<b>Number of Proposals Reviewed Per GCC Meeting, AY 21-22</b>										
	Sep	Oct	Nov	Dec	Jan	Feb*	Mar	Apr	May	Total
<b># of Proposals</b>	0	5	56	0	0	44	2	0	0	107
* Deadline for inclusion of program and course changes in the next AY Calendar										

### Proposal Details

The listing of curriculum proposals approved during the 2021-2022 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Graduate Curriculum Committee.

**Health Sciences - Modifications**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>8614: Nursing: Nurse Educator</b>	<b>MSN</b>	<b>Program Modification - Approved</b>	<b>Butler   Benzin</b>
<b>GCC Discussion:</b> Minor edits to the program overview and updated the learning outcomes for the program.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	Minor edits to the program overview.   MSN Expected Student Learning Outcomes (ESLOs) updated.		
<b>8615: Nursing: Family Nurse Practitioner</b>	<b>MSN</b>	<b>Program Modification - Approved</b>	<b>Watters   Powell</b>
<b>GCC Discussion:</b> Minor edits to the program overview and updated the learning outcomes for the program.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	Minor edits to the program overview.   MSN Expected Student Learning Outcomes (ESLOs) updated.		

**Health Sciences - Additions**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>: Nursing: Adult-Gerontology Nurse Practitioner</b>	<b>MSN</b>	<b>Program Addition - Approved (2/2/22)</b>	<b>Gustafson   Stone</b>
<b>UCC Discussion:</b> Feedback from community stakeholders indicate that nurses want a primary care role in the treatment of adults and older adults. Currently, the FNP degree includes pediatrics which is a deterrent for some potential students. Students wish to have the specific designation which denotes Adult health care which then allows the student easier access to working with Adult Populations. This designation allows the student to specialize in Adult health care, as noted by the degree title. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	Needs for nurse practitioners to grow 45 percent from 2019 to 2029, faster than the average for all occupations (Bureau of Labor Statistics, 2020). Advanced Practice Registered Nurses (APRNs) will be in high demand especially in medically underserved areas such as inner cities and rural areas (Bureau of Labor Statistics, 2020). Projected employment is expected to increase from 155,500 in 2016 to 211,600 in 2026 (Bureau of Labor Statistics, 2020). APRNs will be needed to care for the aging population and the growing number of patients with chronic and acute conditions. As states change laws governing APRN prescriptive practice, APRNs are being allowed to perform more services.		
	... See more in CIM proposal		

**Health Sciences - Program Inactivations and Deletions**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>8611: Nursing: Advanced Nursing Practice</b>	<b>MSN</b>	<b>Program Deletion - Approved (2/2/22)</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> The last student graduated from this inactivated program in December 2021. There is no plan to enroll students in this track anymore. No other discussion.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	The program co-coordinators had deactivated this program in the past but did not delete it. Our last student enrolled in the program graduated Fall 2021 and the deletion was discussed with the Director of Nursing Education Programs (Lucy Graham) and Department Director (Bette Schans) and both are in agreement for its deletion.		

### Kinesiology – Program Additions

Proposal	Degree	Committee Action	Motion   Second
: Physical Therapy	DPT	Program Addition - Approved (2/2/22)	Powell   Stone
GCC Discussion: New Doctor of Physical Therapy (DPT) program through the Department of Kinesiology.			
Change Item Description	Departmental Justification		
	<b>Employer Need/Demand</b>		
	The Economic Development and Employer Planner System projects the demand for Physical Therapists (in Colorado) between 2018-2028 to grow by 37.3%. An increase in Physical Therapists from 5,630 (2018) to 7,730 (2028) with an average of 490 annual openings. These data are consistent with what is published on Careeronestop.		
	Additionally, data from the U.S. Bureau of Labor Statistics shows the 10-year (2020-2030) job outlook for Physical Therapists is 21% (much faster than average) with a national employment change of 49,100 positions.		
	Lastly, a simple Google Search (performed 12/10/2021) for 'Physical Therapy Jobs Grand Junction CO' reveals an abundance of Physical Therapy job openings (Grand River Health District, Adobe Hospice & Home Health, Primary Care Partners, Pioneer Healthcare Services, SCL Health, Preferred Healthcare Staffing, ATI Physical Therapy, Genesis Rehab Services, Veterans Health Administration, Agility, etc.), in Grand Junction alone.		
	... See more in CIM proposal		

### Kinesiology – Course Additions

Proposal	Committee Action	Motion   Second
The following Physical Therapy (PHYT) courses make up the curriculum for the new Doctor of Physical Therapy (DPT) program. Specific accreditation standards required by the Commission on Accreditation in Physical Therapy Education (CAPTE) will be met by these courses and assist in preparing students for the National Physical Therapy Exam (NPTE) exam.		
PHYT 500: Anatomy	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 500L: Anatomy Laboratory	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 501: Histology	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 502: Physiology	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 503: Kinesiology-Biomechanics I	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 503L: Kinesiology-Biomechanics I Laboratory	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 504: Kinesiology-Biomechanics II	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 504L: Kinesiology-Biomechanics II Laboratory	Course Addition - Approved (2/2/22)	Butler   Powell
PHYT 505: Essential Skills and Laboratory	Course Addition - Approved (2/2/22)	Gustafson   Butler
PHYT 506: Professional Practice Considerations I	Course Addition - Approved (2/2/22)	Gustafson   Butler



