



Curriculum Year End Report 2022-2023

Undergraduate Curriculum Committee,
WCCC Curriculum Committee, and
Graduate Curriculum Committee¹

October 2023

¹ The year-end report contains information items and course and program changes approved during the academic year.

UNDERGRADUATE CURRICULUM COMMITTEE - 2022-2023 MEMBERSHIP

Department	Member	Term Expires
Art and Design	Evan Curtis	Spring 2025
Biological Sciences	Denise McKenney	Spring 2024
Business	Geoffrey Gurka	Spring 2024
Computer Science and Engineering	Sarah Lanci	Spring 2025
Health Sciences	Olga Grisak	Spring 2023
Kinesiology	Sloane Milstein	Spring 2023
Language, Literature, and Mass Communication	Elaine Venter	Spring 2023
Mathematics and Statistics	Tracii Friedman	Spring 2025
Music	Andrew Bajorek	Spring 2025
Physical and Environmental Sciences	Brian Hosterman	Spring 2023
Social and Behavioral Sciences	Kristina Pagel	Spring 2025
Teacher Education	Nick Bardo	Spring 2024
Theater	Scott Andrews	Spring 2025

Officers

Chair	Sarah Lanci
Vice Chair	Denise McKenney
Secretary (Non-voting)	Aaron Osborne

Ex-Officio Members

Vice President for Academic Affairs	Cher Hendricks
Vice President for Academic Affairs Designee	Morgan Bridge
Faculty Senate President	Brian Parry
Essential Learning Committee Chair	Doug O'Roark
Catalog Description Reviewer	Johanna Varner
Registrar	Holly Teal
Registrar's Office Designee	Maggie Bodyfelt
Director of Financial Aid	Curt Martin
Library Representative	Amber D'Ambrosio
Academic Scheduling Manager	Janel Davis
Student Representative	Cy Shimamura

Information and Business Items

August 25, 2022 Meeting

Announcements

- Chair Lanci welcomed the new committee members and asked all present to introduce themselves.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - The Committee was thanked for their work in advance in the continuing process of keeping programs current and relevant through thoughtful curriculum review.
- Registrar's Office - For courses to appear in the spring schedule for fall registration, courses need to be through UCC by the December meeting. Courses can still be approved through the February meeting but may not be available for student registration until middle of summer.
- Financial Aid Deputy Director Martin - Certificates have increased reporting requirements as have other program changes. Deputy Director Martin will be attending the meetings to be aware of upcoming change which will necessitate reporting.
- Librarian D'Ambrosio - If new programs/new proposals are underway, please send the information to the Library as soon as possible so the Librarians can begin their review. This information can be sent to the Librarians before it reaches their step in workflow.
- Catalog Description Reviewer Varner - Dr. Varner reminder all that she will be looking at all course descriptions and working with faculty to meet Curriculum Manual alignment requirements. If changes to multiple courses are underway, please send her a Word document so she can assist with looking at the changes before the courses go into CIM.
- Essential Learning - Scott Andrews is the representative and had nothing to report.

Old Business

- Nothing to report

Information Items

- Important Dates and Deadlines for Academic Year 2022-2023 were discussed. Proposals must be to Executive Committee, which meets two weeks prior to the UCC Meeting, to be on the UCC agenda.
- UCC Responsibility Guidelines and Review Responsibility Categories were discussed, and the committee members chose their duties for the year.
- Chair Lanci reminded the Committee that all curriculum proposals must also have any affected program/course proposals submitted before Executive Committee will review the initial proposal.
- Chair Lanci reminded all that for course changes to appear for Fall 23 registration, the curriculum proposal must be through UCC no later than the December 2022 meeting. Courses will still be approved through the February meeting but may not be available for student registration until mid-summer.
- The approval timeline was discussed and the need for the December deadline reviewed. 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 during the next meeting which increases the time for proposal approval.

- Special Project Coordinator Osborne provided a Curriculum Website Overview as well as reviewed the Curriculum Process/CIM/Approval Overview.

New Business

- There was no new business.

September 22, 2022 Meeting

Announcements

- CIM closes February 6, 2023.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge reported that Courseleaf has SLO reporting capabilities that will allow curriculum mapping. The work faculty are doing as course and program SLOs are entered into CIM will allow both departments and the institution to more easily pull that information.
- Registrar's Office - Nothing to report
- Financial Aid Deputy Director Martin - Not Available
- Librarian D'Ambrosio - If new programs/new proposals are underway, please send the information to the Library as soon as possible so the Librarians can begin their review. This information can be sent to the Librarians before it reaches their step in the workflow.
- Catalog Description Reviewer Varner - Nothing to report
- Essential Learning - Nothing to report

Old Business

- Nothing to report

Information Items

- CIM SLO/Course Outline Work Time - To familiarize the committee with CIM, the committee members worked in CIM on a course from their department for the remainder of the meeting. It was determined that this fall the request would be that departments focus on adding topical course outlines and SLOs to courses that had not yet been changed in CIM. The work should begin with 100/200 level courses, and specifically Essential Learning courses. Vice-Chair McKenney walked the Committee through changing BIOL 101 and then the committee members each worked through a CIM entry of their own. Committee members were asked to go back to their departments and begin the process of adding SLOs and topical course outlines to CIM, beginning with 100/200 level courses. AVPAA Bridge reminded Committee members that if the Essential Learning course is changed significantly through this review process, the course may need to be submitted for reapproval for GT Pathways.
- The Registrar's Office reminded the Committee that inactivated courses can be reactivated and if a course is not anticipated to be taught in the next couple of years, in order to keep the catalog clean, the course should be deactivated, or archived if no longer needed.

New Business

- There was no new business.

October 27, 2022 Meeting

Announcements

- CIM closes February 6, 2023.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge deferred her comments until Essential Learning is discussed.
- Registrar's Office - Associate Registrar Bodyfelt discussed course title changes. If content from a course is changing by more than 10%, a new course may be required. Please contact the Registrar's Office and discuss when contemplating this change so that the proposals go through workflow correctly.
- Financial Aid Deputy Director Martin - No comments
- Librarian D'Ambrosio - If new programs/new proposals are underway, please send the information to the Library as soon as possible so the Librarians can begin their review. This information can be sent to the Librarians before it reaches their step in the workflow and even before the information is entered into CIM.
- Catalog Description Reviewer Varner - Nothing to report
- Essential Learning - Essential Learning Representative Andrews reported the Essential Learning Committee met. Discussions centered on aligning EL coursework across sections, within the department and at the GT Pathways and Institutional levels. AVPAA Bridge shared the EL Committee is working on a new process where a course point person will be identified. Needed information will go to that person to then be shared with all faculty teaching the course. AVPAA Bridge will also have this conversation with Department Heads. If you know who the point person for EL courses are in your department, please let her know. The goal is to facilitate SLO, course and assessment information as well as course comparability across all EL courses.

Old Business

- Nothing to report

Information Items

- Chair Lanci reminded Committee Members to please include verbiage that the department as a whole was included in the discussion about curriculum changes and note at least the semester and year discussed. This is a good way to demonstrate that all faculty are involved in curriculum decisions and that departments are approving changes, not just one faculty member.
- Please take the time to thoroughly explain the rationale for justifications. This information is needed for other reporting purposes so clear information here is very helpful both to the UCC and for other reporting.
- As courses are modified, please remember to modify all needed programs and any other courses that are affected by the course modifications/additions/inactivations being made. Course modifications that do not include other necessary course and program modifications will not move in the workflow until those additional modifications catch up in the workflow.
- Chair Lanci reminded the Committee that modifications/additions/inactivations must be at the executive committee stage of the workflow to be discussed at the executive committee meeting, two weeks before the full committee meeting. Items not discussed in the executive committee meeting will be discussed at the next full committee meeting.

New Business

- There was no new business.

November 17, 2022 Meeting

Announcements

- Chair Lanci reminded UCC that CIM closes February 6, 2023. This is the last date any proposal can be entered into workflow this year.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge asked that as faculty work on Essential Learning courses and 100/200 level courses, the alignment of the course description, the SLOs and the topical course outline also be reviewed.
- Registrar's Office - Associate Registrar Bodyfelt shared that the Registrar's Office is working on Summer/Fall 2023 schedule. Meeting the December meeting deadline is critical for new courses/course changes to be in place for registration.
- Financial Aid Deputy Director Martin - No comments
- Librarian Borst - Ms. Borst is stepping in for Librarian D'Ambrosio for a few meetings. If new programs/new proposals are underway, please send the information to the Library as soon as possible so the Librarians can begin their review. This information can be sent to the Librarians before it reaches their step in the workflow and even before the information is entered into CIM.
- Catalog Description Reviewer Varner - Please send your course descriptions to Dr. Varner, even before you enter information into CIM to help facilitate the process.
- Essential Learning - Nothing to report.

Old Business

- Chair Lanci reminded UCC, CIM Clean-up is underway. Please look at your 100/200 and Essential Learning departmental courses and see which courses still need Course SLOs, Course Outlines, Typical Semester Offered, and Course Minutes added into CIM.

Information Items

- Chair Lanci reminded Committee Members to please include verbiage that the department as a whole was included in the discussion about curriculum changes and note at least the semester and year discussed.
- Chair Lanci reminded the committee that for the SLO, topical course outline, semester offered and minutes, the following is a rationale that could be used for all the changes: ***Typical semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented).***
- Please enter all course and program additions, modifications, inactivations, and deletions as soon as possible. For course changes to appear for Fall 23 registration, **the curriculum proposal must be approved by UCC no later than the December 2022 meeting.**
- As courses are modified, please remember to modify all needed programs and any other courses that are affected by the course modifications/additions/inactivations being made. Course modifications that do not include other necessary course and program modifications will not move in the workflow until those additional modifications catch up in the workflow.

- Chair Lanci reminded the Committee that modifications/additions/inactivations must be at the executive committee stage of the workflow to be discussed at the executive committee meeting, two weeks before the full committee meeting. Items must be approved in the executive committee meeting to move on the full committee meeting.
- The Committee was reminded that all curriculum proposals must also have any affected program proposals submitted before Executive Committee will review.
- Chair Lanci reminded the committee that the Executive Committee meets two weeks before UCC Meeting. Proposals must be to the Executive Committee queue by that point to make the next UCC meeting.

New Business

- There was no new business.

December 8, 2022 Meeting

Announcements

- Chair Lanci reminded UCC that CIM closes February 6, 2023. This is the last date any proposal can be entered into workflow this year.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked faculty for their work on the 100-200 level course SLOs and topical course outlines. There have been great discussions in departments around these courses and the appropriate course descriptions and SLOs as the work has progressed in CIM.
- Registrar's Office - Nothing to report
- Financial Aid Deputy Director Martin - No comments
- Librarian D'Ambrosio - Please let the Library know as soon as possible when you have new courses/programs to allow the Library time to work on their assessments. The Library only needs the course description and topical course outline as a beginning point so please send that information to Librarian D'Ambrosio, even before you place the information in CIM, if possible, to allow the Library to begin their research.
- Catalog Description Reviewer Varner - Please send your course descriptions to Dr. Varner, even before you enter information into CIM to help facilitate the process.
- Essential Learning - Nothing to report.

Old Business

- Chair Lanci reminded UCC that CIM Clean-up is underway. Please look at your 100/200 and Essential Learning departmental courses and see which courses still need Course SLOs, Course Outlines, Typical Semester Offered, and Course Minutes added into CIM. Any course/program changes in CIM by February 6 will be reviewed and approved for addition to this year's Catalog.

Information Items

- Chair Lanci reminded Committee Members to please include the following in the justification for cleanup changes: Typical semester offered, SLOs, Topical Course Outline, and Course Minutes (info was not transferred when CIM was implemented). The preceding statement can also be used as the justification for the change.
- Chair Lanci reminded UCC that all curriculum proposals must also have any affected program proposals submitted before Executive Committee will review. For course

proposals to be reviewed for this year, all course modifications and impacted program modifications must be in CIM before February 6th, 2023.

- Since Executive Committee meets two weeks, usually, before UCC, Exec Committee needs time to review the proposals before the Executive meeting. Proposals need to be in CIM and to the UCC Executive queue by at least Monday of the week the Executive Committee is meeting.
- Please do not use first person in the proposal justifications and ensure that all departmental faculty, as appropriate, have provided input to the proposed changes.

New Business

- There was no new business.

January 26, 2023 Meeting

Announcements

- Chair Lanci reminded UCC that CIM closes February 6, 2023. This is the last date any proposal can be entered into workflow this year.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Unavailable
- Registrar's Office - Nothing to report
- Financial Aid Deputy Director Martin - No comments
- Librarian D'Ambrosio - Please let the Library know as soon as possible when you have new courses/programs to allow the Library time to work on their assessments. The Library only needs the course description and topical course outline as a beginning point so please send that information to Librarian D'Ambrosio, even before you place the information in CIM, if possible, to allow the Library to begin their research.
- Catalog Description Reviewer Varner - Please send your course descriptions to Dr. Varner, even before you enter information into CIM to help facilitate the process.
- Essential Learning - Nothing to report.

Old Business

- Chair Lanci reminded UCC that CIM Clean-up is underway. Please look at your 100/200 and Essential Learning departmental courses and see which courses still need Course SLOs, Course Outlines, Typical Semester Offered, and Course Minutes added into CIM. Any course/program changes in CIM by February 6 will be reviewed and approved for addition to this year's Catalog.

Information Items

- Chair Lanci reminded Committee Members to please include the following in the justification for cleanup changes: Typical semester offered, SLOs, Topical Course Outline, and Course Minutes (info was not transferred when CIM was implemented). The preceding statement can also be used as the justification for the change.
- Chair Lanci reminded UCC that all curriculum proposals must also have any affected program proposals submitted before Executive Committee will review. For course proposals to be reviewed for this year, all course modifications and impacted program modifications must be in CIM before February 6th, 2023.
- Since Executive Committee meets two weeks, usually, before UCC, Exec Committee needs time to review the proposals before the Executive meeting. Proposals need to be

in CIM and to the UCC Executive que by at least Monday of the week the Executive Committee is meeting.

- Chair Lanci reminded Committee Members to please not use first person in the proposal justifications and ensure that all departmental faculty, as appropriate, have provided input to the proposed changes.
- Chair Lanci reminded Committee Members to please remember to include course change information in program justifications, not just reference that there were changes. This allows for better transparency and makes it easier, in the future, for people to go back and understand the history of the changes made.

New Business

- There was no new business.

February 23, 2023 Meeting

Announcements

- Chair Lanci reminded UCC that CIM is closed.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Not available
- Registrar's Office - Associate Registrar Bodyfelt reminded the Committee that course curriculum proposals approved by the December meeting will be available when Fall 2023 registration opens in the Spring. Any courses approved after that December meeting will be available to students for fall registration but will appear later spring/early summer.
- Financial Aid Deputy Director Martin - No comments
- Librarian D'Ambrosio - The Library has nearly completed all assessments and thanked the committee for their cooperation this year.
- Catalog Description Reviewer Varner - Dr. Varner informed the committee that minor edits are done without contact with the committee department representatives or departments themselves. Please contact Dr. Varner if any of the changes made change the meaning or intent of a description.
- Essential Learning - Nothing to report.

Old Business

- None

Information Items

- Chair Lanci informed the committee that there would be many curriculum proposals on the agenda for the March meeting.

New Business

- There was no new business.

March 16, 2023 Meeting

Announcements

- Chair Lanci reminded the Committee that elections will need to be held next meeting. She is willing to continue to serve as Chair; however Vice-Chair McKinney is stepping down and her position will need to be filled.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked the Committee for their work this year, with a special thanks to the UCC Executive Committee. With the large number of proposals submitted as CIM closed, their workload has been significant. Thanks were given to Aaron Osborne for all his work on Curriculum Committee. He will be missed as he moves on to other ventures.
- Registrar's Office - Academic Scheduling Manager Davis reminded the Committee that course curriculum proposals that were approved by the December meeting will be available when Spring Registration opens. Any courses approved in the January and following meetings will be available to students for fall registration but will not appear on the schedule until later spring/early summer.
- Financial Aid Deputy Director Martin - Director Martin introduced John Stewart as his replacement for next year. Welcome John.
- Librarian D'Ambrosio - The Committee was thanked for their work in providing the Library the information that was needed that allowed the Librarians to efficiently work through proposals this year.
- Catalog Description Reviewer Varner - Nothing to report.
- Essential Learning - Nothing to report.

Old Business

- None

Information Items

- Chair Lanci informed the committee that there are still many curriculum proposals on the agenda for the April meeting.
- Chair Lanci reminded the Committee that work can occur over the summer since faculty are able to view the courses/programs in CIM. Work can occur in a Word Document for easy copy and paste once CIM opens the beginning of August.

New Business

- There was no new business.

April 27, 2023 Meeting

Announcements

- Chair Lanci reminded everyone to begin working on curriculum proposals for fall. Work can be completed in Word and then copy and pasted into CIM. CIM will reopen for fall submissions approximately August 1st. The Curriculum Committee Chairs and Vice-Chairs have been discussing having all curriculum proposals due fall semester. An email will be sent before end of semester with a final decision and additional information. Everyone was encouraged to have proposals for the first meeting in the fall.