<b>PHYT 507: Professional Practice Considerations II</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Butler</b>
<b>PHYT 509: Musculoskeletal Conditions I and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Butler</b>
<b>PHYT 510: Musculoskeletal Conditions II and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Gustafson</b>
<b>PHYT 511: Musculoskeletal Conditions III and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Gustafson</b>
<b>PHYT 512: Research I: Evidence-Based Practice</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Gustafson</b>
<b>PHYT 513: Research II: Applied Statistics</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Gustafson</b>
<b>PHYT 514: Diagnostic Imaging</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Gustafson</b>
<b>PHYT 515: Therapeutic Modalities</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Butler</b>
<b>PHYT 515L: Therapeutic Modalities Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Butler</b>
<b>PHYT 516: Pharmacology for Physical Therapy</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Butler</b>
<b>PHYT 517: Neuroscience</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Butler</b>
<b>PHYT 593: Capstone I</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Powell   Butler</b>
<b>PHYT 599: Clinical Education I</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Powell   Butler</b>
<b>PHYT 600: Exercise Physiology</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 600L: Exercise Physiology Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 601: Neuromuscular Conditions I and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 602: Neuromuscular Conditions II and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 603: Neuromuscular Conditions III and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 604: Medical and Surgical Conditions</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 605: Lifespan I: Pediatrics and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Powell</b>
<b>PHYT 606: Lifespan II: Geriatrics</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>
<b>PHYT 607: Therapeutic Exercise and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>
<b>PHYT 608: Professional Practice Considerations III</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>

<b>PHYT 609: Professional Practice Considerations IV</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>
<b>PHYT 610: Cardiovascular and Pulmonary Conditions and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Benzin</b>
<b>PHYT 611: Differential Diagnosis and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Benzin</b>
<b>PHYT 612: Prosthetics-Orthotics and Laboratory</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Gustafson   Benzin</b>
<b>PHYT 693: Capstone II</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>
<b>PHYT 694: Interprofessional Education Seminar</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>
<b>PHYT 699: Clinical Education II</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Butler   Donovan</b>
<b>PHYT 793: Clinical Education IV</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Benzin   Powell</b>
<b>PHYT 799: Clinical Education III</b>	<b>Course Addition - Approved (2/2/22)</b>	<b>Benzin   Powell</b>

**Social and Behavioral Sciences – Program Additions**

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p>Social Work: Foundation and Social Work: Advanced Standing: These Master in Social Work programs meet the demands of our community as we serve vulnerable populations with mental health or psychiatric issues, addiction, family conflict, therapeutic needs, trauma, etc. Social Workers are seen across many organizations such as forensic social work, veteran’s administration, schools, hospice, palliative care, libraries, medical and psychiatric hospitals, police, correctional facilities, and more. This program anticipates filling in some of the professional gaps in our community. As of today, there are 27 employment opportunities in Grand Junction that require a Masters in Social Worker degree that continue to go unfilled. We want to provide a strong work force that can meet the demands of our community, clients, and vulnerable populations. As Grand Junction continues to expand, our ability to meet the community needs with advanced clinicians is vital. We also want to ensure that our students have a local program to continue their career advancement, specialization, and training without moving to another city or state. This will help with the retention of strong clinical social workers in our community to serve those in need.</p>			

<b>Social Work: Foundation</b>	<b>MSW</b>	<b>Program Addition - Approved (11/10/21)</b>	<b>Gustafson   Stone</b>
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<b>Change Item Description</b>	<b>Departmental Justification</b>
	<p>A. Three major organizations in Grand Junction provided letters of recommendation indicating the need for more advanced practitioners. These letters are attached and support the development of the MSW program: St. Marys, School District 51, and Mind Springs Health. These three organization are in need of more specialists in our community to support the growing needs of those suffering from mental health, medical complications, trauma, and various other vulnerabilities.</p> <p>B. From the US Bureau of Labor and Statistics, social workers provide support to a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices. Overall employment of social workers is projected to grow 12 percent from 2020 to 2030, faster than the average for all occupations. ... <b>See more in CIM proposal</b></p>

<b>Social Work: Advanced Standing</b>	<b>MSW</b>	<b>Program Addition - Approved (11/10/21)</b>	<b>Gustafson   Stone</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>		
	<p>A. Three major organizations in Grand Junction provided letters of recommendation indicating the need for more advanced practitioners. These letters are attached and support the development of the MSW program: St. Marys, School District 51, and Mind Springs Health. These three organization are in need of more specialists in our community to support the growing needs of those suffering from mental health, medical complications, trauma, and various other vulnerabilities.</p> <p>B. From the US Bureau of Labor and Statistics, social workers provide support to a variety of settings, including mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, community development corporations, and private practices. Overall employment of social workers is projected to grow 12 percent from 2020 to 2030, faster than the average for all occupations. ... <b>See more in CIM proposal</b></p>		

#### Social and Behavioral Sciences – Course Modifications

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>CRMJ 521: Evidence-Based Practices in Criminal Justice</b>	<b>Course Modification - Approved (10/6/21)</b>	<b>Butler   Donovan</b>
<b>UCC Discussion:</b> The new title better reflects current trends and terminology in use in Criminology and Criminal Justice. This is a course title change only.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Program Development and Evaluation	Evidence-Based Practices in Criminal Justice
Course abbreviated schedule name:	Program Development/Evaluation	Evidence-Based Practices in CJ