Unfinished Business

- Elections were held for UCC Chair for next year. Nominations were opened. Sarah Lanci was nominated for Chair. Denise McKenney moved to elect Sarah Lanci as Chair

with the second by Elaine Venter. Motion carried and was unanimously approved. Nominations were opened for Vice-Chair. Scott Andrews was nominated for Vice-Chair. Tracii Friedman moved to elect Scott Andrews as Vice-Chair with the second by Nick Bardo. Motion carried and was unanimously approved. Congratulations to next year's Chair Sarah Lanci and next year's Vice-Chair Scott Andrews.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked the Committee for their work this year, with a special thanks to the Chair, Vice-Chair, Catalog Description Reviewer and the UCC Executive Committee.
- Registrar's Office - The Registrar's office reminded the Committee that once a proposal completes workflow, the initiator and the respective Department Head will receive an email stating the completion of the workflow process for that proposal.
- Financial Aid Deputy Director Martin - Nothing to report.
- Librarian D'Ambrosio - The Committee was reminded that the Librarians will work on proposals over the summer. With the discussion of moving submission deadlines to the fall, as much prior notice as possible would be appreciated. The Library only needs the course description and topical course outline to begin their work on new courses/programs.
- Catalog Description Reviewer Varner - Nothing to report.
- Essential Learning - Nothing to report.

Old Business

- None

Information Items

- Since all curriculum proposals were approved this meeting, there is no need for a May UCC meeting. This meeting will be the last UCC meeting of the year.
- A fall discussion will occur around providing more definition for the differences between course levels. The current definitions in the Curriculum Manual could use more clarification.
- Chair Lanci asked the Committee to remind their respective Departments to find a replacement if they are going off the Committee this year. Elaine Venter and Tracii Friedman will both be leaving CMU at the end of Spring semester. They will be missed.
- Chair Lanci reported that according to Robert's Rules of Order, a technical change to a manual does not need to be voted upon. The following is notification of a needed correction in the Curriculum Manual for Music Studio engagement minutes. The Manual currently incorrectly states as Music: Studio - One credit hour = 2.5 contact hours **1500 academic engagement minutes 750 student preparation minutes**. The Manual should state the following: Music: Studio - One credit hour = 2.5 contact hours **1875 academic engagement minutes 375 student preparation minutes**.

New Business

- There was no new business.

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 2022-2023 academic year is shown in the following table:

Number of Undergraduate Curriculum Proposals, AY 22-23	
Proposal Type	Number
Course Addition	40
Course Modification	275
Course Reactivation	0
Course Inactivation	32
Program Addition	3
Program Reactivation	0
Program Modification	49
Program Inactivation	2
Total:	401

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

Number of Proposals Reviewed Per UCC Meeting, AY 2022-2023										
	Aug	Sep	Oct	Nov	Dec	Jan	Feb*	Mar	Apr	Total
# of Proposals	0	0	12	17	56	13	92	130	81	401
* Deadline for inclusion of program and course changes in the next AY Calendar										

Proposal Details

The listing of curriculum proposals approved during the 2022-2023 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Undergraduate Curriculum Committee.

Art & Design – Program Modifications

Program	Degree	Committee Action	Motion Second
3272: Art: Studio Art	BFA	Program Modification – Approved (2/23/23)	Venter Milstein

UCC Discussion: 1) Moving ARTH 400 to fourth year spring semester in the suggested course sequencing (and moving 'elective' to fourth year fall semester to keep the credit hours unaffected). 2) In Program Overview, removed duplicated information regarding min GPA and min Grade for 200-, 300-, and 400-level Studio Art courses. 3) In Program Overview, remove art entrance exam requirement. 4) In Program Overview, for Art Foundation courses, and in Foundation Courses section, remove requirement of "B or better" and replace it with requirement of "3.0 cumulative GPA or higher". 5) Cleaned up SLO 2

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Department Justification

1) Moving ARTH 400 to fourth year spring semester in the suggested course sequencing (and moving 'elective' to fourth year fall semester to keep the credit hours unaffected). 2) In Program Overview, removed duplicated information regarding min GPA and min Grade for 200-, 300-, and 400-level Studio Art courses. 3) In Program Overview, remove art entrance exam requirement. 4) In Program Overview, for Art Foundation courses, and in Foundation Courses section, remove requirement of "B or better" and replace it with requirement of "3.0 cumulative GPA or higher". 5) Cleaned up SLO 2

1) This change is being done to ensure the suggested course sequencing aligns with when the course is actually offered. The issue was brought up by the UCC exec committee after the ARTH 400 title change was proposed. 2) We are removing "Maintain a cumulative GPA of 3.00 or higher in all 200-, 300-, and 400-level Studio Art major courses." and "Completion of all 200-, 300-, and 400-level Studio Art major courses with a grade of "C" or better." because they are repetitive. The same requirement was listed in two places on the Program Overview. 3) We are removing "Successful completion of Art entrance exam with a minimum of 80%." because we no longer require an exam. No faculty remembers it ever being required. We do our assessment of students' work through the final portfolio in the required ARTE 294 Sophomore Seminar, but do not through an exam. 4) We changed to "Completion of Art Foundation Courses ARTE 101, ARTE 102, ARTE 118, ARTE 119 and ARTS 151, ARTS 152, with a 3.00 cumulative GPA or higher." Changed from "B or better" to "3.00 or higher" because we are okay with a student getting

Describe discussions about this proposal within the department and outcomes.

a lower grade in one class as long as they do well in most.5) Cleaned up SLO 2 to better align with institutional SLOs. UCC Exec Committee Chair discussed this semester change for ARTH 400 with the Art and Design dept head in Oct 2022, both parties agreed to the change. The other changes were discussed within the Art and Design Department and with the UCC executive committee in Jan 2023, all parties agreed to the cleanup of the program overview verbiage.

3278: Art History	BA	Program Modification – Approved (1/26/23)	Gurka Venter
UCC Discussion: 1) Updating where ARTH 400 is in Suggested Course Sequencing 2) Updating SLOs. 3) Deleting wording in Program Overview Information.			
Change Item Description		Department Justification	
List all proposed changes to the program:		1: Updating where ARTH 400 is in Suggested Course Sequencing 2: Updating SLOs.3. Deleting wording in Program Overview Information.	
Justify each proposed modification to the program:		1: Updating Suggested Course Sequencing to match which semester ARTH 400 is offered.2: Updating SLO courses and assessment because these were not in CIM. Added wording to include Quantitative Literacy since was not included in department SLOs.3. Changed wording to Program Overview to make it clearer and less repetitive.	
Describe discussions about this proposal within the department and outcomes.		Discussed on 9/18/2022 with Art History Professor Jill Holaday and Eric Elliott Art and Design Department Head. These changes don't affect any other faculty in the art department.	

3284: Animation, Film, Photography and Motion Design	BFA	Program Modification – Approved (3/16/23)	Venter Milstein
UCC Discussion: 1) Edit Suggested Course Map - Moved ARTA 225 from Fall Semester to Spring Semester. 2) Remove ARTA 325 from required courses. 3) Removed ARTA 421 from suggested course sequencing. 4) Moved Essential Learning - Humanities to second-year fall semester. 5) Program specific required total credits reduced from 51 to 48. General Electives increased from 17 credits (including 4 credits Upper Division) to 20 credits (including 7 credits of Upper Division).			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Edit Suggested Course Map - Move ARTA 225 Principles of Animation from Fall Semester to Spring Semester. 2. Remove ARTA 325 3D Animation from required courses. 3. Remove ARTA 421 from suggested course sequencing. 4. Moved Essential Learning - Humanities to second-year fall semester. 5. Program specific required total credits reduced from 51 to 48. General Electives increased from 17 credits	

(including 4 credits Upper Division) to 20 credits (including 7 credits of Upper Division).

Justify each proposed modification to the program:

1. ARTA 225 was offered both semesters at one point, but we cannot do that anymore, due to adjunct and professor availability. It is a prerequisite for ARTA 324, which is a Fall only class, so it made more sense to have ARTA 225 in Spring, so that those students can take ARTA 324 in Fall, instead of waiting a whole year to take the next level. 2. ARTA 325 was removed from the list of required coursework because it relies on expensive software that is not guaranteed to be supported by IT, relies on faculty expertise that is not always available in the department, and addresses a topic that is too nuanced and specific for the general nature of this program. The course will remain as an elective option. 3. ARTA 421 was removed from the suggested course sequencing - this has not been a required class and was not listed in the program-specific requirements. It was in the suggested sequencing in error. 4. Moved Essential Learning - Humanities to second-year fall semester to even out the credit hour totals for each semester. 5. Total credits in program-specific requirements and general electives adjusted to reflect the removal of ARTA 325 from program and to ensure program still meets 120 total credits.

Describe discussions about this proposal within the department and outcomes.

1. Fall 2021 I spoke with Rebecca Woods, the adjunct professor for the course, about moving it to Spring, so that ARTA 224 would be right before ARTA 324. She agreed and we ran the course Spring 22 for the first time. It filled up, but due to Rebecca Woods no longer teaching here, and not offering ARTA 324 both semesters, it would create a bottle neck affect for too many students trying to get into ARTA 324. This change does not affect other departments. It does not affect other faculty in the Animation, Film, Photo, and Motion Design BFA. 2. Emailed Department Chair Eric Elliott 10/26/22 about deactivating the course or making it an elective. He approved. 2-4. Met with Department Chair to discuss curriculum changes 11/9/22. Everyone was in agreement. This change does not affect other departments. It does not affect other faculty in the Animation, Film, Photo, and Motion Design BFA.

M204: Animation Minor Program Modification (10/27/22) Gurka | Bardo

UCC Discussion: Make the ARTA 222 Program Specific Requirement an "or" option by adding ARTA 224 as a second choice. This gives students an option for film or photography.

Change Item Description	Department Justification
List all proposed changes to the program:	Add ARTA 224 as an 'or' option with ARTA 222
Justify each proposed modification to the program:	Adding a class as an 'or' option allows non-majors to easily get through the minor, because as discussed with the photo professor, his ARTA 222 fills up immediately with majors which will make it very difficult for a Minor student to get into the class. The reason for adding ARTA 224 Principles of Film as an 'or' option is that students will learn camera techniques in 224 or 222, so either one will give them an overview of using a camera.
Describe discussions about this proposal within the department and outcomes.	Adding the 'or' option was discussed with the Art and Design department head and faculty in August 2022, all parties agreed to the change. This change didn't affect the Theatre dept.

Art & Design – Course Modifications

Title	Credits	Committee Action	Motion/Second
ARTA 223: Image and Motion	3	Course Modification – Approved (2/23/23)	Venter Hosterman
UCC Discussion: Older courses in CIM do not have SLO's, typical semester offered or Topical Course Outlines and need to be updated. This information did not transfer when CIM was implemented. Instructional activity and contact hours changed to better reflect the way the course is taught.			

Change Items Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

Title	Credits	Committee Action	Motion/Second
ARTA 224: Principles of Film	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: The pre-requisites ARTE 102 and ARTE 103 foundation courses do not affect the success or performance of students in the ARTA 224 Principles of Film class. They only prevent students from taking major-specific classes, which affects retention and engagement. Getting students into the Major specific classes sooner helps keep them feeling engaged with their programs and prevents a lot of unnecessary work as an advisor to have to create multiple overrides every year. It will also increase retention because often students don't feel engaged or feel like they are learning what they came here for when they have to spend an entire year taking classes that aren't directly related to their major.			

Change Item Description	Old	New
Prerequisites:	ARTE 101 and ARTE 102	

Title	Credits	Committee Action	Motion/Second
ARTA 225: Principles of Animation	3	Course Modification – Approved (11/17/22)	Gurka Bardo
UCC Discussions: 1) Adding the pre-requisite ARTA 123 to make sure students have the basic knowledge and experience with Design, Animation, and Filmmaking (Editing, Composition, Cinematography). 2) Typical semester offered was clarified as "spring".			

Change Item Description	Old	New

Please indicate the semester(s) in which the course will typically be offered:
 Prerequisites:

Fall

Spring

ARTA 123

ARTA 323: Character Design and Story Concepts	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: 1) Students do not need ARTA 224 to succeed in ARTA 323 since 224 is a filmmaking course, and 323 is a Character Design course. They're both offered in Spring, and students can take ARTA 224 at the same time as ARTA 323. This will also allow students in the Animation Minor to not be affected since ARTA 223 and ARTA 224 are not required in the Minor. 2) Minor course description update to remove course projects information.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		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.	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.
Prerequisites:		ARTA 223, ARTA 224, and ARTA 225	ARTA 225
ARTA 327: Sound Design and Post-Production	3	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: Removing the pre-requisite courses ARTA 322 because it is a photo class that does not affect this course. Removing ARTA 325 from the pre-req list because the course is frequently not offered. Additionally, the skills taught in 322 and 325 are not necessary for this class.			
Change Item Description		Old	New
Prerequisites:		ARTA 322, ARTA 324, ARTA 325, and ARTA 326	ARTA 324 and ARTA 326
ARTA 421: Advanced Filmmaking I	3	Course Modification – Approved (2/23/23)	Venter Hosterman
UCC Discussion: Instructional activity was changed to reflect the contact hours for the course. Topical Course Outline and SLOs were added as this is the first update in CIM. The outline and SLO information did not transfer when CIM was implemented. Name was changed per recommendation from the registrar to add the numeral to the name to clarify this as the first advanced film class since a new advanced film II class is being proposed. Typical semester offered was fixed to reflect when the department is actually offering the course.			
Change Items Description		Old	New
Course name:		Advanced Filmmaking	Advanced Filmmaking I

Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course abbreviated schedule name:	Advanced Filmmaking	Advanced Filmmaking I
Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Spring

ARTA 426: Advanced Motion Studio	3	Course Modification – Approved (3/16/23)	Venter Hosterman
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UCC Discussions: 1) Older courses in CIM do not have SLOs, typical semester offered or Topical Course Outlines and need to be updated. This information did not transfer when CIM was implemented. 2) Instructional method was changed to better reflect how this course is taught. 3) Academic engagement and student preparation minutes were added. 4) Added justification for repeatability.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	Upper division standing and permission of instructor	Upper division standing

ARTA 427: Portfolio and Demo Reel	3	Course Modification – Approved (2/23/23)	Venter Hosterman
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UCC Discussion: Older courses in CIM do not have SLOs, typical semester offered or Topical Course Outlines and need to be updated. This information did not transfer when CIM was implemented. Instructional Activity was changed to better reflect the way the course is taught.

Change Items Description	Old	New
Type of Instructional Activity:	Lecture	Mixed Instructional Method
Lab:	4	

ARTH 400: Art Theory	3	Course Modification – Approved (11/17/22)	Gurka Bardo
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UCC Discussions: Changing the name of this course because students are scared away from the word "research" in the title. Reduced the title to just Art Theory, because "Theory" encompasses all the concepts talked about in the description of the course. The actual content of the course is not changing. Added term typically offered, contact hour information, Topical Course Outline, and course Student Learning Outcomes as required.

Change Item Description	Old	New
Course name:	Criticism and Research: Theory and Method	Art Theory
Course abbreviated schedule name:	Criticism and Research	Art Theory
Prerequisites:	ARTE 118 and ARTE 119, ARTH 315 or ARTH 316 or permission of instructor	ARTE 118; ARTE 119; and ARTH 315 or ARTH 316

FINE 101: The Living Arts-GTAH1	3	Course Modification – Approved (2/23/23)	Venter Friedman
UCC Discussion: 1) Academic engagement and student prep minutes, typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 2) Essential learning outcomes were populated (did not transfer to CIM).			

Art & Design – Course Additions

Title	Credits	Committee Action	Motion/Second
ARTA 423: Advanced Filmmaking II	3	Course Addition – Approved (3/16/23)	Hosterman Venter
UCC Discussions: The AFPMD BFA now has 116 students in the program. Adding another elective, ARTA 423, satisfies the increasing demand from students for more rigorous film-specific courses. ARTA 423 is a continuation of ARTA 421 and allows students to take two upper-division film courses, acquiring more advanced knowledge, concepts, and skills relevant to industry standard practices.			

Change Item Description	Department Justification
New Proposal: No differences to report	The AFPMD BFA now has 116 students in the program. Adding another elective, ARTA 423, satisfies the increasing demand from students for more rigorous film-specific courses. ARTA 423 is a continuation of ARTA 421 and allows students to take two upper-division film courses, acquiring more advanced knowledge, concepts, and skills relevant to industry standard practices.

Biological Sciences – Program Modifications

Program	Degree	Committee Action	Motion Second
3409: Biological Sciences: Ecology, Evolution and Organismal Biolo	BS	Program Modification – Approved (12/8/22)	Gurka Milstein
UCC Discussion: 1) Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2) Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences. 3) Clarify Mathematics choices necessitated by major changes in the Math course sequencing. 4) Adding PHYS 112/112L General Physics to the Required Related Study Area and adjusted the total credit hours. 5) Adjusted credit hours in the General Electives to reflect both the specified CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences and the addition of PHYS 112/112L General Physics to the Required Related Study Area. 6) Adjust the Suggested Course Plan to reflect the changes listed above.			

Change Item Description	Department Justification

List all proposed changes to the program:

1. Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics.
2. Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences.
3. Clarify Mathematics choices necessitated by major changes in the Math course sequencing adopted by the Mathematics Department in Spring 2022. MATH 113 College Algebra is taken by most majors in this program, and the course has been re-designed as a terminal math course. However, if the student desires a higher-level Math course, MATH 113 is no longer a prerequisite. Instead, the ALEKS (Assessment and Learning in Knowledge Spaces) Math Placement Test will be needed to determine the correct MATH course. An expanded footnote in the Essential Learning Mathematics requirement will direct students to the ALEKS placement test if a higher-level Math is needed.
4. Adding PHYS 112/112L General Physics to the Required Related Study Area and adjusted the total credit hours.
5. Adjusted credit hours in the General Electives to reflect both the specified CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences and the addition of PHYS 112/112L General Physics to the Required Related Study Area.
6. Adjust the Suggested Course Plan to reflect the changes listed above.