#### Social and Behavioral Sciences – Course Additions

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
The following SOWK courses are for the new Masters' of Social Work (MSW) programs.		
<b>SOWK 510: History and Philosophy of Social Work</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course for the MSW program. This is the foundation course for the master of social work program, providing a historical understanding and theoretical foundations of practice. The course will develop the foundation of knowledge, values, skills, practice settings and groups served by social workers. This meets the CSWE accreditation standard for the foundation year of social work.	
<b>SOWK 511: Human Behavior and Social Environment</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This is a new course for the MSW program. This is the foundation course for the master social work program, providing a social work perspective on human development across the life cycle. Focusing on the biological, psychological, social, cultural and spiritual aspects of human functioning to assist with skill building and independent practice. This meets the CSWE accreditation standard for the foundation year of social work.	

<p><b>SOWK 512: Social Justice in Social Work Practice</b></p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (11/10/21)</b></p> <p><b>Departmental Justification</b> This is a required foundation course for the MSW program to assist students in learning independent practice skills to work with vulnerable populations.</p>	<p><b>Powell   Watters</b></p>
<p><b>SOWK 513: Social Work Theory and Practice with Individuals and Families</b></p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (11/10/21)</b></p> <p><b>Departmental Justification</b> This is a new course for the MSW program. This is the foundation course for the master social work program, to assist students with understanding evidence-based interventions and skill development of clinical practice with individuals and families. This meets the CSWE accreditation standard for the foundation year of social work.</p>	<p><b>Powell   Watters</b></p>
<p><b>SOWK 514: Social Work Theory and Practice with Groups, Organizations, and Communities</b></p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (11/10/21)</b></p> <p><b>Departmental Justification</b> This is a new course for the MSW program. This is the foundation course for the master social work program, to assist students with understanding evidence-based interventions and skill development of working with groups, organizations, and community organizing. This meets the CSWE accreditation standard for the foundation year of social work.</p>	<p><b>Powell   Watters</b></p>
<p><b>SOWK 515: Social Work Policy and Practice</b></p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (11/10/21)</b></p> <p><b>Departmental Justification</b> This course examines social policy and its implications on micro- and macro-level systems in a historical perspective and in the context of political, economic, social, and cultural dimensions of society. The focus of this course is on social work policy practice, including political advocacy, and the process of policy formulation/development, implementation, and evaluation/analysis at the local, state, and federal levels of government. This meets the CSWE accreditation standard for the foundation year of social work.</p>	<p><b>Powell   Watters</b></p>
<p><b>SOWK 516: Psychopathology for Social Work Practice</b></p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (11/10/21)</b></p> <p><b>Departmental Justification</b> This is a required foundation course for the MSW program to assist students in learning about mental health, assessment, diagnosing, and interventions. This course is required as social workers make up a large percentage of mental health clinicians in the United States. This is also a requirement to understand and apply this information for clinical licensure. The MSW program prepares students for independent practice and licensure. This meets the CSWE accreditation standard for the foundation year of social work.</p>	<p><b>Powell   Watters</b></p>
<p><b>SOWK 521: Advanced Ethical, Legal, and Professional Issues in Social Work Practice</b></p> <p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Course Addition - Approved (11/10/21)</b></p> <p><b>Departmental Justification</b> This is a required MSW course to learn how to apply social work ethics across diverse populations, social work settings, and within state laws. Ethics is required on all clinical licensure exams and is a required part of the CSWE curriculum based on our core competencies and practice behaviors. This meets the CSWE accreditation standard for the advanced year of social work.</p>	<p><b>Powell   Watters</b></p>

<b>SOWK 522: Clinical Supervision and Leadership in Social Work Practice</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> The purpose of this course is to help students explore the various types of leadership traits and theories which are important in the field of social work and supervision. The course examines various contexts of practice and the influence of politics, economics, technology, and socio-cultural factors within leadership and supervisory practice. This meets the CSWE accreditation standard for the advanced year of social work.	
<b>SOWK 523: Advanced Social Work Practice with Individuals and Families</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This is a new course for the MSW program. This is the advanced clinical course for the master social work program to assist students with understanding evidence-based interventions and skill development of clinical practice with individuals and families. This meets the CSWE accreditation standard for the advanced year of social work.	
<b>SOWK 524: Advanced Social Work Practice with Groups, Organizations, and Communities</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This is a new course for the MSW program. This course prepares advanced graduate students to provide psycho therapeutic and psycho-educational group interventions, ability to engage in clinical organization interventions, and work with community organizations. The purpose of this course is for students to learn and use advanced theories, approaches, and skills in social work practice across groups, organizations and within the community level. The focus of this course is to learn how to effect change in the macro-level social systems environment (e.g., groups, organizations, institutions, communities, and society at large). Students will gain advanced community practice skills that will enable them to become change agents for complex social issues with disenfranchised groups. The course is designed to help students develop an analytical and empirical approach to empowering communities; it may use a community-based service-learning pedagogy. The course builds on the social work "person-in-environment" perspective by focusing on the client system and its environmental contexts as a partner in practice. This course is particularly relevant to direct practice with and advocacy for diverse dis-empowered groups in society. This advances clinical knowledge of working with the mezzo and macro perspective of social work. This meets the CSWE accreditation standard for the advanced year of social work.	
<b>SOWK 525: Social Work Research and Program Evaluation</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This is a new course for the MSW program. This course will enable students to apply the methods of social work research to the evaluation of social work micro and macro perspectives. Students are expected to become familiar with issues related to the design, monitoring, and assessment of social work programs and interventions, using both quantitative and qualitative methods. This will enable students to understand and use evidence-based interventions in treatment and to engage in program evaluations. This meets the CSWE accreditation standard for the advanced year of social work.	