Justify each proposed modification to the program:

1. In a growing department such as ours, the addition of a Conservation Biology course will complement existing courses in Fish Management and Wildlife Management, and strengthen the Ecology area.
2. Science majors, especially in Biology, require a large number of Essential Learning science courses as part of their program. The need to take still more EL science courses, in addition to the required EL science courses, reduces elective course choices and creates challenges for students in complete the required 40 hours of upper-level courses for the BS degree with so many lower-level courses to be completed. An addition to the Faculty Senate Curriculum Policies and Procedures Manual adopted May 5, 2022 allows programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes to 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.
3. Students that plan to take a higher-level math course may take MATH 113 unnecessarily if they are not aware of changes made to

MATH sequencing. In the past, MATH 119 Precalculus had MATH 113 as a prerequisite. That prerequisite has been removed. Instead, the ALEKS placement test will determine if the appropriate higher-level math will be MATH 119A Algebra for Calculus or MATH 119 Precalculus or MATH 151 Calculus I. 4. PHYS 112/112L General Physics has been recommended for all majors in this concentration, and is already part of the Suggested Course Plan. But the reality is that very few students in this concentration have been completing it. The Biology faculty strongly feel that the second semester physics course is needed by all Biology majors, and therefore students shouldn't have the option of not taking PHYS 112/PHYS 112L.5. Total credit hours in General Electives increased reflecting the specified Essential Learning Natural Sciences and adding PHYS 112/PHYS 112L to the Program Specific courses.6. The Suggested Course Plan needs to remove the reference to the Essential Learning Natural Sciences and include the additional elective credit hours.

Describe discussions about this proposal within the department and outcomes.

1. BIOL 420 was initially proposed in Fall 2021, and was approved by the Biology faculty at a Department meeting. In the Fall 2021 proposal, a laboratory component was also proposed and approved. A proposal to drop the laboratory component and offer only the lecture course was discussed in Spring 2022 and approved by the Biology faculty at a department meeting. The course addition of BIOL 420 Conservation Biology is currently in workflow.2. The Biology department met on August 25, 2022 and approved specifying CHEM 131 and 131L, and CHEM 132 and 132L in the Essential Learning Natural Sciences.3. Changes to the Math program were discussed in a Biology department meeting May 12, 2022. Adding clarifying language in a footnote was approved by the faculty at a Biology department meeting August 25, 2022.4. Discussed adding PHYS 112/112L General Physics at a department meeting on October 20, 2022. All the faculty agreed that all Biology majors in any concentration should have two semesters of physics coursework. 5. The Biology faculty approved adjusting the Electives at the department meeting on October 20, 2022.6. The Biology faculty also approved the adjustment to the Suggested Course Plan at the October 20, 2022 department meeting.

3410: Biological Sciences: Biology **BS** **Program Modification – Approved (12/8/22)** **Gurka | Milstein**

UCC Discussion: 1) Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2) Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences. 3) Clarify Mathematics choices necessitated by major changes in the Math course sequencing. 4) Adjusted the General Electives credit hours to reflect the addition of 7 credit hours to the total. 5) Adjust the Suggested Course Plan to reflect the Essential Learning Natural Sciences change to CHEM 131/CHEM 131L and CHEM 132/CHEM 132L allowing more elective choices in the course plan.

Change Item Description

List all proposed changes to the program:

Department Justification

1. Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2. Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences. 3. Clarify Mathematics choices necessitated by major changes in the Math course sequencing adopted by the Mathematics Department in Spring 2022. MATH 113 College Algebra is taken by most majors in this program, and the course has been re-designed as a terminal math course. However, if the student desires a higher-level Math course, MATH 113 is no longer a prerequisite. Instead, the ALEKS (Assessment and Learning in Knowledge Spaces) Math Placement Test will be needed to determine the correct MATH course. An expanded footnote in the Essential Learning Mathematics requirement will direct students to the ALEKS placement test if a higher-level Math is needed. 4. Adjusted the General Electives credit hours to reflect the addition of 7 credit hours to the total. 5. Adjust the Suggested Course Plan to reflect the Essential Learning Natural Sciences change to CHEM 131/CHEM 131L and CHEM 132/CHEM 132L allowing more elective choices in the course plan.

Justify each proposed modification to the program:

1. In a growing department such as ours, the addition of a Conservation Biology course will complement existing courses in Fish Management and Wildlife Management, and strengthen the Ecology area. 2. Science majors, especially in Biology, require a large number of Essential Learning science courses as part of their program. The need to take still more EL science courses, in addition to the required EL science courses, reduces elective course choices and creates challenges for students in complete the required 40 hours of upper-level courses for the BS degree with so many lower-level courses to be completed. An addition to the Faculty Senate Curriculum Policies and Procedures Manual adopted May 5, 2022 allows programs requiring more than 10 credit

hours of Essential Learning Natural Sciences classes to 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.³ Students that plan to take a higher level math course may take MATH 113 unnecessarily if they are not aware of changes made to MATH sequencing. In the past, MATH 119 Precalculus had MATH 113 as a prerequisite. That prerequisite has been removed. Instead, the ALEKS placement test will determine if the appropriate higher-level math will be MATH 119A Algebra for Calculus or MATH 119 Precalculus or MATH 151 Calculus I. ⁴ General Elective credits need to include the addition of 7 credit hours now that the 7 credit hours of Essential Learning Natural Sciences is specified, instead of requiring two additional courses.⁵ The Suggested Course Plan needs to include extra elective choices.

Describe discussions about this proposal within the department and outcomes.

1. BIOL 420 was initially proposed in Fall 2021, and was approved by the Biology faculty at a Department meeting. In the Fall 2021 proposal, a laboratory component was also proposed and approved. A proposal to drop the laboratory component and offer only the lecture course was discussed in Spring 2022 and approved by the Biology faculty at a department meeting. The course addition of BIOL 420 Conservation Biology is currently in workflow.² The Biology department met on August 25, 2022 and approved specifying CHEM 131 and 131L, and CHEM 132 and 132L in the Essential Learning Natural Sciences.³ Changes to the Math program were discussed in a Biology department meeting May 12, 2022. Adding clarifying language in a footnote was approved by the faculty at a Biology department meeting August 25, 2022.⁴ Adjustments to General Electives was approved by the faculty at a department meeting on October 20, 2022.⁵ Adjustments to the Suggested Course Plan was also approved at the October 20, 2022 department meeting.

3412: Biological Sciences: Secondary Education

BS

Program Modification – Approved (2/23/23)

Friedman | Venter

UCC Discussion: 1) Change Chemistry courses in Foundation Courses from CHEM 121 and CHEM 121L Principles of Chemistry, and CHEM 122 and 122L Principles of Organic Chemistry to CHEM 131 and CHEM 131L General Chemistry I, and CHEM 132 and CHEM 132L General Chemistry II. The total credit hours will remain the same. 2) Adjust the Suggested Course Plan to reflect the change in chemistry requirements .3) Added SLO mapping.

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

Department Justification

1. Change Chemistry courses in Foundation Courses from CHEM 121 and CHEM 121L Principles of Chemistry, and CHEM 122 and 122L Principles of Organic Chemistry to CHEM 131 and CHEM 131L General Chemistry I, and CHEM 132 and CHEM 132L General Chemistry II. The total credit hours will remain the same.2. Adjust the Suggested Course Plan to reflect the change in chemistry requirements.3. Added SLO mapping.

1. CHEM 122 and 122L hasn't been taught for a number of years. There hasn't been a suitable replacement, leading to substitutions for other chemistry courses. The most common substitutions have been CHEM 123 Environmental Chemistry or CHEM 131 and CHEM 131L General Chemistry I. However, two changes in Chemistry occurred last year that impacted the teacher licensure chemistry choices. First, CHEM 123 was modified to require CHEM 131 as a prerequisite, eliminating the opportunity to substitute CHEM 123 after completing CHEM 121 and CHEM 121L. The second chemistry change was a modification of CHEM 121 and CHEM 121L to be non-science major courses, which would not be suitable for science licensure. The switch to requiring CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L will have two benefits. First, the two full semesters of general chemistry will give students a solid chemistry base for teaching chemistry. Second, CHEM 131/CHEM 131L and CHEM 132/CHEM 132L are the required chemistry courses in all other concentration within Biology. If a student changes concentrations within Biology, they wouldn't require any additional chemistry.2. The Suggested Course Plan would need to replace CHEM 121/CHEM 121L and CHEM 122/CHEM 122L with CHEM 131/CHEM 131L and CHEM 132/CHEM 132L.3. Added courses in which assessment is taking place and types of assessment per discussion between Biology and Teacher Education.

1. In a meeting on January 20, 2022 with Blake Bickham in Teacher Ed, several options were discussed. Requiring CHEM 131 and 131L, and CHEM 132 and 132L seemed the best option. Blake Bickham advises all the science teacher licensure students. The program modification was also discussed in a Biology Department meeting on March 17, 2022, and the faculty agreed to the chemistry change.2. The biology faculty also agreed to the chemistry replacement in the Suggested Course Plan on March 12, 2022.

3414: Biological Sciences: Cellular, Molecular and Developmental B **BS** **Program Modification – Approved (12/8/22)** **Gurka | Milstein**

UCC Discussion: 1) Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2) Specify CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences, and change footnote 3 in that section to indicate the number of credit hours for the two courses and that 7 credits apply to the Essential Learning requirement and 3 credits apply to electives. 3) Clarify Mathematics choices necessitated by major changes in the Math course sequencing. 4) Remove footnote from CHEM 311/CHEM 311L and CHEM 312/CHEM 312L , and in the General Electives referring to the CHEM 131/CHEM131L and CHEM 132/CHEM132L as prerequisites for program requirements.

Change Item Description

List all proposed changes to the program:

Department Justification

1. Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2. Specify CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences, and change footnote 3 in that section to indicate the number of credit hours for the two courses and that 7 credits apply to the Essential Learning requirement and 3 credits apply to electives. 3. Clarify Mathematics choices necessitated by major changes in the Math course sequencing adopted by the Mathematics Department in Spring 2022. MATH 151 Calculus I is required in this concentration, but the student may need an additional Math course to prepare for MATH 151. THE ALEKS (Assessment and LEarning in Knowledge Spaces) Math Placement test will determine if the student is ready to register for MATH 151 or if additional preparatory math courses are needed. MATH 113 has been redesigned as a terminal math and is no longer a prerequisite for any higher level math courses. A footnote in the Essential Learning Mathematics requirement will direct students to the ALEKS placement test. 4. Remove footnote from CHEM 311/CHEM 311L and CHEM 312/CHEM 312L , and in the General Electives referring to the CHEM 131/CHEM131L and CHEM 132/CHEM132L as prerequisites for program requirements.

Justify each proposed modification to the program:

1. In a growing department such as ours, the addition of a Conservation Biology course will complement existing courses in Fish Management and Wildlife Management and strengthen the Ecology area. 2. Science majors, especially in Biology, require a large number of Essential Learning Natural Sciences courses as part of their program. The need to take

still more EL natural science courses, in addition to the required EL natural science courses, reduces elective course choices and creates challenges for students in complete the required 40 hours of upper-level courses for the BS degree with so many lower-level courses to be completed. The Faculty Senate Curriculum Policies and Procedures Manual adopted May 5, 2022 allows programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes to 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. This concentration meets the criteria.³ Students that feel they are not prepared to take MATH 151 may take MATH 113 unnecessarily if they are not aware of changes made to MATH sequencing. In the past, MATH 119 Precalculus had MATH 113 as a prerequisite. That prerequisite has been removed. Instead, the ALEKS placement test will determine the appropriate math course, if needed, prior to registering for MATH 151. ⁴ The footnote to CHEM 311/CHEM 311L and CHEM 312/CHEM 312L, and in the General Electives regarding prerequisites is no longer needed if CHEM 131/CHEM131L and CHEM 132/CHEM132L are specified in the Essential Learning Natural Sciences.

Describe discussions about this proposal within the department and outcomes.

1. BIOL 420 was initially proposed in Fall 2021 and was approved by the Biology faculty at a Department meeting. In the Fall 2021 proposal, a laboratory component was also proposed and approved. A proposal to drop the laboratory component and offer only the lecture course was discussed in Spring 2022 and approved by the Biology faculty at a Spring 2022 department meeting. 2. The Biology department met on August 25, 2022 and approved specifying CHEM 131/CHEM131L, and CHEM 132/CHEM132L in the Essential Learning Natural Sciences.³ Changes to the Math program were discussed in a Biology department meeting May 12, 2022. Adding clarifying language in a footnote was approved by the faculty at a Biology department meeting August 25, 2022.⁴ All program changes related to specifying CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in Essential Learning Natural Sciences, including removing the unneeded footnotes, were approved by the faculty at the August 25, 2022 department meeting.

Biological Sciences – Course Modifications

Title	Credits	Committee Action	Motion/Second
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BIOL 101: General Human Biology-GTSC1	3	Course Modification – Approved (12/8/22)	Hosterman Gurka
<p>UCC Discussion: 1) Course description was updated to remove pedagogical elements .2) Academic engagement minutes and student preparation minutes were filled in. 3) Terms typically offered, Essential Learning SLOs, SLOs and Topical Course Outline were added. 2 and 3 were existing course information that was omitted in the transition to CIM.</p>			

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Scientific method, ecology, pollution, drugs, reproduction, cancer, heart disease, nutrition, and selected body structure and function relationships. Labs will include required field trips. Can be taken for graduation or essential learning credit by biology majors who have completed no more than 10 hours in BIOL.	Scientific method, ecology, pollution, drugs, reproduction, cancer, heart disease, nutrition, and selected body structure and function relationships.

BIOL 101L: General Human Biology Laboratory-GTSC1	1	Course Modification – Approved (12/8/22)	Hosterman Gurka
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UCC Discussion: 1) Cleanup - adding Essential Learning SLOs, SLOs, terms typically offered, academic engagement minutes, student preparation minutes, and topical course outlines to CIM for Essential Learning courses. 2) Course description was updated to mirror BIOL 101 to align with Curriculum Manual.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 101.	Scientific method, ecology, pollution, drugs, reproduction, cancer, heart disease, nutrition, and selected body structure and function relationships.

BIOL 105: Attributes of Living Systems-GTSC1	3	Course Modification – Approved (3/16/23)	Milstein Venter
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UCC Discussions: Academic engagement and student prep minutes, typical semester offered, SLOs, Topical Course Outline, and Essential Learning SLOs were added (info was not transferred when CIM was implemented).

BIOL 105L: Attributes of Living Systems Laboratory-GTSC1	1	Course Modification – Approved (3/16/23)	Milstein Venter
UCC Discussions: 1) Academic engagement and student prep minutes, typical semester offered, SLOs, Topical Course Outline, and Essential Learning SLOs were added (info was not transferred when CIM was implemented). 2) Course description changed to match the description for lecture (per the curriculum policies manual).			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 105.	Cell structure and function, cell energetics, biochemistry, and genetics. High school chemistry recommended.	
BIOL 108: Diversity of Organisms-GTSC1	3	Course Modification – Approved (12/8/22)	Hosterman Gurka
UCC Discussion: 1) Cleanup - adding Essential Learning SLOs, SLOs, and topical course outlines to CIM for Essential Learning courses since these did not migrate when CIM was implemented. 2) Academic engagement minutes, student prep minutes, and typical semester offered added (info did not migrate to CIM).			
BIOL 108L: Diversity of Organisms Laboratory-GTSC1	1	Course Modification – Approved (12/8/22)	Hosterman Gurka
UCC Discussion: 1) Cleanup - adding Essential Learning SLOs, SLOs, academic engagement and student prep minutes, terms typically offered, and topical course outlines to CIM for Essential Learning courses. These were not included when curriculum migrated to CIM. 2) Course description was updated to mirror BIOL 101 to align with Curriculum Manual.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 108.	Broadly integrated survey of biological diversity with an emphasis on evolutionary relationships, ecology, and functional anatomical features of major groups.	
BIOL 301: Principles of Genetics	3	Course Modification – Approved (12/8/22)	Hosterman Gurka
UCC Discussion: 1) Course description updated to improve clarity and to remove lecture and lab reference. 2) Course engagement minutes, student preparation minutes, typical terms offered, SLOs and a topical course outline missing from transition to CIM have been added. 3) Students in the Cellular, Molecular, and Developmental Biology concentration are required to take MATH 151. Therefore, a prerequisite of MATH 113 would require the CMDB majors to seek an override to			

register. Changing the prerequisite to MATH 113 or higher will allow students with any higher-level MATH to register.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Principles of genetics at the organismal, cellular, and molecular level dealing with the genetics of prokaryotic and eukaryotic organisms and viruses. Three lectures and one three-hour laboratory per week.	Principles of genetics at the organismal, cellular, and molecular levels. Includes the unique genetic processes of prokaryotic organisms, eukaryotic organisms, and viruses.
Prerequisites:	BIOL 105/BIOL 105L and MATH 113	BIOL 105/BIOL 105L and MATH 113 or higher

BIOL 301L: Principles of Genetics Laboratory **1** **Course Modification – Approved (12/8/22)** **Hosterman | Gurka**

UCC Discussion: 1) Corrections to prerequisite and corequisite. BIOL 302 can't be a recommended prerequisite because BIOL 302 has a prerequisite of BIOL 301/301L. The recommendation has been removed. 2) Corequisite lists BIOL 301L, but should read BIOL 301, which is the lecture component of this lab. 3) Added engagement and student preparation minutes, typical terms offered, topical course outline and SLOs since these did not migrate to CIM. 4) Modified the catalog description as suggested by Johanna Varner October 24, 2022.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 301.	Principles of genetics at the organismal, cellular, and molecular levels. Includes the unique genetic processes of prokaryotic organisms, eukaryotic organisms, and viruses.
Prerequisites:	BIOL 105/BIOL 105L and MATH 113; BIOL 302 recommended	BIOL 105/BIOL 105L and MATH 113 or higher
Corequisites:	BIOL 301L	BIOL 301

BIOL 411: Mammalogy **3** **Course Modification – Approved (11/17/22)** **Bardo | Gurka**

UCC Discussions: Updated the prerequisites: adding BIOL208/208L (Ecology Evolution), so that students will already know fundamentals of natural selection. Adding BIOL106/106L or BIOL108/108L so that students from any of the 3 Biology tracks will have a basic familiarity with how mammals fit into the tree of life. Added typical semester offered, academic engagement and student prep minutes, SLO's, and topical course outline from syllabus, since this information did not migrate into CIM. Also modified course description to remove course type (cleanup).

Change Item Description	Old	New
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Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Classification, life histories, and ecology of mammals. Overnight and/or weekend field trips may be required. Two lectures and one two-hour laboratory or three-hour field trip per week.	Evolution, classification, life histories, and ecology of mammals.
Prerequisites:	Upper division standing or permission of instructor	BIOL 106/BIOL 106L or BIOL 108/BIOL 108L; and BIOL 208/BIOL 208L

BIOL 411L: Mammalogy 1 Laboratory **Course Modification – Approved (11/17/22)** **Bardo | Gurka**

UCC Discussions: Updated the prerequisites: adding BIOL208/208L (Ecology Evolution), so that students will already know fundamentals of natural selection. Adding BIOL106/106L or BIOL108/108L so that students from any of the 3 Biology tracks will have a basic familiarity with how mammals fit into the tree of life. Added typical semester offered, academic engagement and student prep minutes, SLO's, and topical course outline from syllabus, since this information did not migrate into CIM.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): Prerequisites:	Lab component required for BIOL 411. Upper division standing or permission of instructor	Evolution, classification, life histories, and ecology of mammals. BIOL 106/BIOL 106L or BIOL 108/BIOL 108L; and BIOL 208/BIOL 208L

Biological Sciences – Course Additions

Title	Credits	Committee Action	Motion/Second
BIOL 420: Conservation Biology	3	Course Addition – Approved (12/8/22)	Hosterman Gurka
UCC Discussion: Conservation Biology focuses on the preservation of biodiversity at all levels from genetics to ecosystems. This course will cover a variety of topics that differentiate it from other similar courses such as Fish Management and Wildlife Management. These courses are specifically focused on the management of game species. In contrast, Conservation Biology will focus more on the conservation of all species. Many of the students in the biology department are interested in pursuing a career in some aspect of biological conservation. Conservation Biology has been offered as a topics course with an enrollment of 20 students. There is a clear student interest in taking this course as it is likely to be beneficial for them to pursue graduate degrees in conservation or to enter conservation-related careers.			

Change Item Description	Justification for this proposal
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New Proposal: No differences to report

Conservation Biology focuses on the preservation of biodiversity at all levels from genetics to ecosystems. This course will cover a variety of topics that differentiate it from other similar courses such as Fish Management and Wildlife Management. These courses are specifically focused on the management of game species. In contrast, Conservation Biology will focus more on the conservation of all species. In short, Conservation Biology will cover topics that affect biodiversity at a global level including climate change, economics, human interactions, and strategies for nature preserves and restoration ecology. I have discussed the topics of this course with the professors that teach Wildlife Management and Fish Management. There will be little, if any, overlap in the courses. Many of the students in the biology department are interested in pursuing a career in some aspect of biological conservation. Conservation Biology has been offered as a topics course with an enrollment of 20 students. There is a clear student interest in taking this course as it is likely to be beneficial for them to pursue graduate degrees in conservation or to enter conservation-related careers.

Business – Program Modifications			
Program	Degree	Committee Action	Motion Second
3125: Business Administration: Finance	BBA	Program Modification – Approved (1/26/23)	Venter Gurka
UCC Discussion: 1) FINA 425 Portfolio Management and FINA 426 Advanced Portfolio Management to replace FINA 420 Security Analysis and Portfolio Management. 2) Increase Program-Specific Requirements from 45 to 46 credits. 3) Decrease General Electives from 17 to 16 credits.			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. FINA 425 Portfolio Management and FINA 426 Advanced Portfolio Management to replace FINA 420 Security Analysis and Portfolio Management. FINA 425/426 are equivalent to FINA 420 - students who have previously taken FINA 420 will not need to take 425/426.2. Increase Program-Specific Requirements from 45 to 46 credits and decrease General Electives from 17 to 16 credits.	
Justify each proposed modification to the program:		1. Integrate FINA 425 and FINA 426 into the Student Investment Advisory Committee. Students registered in FINA 425/426 will design an investment portfolio report and present it to the stakeholders (CMU Board of Trustees). This provides students in the classes with a	

Describe discussions about this proposal within the department and outcomes.

learning opportunity about the capital market and security selection and portfolio management professional skills.2. FINA 425/426 are a total of 4 credits and FINA 420 was 3 credits, so program-specific requirements and general electives need to be adjusted to accommodate that change.

The new courses were proposed and approved by the Business faculty department at the biweekly meeting on 11/16/2022.

Business – Course Modifications			
Title	Credits	Committee Action	Motion/Second
ACCT 201: Principles of Financial Accounting	3	Course Modification – Approved (11/17/22)	Bardo Gurka
UCC Discussions: 1) Inputting course description, semester offered, topical outline and SLOs into CIM. 2) Updated course description in accordance with university guidance. 3) There is no change to the topical outline. 4) There is no change to the SLOs.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	A basic course that introduces the concepts of bookkeeping, generally accepted accounting principles, and financial statements.	Introduction to bookkeeping, generally accepted accounting principles, and financial statements.	
ACCT 360: Professional Preparation I	1	Course Modification – Approved (2/23/23)	Gurka Venter
UCC Discussion: Update description and added SLOs based on assessment results of accounting majors needing more work on communication skills. Added typical semester offered, academic engagement and student preparation minutes, and topical course outline (info was not transferred to CIM).			
Change Items Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Professional preparation of resumes and job interviewing skills through mock interviews performed by community professionals using the media studio to videotape and critique the interviewee and review of the resume as it applies to the accounting industry.	Communication skills and other soft skills needed to be successful as an accounting professional, including higher order thinking, written and oral communication, effective and responsible use of social and other electronic media, and ethical considerations of	

the communication process.

ACCT 441: Individual Income Tax	4	Course Modification – Approved (11/17/22)	Bardo Gurka
UCC Discussions: 1) Inputting course description, semester offered, topical outline, and SLOs into CIM. 2) Updated course description to reflect current university guidance. 3) There is no change in the topical outline. 4) New SLO (#5) added reflecting the importance of tax return preparation skills.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Federal Income Tax Law in-depth as it relates to individual taxpayers. Introduction to various tax reference resources.	In-depth treatment of federal income tax law as it relates to individual taxpayers. Introduction to basic tax research.	
Student learning outcomes:		Prepare individual tax returns.	
ACCT 442: Advanced Tax and Tax Research	5	Course Modification – Approved (11/17/22)	Bardo Gurka
UCC Discussions: 1) Input the course description, topical outline, semester offered, and course SLOs into the CIM system. 2) Updated course description to reflect current university guidance and evolution of the course content consistent with changes in the CPA exam. 3) Topical outline entered consistent with changes to the course description and SLOs. 4) Updated course SLOs consistent with CMU guidelines and changes in the CPA exam.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Federal Income Tax Law for corporations, partnerships, estates, trusts, and gifts. In-depth experience with tax research resources, research methods and related projects. Required participation in the Tax Assistance Program to acquire practical experience in communication with taxpayers and preparation of tax returns.	Federal income tax law for C corporations, S corporations, and partnerships. Introduction to federal gift transfer tax. Required participation in the Volunteer Income Tax Assistance Program to acquire practical experience in communication with taxpayers and preparation of tax returns.	
HMG T 101: Travel Industry I	3	Course Modification – Approved (12/8/22)	Venter Milstein

UCC Discussion: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline and SLOs were added since this information did not populate when migrated into CIM.

HRMA 371: Human Resource Management	3	Course Modification – Approved (11/17/22)	Gurka Bardo
UCC Discussions: Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description Prerequisites:		Old MANG 201, junior or senior standing, or permission of instructor	New MANG 201, junior or senior standing
HRMA 372: Employee Recruitment and Selection	3	Course Modification – Approved (11/17/22)	Gurka Bardo
UCC Discussions: SLOs and course description were edited to improve wording.			
Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Old Knowledge and skills necessary to effectively analyze and forecast organizational staffing requirements, assess, recruit and select candidates, and effectively retain employees in today's complex organizations. Legal aspects of staffing process emphasized.	New Effective analysis and forecasting of organizational staffing requirements. Assessment, recruitment, and selection of candidates, as well as effective retention of employees in today's complex organizations. Legal aspects of staffing process emphasized.
HRMA 478: Advanced Human Resource Management	3	Course Modification – Approved (11/17/22)	Gurka Bardo
UCC Discussions: SLOs and topical course outline were edited to improve wording and expand on content included.			
MANG 201: Principles of Management	3	Course Modification – Approved (2/23/23)	Gurka Venter
UCC Discussion: Academic engagement and student prep minutes, terms typically offered, topical course outline and SLOs were added since this information did not populate when migrated into CIM.			

Business – Course Additions

Title	Credits	Committee Action	Motion/Second
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FINA 425: Portfolio Management	2	Course Addition – Approved (1/26/23)	Gurka Venter
UCC Discussion: FINA 425 and FINA 426 are meant to be replacement courses for FINA 420. FINA 420 will be inactivated later. The two courses will overlap FINA 420 content and include additional content that would not otherwise be covered in a single course.			
Change Item Description		Justification for this Proposal	
New Proposal: No differences to report		FINA 425 and FINA 426 will replace FINA 420 which will become inactive. The FINA 420 course SLOs have been modified to support FINA 425 and FINA 426 with minimal overlap. FINA 420, FINA 425, and FINA 426 have overlapped course content and some SLOs. FINA 425 and FINA 426 students will be required to design an investment portfolio and present it to stakeholders. Requires students enrolled in FINA 425 and 426 to be active members of the Student Investment Advisory Committee to take the lead in the club voting and selecting securities for the CMU Investment Fund portfolio. The club is given autonomy to manage the CMU fund worth 100,000 dollars. This gives the students real-life investment learning opportunities about the functioning of the capital market and the security selection process in finance.	
FINA 426: Advanced Portfolio Management	2	Course Addition – Approved (1/26/23)	Gurka Venter
UCC Discussion: FINA 425 and FINA 426 are meant to be replacement courses for FINA 420. FINA 420 will be inactivated later. The two courses will overlap FINA 420 content and include additional content that would not otherwise be covered in a single course.			
Change Item Description		Justification for this Proposal	
New Proposal: No differences to report		FINA 425 and FINA 426 will replace FINA 420 which will become inactive. The FINA 420 course SLOs have been modified to support FINA 425 and FINA 426 with minimal overlap. FINA 420, FINA 425, and FINA 426 have overlapped course content and some SLOs. FINA 425 and FINA 426 students will be required to design an investment portfolio and present it to stakeholders. Requires students enrolled in FINA 425 and 426 to be active members of the Student Investment Advisory Committee to take the lead in the club voting and selecting securities for the CMU Investment Fund portfolio. The club is given autonomy to manage the fund worth 100,000 dollars. This gives the students real-life investment learning opportunities about the functioning of the capital market and the security selection process in finance.	

Computer Science & Engineering – Program Modifications

Program	Degree	Committee Action	Motion Second
2421: Liberal Arts: Computer Science	AS	Program Modification – Approved (3/16/23)	Friedman Venter

UCC Discussion: 1) In Program-Specific Requirements, removed CSCI 250 and added CSCI 110 and CSCI 110L. 2) In Essential Learning, remove MATH 113 (a terminal math course for non-STEM majors), and replace it with MATH 119 (or MATH 119A/119B as an option in the footnote). 3) Clarified program description. 4) SLOs were updated. 5) Added recommended courses for general electives and made naming of electives consistent in the suggested course sequencing. 6) Program specific requirement hours increased from 21 to 22 total credits. General Electives decreased from 6 to 5 total credits. 7) Adjusted suggested course sequencing.

Change Item Description

Department Justification

List all proposed changes to the program:

1) In Program-Specific Requirements, removed CSCI 250 Introduction to Algorithms and added CSCI 110 Beginning Programming and CSCI 110L Beginning Programming Lab. 2) In Essential Learning, remove MATH 113 (a terminal math course for non-STEM majors), and replace it with MATH 119 (or MATH 119A/119B as an option in the footnote). 3) Clarified program description. 4) SLOs were updated. 5) Added recommended courses for general electives and made naming of electives consistent in the suggested course sequencing. 6) Program specific requirement hours increased from 21 to 22 total credits. General Electives decreased from 6 to 5 total credits. 7) Adjusted suggested course sequencing.

Justify each proposed modification to the program:

1) CSCI 250 is theoretical foundation required for progress to the Bachelor of Science program. Within the framework of the AS, it is not justified. CSCI 110, while intended for non-CS majors, teaches an applied skill in a programming language that is in high demand by employers, as such it is a valuable skill to AS graduates. CSCI 110L is being added as a coreq to CSCI 110 in the BS Computer Science program and courses are being updated to be coreqs for each other, necessitating the addition of the lab to this program. 2) MATH 113 is a terminal math course for non-STEM majors. MATH 119 is more appropriate for this program since it is intended for STEM majors and will replace MATH 113 as a requirement. 3) Clarified program description to better explain what the AS degree covers. 4) SLOs were updated to be more clear about student expectations. 5) Recommended computer science and math courses as general electives that will better help students succeed in the AS degree and be better prepared if they

pursue a BS degree in computer science.6) Hours in program specific requirements and general electives adjusted to accommodate change from CSCI 250 (3 credits) to CSCI 110/110L (4 credits). This will keep program at 60 total credits overall. 7) Suggested course sequencing adjusted to ensure that courses with prerequisites (specifically MATH and CSCI 111/112) are taken in the correct order.

In October 2022, colleagues and the computer science and engineering department head were consulted for comment and suggestions on this proposed program update, this draft was then circulated for their perusal, respondents expressed support and no objections nor reservations. The addition of CSCI 110L was discussed within the department in Jan 2023 and all parties agreed to the addition.

Describe discussions about this proposal within the department and outcomes.

3180: Construction Management	BS	Program Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Replace the CONM 340 requirement with a choice between CONM 341 and CONM 342. 2) Change the current CONM 370 with a choice between: CONM 370 and CONM 375.			
Change Item Description	Department Justification		
List all proposed changes to the program:	1. Replace the CONM 340 - Estimating and Bidding requirement and with a choice between CONM 341 - Estimating and Bidding for Vertical Construction and CONM 342 - Estimating and Bidding for Horizontal Construction.2. Change the current CONM 370 - Managing Safety and the Regulatory Environment with a choice between: CONM 370 - Managing the Regulatory Environment (name edit submitted) and CONM 375 - Sustainability in the Built Environment.		
Justify each proposed modification to the program:	1. The addition of CONM 341 and CONM 342 courses as options will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree. The course CONM 340 - Construction Estimating and Bidding, in the past, has unsuccessfully tried to cover the content of estimating and bidding for both Vertical and Horizontal construction projects. There is just too much content to be covered in one 3-credit course. This course is being inactivated and replaced with the option of either CONM 341 or CONM 342. The intent of creating CONM 341/342 is to separate the content into two courses, which will allow us to teach the applied estimating techniques to each specific industry		

sector. We want the construction management student to select an estimating course that is in line with the segment of the construction industry (e.g. commercial, heavy civil, etc...) they plan as a career.² The addition of CONM 370 and CONM 375 courses as options will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree. It has always been the vision of the CONM program to offer additional educational opportunities to students for a better construction management education. If one looks at the current CONM curriculum, it is seen that the CONM student is already required to complete one course in safety (CONC 101 - Construction Safety and Regulations). In the past decade, sustainability practices in the build environment have become an area of focus for the construction manager, and as the world and the construction industry change, the CONM program curriculum must adapt to provide the best educational opportunities to our students. The intent of this CONM program change is to allow the construction management student an opportunity to select CONM 370 or CONM 375 as the course that they feel best meets their educational and professional goals.

Describe discussions about this proposal within the department and outcomes.

The construction management faculty (Bill Adams and Troy Miller) have discussed the addition of these courses in extensive detail, along with the department head (Scott Beville), in Sept 2022.

3420: Computer Science	BS	Program Modification – Approved (3/16/23)	Friedman Venter
<p>UCC Discussion: 1) Replacing 4 credit hours of CSCI 310 (offered in 1- to 3-credit courses after the freshman year) with two courses totaling 6 credits: CSCI 375 (3 credits) and CSCI 260 (3 credits). 2) Add CSCI 110 (3 credits) and CSCI 100 L (1 credit) under the required Foundation Courses section. 3) Adjusted elective credit hours to meet the 120 hours total for the program. 4) Updated SLO mapping to reflect change in assessments.</p>			
Change Item Description	Department Justification		
List all proposed changes to the program:	<p>1) With the feedback from CS Industry Advisory Committee (IAC) and the CS faculty, we propose to replace 4 credit hours of CSCI 310 Advanced Programming (offered in 1- to 3-credit courses after the freshman year) with two courses totaling 6 credits: CSCI 375 - Object-Oriented Programming Design Patterns (3 credits) and CSCI 260 - Introduction to Database (3 credits).2) Add CSCI 110 (3 credits) and CSCI 100 L (1</p>		

Justify each proposed modification to the program:

credit) under the required Foundation Courses section.3) Adjusted elective credit hours to meet the 120 hours total for the program. 4) Updated SLO mapping to reflect change in assessments.