<b>SOWK 526: Advanced Psychopathology for Social Work Practice</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Powell   Watters</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This is a required advanced course for the MSW program to assist students in learning about mental health, assessment, differential diagnosis, testing, and interventions. This course is aimed at providing an advanced comprehensive overview of psychopathology from an historical and current scientific perspective. Specifically, a focus on conceptualization issues, systems of classification/diagnosis, research design/methods, core characteristics, clinical symptomatology and etiology of adult and child psychopathology. This course will examine various theoretical models, discuss clinical cases, and review treatment strategies. Throughout this course, reference to research findings that inform understanding of a variety of issues in the field of psychopathology will occur. This course will assist MSW graduates with passing their clinical licensure exam. This meets the CSWE accreditation standard for the advanced year of social work.	
<b>SOWK 551: Trauma Informed Practice</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This course will cover the latest trauma theories and treatments, and take an in-depth critical examination of different populations affected by trauma including child abuse survivors, war veterans, domestic violence survivors, victims of accidents or crimes, and communities and schools that are devastated by abuse, neglect, and addiction. This class will include an analysis of theoretical frameworks for understanding trauma, including neurobiological aspects and types of trauma, history of traumatology, and impact of trauma on individuals, family and communities. The course will also cover trauma-informed care models and evidence-based trauma practice models with an emphasis on strengths, resiliency, coping, multicultural issues and cultural competency. The overall purpose of the course is to learn relevant theories of trauma and recovery and relate them to social work practice.	
<b>SOWK 552: Restorative Justice and Social Work</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This course provides an introduction and exposure to the principles of restorative justice and its application to the treatment of human suffering from crime and related social problems. It explores the needs and roles for key stakeholders (victims, offenders, communities, justice systems), and introduces students to some of the current programs at community, state and international levels. The framework of the course is, in part, based on social work values and the ethical decision-making process. Students will learn how to address social problems marked by human conflict, oppression, power and harm, e.g. partner abuse, hate crimes. Finally, students will examine the empirical evidence for restorative justice. The overall purpose of the course is to learn relevant theories of restorative justice and treatment interventions to support to social work practice. The profession recognizes a need for social workers to have a strong understanding of restorative practices and concepts.	
<b>SOWK 553: Substance Abuse: Assessment, Interventions, and Treatment</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> Addiction is pervasive in all aspects of society, particularly in the health care and social service sectors. This course provides social workers with an opportunity to explore perspectives and develop evidence-based intervention skills to work with substance use and abuse issues with individuals and families. Application of	

knowledge about core practice skills including identification and screening, assessment, interventions, and case management to ensure effective interventions across systems occurs. This will prepare students to appropriately work with substance abuse in the clinical field after graduation.

<p><b>SOWK 554: Crisis Intervention and Social Work</b></p>	<p><b>Course Addition - Approved (11/10/21)</b></p>	<p><b>Stone   Powell</b></p>
<p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Departmental Justification</b> This course examines the phenomena of clinical crises and emergencies, as well as the related treatment modalities of crisis intervention and emergency intervention. This course builds on foundation content about psychological crises and crisis intervention in Individuals and Families, and Human Behavior in the Social Environment. This course will prepare students to provide effective crisis interventions in clinical practice, preparing students to work with mental health, psychiatric emergencies, community crisis, and natural disasters across the ecological perspective.</p>	
<p><b>SOWK 555: Global Relations and International Social Work</b></p>	<p><b>Course Addition - Approved (11/10/21)</b></p>	<p><b>Stone   Powell</b></p>
<p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Departmental Justification</b> By examining international models of social work practice, this course is relevant to students who plan to work with ethnic/ immigrant/refugee populations in the United States or across the globe.</p>	
<p><b>SOWK 594A: Field Education: Foundation Seminar I</b></p>	<p><b>Course Addition - Approved (11/10/21)</b></p>	<p><b>Stone   Gustafson</b></p>
<p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Departmental Justification</b> Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students' self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum/ internships. Assessment data will be obtained from these courses.</p>	
<p><b>SOWK 594B: Field Education: Foundation Seminar II</b></p>	<p><b>Course Addition - Approved (11/10/21)</b></p>	<p><b>Stone   Gustafson</b></p>
<p><b>Change Item Description</b> New Proposal: No differences to report</p>	<p><b>Departmental Justification</b> Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students' self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum /internships. Assessment data will be obtained from these courses.</p>	

<b>SOWK 594C: Field Education: Advanced Seminar I</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum/internships. Assessment data will be obtained from these courses.	
<b>SOWK 594D: Field Education: Advanced Seminar II</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> Seminar integrates theoretical and conceptual contributions from classroom learning with practical experiences accumulated across two semesters of a practicum. This experience within a practice setting is intended to prepare MSW students for professional practice as generalist social workers and to further socialize them in social work values, ethics, and orientation towards social justice. Within the seminar and field education students are expected to address all core competencies. The dimensions of the competencies include the knowledge, values, skills, and cognitive and affective processes, as well as expected behaviors to demonstrate competence. Students will demonstrate an adequate level of proficiency in each of the competencies by the conclusions of field education as evidenced through the evaluation of the learning contract by the field supervisor and the students' self-evaluation. Seminar is a CSWE accreditation requirement and must accompany field practicum internships. Assessment data will be obtained from these courses.	
<b>SOWK 597A: Field Education: Social Work Practicum I</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.	
<b>SOWK 597B: Field Education: Social Work Practicum II</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.	



<b>SOWK 599A: Field Education: Social Work Internship I</b> <b>Change Item Description</b> New Proposal: No differences to report	<b>Course Addition - Approved (11/10/21)</b> <b>Old</b> Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.	<b>Stone   Gustafson</b> <b>New</b>
<b>SOWK 599B: Field Education: Social Work Internship II</b> <b>Change Item Description</b> New Proposal: No differences to report	<b>Course Addition - Approved (11/10/21)</b> <b>Departmental Justification</b> Field Education is the signature pedagogy for the social work profession. MSW Foundation students are required to completed 450 hours of practicum and MSW Advanced students are required to complete 600 hours of internship. This is the integration of theory into practice and the ability to develop independent clinical skills. This is an accreditation requirement.	<b>Stone   Gustafson</b>

### Teacher Education – Program Modifications

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>7203: Education: Exceptional Learner/Special Education (EDSE)</b> <b>GCC Discussion:</b> We should have made this change in 2019 when we created the EDUC 600 course for the Master's. We made changes to the MA program sheet but forgot to take this language off of the Grad certificate. We have not had any grad certificate in that time, so no one has been affected by this oversight. --Blake R. Bickham. <b>Change Item Description</b> List all proposed changes to the program:	<b>GCT</b>	<b>Program Modification - Approved (10/6/21)</b>	<b>Gustafson   Benzin</b>
<b>7205, 7206, 7207, 7208, 7209, 7210, 7237, 8213, 8215:</b> The modifications listed in the proposal bring the program into alignment with competitors in the overall credits for an initial licensure program and to align the field experience hours in the courses with the CMU undergraduate programs pre-internship hours. At present, the CMU ITL licensure program requires several credits more than competitors (UNC, Western, Metro). This restructuring will also allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. Several course deactivations and new courses created as well as modifications to existing courses to reflect new course sequence and embedded field hours			
<b>7205: Education: Initial Teacher Licensure-Elementary</b> <b>GCC Discussion:</b> The credit hours were reduced from 37 to 30. The SLOs were updated. <b>Change Item Description</b> List all proposed changes to the program:	<b>GCT</b>	<b>Program Modification - Approved (11/10/21)</b>	<b>Powell   Stone</b>
<b>Departmental Justification</b> EDUC 592A Deactivated   EDUC 599A Changed credits from 12 to 9   EDUC 591 Deactivated   EDUC 587 Deactivated   EDUC 578 New course created to replace EDUC 587 - Included new course sequence and embedded field hours   EDUC 585 Edited to reflect new course sequence and embedded field hours   EDUC 588 Edited to reflect new course sequence and embedded field hours   EDUC 521 New course: three-credit course – restructuring of EDUC 591   EDUC 562 New course: six-credit course – restructuring of EDUC 591   Total credits decreased from 37 to 30.   The SLOs have updated.			