1) CSCI 310 programming language-specific course served well in the early days when programming languages were emerging, and the industry would have specific language requirements in the job descriptions. Teaching a number of different programming languages doesn't serve our students well to meet today's industry needs because the industry recognizes the transferable skills between languages. Besides, we already have a required course named CSCI 330 Programming Languages that covers various programming paradigms and languages. CS students need to have knowledge of specific concepts and subdomains in computer science to be successful computer scientists. Two of the most important concepts are database knowledge which is covered in CSCI 260 and software engineering techniques such as Object-oriented programming and design patterns which are covered in CSCI 375. Moreover, assessments are problematic in the current 310 courses as varieties of different topics are covered using various languages. As a result, CSCI 310 courses end up being offered more like electives and are not a reliable source for program assessment. The replacement of up to 4-credits of CSCI 310 with a total of six (6) credits in CSCI 260 and CSCI 375 will provide consistent and important skills and knowledge that CS graduates must have to thrive in the current software industry and will allow the department to assess learning outcomes better.2) Majority of students who enroll in the CSCI 111 (CS1) course have zero coding knowledge. As a result, most struggle with the fundamental concepts and problem-solving skills a must for CS 112 and beyond. Making CSCI 110 and CSCI 110L required will help strengthen CS students' foundation skills and knowledge better than CSCI 111 alone can offer. Moreover, high school students with AP in CS credit and transfer students if given CSCI 111 (CS1) credit usually struggle in CS 112 (CS2) primarily due to the lack of strong foundation knowledge in coding and all the intricacies of C++ programming language which is our core CS language that we use in CS1, CS2 and CS3 sequence. The addition of CSCI 110 and the Lab as the required course will allow us to provide credit for CSCI

110 (not CSCI 111) to those students. Students with no coding background will be placed in CSCI 110 and the Lab making advising easier. This will also help in the CS students' retention and successful completion of CS core courses. 3) Elective credit hours were adjusted to meet the 120 hours total for the program. 4) SLO mapping was cleaned up to align with where effective assessments are being and should be done.

Describe discussions about this proposal within the department and outcomes.

The proposal was discussed among the CS faculty in the department and the department head in Jan 2023. The outcome was 100% positive.

Computer Science & Engineering – Course Modifications

Title	Credits	Committee Action	Motion/Second
CONM 370: Managing the Regulatory Environment	3	Course Modification – Approved (12/8/22)	Gurka Venter
<p>UCC Discussion: 1) Name and Course Description Alteration: Safety is a regulatory requirement and therefore redundant in the title. 2) Although safety is not specifically mentioned in the proposed course description edit, the SLO, “Describe the Code of Federal Regulation (29 CFR Part 1926)” covers safety. The 29 CFR Part 1926 publication is titled “Occupational Safety and Health Standards for the Construction Industry” and is the federal regulation governing safety in the construction industry. The other four listed SLOs, are cohesive with the course content which is described in the current course description. In summary, the proposed edits are to make the course name, course description and course content cohesive. There is no intent to change any course content. 3) Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs added (info did not migrate to CIM).</p>			
Change Item Description	Old	New	
Course name:	Managing Safety and the Regulatory Environment	Managing the Regulatory Environment	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Impact of safety on the construction industry, in-depth discussions concerning application of O.S.H.A. Safety and Health Standards for the Construction Industry. Course emphasis on safety management training for jobsite supervisory personnel. Additionally, various regulatory requirements encountered in construction addressed.	Exploration of regulatory requirements by local, state, and federal agencies in the planning and execution of construction projects.	

Course abbreviated schedule name:	Safety and Regulatory Env.	Managing Regulatory Environment
Prerequisites:	CONC 101 and junior status	CONC 101 and junior standing

CONM 380: Construction Project Management **3** **Course Modification – Approved (2/23/23)** **Venter | Milstein**

UCC Discussion: Prerequisites modified to accommodate program changes. CONM 340 is being replaced with the option to take either CONM 341 or CONM 342. There is just too much content to be covered in one 3-credit course. The intent of creating CONM 341 and 342 is to separate the content into two courses, which will allow us to teach the applied estimating techniques to each specific industry sector. Construction management student will select an estimating course that is in line with the segment of the construction industry (e.g. commercial, heavy civil, etc...) they plan as a career. Academic engagement and student prep minutes, topical course outline, typical semester offered, and SLOs added (info was not transferred in CIM).

Change Items Description	Old	New
Prerequisites:	CONM 340	CONM 341 or CONM 342

CSCI 100: Computers In Our Society **3** **Course Modification – Approved (12/8/22)** **Venter | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs, Essential Learning Outcomes and Topical Course Outline added (not transferred into CIM at implementation).

CSCI 110: Beginning Programming **3** **Course Modification – Approved (12/8/22)** **Venter | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs and Topical Course Outline added (not transferred into CIM at implementation). 2) Removed subtitle and updated course description to represent the intended audience more accurately. 3) Prerequisite language cleaned up. 4) Existing corequisite listed.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to computer programming. Includes syntax and semantics for sequential, selection, and repetition structures, program design and modularization simple and structured data types, and file I/O. Designed for majors outside the scientific disciplines. "Subtitle" indicates language of implementation.	Introduction to computer programming. Includes syntax and semantics for sequential, selection, and repetition structures, program design and modularization, simple and structured data types, and file I/O. Designed for students with no programming experience or majors

outside of Computer Science.

Prerequisites: MATH 110 or MATH 113 (either may be taken concurrently) or permission of instructor MATH 113 or higher (may be taken concurrently)

Corequisites: CSCI 110L

CSCI 110L: Beginning Programming Laboratory 1 Course Modification – Approved (12/8/22) Venter | Gurka

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs and Topical Course Outline added (not transferred into CIM at implementation). 3) Updated course description to match closer with CSCI 110. 4) Updated wording for Prerequisites to match CSCI 110.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	An optional laboratory course to be taken as a co-requisite to CSCI 110. This lab is intended for those students currently enrolled in CSCI 110 who have little or no previous programming/computer experience. The student taking this course will complete several computer assignments designed to increase the student's knowledge of programming, debugging, and program design. "Subtitle" indicates language of implementation.	Optional laboratory course to be taken as a co-requisite to CSCI 110 to enhance knowledge of computer programming. Includes syntax and semantics for sequential, selection, and repetition structures, program design and modularization, simple and structured data types, and file I/O. Designed for students with no programming experience or majors outside of Computer Science.

Prerequisites: MATH 113 or permission of instructor MATH 113 or higher (may be taken concurrently)

CSCI 250: CS3: Introduction to Algorithms 3 Course Modification – Approved (12/8/22) Venter | Gurka

UCC Discussion: 1) Clean up course description. 2) Specify 1 more required prerequisite. 3) Topical course outline and SLOs added as they did not carry over from the old course management system.

Change Item Description

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

Old

Complexity analysis and program performance; abstract data types such as lists, trees, stacks and queues; sorting; searching and hashing.

New

Complexity analysis and program performance. Abstract data types such as lists, trees, stacks and queues; sorting; searching and hashing; classic algorithmic strategies, including brute force, greedy, divide and conquer; space-time tradeoff; limitations of algorithm power; and optimization strategies. CSCI 112; MATH 151 (may be taken concurrently)

Prerequisites:

CSCI 112

**CSCI 375: Object Oriented 3
Programming and Design
Patterns**

**Course Modification –
Approved (3/16/23)**

Venter | Milstein

UCC Discussions: 1) Course description was updated to emphasize concepts such as unit testing, version control and design patterns which are very important in the CS field. 2) Course title was updated to reflect the focus on content that is important for seeking jobs in the CS field. 3) Added academic engagement and student prep minutes, topical course outline, semester offered, and SLOs (info was not transferred in CIM)

Change Item Description

Course name:

Old

Object Oriented
Programming

New

Object Oriented
Programming and Design
Patterns

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

Advanced programming techniques using the object-oriented paradigm, with emphasis on abstractness of design, encapsulation, inheritance, and polymorphism. Additional topics include design tools and methodologies for determining classes, responsibilities, collaborations, and hierarchies.

Advanced programming techniques using the object-oriented paradigm, with emphasis on abstractness of design, encapsulation, inheritance, and polymorphism. Additional topics include design tools and methodologies for determining classes, responsibilities, collaborations, and hierarchies. Software engineering concepts such as design patterns, tools such as version control, and unit testing object-oriented programs are also introduced.

Course abbreviated schedule name:

Object Oriented Programming

OOP Design Patterns

CSCI 480: Algorithms: 3 Design and Analysis

Course Modification – Approved (3/16/23)

Venter | Milstein

UCC Discussions: 1) Course title was updated to be clearer to employers/graduate programs (course content did not change). 2) Course description was updated to better align with what's currently taught. 3) Added academic engagement and student prep minutes, topical course outline, semesters typically offered, and SLOs (info was not transferred in CIM). 4) Added CSCI 250 as a prereq to better prepare students for content in this class. MATH 369 was added as a highly recommend option to MATH 152.

Change Item Description

Old

New

Course name:

Theory of Algorithms

Algorithms: Design and Analysis

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

Techniques for analyzing time and space requirements of computer algorithms. Models are set up for analysis and techniques are applied to algorithms related to sorting and searching, pattern-matching, graph problems and other selected problems. The notion of NP-hard

Theoretical and applied techniques to reason about and prove properties of algorithms. Topics include: algorithm correctness and running time, how data structures can provide space-efficient ways to quickly answer queries about data, and how data structures can be used to build efficient algorithms. The notion of

	problems is introduced and related problems are discussed.	computability is explored in depth, and related problems are discussed.
Course abbreviated schedule name:	Theory of Algorithms	Algorithms: Design Analysis
Prerequisites:	MATH 152 and CSCI 250	CSCI 250; and MATH 152 or MATH 369 (MATH 369 is highly recommended)

CSCI 484: Computer Networks	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs and Topical Course Outline added (previously not transferred into CIM). 2) Course description updated. 3) Prerequisite CSCI 112 gives students in CSCI 484 a better grasp of foundational concepts that weren't covered in STAT 200.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Topics include: hardware technology for local and long haul networks, circuit and packet switching, interface between computer and network hardware, network architectures and protocols, routing, congestion and flow problems, queuing theory, and reliability issues. Instructors may choose to implement a sample network in which case the contents may be particularized to that network.	Survey of computer networks, including hardware technology for local and long-haul networks, circuit and packet switching, interface between computer and network hardware, network architectures and protocols, routing, congestion and flow problems, queuing theory, and reliability issues.
Prerequisites:		STAT 200	CSCI 112

CSCI 490: Software Engineering	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) CSCI 375 and CSCI 260 were recently added to program 3420 (BS Computer Science) as required courses to strengthen the foundation of the program and give students more core knowledge. Since these are required for the program, they make sense to add as prerequisites for this course (CSCI 490). CSCI 250 is still technically a prereq as it is a prereq for 375, there's just no need to list it anymore. Now that CSCI 375 is a prereq, CSCI 330 was removed from the list. 2) Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline and student learning outcomes were filled in (info was not transferred when CIM was implemented)			
Change Item Description		Old	New
Prerequisites:		CSCI 250 and CSCI 330	CSCI 260 and CSCI 375

ENGR 225: Introduction to Manufacturing	3	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: 1) Course description was cleaned up to clarify content covered in this course. 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Principles, processes, and problems associated with the conversion of engineered materials into useful goods. Fundamentals of geometric specification, casting, machining, plastic deformation, bulk deformation, joining processes, and additive processes for metals, plastics, ceramics, and composites.	Principles, processes, and problems associated with the conversion of engineered materials into useful goods. Fundamentals of geometric specification, casting, machining, plastic deformation, bulk deformation, joining processes, and processes for plastics, ceramics, and composites.

ENGR 305: Engineering Economics Ethics	2	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Updated course description to remove 'statistics' (this topic is not covered in this class).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Applications of economics, statistics, and ethics for mechanical engineers. Topics include cost concepts and design economics, money-time relationships, and comparison of alternatives. Engineering ethics includes personal vs. professional ethics, ethical problem-solving techniques, rights and responsibilities of engineers, and whistleblowing.	Applications of economics and ethics for mechanical engineers. Topics include cost concepts and design economics, money-time relationships, and comparison of alternatives. Engineering ethics includes personal vs. professional ethics, ethical problem-solving

techniques, rights and responsibilities of engineers, and whistleblowing.

ENGR 401: Professionalism Seminar	1	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: 1) Course description was cleaned up. 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Preparation for a career in the engineering profession. Topics in professionalism, ethics, resume building, innovation, internships, and current engineering issues explored.	Preparation for a career in the engineering profession. Includes professionalism, ethics, competitive job application materials, jobs and internships, and current engineering issues.	
ENGR 425: Advanced Manufacturing	3	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Course description was cleaned up.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Use of cutting-edge materials and emerging capabilities that utilize the coordination of information, automation, computation, software, sensing and networking. Includes discussion of product data management, flexible manufacturing, manufacturability, and product life-cycle management.	Use of cutting-edge materials and emerging capabilities that utilize the coordination of information, automation, computation, software, sensing, and networking. Includes discussion of product data management, flexible manufacturing, manufacturability, and product life-cycle management.	

ENGR 445: MET Design Project I	3	Course Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: Adding ENGR 317 (Fundamentals of Circuits and Electronics) and ENGR 317L (Fundamentals of Circuits and Electronics Laboratory) as prerequisites for ENGR 445 (MET Design Project I). Due to the nature of capstone projects having mechanical and electrical aspects, the student needs to have a foundation and understanding of circuits and electronics before beginning the capstone course sequence.			
Change Items Description	Old	New	
Prerequisites:	ENGR 140, ENGR 225, ENGR 312, ENGR 321, ENGR 325, ENGR 385, MAMT 102, and ENGL 325	ENGR 140, ENGR 225, ENGR 312, ENGR 317, ENGR 317L, ENGR 321, ENGR 325, ENGR 385, MAMT 102, and ENGL 325	

ENGR 446: Writing for Design Projects	1	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: 1) Course description was updated to better reflect the content in the class. 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Communication of professional writing to the technical and non-technical audience. Skills are developed to analyze rhetorical situations and compose documents that achieve a specific purpose and meet the needs of a particular audience. Writing with clarity, conciseness and correctness will be emphasized.	Communication of engineering designs to technical and non-technical audiences. Development of skills to document a problem and describe a design and its evaluation against design criteria. Design reports are created to describe senior design projects. Other course elements include composing technical and non-technical documents that meet the needs of particular audiences, as well as clear, concise, and correct writing.	

Computer Science & Engineering – Course Additions

Title	Credits	Committee Action	Motion/Second
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CONM 341: Estimating and Bidding for Vertical Construction	3	Course Addition – Approved (2/23/23)	Milstein Venter
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UCC Discussion: Added as a restricted elective to diversify student education, making them marketable into other areas of the construction industry. Covers some content once part of CONM 340.

Change Items Description

New Proposal: No differences to report

Justification for this Proposal

The addition of this course as a restricted elective will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree.

CONM 342: Estimating and Bidding for Horizontal Construction	3	Course Addition – Approved (2/23/23)	Milstein Venter
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UCC Discussion: Added as a restricted elective to diversify student education, making them marketable into other areas of the construction industry. Covers some content once part of CONM 340.

Change Items Description

New Proposal: No differences to report

Justification for this Proposal

The addition of this course as a restricted elective will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree.

CONM 375: Sustainability in the Built Environment	3	Course Addition – Approved (12/8/22)	Gurka Venter
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UCC Discussion: The addition of this course as a restricted elective will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree.

Change Item Description

New Proposal: No differences to report

Justification for this Proposal

The addition of this course as a restricted elective will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree.

Computer Science & Engineering – Course Inactivations

Title	Credits	Committee Action	Motion/Second
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CONM 340: Construction Estimating and Bidding	3	Course Inactivation – Approved (2/23/23)	Venter Milstein
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UCC Discussion: There was too much content covered in CONM 340. CONM 341 or CONM 342 have been created to replace the requirement of CONM 340 by separating the content into Vertical and Horizontal construction projects.

Change Items Description	Justification for this inactivation request
Delete Proposal: No differences to report	CONM 341 or CONM 342 have been created to replace the requirement of CONM 340. CONM 340 - Construction Estimating and Bidding, in the past, has unsuccessfully tried to cover the content of estimating and bidding for both Vertical and Horizontal construction projects. There is just too much content to be covered in one 3-credit course. The intent of creating CONM 341/342 is to separate the content into two courses, which will allow us to teach the applied estimating techniques to each specific industry sector. We want the construction management student to select an estimating course that is in line with the segment of the construction industry (e.g. commercial, heavy civil, etc...) they plan as a career.

CSCI 305: Technology for Mathematics Educators	3	Course Inactivation – Approved (3/16/23)	Venter Milstein
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UCC Discussions: Technology for Mathematics Educators is a course for students majoring in Elementary Education with a concentration in math. Particularly with the move of CS to Engineering, it doesn't make sense for this course to have the CSCI prefix. Therefore, simultaneous to this inactivation request, we are submitting a course addition for MATH 215: Technology for Mathematics Educators to replace this course.

Change Item Description	Department Justification
Delete Proposal: No differences to report	Technology for Mathematics Educators is a course for students majoring in Elementary Education with a concentration in math. It is taught by the Math Education faculty member (and always has been). Particularly with the move of CS to Engineering, it doesn't make sense for this course to have the CSCI prefix. Therefore, simultaneous to this inactivation request, we are submitting a course addition for MATH 215: Technology for Mathematics Educators to replace this course.

ENGR 426: Manufacturing Processes and Systems	3	Course Inactivation – Approved (10/27/22)	Gurka Bardo
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UCC Discussion: ENGR 426 was restructured into ENGR 225 to ensure students had the knowledge prior to taking their senior capstone course for the 2014-2015 program sheet. This coincided with a

reorganization of the Mechanical Engineering Technology degree for ABET accreditation. ENGR 426 has not been taught since fall 2017.

Change Item Description	Department Justification
Delete Proposal: No differences to report	ENGR 426 was replaced with ENGR 225 on the 2014-2015 program sheet. This change coincided with a reorganization of the Mechanical Engineering Technology degree for ABET accreditation. The 400-level course was restructured into a 200-level course to ensure students had the knowledge prior to taking their senior capstone course. ENGR 426 was taught through fall 2017 to accommodate students on older program sheets and has not been taught since then. All content covered in ENGR 426 is now covered in ENGR 225.