<b>7206, 7207, 7208, 7209, 7210:</b> <b>Education: Initial Teacher Licensure-Secondary</b>	<b>GCT</b>	<b>Program Modification - Approved (11/10/21)</b>	<b>Powell   Stone</b>
<b>GCC Discussion:</b> The credit hours were reduced from 37 to 30. The SLOs were updated.			
<b>Change Item Description</b> List all proposed changes to the program:	<b>Departmental Justification</b> EDUC 592B Deactivated   EDUC 599B Changed credits from 12 to 9   EDUC 591 Deactivated   EDUC 570 Edited to reflect new course sequence.   EDUC 580 Edited to reflect new course sequence.   EDUC 580A Edited to reflect new course sequence.   EDUC 580B Edited to reflect new course sequence.   EDUC 580C Edited to reflect new course sequence.   EDUC 580D Edited to reflect new course sequence.   EDUC 580E Edited to reflect new course sequence.   EDUC 584 Edited to reflect new course sequence and embedded field hours.   EDUC 521 New course: three-credit course – restructuring of EDUC 591.   EDUC 562 New course: six-credit course – restructuring of EDUC 591.   Changed total hours from 37 to 30. Updated SLOs.		
<b>7237: Education: Initial Teacher Licensure K-12 Physical Education</b>	<b>GCT</b>	<b>Program Modification - Approved (11/10/21)</b>	<b>Powell   Stone</b>
<b>GCC Discussion:</b> The credit hours were reduced from 37 to 30. The SLOs were updated.			
<b>Change Item Description</b> List all proposed changes to the program:	<b>Departmental Justification</b> EDUC 592C Deactivated   EDUC 599C Changed credits from 12 to 9   EDUC 591 Deactivated   EDUC 521 New course: three-credit course - restructuring of EDUC 591   EDUC 562 New course: six-credits course - restructuring of EDUC 591   EDUC 584 Embedded field hours   Credits decreased from 37 to 30 due to course changes above.   SLOs were updated.		
<b>8213: Education: Initial Teacher Licensure-Elementary</b>	<b>MAEd</b>	<b>Program Modification - Approved (11/10/21)</b>	<b>Powell   Stone</b>
<b>GCC Discussion:</b> The credit hours were reduced from 49 to 42. The SLOs were updated.			
<b>Change Item Description</b> List all proposed changes to the program:	<b>Departmental Justification</b> EDUC 592A Deactivated   EDUC 599A Changed credits from 12 to 9   EDUC 591 Deactivated   EDUC 587 Deactivated   EDUC 578 New course created to replace EDUC 587 - Included new course sequence and embedded field hours   EDUC 585 Edited to reflect new course sequence and embedded field hours   EDUC 588 Edited to reflect new course sequence and embedded field hours   EDUC 521 New course: three-credit course – restructuring of EDUC 591   EDUC 562 New course: six-credit course – restructuring of EDUC 591   Total credits decreased from 49 to 42 due to course changes above.   The SLOs have updated.		
<b>8215: Education: Initial Teacher Licensure-Secondary</b>	<b>MAEd</b>	<b>Program Modification - Approved (11/10/21)</b>	<b>Powell   Stone</b>
<b>GCC Discussion:</b> The credit hours were reduced from 49 to 42. The SLOs were updated.			
<b>Change Item Description</b> List all proposed changes to the program:	<b>Departmental Justification</b> EDUC 592B Deactivated   EDUC 599B Changed credits from 12 to 9   EDUC 591 Deactivated   EDUC 570 Edited to reflect new course sequence.   EDUC 580 Edited to reflect new course sequence.   EDUC 580A Edited to reflect new course sequence.   EDUC 580B Edited to reflect new course sequence.   EDUC 580C Edited to reflect new course sequence.   EDUC 580D Edited to reflect new course sequence.   EDUC 580E Edited to reflect new course sequence.   EDUC 584 Edited to reflect new course sequence and embedded field hours.   EDUC 521 New course: three-credit course – restructuring of EDUC 591.   EDUC 562 New course: six-credit course – restructuring of EDUC 591.   Total credits decreased from 49 to 42 due to course changes above.   The SLOs have updated.		

**Teacher Education – Course Modifications**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>EDUC 570: Classroom Management</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> The change to the prerequisites reflects the restructuring of the ITL elementary licensure program.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Student preparation minutes for a term:	1500	3000
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562 and EDUC 586
EDUC 580, 580A, 580B, 580C, 580D, 580E, 580F, 584, 585, 588, 599A, 599B, 599C: The following prerequisite changes reflect the restructuring of the ITL secondary licensure program. The restructure brings the program into alignment with competitors in the overall credits for an initial licensure program. Presently, the CMU ITL licensure program requires several credits more than our competitors (UNC, Western, Metro).		
<b>EDUC 580: Secondary Instructional Methods Across the Curriculum</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580A: Secondary Instructional Methods for English Language Arts</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580B: Secondary Instructional Methods for Social Studies</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580C: Secondary Instructional Methods for Mathematics</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580D: Secondary Instructional Methods for Science</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580E: Secondary Instructional Methods for Spanish</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 580F: Secondary Instructional Methods for Physical Education</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586

<b>EDUC 584: Secondary Literacy Methods Across the Curriculum</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
UCC Discussion: Course description updated.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Advanced exploration of multiple forms of student literacies. Study and application of reading and comprehension strategies for literacy instruction in middle school and high school content areas. Candidates develop a fully integrated unit to implement in field study.	Advanced exploration of multiple forms of student literacies. Study and application of reading and comprehension strategies for literacy instruction in middle school and high school content areas. Candidates develop a fully integrated unit to implement in field study. This course includes a minimum of 200 field hours.
Prerequisites:	EDUC 586 and EDUC 591	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 585: Elementary Integrated Science, Social Studies, and Art Theory and Methodology K-6</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
GCC Discussion: Course description updated.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Advanced exploration in the study and application of content standards in science, art, civics, geography, history, and economics for elementary age students. Develops teaching proficiency and an understanding of integration of these subjects across the content areas.	Advanced study and application of content standards in science, art, civics, geography, history, and economics for elementary age students. Develops teaching proficiency and an understanding of integration of these subjects across the content areas. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 40 hours of field experience.
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586
<b>EDUC 588: Elementary Mathematics Theory and Methodology K-6</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
GCC Discussion: Course description changed.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Advanced exploration in designing, developing, implementing, and assessing well-aligned, well-differentiated, discipline-specific curriculum, instruction, assessments and accommodations unique to K-6 Math Education.	Advanced exploration in designing, developing, implementing, and assessing well-aligned, well-differentiated, discipline-specific curriculum, instruction, assessments and accommodations unique to K-6 Math Education. Field placements will be in a lab school environment for three days of school per week. Includes a minimum of 80 hours of field experience.
Prerequisites:	EDUC 591 and EDUC 586	EDUC 521, EDUC 562, and EDUC 586

<b>EDUC 599A: ITL 3: Directed Teaching: Elementary Education</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> The 600 field hours are covered with 9 graduate credits since 9 credits better reflects the amount of work required at the graduate level for student teaching. Credit hours changed, field and contact hours changed, engagement and student preparation minutes changed, course description updated, and prerequisites updated.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	12	9
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May elementary school placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across fifteen weeks of full-time independent teaching. Two colloquia are an integral part of the experience requirement.	Continued, full-time, mentored elementary school placement to develop independent professional competence in instructional design, implementation and assessment. Students will document having had a positive effect on student learning across 15 weeks of full-time, independent teaching from January to May. Two colloquia are an integral part of the experience requirement.
Prerequisites:	EDUC 585, EDUC 586, EDUC 587, EDUC 588, EDUC 591, and EDUC 592A	EDUC 521, EDUC 562, EDUC 578, EDUC 585, EDUC 586, and EDUC 588

<b>EDUC 599B: ITL 3: Directed Teaching: Secondary Education</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>GCC Discussion:</b> The 600 field hours are covered with 9 graduate credits since 9 credits better reflects the amount of work required at the graduate level for student teaching. Credit hours changed, field and contact hours changed, engagement and student preparation minutes changed, course description updated, and prerequisites updated.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	12	9
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May secondary school placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across fifteen weeks of full-time independent teaching. Two colloquia are an integral part of the experience requirement.	Continued, full-time, mentored secondary school placement to develop independent professional competence in instructional design, implementation and assessment. Students will document having had a positive effect on student learning, across 15 weeks of full-time, independent teaching from January to May. Two colloquia are an integral part of the experience requirement.
Prerequisites:	EDUC 570, EDUC 580, EDUC 584, EDUC 586, EDUC 591, EDUC 592B, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E	EDUC 521, EDUC 562, EDUC 570, EDUC 580, EDUC 584, EDUC 586, and one of the following: EDUC 580A, EDUC 580B, EDUC 580C, EDUC 580D, or EDUC 580E

<b>EDUC 599C: ITL 3: Directed Teaching, Physical Education</b>	<b>Course Modification - Approved (11/10/21)</b>	<b>Gustafson   Benzin</b>
<b>UCC Discussion:</b> 9 credits better reflect the amount of work required at the graduate level for student teaching. Second, we want to bring the program into alignment with competitors in the overall credits for an initial licensure program. Credit hours changed, field and contact hours changed, engagement and student preparation minutes changed, course description updated, and prerequisites updated.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	12	9
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continued full-time mentored January-May Physical Education placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across sixteen weeks of full-time independent teaching consisting of one eight-week elementary placement and one eight-week secondary placement. One colloquium is an integral part of the experience requirement.	Continued, full-time, mentored Physical Education placement to develop independent professional competence in instructional design, implementation, and assessment. Students will document having had a positive effect on student learning, across 16 weeks of full-time independent teaching from January to May, consisting of one 8-week elementary placement and one 8-week secondary placement. One colloquium is an integral part of the experience requirement.
Prerequisites:	EDUC 580, EDUC 580F, EDUC 584, EDUC 586, EDUC 592C, and EDUC 591	EDUC 521, EDUC 562, EDUC 580, EDUC 580F, EDUC 584, and EDUC 586

**Teacher Education – Course Additions**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>EDUC 521: Educational Foundations, Student Development, and Ethics</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>GCC Discussion:</b> EDUC 591 is being broken into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 3-credit course will be a foundations level course for education.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course is the result of restructuring EDUC 591, a nine-credit course taught each summer. The restructuring of EDUC 591 is to break the nine-credit course into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 3-credit course will be a foundations level course for education. This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU.	
<b>EDUC 562: Curriculum, Instruction, and Assessment</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>GCC Discussion:</b> EDUC 591 is being broken into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. This 6-credit course will cover the second level of education courses, serving as a bridge between introductory curriculum and the methods courses that will follow. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course is the result of restructuring EDUC 591, a nine-credit course taught each summer. The restructuring of EDUC 591 is to break the nine-credit course into two courses. The two courses will be one three-credit course,	

EDUC 521, and one six-credit course, EDUC 562. This 6-credit course will cover the second level of education courses, serving as a bridge between introductory curriculum and the methods courses that will follow. This course most closely mirrors the junior-level courses in our undergraduate curriculum. This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU.

<b>EDUC 578: Elementary Reading and Language Arts Theory and Methodology K-6</b>	<b>Course Addition - Approved (11/10/21)</b>	<b>Stone   Gustafson</b>
<b>GCC Discussion:</b> Course is being proposed to replace EDUC 587. The X87 is now reserved for Research Courses. EDUC 587 will be inactivated.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course is being proposed to replace EDUC 587 which was deactivated based on the Graduate Curriculum Committee creating reserved numbers for courses that meet specific needs within departments. This course's number is 587. The X87 is now reserved for Research Courses. This is a replacement course being created with a course number not ending in X87. Field hours are now being embedded in this course. In addition, this new course reflects the restructuring of the ITL elementary licensure program course sequence and an acknowledgement of the field experience hours.	