Health Sciences – Program Modifications

Program	Degree	Committee Action	Motion Second
1641: Medical Laboratory Technician	AAS	Program Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Removed MLTP 101 and MLTP 102 courses from the degree requirement. 2) Added new course MLTP 105. 3) MLTP 275 inactivated and removed from program requirements. 4) Added the missing Information Literacy SLO. 5) Filled in course info for each SLO and the assessment methods. 6) Added the MLT Program curriculum map 7) Revised the program overview. 8) Edited the formatting of the didactic courses. 9) Changed the MLTP 182 from 4 credits to 3 credits. 10) Changed the MLTP 250 credits from 2 credits to 3 credits. 11) Changed the MLTP 252 credits from 4 credits to 3 credits. 12) Edited the suggested course sequence plan. 13) Changed the university's SLO#5 from (Specialized Knowledge/Applied Learning) to (Personal and Social Responsibility).14) Total program hours decreased from 75 to 71.			

Change Item Description	Department Justification
List all proposed changes to the program:	1. Removed MLTP 101 Phlebotomy and MLTP 102 Applied Phlebotomy courses from the AAS Medical Laboratory Technician degree requirement.2. Added a new course to the program, MLTP 105 Introduction to Medical Laboratory Technology.3. MLTP 275 Capstone Seminar course inactivated and removed from program requirements.4. Added the missing Information Literacy SLO to the program. 5. Filled in the missing MLT courses for each SLO and the assessment methods.6. Added the MLT Program curriculum map7. Revised the program overview.8. Edited the formatting of the didactic courses.9. Changed the MLTP 182 from 4 credits to 3 credits.10. Changed the MLTP 250 credits from 2 credits to 3 credits.11. Changed the MLTP 252 credits from 4 credits to 3 credits.12. Edited the suggested course sequence plan.13. Changed the university's SLO#5 from (Specialized Knowledge/Applied Learning) to (Personal and Social

Justify each proposed modification to the program:

Responsibility).14. Total program hours decreased from 75 to 71.

1. The MLTP 101 Phlebotomy and MLTP 102 Applied Phlebotomy courses are being removed from the Medical Laboratory Technician (MLT) degree requirements for the following reasons: A. The MLT program's accrediting agency, NAACLS, no longer require an extensive phlebotomy course for MLT programs. B. The two courses created a financial and academic hardship for MLT students that needed to work while attending other MLT courses. The MLTP 102 Applied Phlebotomy course includes a time commitment of 100 clinical hours in a 4-week period. 2. The addition of an introductory medical laboratory technology course (proposed MLTP 105 Introduction to Medical Laboratory Technology) is needed for the following reasons: A. Basic phlebotomy skills are still needed for medical laboratory technicians and will be included in the new course, but to a lesser extent than the MLTP 101/102 courses that are being removed from the MLT degree. [NAACLS accreditation Standard VIII. A. 2. This standard addresses pre-analytical, analytical, and post-analytical errors in the performance of laboratory testing. Phlebotomy primarily involves the pre-analytic stage of testing which addresses errors in the proper identification of patients, test orders, patient preparation, sample collection, and processing.] B. Introductory topics, such as mathematics applicable to medical laboratory testing, medical and laboratory terminology, safety, ethics, regulations, and professionalism will be included in the new course. [NAACLS accreditation Standards VIII. A. 3-5, which address the curricular requirements for the application of safety and governmental regulations, principles and practices of professional conduct, and communication skills]. 3. The MLTP 275 course is being inactivated to avoid duplication of content with the new MLTP 105 course. The MLTP 275 course fulfilled the curriculum requirements for accreditation Standards VIII. A. 4-5 which addresses the principles and practices of professional conduct and the significance of continuing professional development as well as the curriculum requirement for communications sufficient to serve the needs of patients, the public and members of the health care team. This content will now be included in the new MLTP 105 course. 4. The program SLO#6 for Information Literacy was added, it was omitted for some unknown

reason. 5. Filled in the missing MLT courses for each SLO and the assessment methods since it was missing from CIM.6. The MLT Program curriculum map was missing, so it was attached.7. The overview was revised and updated for clarity. The program overview needed updates to help provide better language to prospective students who may read the program overview first before investigating the degree further. The new overview provides wording for the completion of all foundation courses prior to entering the MLT program, when the program starts each year, and a statement was included that states that the MLT courses are taken concurrently and in sequence. The revised overview also provides students with some brief information regarding the application process. 8. The format of the didactic courses was incorrect, I followed the "Course List Plan of Study Grid" to make the necessary format changes. For example, the paired courses for lecture and lab combinations needed to be updated for BIOL 209 and BIOL 209L, as well as many other combination lecture/lab courses in the program. 9. Changed the MLTP 182 from 4 credits to 3 credits to better align with the number of required engagement and preparation minutes in the course activities. 10. Changed the MLTP 250 credits from 2 credits to 3 credits to better align with the number of required engagement and preparation minutes in the course activities. 11. Changed the MLTP 252 credits from 4 credits to 3 credits to better align with the number of required engagement and preparation minutes in the course activities. 12. I modified the suggested course sequence plan using the instructions provided with the "Modifying Suggested Course Plan (Course Sequencing)" document to reflect the removal of the MLTP 101, 102, and 275 courses. 13. The university's SLO for Personal and Social Responsibility was inadvertently listed in CIM as Specialized Knowledge/Applied Learning to the MLT program SLO#5. The SLO error was deleted and replaced with the correct SLO for Personal and Social Responsibility. 14. Total program hours decreased from 75 to 71 due to changes in individual course credit hours and removal of MLTP 101 and 102.

Describe discussions about this proposal within the department and outcomes.

The Medical Laboratory Technician program is not an interdisciplinary program, nor do the changes impact other departments. Within Health Sciences, discussions happened in Oct 2022 with the department head and faculty who teach in the program. Discussed the justification for

removing the phlebotomy courses from the MLT degree, noting that the courses are no longer required by NAACLS, and another course could be developed for the first semester of the program to help with student achievement. The phlebotomy courses would still be offered at CMU for students as an elective, or for students who would like to become certified phlebotomists for employment. The potential for developing an introductory medical lab course was discussed. The new course would include a variety of subjects (medical terminology, basic math, ethics...) that tied into the program SLOs, accreditation standards, as well as increasing student success in our program. All present agreed to the changes.

3611: Nursing	BSN	Program Modification – Approved (3/16/23)	Venter Milstein
<p>UCC Discussion: We have refined our admission process to embrace a more holistic approach and updated the "program overview" for the BSN program in response to the changes. The new holistic approach includes completion of all prerequisite courses and evaluation of GPA and Kaplan Nursing School Entrance exam score. Applicants who meet the qualifications are invited to interview for possible acceptance into the program.</p>			
Change Item Description	Department Justification		
List all proposed changes to the program:	We have refined our admission process to embrace a more holistic approach and updated the "program overview" for the BSN program in response to the changes. The new holistic approach includes completion of all prerequisite courses and evaluation of GPA and Kaplan Nursing School Entrance exam score. Applicants who meet the qualifications are invited to interview for possible acceptance into the program.		
Justify each proposed modification to the program:	We wanted to support the American Association of Colleges of Nursing's (AACN) position on admissions to nursing school. The approach the AACN suggests required a review of our current admissions process.		
Describe discussions about this proposal within the department and outcomes.	A committee was formed in January of 2022 to review the current admissions process and to make recommendations for change. To make the admissions process more holistic, we identified some three areas that promote a holistic approach. After meeting monthly in 2022, the committee made recommendations that were supported with department leadership and faculty. A final decision was made in December of 2022 by the faculty who teach in the program and who have experience with the application process. At the December BSN faculty meeting, faculty were directed to the document on the R Drive that outlined		

the new process. In our department, subcommittees record their notes from meetings in a document on the R Drive that all faculty can access. Faculty were asked to read the notes and respond to the committee with comments. No comments were received. In February 2023, all faculty were in agreement with the changes.

Health Sciences – Course Modifications			
Title	Credits	Committee Action	Motion/Second
MLTP 132: Clinical Hematology and Coagulation	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 132L course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.			
Change Items Description		Old	New
Prerequisites:		BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102	Acceptance into the Medical Laboratory Technician Program
Corequisites:		MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275	MLTP 132L
MLTP 132L: Clinical Hematology and Coagulation Lab	1	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 132 course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) Course Description updated to match lecture.			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Lab component required for MLTP 132.	Introduction to the theory and practical application of hematology and hemostasis

as it relates to the medical laboratory. Bone marrow, blood cell formation, hemoglobin structure and synthesis, cell function and morphology, and coagulation are explored. Correlation of test results with normal results, blood cell disorders and clotting abnormalities emphasized. Laboratory techniques, instrumentation, and quality assurance in the hematology/hemostasis lab.

Prerequisites: BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102

Corequisites: MLTP 132, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275

MLTP 138: Clinical Immunology	2	Course Modification – Approved (2/23/23)	Venter Milstein
<p>UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 138L course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.</p>			

Change Items Description	Old	New
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 138L, MLTP 142/MLTP 142L, and MLTP 231/MLTP 231L	MLTP 138L

MLTP 138L: Clinical Immunology Lab	1	Course Modification – Approved (2/23/23)	Venter Milstein
<p>UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 138 course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) Course Description updated to match Lecture.</p>			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Lab component required for MLTP 138.	Fundamentals and procedures of the immune defenses as it relates to medical laboratory testing. Innate and adaptive immune responses, deficiencies, autoimmunity, hypersensitivity and tissue transplantation. Exploration of serologic techniques and instrumentation in the detection and diagnoses of viral illness, immune related diseases and its applications in immunohematology. Introduction to theories and principles of molecular testing methods.
Prerequisites:		BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102	Acceptance into the Medical Laboratory Technician Program
Corequisites:		MLTP 138, MLTP 142/MLTP 142L, and MLTP 231/MLTP 231L	MLTP 138

MLTP 141: Clinical Immunoematology	2	Course Modification – Approved (2/23/23)	Venter Milstein
<p>UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 141L course corequisite. Based on the new prerequisite and cohort</p>			

groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.

Change Items Description	Old	New
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, MLTP 102, MLTP 138/MLTP 138L, MLTP 142/MLTP 142L, and MLTP 231/MLTP 231L	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 141L, MLTP 132/MLTP 132L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275	MLTP 141L

MLTP 141L: Clinical 1 Course Modification – Venter | Milstein
Immunochemistry Lab Approved (2/23/23)

UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 141 course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) Course Description updated to match Lecture.

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for MLTP 141.	Theoretical principles and procedures in immunochemistry and application in the medical laboratory. Blood banking procedures and potential problems in blood bank testing relative to antibody identification, compatibility testing, transfusion reactions, and maternal/neonatal screening for hemolytic disease of the newborn.
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L,	Acceptance into the Medical Laboratory Technician Program

Corequisites: MLTP 101, MLTP 102, MLTP 138/MLTP 138L, MLTP 142/MLTP 142L, and MLTP 231/MLTP 231L
MLTP 141, MLTP 132/MLTP 132L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275 MLTP 141

MLTP 142: Clinical Microscopy **2** **Course Modification – Approved (2/23/23)** **Venter | Milstein**
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 142L course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.

Change Items Description	Old	New
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 138/MLTP 138L, MLTP 142L, and MLTP 231/MLTP 231L	MLTP 142L

MLTP 142L: Clinical Microscopy Lab **1** **Course Modification – Approved (2/23/23)** **Venter | Milstein**
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 142 course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) Course Description updated to match Lecture.

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for MLTP 142.	Introduction to microscopy in the medical laboratory. Emphasis on kidney function and urine formation: examination of the physical, chemical, and microscopic components of

urine. Body fluid analysis of feces, seminal, vaginal, amniotic, cerebrospinal, serous, and synovial fluids. Critical analysis and problem solving with regards to pre-analytic, analytic, and post-analytic variables in sample testing.

Prerequisites: BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102
 Corequisites: MLTP 138/MLTP 138L, MLTP 142, and MLTP 231/MLTP 231L

MLTP 180: Applied Immunohematology **3** **Course Modification – Approved (2/23/23)** **Venter | Milstein**
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.

Change Items Description	Old	New
Prerequisites:	MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275, Corequisites: MLTP 182, MLTP 250, MLTP 252, and MLTP 253	Acceptance into the Medical Laboratory Technician Program

MLTP 182: Applied Hematology and Body Fluids **3** **Course Modification – Approved (2/23/23)** **Venter | Milstein**
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was removed. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) The number of credit

hours was changed from 4 credits to 3 credits to reflect the number of minutes in this internship course.

Change Items Description	Old	New
Prerequisites:	MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 180, MLTP 250, MLTP 252, and MLTP 253	
Credit hours:	4	3

MLTP 231: Clinical Microbiology I	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 231L course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.			

Change Items Description	Old	New
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 138/MLTP 138L, MLTP 142/MLTP 142L, and MLTP 231L	MLTP 231L

MLTP 231L: Clinical Microbiology I Lab	1	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 231 course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) Course Description updated to match Lecture. 5) Lecture to lab contact hour change was cleanup for an administrative error.			

Change Items Description	Old	New
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Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for MLTP 231.	Study of normal flora and pathogenic microorganisms. Methods for recovery, identification of pathogens, culture techniques, procedures, antibiotic testing, automation, and interpretation of clinical data. Emphasis on clinical specimens, testing algorithms and data correlation including diagnostics, public health, safety, and quality control.
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, and MLTP 102	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 138/MLTP 138L, MLTP 142/MLTP 142L, and MLTP 231	MLTP 231
Lecture:	2	
Lab:		2

MLTP 232 : Clinical Microbiology II:	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) Corequisite removed. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.			
Change Items Description		Old	New

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to basic identification and classification of medically significant mycobacteria and other bacteria with unusual growth requirements, fungi, parasites and viruses. Sample collection, processing, isolation methods, and immunologic diagnosis and treatment. Epidemiology and pathogenesis of associated diseases are explored.	Basic identification and classification of pathogenic bacteria with unusual growth requirements, fungi, parasites, and viruses. Sample collection, processing, isolation methods, immunologic diagnosis, and treatment. Bioterrorism topics also explored.
Prerequisites:	MLTP 142/MLTP 142L, and MLTP 231/MLTP 231L	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 242/MLTP 242L, and MLTP 275	

MLTP 242: Clinical Chemistry **3** **Course Modification – Approved (2/23/23)** **Venter | Milstein**

UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP242L course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.

Change Items Description	Old	New
Prerequisites:	BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, MLTP 102, MLTP 138/MLTP 138L, MLTP 142/MLTP 142L, MLTP 231/MLTP 231L	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 242L, MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, and MLTP 275	MLTP 242L

MLTP 242L: Clinical Chemistry Lab	1	Course Modification – Approved (2/23/23)	Venter Milstein
<p>UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was revised to exclude all courses except for the corresponding MLTP 231 course corequisite. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) Course Description updated to match Lecture.</p>			
<p>Change Items Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p>Old Lab component required for MLTP 242.</p>	<p>New Application of human pathophysiology and relation to laboratory testing. Cardiovascular disease, kidney function, acid-base metabolism, liver, bone, carbohydrate disorders, endocrine, malignancy, and exogenous substances. Exploration of measurement methodologies, instrumentation, reagents and reactions, standards, and control usage in quality assurance. Critical analysis and problem solving with regards to pre-analytic, analytic, and post-analytic variables in sample testing.</p>	
<p>Prerequisites:</p>	<p>BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, CHEM 121/CHEM 121L or CHEM 131/CHEM 131L, MLTP 101, MLTP 102, MLTP 138/MLTP 138L, MLTP 142/MLTP 142L, and MLTP 231/MLTP 231L</p>	<p>Acceptance into the Medical Laboratory Technician Program</p>	
<p>Corequisites:</p>	<p>MLTP 242, MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, and MLTP 275</p>	<p>MLTP 242</p>	

MLTP 250: Applied Chemistry and Serology **3** **Course Modification – Approved (2/23/23)** **Venter | Milstein**

UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was removed. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) The number of credit hours was changed from 2 credits to 3 credits to reflect the number of minutes in this internship course.

Change Items Description	Old	New
Prerequisites:	MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 180, MLTP 182, MLTP 252, MLTP 253	
Credit hours:	2	3

MLTP 252: Applied Microbiology **3** **Course Modification – Approved (2/23/23)** **Venter | Milstein**

UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was removed. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group. 4) The number of credit hours was changed from 4 credits to 3 credits to reflect the number of minutes in this internship course.

Change Items Description	Old	New
Prerequisites:	MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 180, MLTP 182, MLTP 250, and MLTP 253	
Credit hours:	4	3

MLTP 253: Certification Exam Review	1	Course Modification – Approved (2/23/23)	Venter Milstein
<p>UCC Discussion: 1) SLOs, Topical Course Outline, Academic engagement, student preparation times, and the semester the course will be offered was added (info was not transferred when CIM was implemented). 2) The list of prerequisites was removed and changed to “Acceptance into the Medical Laboratory Technician Program.” 3) The list of corequisites was removed. Based on the new prerequisite and cohort groups, the corequisite courses are no longer needed as students will be advised to take their classes in a certain order based on their cohort group.</p>			

Change Items Description	Old	New
Prerequisites:	MLTP 132/MLTP 132L, MLTP 141/MLTP 141L, MLTP 232, MLTP 242/MLTP 242L, and MLTP 275	Acceptance into the Medical Laboratory Technician Program
Corequisites:	MLTP 180, MLTP 182, MLTP 250, MLTP 252	

Health Sciences – Course Additions

Title	Credits	Committee Action	Motion/Second
MLTP 105: Introduction to Medical Laboratory Technology	3	Course Addition – Approved (2/23/23)	Venter Milstein
<p>UCC Discussion: A dedicated phlebotomy course is no longer required for the MLT curriculum by our accrediting agency. However, the program must address pre-analytical components of laboratory services which includes collecting and processing biological specimens. Additionally, the new course will provide an overview of the laboratory professions and the development of professional behaviors for employment required by our accrediting agency.</p>			

Change Items Description	Justification for this Proposal
New Proposal: No differences to report	<p>A dedicated phlebotomy course is no longer required for the MLT curriculum by our accrediting agency. However, within the accreditation standards the program must address pre-analytical components of laboratory services which includes collecting and processing biological specimens. The new course will include this content as well as topics needed to support student achievement, such as medical and laboratory terminology and applicable math skills for the medical laboratory.</p> <p>Additionally, the new course will provide an overview of the laboratory professions and the development of professional behaviors for employment required by our accrediting agency.</p>

Health Sciences – Course Inactivations

Title	Credits	Committee Action	Motion/Second
MLTP 275: Capstone Seminar	1	Course Inactivation – Approved (2/23/23)	Gurka Venter
UCC Discussion: The MLTP 275 course is being inactivated to avoid duplication of content with the new MLTP 105 course.			