**Teacher Education – Course Inactivations**

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>EDLD 504: Best Practices in Curriculum, Assessment, Instruction</b>	<b>Course Inactivation - Approved (10/6/21)</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> Program total credit hours reduced from 26 to 24 to meet the State's principal license endorsement and match competitor programs. EDLD 504 content combined with EDLD 505 content taught in new EDLD 506 course.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	Total program hours are being adjusted down to 24 certificate hours (from 26). 24 hours meets the requirements of the State's principal license endorsement and matches competitors' programs. The program has had several 2-credit courses. We are combining some courses and deleting others in order to reduce the program's total hours by 2. EDLD 504's content will now be in a new course, EDLD 506.	
<b>EDLD 505: Reform and Organizational Change in Education</b>	<b>Course Inactivation - Approved (10/6/21)</b>	<b>Watters   Butler</b>
<b>GCC Discussion:</b> Program total credit hours reduced from 26 to 24 to meet the State's principal license endorsement and match competitor programs. EDLD 504 content combined with EDLD 505 content taught in new EDLD 506 course.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	Total program hours are being adjusted down to 24 certificate hours (from 26). 24 hours meets the requirements of the State's principal license endorsement and matches competitors' programs. The program has had several 2-credit courses. We are combining some courses and deleting others in order to reduce the program's total hours by 2. EDLD 504's content will now be in a new course, EDLD 506.	

<b>EDTL 518: Diversity and Differentiated Instruction</b>	<b>Course Inactivation - Approved (10/6/21)</b>	<b>Butler   Benzin</b>
<b>GCC Discussion:</b> Course inactivation because course content overlaps content in newer course and streamlines offerings across programs.		
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Departmental Justification</b> EDTL 518 section will be replaced by the newly created EDUC 586 course. EDUC 586 covers the necessary curriculum on diversity education. This course will streamline graduate offerings across programs, and combine previous separate sections of the EDUC 586A, EDUC 586B, with the EDTL 518 offerings (which had overlapping content) to simplify programming for the Initial Teacher License (ITL) and Teaching and Leadership (MA) degree programs.	
<b>EDUC 587: Elementary Reading and Language Arts Theory and Methodology K-6</b>	<b>Course Inactivation - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> This course's number is 587. The X87 is now reserved for Research Courses. Course will be replaced by EDUC 578.		
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Departmental Justification</b> The deactivation of this course is based on the Graduate Curriculum Committee creating reserved numbers for courses that meet specific needs within departments. This course's number is 587. The X87 is now reserved for Research Courses. An identical course will be created with a course number not ending in X87. No content changes for this course will take place. This course is being replaced by EDUC 578.	
<b>EDUC 591: ITL 1: Foundations of Curriculum, Instruction, and Assessment</b>	<b>Course Inactivation - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> EDUC 591 is being broken into two courses. The two courses will be one three-credit course, EDUC 521, and one six-credit course, EDUC 562. The 3-credit course will be a foundations level course for education. The 6-credit course will cover the second level of education courses, serving as a bridge between introductory curriculum and the methods courses that will follow.		
<b>Change Item Description</b> Delete Proposal: No differences to report	<b>Departmental Justification</b> This course is being restructured from one nine-credit course taught each summer into two courses. The two courses will be one three-credit course and one six-credit course. Creating two courses out of one allows us to make a clearer distinction between the foundation/introductory curriculum and the second level, which better mirrors what we do with undergraduates. This restructuring will allow the opportunity for potential students to begin earlier in the program by taking the three-credit course in the spring prior to the cohort start which begins each summer. Many potential students are lost to programs that have more than one cohort start each year. The intent is to accept students into the program and get them started as early as possible on the path to their teaching license with CMU. This course is being replaced with EDUC 521 (3 credits) and EDUC 562 (6 credits).	



<b>EDUC 592A: ITL Elementary Pre-Internship</b>	<b>Course Inactivation - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> The field experience hours from the deletion of EDUC 592A will be embedded in EDUC 585, EDUC 578, and EDUC 588. This will align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses and reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	The purpose of this restructuring is to bring the ITL program twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). The field experience hours have been embedded in the following courses: EDUC 585, EDUC 578, EDUC 588.	
<b>EDUC 592B: ITL Secondary Pre-Internship</b>	<b>Course Inactivation - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> The field experience hours from the deletion of EDUC 592B will be embedded in EDUC 580. This will align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses and reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	The purpose of this restructuring is to bring the ITL program twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). The field experience hours have been embedded in course: EDUC 580.	
<b>EDUC 592C: ITL K-12 Physical Education Pre-Internship</b>	<b>Course Inactivation - Approved (11/10/21)</b>	<b>Stone   Powell</b>
<b>GCC Discussion:</b> The field experience hours from the deletion of EDUC 592C will be embedded in EDUC 580. This will align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses and reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. No other discussion.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	The purpose of this restructuring is to bring the ITL program twofold. The first aspect is to align the field experiences hours with the CMU undergraduate programs which have the pre-internship hours embedded with the teaching methods courses. Undergraduate programs do not have separate courses for pre-internship field experience hours. The second aspect of this deactivation is to reduce the overall credits of the ITL post-baccalaureate licensure program in alignment with competitors in the overall credits for the program. At present, the CMU ITL licensure program requires several credits more than our like competitors (UNC, Western, Metro). The field experience hours have been embedded in course: EDUC 580.	