Change Items Description

Delete Proposal: No differences to report

Justification for this inactivation request

The MLTP 275 course is being inactivated to avoid duplication of content with the new MLTP 105 course. The MLTP 275 course fulfilled the curriculum requirements for accreditation Standards VIII. A. 4-5 which addresses the principles and practices of professional conduct and the significance of continuing professional development as well as the curriculum requirement for communications sufficient to serve the needs of patients, the public and members of the health care team. This content will now be included in the new MLTP 105 course.

Kinesiology – Program Modifications

Program	Degree	Committee Action	Motion Second
3138: Exercise Science	BS	Program Modification – Approved (1/26/23)	Gurka Venter
UCC Discussion: 1) Replaced CHEM 315L: Biochemistry Lab with CHEM 317L: Biochemistry Lab in restricted electives.			

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

Department Justification

In the restricted electives section, CHEM 315L: Biochemistry Lab has been replaced with CHEM 317L: Biochemistry Lab.
CHEM 315L is no longer offered. It has been replaced with CHEM 317L. These are effectively the same course. The CHEM program renumbered this lab so that it would be clear to students that these courses are not co-requisites.
I asked Dr. Hawkins if it was ok to remove CHEM 315L; he said it was ok! On 6 Jan 2023, I asked him via phone if I should add CHEM 317L to the list; he approved the addition.

3147: Sport Management	BS	Program Modification – Approved (11/17/22)	Gurka Bardo
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UCC Discussions: Most programs have a Sport Management, Administration of Sport Organizations, or an Event Management course for student to focus on learning theory and application of planning, leading, delegating, organizing, controlling, and evaluating. All Colorado colleges and universities, as

well as institutions who are members of the Rocky Mountain Athletic Conference (as a point of comparison), with sport management/administration programs were reviewed to see what courses are offered in their majors. All had one or two of the above-mentioned courses.

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

Department Justification

KINE 334 Sport Management to be Added. KINE 401 is being removed. MARK 335 will be removed as an "OR" option and will become an informal elective.

During the yearly (unofficial) program review the sport management professors discussed the lack of “management” content with the Sport Management curriculum. Prior experience suggested that most programs have a Sport Management, Administration of Sport Organizations, or an Event Management course for student to focus on learning theory and application of planning, leading, delegating, organizing, controlling, and evaluating. All Colorado colleges and universities, as well as institutions who are members of the Rocky Mountain Athletic Conference (as a point of comparison), with sport management/administration programs were reviewed to see what courses are offered in their majors. All had one or two of the above-mentioned courses. Currently our KINE 205: Intro to Sport Management covers a wide variety of topics. Many of these topics then have specific classes (i.e., KINE 335: Sport Society, KINE 340: Sport Operations, KINE 402: Sport Marketing). There is no specific upper division course in sport management. The existing KINE 401 is a combination of sport and physical education administration that does not provide students with the management experiences they should possess upon graduation. As part of this proposal, we are going to require students to take this class instead of having the option of either KINE 401 or MARK 335. Students focusing on marketing can still take MARK 335 as an elective.

This proposal was discussed and approved during the 9/12/2022, monthly faculty meeting. Discussion focused on adding this course which will replace the exiting KINE 401. Reminders were provided by faculty to check prerequisites, and to look at minor and program changes. Since the Sport Management program has a fully online version, students will be advised to take an in-person version of this course to have a practical experience, with the online course reserved for truly online students.

UCC Discussion: 1) Remove from Program Specific Requirements: BIOL 113. 2) Remove from CHOOSE ONE of Program Specific Requirements: HMG 350 or 352, replace with the required course of OREC 335. 3) Modify Program Specific Requirements. 4) Move the Wilderness First Responder requirement to Program Specific Requirements. 5) Change requirement in Foundation Course Requirements of ENV 204 and 204L to ENV 304. 6) Add to About This Major... “Additional fees are required throughout the Outdoor Recreation Industry Studies Program for equipment and gear during field days.” 7) Add a footnote in Essential Learning Requirement section for requirement of ENV 101 for Natural Science Requirement.

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Department Justification

1. Remove from Program Specific Requirements: BIOL 113 (3) 2. Remove from CHOOSE ONE of Program Specific Requirements: HMG 350 or 352 (3). Replace with the required course of OREC 335 (3) 3. Modify Program Specific Requirements from: “Choose two of the following courses: OREC 311, OREC 312, OREC 313, and OREC 315”. Modification will be as follows: “Choose three of the following courses: OREC 311, OREC 312, OREC 313, and OREC 315” 4. Move the Wilderness First Responder requirement to “Program Specific Requirements” section 5. Change requirement in Foundation Course Requirements of ENV 204 and 204L to ENV 304. Add to About This Major... “Additional fees are required throughout the Outdoor Recreation Industry Studies Program for equipment and gear during field days.” 7. Add a footnote in Essential Learning Requirement section for requirement of ENV 101 for Natural Science Requirement.

1 and 3. After reading course evaluations, examining content, and speaking with the instructor, it became clear to the OREC faculty that BIOL 113 was duplicating much of what is taught in OREC 100, 104, 105, and 315, which are all required courses in the OREC program. Additionally, the Biology department does not require this course for their Majors, so they are bearing the burden of hiring and managing adjunct faculty to teach this course. Furthermore, OREC Faculty came to the consensus that requiring students to take an additional UD course in technical field skills would benefit their knowledge as well as make them more employable as graduates. 2. A current requirement of the program is to take HMG 350: Private and Commercial Recreation Systems or HMG 352: Public Recreation Systems, dependent on the student's interest. HMG 350 was taught in Spring 2022 and will be taught Spring 2023. We discovered that much of the content in HMG 350 is covered in OREC 305: Outdoor Industry Business. Furthermore, it is the wish of the Dept of Business that the

OREC program takes over this course. Meanwhile, HMG 352 was not prioritized by the Dept of Business and therefore never taught. Additionally, we noticed a content deficiency in the OREC Program due to the students' lack of knowledge about public lands. When we completed both the Year End Assessment in Spring 2022 as well as the 3 Year Assessment in Fall 2022, we realized that Program Outcome 5 "Explain and navigate the relationships between the outdoor recreation industry and state/federal legislation, public lands and water, climate science, wildlife corridors, and regulatory agencies. (Critical thinking)" had some deficiencies. Creating the course, OREC 335, will meet the program outcome as well as give students the content on public lands and its intersection with outdoor recreation that is so vital to the industry. Furthermore, it will take the burden off of the Department of Business to teach courses that Business students are not required to take.⁴ Students are required to obtain a Wilderness First Responder certificate on their own prior to graduation. Moving this requirement to the Program Specific Requirements section on the program sheet makes it more visible to the students.⁵ and 7. When the OREC BS degree was originally built, Sarah reached out to Deb Kennard to ask what ENV 204/204L course would be best to include in the degree. She recommended ENV 204/204L. In the first semester of OREC students taking the course, Deb contacted Sarah to suggest rather than requiring ENV 204/204L, that she would want to teach a course to specifically address Environmental Science and Outdoor Recreation. This course was created and taught as a topics course (ENV 296) Spring 2022 and will be taught Spring 2023, and Sarah substituted the ENV 204/204L requirement in degree works for ENV 296. ENV 296 will now be taught as ENV 304, with the prerequisite of ENV 101. ENV 101 will be an Essential Learning suggestion in a footnote.⁶ For many OREC courses, there is a significant field portion of the course that requires equipment, gear, and/or an overnight with transportation and food. Currently, the Outdoor Program (OP) is incurring these costs that are created by the OREC Program in the Kinesiology Department. The OP has been an excellent partner to the OREC program since our inception, but cannot continue to bear these costs. Therefore, OREC needs to be clear to students that additional fees will be required throughout the program on the Program Sheet. The details of those fees will

Describe discussions about this proposal within the department and outcomes.

go through the typical budgetary process in the Kinesiology Department.

1. Spring 2021 to Fall 2022: Sarah spent time discussing content, syllabus, and student evaluations with instructor of BIOL 113. Spring 2022: OREC faculty reached out to Sarah with concerns about the course being duplicative to the content they were already teaching in OREC 104, 105, 315. Spring 2022: OREC 100: Leave No Trace was added to the OREC Program Sheet, also covering content in BIOL 113. August 2022: OREC faculty met and discussed the need for more UD technical field skills to be taught to OREC students. September 2022: Sarah proposed to Kinesiology Department to eliminate BIOL 113 and replace it with one more UD field course option. Department approved in meeting on 9/12/22. October 2022: Sarah spoke with current adjunct faculty of BIOL 113 and he agreed with the change. Also, Dept of Biology Head Carrie McVean approved this in an email on 10/22/22 and agreed to modify the offering of the course as soon as Sarah made the programmatic change. 2. 8/16/22 Instructor of HMG 350 (Britt Mathwich) reached out to Sarah Shrader to inform her that the Dept of Business did not plan to teach HMG 350/352 any longer. 8/17/22 Sarah Shrader and Dept of Kinesiology Head Jeremy Hawkins discussed this, and asked Carlos Baldo to let Britt teach the course in the Spring 2023. Sarah and Jeremy then began to discuss a plan to bring the course (s) into the OREC program. 8/22/22 Sarah reviewed assessments as well as program outcomes and determined the need to eliminate HMG 350 (as content in that course is covered for the most part in OREC 305) and to create a new course focusing entirely on public lands. September, 2022: -Sarah discussed the change with OREC faculty and they had consensus to move forward with OREC 335 as a required course. Department of Kinesiology reviewed and approved the proposal in meeting on 9/12/22. Sarah reached out to public lands professionals to help develop the course, including Kirk Oldham, CPW, Mike Jones, USFS, and Arlene Jackson, NPS. 3. August 2022: Change was suggested by OREC faculty. September 2022: Change was approved by Department of Kinesiology in meeting on 9/12/22. 4. April 2022: It came to Sarah's attention that the WFR requirement wasn't on Degreeworks. She reached out to Maggie Bodyfelt, who made the change within Degreeworks on 4/14/22, but then suggested the following: "it would be best for you to submit a Program Modification

next year to move that requirement to the “Program Specific Requirements” section, so that it is more visible/transparent to students." September 2022: Change approved by Department of Kinesiology in meeting on 9/12/225.Fall 2020- Fall 2022: Ongoing discussions over phone and email with Deb Kennard.9/5/22: Deb asked for approval on name and UD requirement via email September 2022: Change was approved by Department of Kinesiology in meeting on 9/12/226.Fall 2020- Fall 2022: Ongoing discussions with OREC faculty, Head of the Department of Kinesiology, and Coordinator of the Outdoor Program to find a solution to the issue of the OP paying for OREC courses. These discussions involved details of each course fee and we collaboratively agreed that these fees should be passed on to students. September 2022: Change of the language approved by Department of Kinesiology in meeting on 9/12/227.10/30/22: Deb McKenney emailed Sarah to request a programmatic change to the EL requirement. Per her email "The Suggested Plan of Courses in the OREC program does list ENV5 101 specifically as a choice for the Essential Learning Natural Science without a lab. But you can't specify Essential Learning without at least a footnote. This was missed when the program addition was first approved. A fairly ease fix for the OREC program would be for you to add a footnote to the Essential Learning Natural Sciences stating that ENV5 101 is recommended and that ENV5 101 is a pre-req for ENV5 304. Then the pre-req wouldn't be "hidden" for ENV5 304, and ENV5 101 can stay listed specifically in the Suggested Plan of Courses." Sarah agreed to do this through the CIM.

Kinesiology – Program Additions			
Program	Degree	Committee Action	Motion Second
: Sports Medicine	PCT	Program Addition – Approved (4/27/23)	Venter Milstein
UCC Discussion: To address the immediate need for athletic trainers, we propose training paramedics (EMT-P) to work in an athletic training setting under their EMT-P credentials. This training would result in a new Sports Medicine professional certificate.			

Change Item Description:

Departmental Justification:

New Proposal: No differences to Report

Institutions in the Rocky Mountain Athletic Conference are facing the challenge of filling vacant athletic training positions. The reasons are likely numerous, including respect, salary, and time commitment. To address the immediate need for athletic trainers, we propose training paramedics (EMT-P) to work in an athletic training setting under their EMT-P credentials. This training would result in a new Sports Medicine professional certificate. Under this model, the following could also occur: Pair the new certificate with the EMT-P certificate as part of a Bachelor of Applied Science (BAS) post-completion of the Associate of Applied Science (AAS) – EMT-P, helping an EMT-P make progress toward a degree and rank advancement within the fire service (stackable credential). These individuals could practice in an athletic training setting under their EMT-P credentials with additional background and knowledge gained via the new certification.

Kinesiology – Course Modifications			
Title	Credits	Committee Action	Motion/Second
KINE 100: Health and Wellness	1	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			
KINE 200: Foundations of Kinesiology	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			
KINE 203: Human Nutrition	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			
KINE 205: Introduction to Sport Management	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			

KINE 211: Methods of Lifetime, Individual, and Dual Activities	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			

KINE 213: Applications of Physical Fitness and Exercise Prescription	3	Course Modification – Approved (10/27/22)	Bardo Gurka
UCC Discussion: Minor description update. Adding KINE 200 Foundations of Kinesiology as a prerequisite that may be taken concurrently. It will be suggested that Majors take KINE 200 early in their program and before they begin to progress through the program. It is appropriate for KINE 213 students to have this either before or during their KINE 213 course. Typical semester offered, SLOs, and Topical Course Outline were added as this info was not transferred when CIM was implemented.			

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exercise program design and prescription to meet individual needs, assess existing exercise programs, and evaluation of the effectiveness. Major components of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition discussed in detail.	Exercise program design and prescription to meet individual needs, including assessment of existing exercise programs and evaluation of their effectiveness. Major components of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition discussed in detail.
Prerequisites:	KINE 100	KINE 100; KINE 200 (may be taken concurrently)

KINE 214: Methods of Team Activities	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			

KINE 251: Water Safety Instructor Course	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			

KINE 260: School Health Education	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline, and SLOs were added since this information did not populate when migrated into CIM.			

KINE 401: Organization, Management, and Legal Liabilities for Youth Fitness Programs	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: 1) The course title was modified to fit within the word limit set by the curriculum policies and procedures manual and specify the focus on youth fitness that has always existed in the course but hasn't been a visible component in the title or course description. 2) The course description was modified to more clearly reflect what has always been taught in this course. 3) The typical semester offered, academic engagement and student preparation minutes, topical course outline, and SLOs were populated (information did not transfer to CIM).			

Change Item Description	Old	New
Course name:	Organization/Administrati on/Legal Considerations in Physical Education and Sports	Organization, Management, and Legal Liabilities for Youth Fitness Programs
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Organizational structures, administrative techniques, and legal considerations in physical education and sports.	Approaches to organizational structures, administrative techniques, and long-term athletic development in youth fitness programs. Use of technology to measure fitness, legal and safety issues, and guiding youth to create their own fitness plans. Students will apply information from the course in K-12 teaching situations.
Course abbreviated schedule name:	Org/Admin/Legal in PE Sports	Org/Mgmnt/Legal Fit Programs

KINE 420: Therapeutic Interventions	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: In creating the Sports Medicine Professional Certificate, we wanted this course to dovetail nicely with KINE 430. As such, we removed the pharmacology information from this course since it will be covered in detail in KINE 430. The info was removed from the topical course outline and accompanying SLOs were also removed. The removal of this information will allow for a more in-depth exploration of the remaining course content.			
Change Item Description		Old	New
Topical Course Outline:		Tissue Response to Injury Therapeutic Modalities Therapeutic Exercise Pharmacology, Drugs, and Sports	Tissue Response to Injury Therapeutic Modalities Therapeutic Exercise

KINE 430: Medical Conditions and Pharmacology in the Physically Active	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: 1) The proposed changes better align this course with this new Sports Medicine professional certificate. KINE 430 is a holdover from the former BS – Athletic Training program, so much of the content was tied specifically to sport-related injuries. Course title has been adjusted to refer to 'the physically active' and have adjusted the content slightly to speak to this broader audience. 2) Academic and student engagement minutes, topical course outline, typical semester offered, and SLOs were populated (info did not transfer when CIM was implemented).			
Change Item Description		Old	New
Course name:		Medical Conditions and Pharmacology in Sports	Medical Conditions and Pharmacology in the Physically Active
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		An overview of the effects on physical activity resulting from the pre-existence of selected medical conditions and the use of pharmacological agents.	Overview of the effects of selected, pre-existing, medical conditions and pharmacological agents on physical activity.
Course abbreviated schedule name:		Med Condition/Pharm in Sports	Med Condition/Pharm Phys Act

Kinesiology – Course Additions

Title	Credits	Committee Action	Motion/Second
KINA 136A: Barre	1	Course Addition – Approved (3/16/23)	Venter Milstein

UCC Discussions: Barre is a newer style of group exercise that uses basic ballet, Pilates, yoga, and strength training to develop fitness. We believe that this is a course that students are interested in taking and the equipment is already available due to the Rec Center already offering this class.

Change Item Description

New Proposal: No differences to report

Department Justification

Barre is a newer style of group exercise that uses basic ballet, Pilates, yoga, and strength training to develop fitness. We believe that this is a course that students are interested in taking and the equipment is already available due to the Rec Center already offering this class.

KINE 330: Prevention and Evaluation of Injuries to the Physically Active	3	Course Addition – Approved (3/16/23)	Venter Friedman
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UCC Discussions: In creating the Sports Medicine professional certificate, we found that the courses currently on the books were insufficient to cover the full scope of this certificate. As such, we developed this course to cover the evaluation and prevention piece associated with common orthopedic injuries. It dovetails nicely with the Therapeutic Interventions (KINE 420) and Medical Conditions and Pharmacology (KINE 430) courses already being taught.

Change Item Description

New Proposal: No differences to report

Department Justification

In creating the Sports Medicine professional certificate, we found that the courses currently on the books were insufficient to cover the full scope of this certificate. As such, we developed this course to cover the evaluation and prevention piece associated with common orthopedic injuries. It dovetails nicely with the Therapeutic Interventions (KINE 420) and Medical Conditions and Pharmacology (KINE 430) courses already being taught.

KINE 334: Sport Management	3	Course Addition – Approved (11/17/22)	Gurka Bardo
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UCC Discussions: Sport management professors discussed the lack of “management” content with the Sport Management curriculum. Most programs have a Sport Management, Administration of Sport Organizations, or an Event Management course for student to focus on learning theory and application of planning, leading, delegating, organizing, controlling, and evaluating. All Colorado colleges and universities, as well as institutions who are members of the Rocky Mountain Athletic Conference (as a point of comparison), with sport management/administration programs were reviewed to see what courses are offered in their majors. All had one or two of the above-mentioned courses.

Change Item Description

New Proposal: No differences to report

Department Justification

During the yearly (unofficial) program review the sport management professors discussed the lack of

“management” content with the Sport Management curriculum. Prior experience suggested that most programs have a Sport Management, Administration of Sport Organizations, or an Event Management course for student to focus on learning theory and application of planning, leading, delegating, organizing, controlling, and evaluating. All Colorado colleges and universities, as well as institutions who are members of the Rocky Mountain Athletic Conference (as a point of comparison), with sport management/administration programs were reviewed to see what courses are offered in their majors. All had one or two of the above-mentioned courses. Currently our KINE 205: Intro to Sport Management covers a wide variety of topics. Many of these topics then have specific classes (i.e., KINE 335: Sport & Society, KINE 340: Sport Operations, KINE 402: Sport Marketing). There is no specific upper division course in sport management. The existing KINE 401 is a combination of sport and physical education administration that does not provide students with the management experiences they should possess upon graduation. As part of this proposal, we are going to require students to take this class instead of having the option of either KINE 401 or MARK 335. Students focusing on marketing can still take MARK 335 as a general elective.

OREC 335: Public Lands Management	3	Course Addition – Approved (12/8/22)	Venter Gurka
<p>UCC Discussion: The Outdoor Recreation Industry Studies program currently requires HMGT 350: Private and Commercial Recreation Systems or HMGT 352: Public Recreation Systems. Much of the content in HMGT 350 is covered in OREC 305: Outdoor Industry Business. The Dept of Business would like the OREC program takes over HMGT 350. HMGT 352 is not a priority of the Dept of Business and not taught. There are deficiencies in the OREC Program due to the students' lack of knowledge about public lands. Creating OREC 335 will meet the program outcomes as well as give students the content on public lands and its intersection with outdoor recreation that is so vital to the industry. Furthermore, it will take the burden off the Department of Business to teach courses that Business students are not required to take.</p>			
Change Item Description	Justification for this Proposal:		

New Proposal: No differences to report

The BS in Outdoor Recreation Industry Studies started in Fall 2020. After four semesters, we have over 100 students- 2/3 of these as Majors.

A current requirement of the program is to take HMGT 350: Private and Commercial Recreation Systems or HMGT 352: Public Recreation Systems, dependent on the student's interest. HMGT 350 was taught in Spring 2022 and will be taught Spring 2023.

We discovered that much of the content in HMGT 350 is covered in OREC 305: Outdoor Industry Business.

Furthermore, it is the wish of the Dept of Business that the OREC program takes over this course. Meanwhile, HMGT 352 was not prioritized by the Dept of Business and therefore never taught.

Additionally, we noticed a content deficiency in the OREC Program due to the students' lack of knowledge about public lands. When we completed both the Year End Assessment in Spring 2022 as well as the 3 Year Assessment in Fall 2022, we realized that Program Outcome 5 "Explain and navigate the relationships between the outdoor recreation industry and state/federal legislation, public lands and water, climate science, wildlife corridors, and regulatory agencies. (Critical thinking)" had some deficiencies. **(More in CIM proposal)**

Languages, Literature, and Mass Communication – Program Modifications			
Program	Degree	Committee Action	Motion Second
3210: English	BA	Program Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) Clarifying the language of SLO #5. 2) Revise SLO #6. 3) Add on a SLO to help us assess personal/social responsibility. Added on "explore cultural and historical lessons from literature and apply the lesson to contemporary events and cultural concerns"			
Change Item Description		Department Justification	
List all proposed changes to the program:		Change 1: clarifying the language of SLO #5 from "use info to assist in problem solving" to ""select and evaluate information to use in problem solving." Change 2: revise SLO #6 to "Demonstrate knowledge of the history or culture of the English language" Change 3: add on a SLO to help us assess personal/social responsibility. Added on "explore cultural and historical lessons from literature and apply the lesson to contemporary events and cultural concerns"	
Justify each proposed modification to the program:		Change 1: this first change is simply a clarification of language to show how students will evaluate information Change 2: this SLO change better reflects what we focus on	

in the content of our classes. Change 3: With the addition of the CMU BA SLO concerning social responsibility, the English program decided to add a SLO to best assess and link to the BA SLOs.

Describe discussions about this proposal within the department and outcomes.

These SLO changes were discussed via email when we completed an overhaul of the major in 2021. There was consensus among English faculty concerning these changes. They continued to be discussed in our English Assessment committee. The SLOs were added to our department webpage last fall. I am inputting this program modification so that the academic catalogue correctly matches our website, our syllabi, and what we are assessing in our program.

Languages, Literature, and Mass Communication – Course Modifications

Title	Credits	Committee Action	Motion/Second
ENGL 111: English Composition I-GTCO1	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented) 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)			
ENGL 112: English Composition II-GTCO2	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented) 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)			
ENGL 131: Western World Literature I-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) Minor edits to catalog description for clarity/readability.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Works from the Classical, Medieval, and Renaissance periods.	Study of literary works from the Classical, Medieval, and Renaissance periods.	

ENGL 132: Western World Literature II-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) Minor edits to catalog description for clarity/readability.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Works from the late Renaissance, Neoclassic, Romantic, and Modern periods.	Study of literary works from the late Renaissance, Neoclassic, Romantic, and Modern periods.	
ENGL 150: Introduction to Literature-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).			
ENGL 210: Introduction to Literary Studies	3	Course Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)			
ENGL 219: Introduction to Professional Writing-GTCO3	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).			

ENGL 222: Mythology-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).			
ENGL 240: Children's Literature	3	Course Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)			
ENGL 245: Imaginative Writing	3	Course Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Course description was updated to clarify course content (course is designed primarily for elementary education majors).			
Change Items Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to the theory and practice of imaginative writing for young people.	Introduction to the theory and practice of teaching young people to write imaginatively.	
ENGL 250: Introduction to Creative Writing	3	Course Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)			
ENGL 254: Survey of English Literature I-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).			

ENGL 255: Survey of English Literature II-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
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UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 261: Survey of American Literature I-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
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UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

ENGL 262: Survey of American Literature II-GTAH2	3	Course Modification – Approved (3/16/23)	Venter Milstein
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UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

FLAF 111: First-Year French I	3	Course Modification – Approved (2/23/23)	Milstein Venter
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UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented.)2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Catalog reviewer made edits to catalog description to distinguish FLAF 111/112, made with input from Dr. Tiffany Kinney.

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to the French language and culture.	Basic competency in understanding, speaking, reading, and writing French. Beginning familiarity with French culture.

FLAF 112: First-Year French II	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Catalog reviewer made edits to catalog description to distinguish FLAF 111/112, made with input from Dr. Tiffany Kinney. 4) Prereq of FLAF 111 added to ensure students are prepared for second course in sequence.			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to the French language and culture.	Continued work on basic competency in understanding, speaking, reading, and writing French. Increasing familiarity with French culture.
Prerequisites:			FLAF 111
FLAJ 111: Beginning Japanese I	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
FLAJ 112: Beginning Japanese II	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
FLAR 111: First-Year Russian I	3	Course Modification – Approved (2/23/23)	Venter Gurka
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
FLAR 112: First-Year Russian II	3	Course Modification – Approved (2/23/23/)	Venter Gurka
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

FLAS 111: First-Year Spanish I **3** **Course Modification – Approved (2/23/23)** **Friedman | Venter**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for a beginning level Spanish course.

FLAS 112: First-Year Spanish II **3** **Course Modification – Approved (2/23/23)** **Friedman | Venter**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for a beginning level Spanish course.

FLAS 211: Second-Year Spanish I **3** **Course Modification – Approved (3/16/23)** **Milstein | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for an intermediate Spanish course. 5) Permission of instructor was removed as a prereq - this is implied and not necessary to state.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	End of basic Spanish language skills. Introduces subjunctive mood, future and conditionals and other language constructions.	Continuation of basic Spanish language skills. Introduces subjunctive mood, future and conditionals, and other language constructions.
Prerequisites:	FLAS 112 or permission of instructor	FLAS 112

FLAS 212: Second-Year Spanish II **3** **Course Modification – Approved (2/23/23)** **Friedman | Venter**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for an intermediate Spanish course.

FLAS 213: Spanish Conversation and Grammar	3	Course Modification – Approved (3/16/23)	Milstein Venter
<p>UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented). 4) SLOs match those determined by the American Council on the Teaching of Foreign Languages (ACTFL) for an intermediate Spanish course. 5) Removed (can be taken concurrently with FLAS 300) from prereq list as it does not apply to this proposal.</p>			
Change Item Description		Old	New
Prerequisites:		FLAS 211 (can be taken concurrently with FLAS 300)	FLAS 211
FLGK 111: Introductory Greek I	3	Course Modification – Approved (2/23/23)	Venter Pagel
<p>UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)</p>			
FLGK 112: Introductory Greek II	3	Course Modification – Approved (2/23/23)	Venter Pagel
<p>UCC Discussion: 1. Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented)2. Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)3. Added FLGK 111 prereq so students have adequate knowledge moving on to subsequent course in sequence.</p>			
Change Items Description		Old	New
Prerequisites:			FLGK 111
FLLT 111: Introductory Latin I	3	Course Modification – Approved (2/23/23)	Milstein Venter
<p>UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented).2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Changed the '1' in the course title to a Roman numeral 'I' per current curriculum standards.</p>			
Change Items Description		Old	New
Course name:		Introductory Latin 1	Introductory Latin I
Course abbreviated schedule name:		Introductory Latin 1	Introductory Latin I

FLLT 112: Introductory Latin II	3	Course Modification – Approved (2/23/23)	Milstein Venter
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Changed the '2' in the course title to a Roman numeral 'II' per current curriculum standards. 4) Added FLLT 111 as prereq so students have adequate knowledge moving to the next course in the sequence.			
Change Items Description		Old	New
Course name:		Introductory Latin 2	Introductory Latin II
Course abbreviated schedule name:		Introductory Latin 2	Introductory Latin II
Prerequisites:			FLLT 111
FLSL 111: American Sign Language I	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)			
FLSL 112: American Sign Language II	3	Course Modification – Approved (2/23/23)	Venter Milstein
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)			
MASS 110: Mass Media: Impact and History-GTAH2	3	Course Modification – Approved (2/23/23)	Venter Pagel
UCC Discussion: 1) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) Essential learning outcomes were populated (not transferred in CIM).			
MASS 140: Media Theory Introduction	3	Course Modification – Approved (2/23/23)	Venter Pagel
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) SLOs, typical semester offered and Topical Course Outline were added (info was not transferred when CIM was implemented).			
MASS 144: Multimedia Storytelling	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

MASS 213: Introduction to Media Writing and Reporting	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
MASS 251: Mass Media: Advertising and Promotions	3	Course Modification – Approved (2/23/23)	Venter Pagel
UCC Discussion: 1) Removal of MASS 140 as prerequisite as in depth mass communication theory is not required to take this course, which includes a section on theory that applies to advertising and promotions directly already .2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) SLOs, typical semester offered and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Items Description		Old	New
Prerequisites:		MASS 140	
MASS 261: Audio Announcing and Production	3	Course Modification – Approved (2/23/23)	Venter Pagel
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Typical semester offered, SLO's and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) MASS 261 is switching instructional activity from being listed as a lecture/lab to a lecture only; the course is a lecture-based activity process and separate lab hours are not necessary.			
Change Items Description		Old	New
Type of Instructional Activity:		Lecture/Lab: Vocational/Tech	Lecture
MASS 271: Video Production	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: Added Photoshop and After Effects as course topics (topical course outline) enhances a student’s understanding of how to integrate graphic elements into Premiere Pro through the Adobe Creative Suite workflow. Added spring to typical semester offered since course is now offered fall and spring.			
Change Item Description		Old	New
Topical Course Outline:		Editing Premiere Pro Software Camera Work Composition Lighting Color Correction Audio Voice-Overs	Editing Premiere Pro Software Photoshop Software After Effects Software Camera Work Composition Lighting Color Correction Audio Voice-Overs

MASS 310: Media Law and Ethics	3	Course Modification – Approved (2/23/23)	Venter Pagel
UCC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Typical semester offered, SLO's and Topical Course Outline were added (info was not transferred when CIM was implemented)			
MASS 313: Broadcast Journalism Reporting	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
MASS 317: Writing Opinion for Impact	3	Course Modification – Approved (2/23/23)	Venter Pagel
UCC Discussion: Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLO's were added. This information did not transfer when CIM was implemented.			
MASS 342: Photojournalism I	3	Course Modification – Approved (10/27/22)	Gurka Bardo
UCC Discussion: 1) Removal of pre-req of MASS 213 because the class does not cover principles of photography, and all necessary information for course is covered in the MASS 342 Photojournalism 1 course as introduction to photojournalism. 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) Typical semester offered, SLOs, and Topical Course Outline were added as this info was not transferred when CIM was implemented.			
Change Item Description		Old	New
Prerequisites:		MASS 213 or permission of instructor	
MASS 357: Documentary and News Producing	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented)2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).3) Adding MASS 271-Video Production as prereq since students need base knowledge of video to move to documentary specialization.			
Change Item Description		Old	New
Prerequisites:			MASS 271
MASS 372: TV Studio Production	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical			

Course Outline were added (info was not transferred when CIM was implemented). 3) Updated contact hours to match the hours and instructional activity (lecture) used.

Change Item Description	Old	New
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):	Combination of multi-camera studio and electronic field productions. Includes videography, live-editing, non-linear editing, graphic creation, audio manipulation and script writing, culminating in broadcast-quality programming.	Combination of multi-camera studio and electronic field productions. Includes videography, live-editing, non-linear editing, graphic creation, audio manipulation, and script writing, culminating in broadcast-quality programming.

MASS 415: Advanced Media Writing and Reporting	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

MASS 417: Writing for Public Relations and Advertising	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

MASS 441: Emerging Media	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) MASS 441 is a social media focused course where specialized writing for socials is covered and establishes basics to professional standards that MASS 213 does not cover enough to serve as a necessary prereq for this course. 2) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 3) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

Change Item Description	Old	New
Prerequisites:	MASS 213	

MASS 442: Photojournalism II	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
MASS 450: Public Relations Campaigns	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
MASS 452: Designing for Brand and Message	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) SLOs were updated to fit course specific SLOs. 2) Topical Course Outline updated to reflect industry terms and skills employers are looking for and better reflects what's being taught in the class.			
Change Item Description	Old	New	
Topical Course Outline:	Introduction to Adobe InDesign Typography Color Palettes Color wheel Layout Infographics Advertising design Storyboarding Magazine spread Web and print critiques Social media post designs	Branding Design principles Design philosophy Designing with software Creating a variety of designs for several mediums Critiques	
MASS 494: Seminar: Advanced Theory and Research	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
MASS 498: Senior Project Portfolio	1	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Academic engagement minutes, student preparation minutes, Terms Typically Offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

PHIL 105: Critical Thinking-GTAH3 **3** **Course Modification – Approved (3/16/23)** **Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented).

PHIL 110: Introduction to Philosophy-GTAH3 **3** **Course Modification – Approved (3/16/23)** **Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)

PHIL 120: Ethics-GTAH3 **3** **Course Modification – Approved (3/16/23)** **Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)

PHIL 130: Philosophy of Religion-GTAH3 **3** **Course Modification – Approved (3/16/23)** **Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and typical terms offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Essential Learning Student Outcome information was added (although previously approved by EL Chair, info was not transferred when CIM was implemented)

PHIL 275: Introduction To Logic **3** **Course Modification – Approved (3/16/23)** **Friedman | Venter**

UCC Discussions: 1) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented)

Languages, Literature, and Mass Communication – Course Inactivations

Title	Credits	Committee Action	Motion/Second
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ENGL 231: Non-Western World Literature I-GTAH2	3	Course Inactivation – Approved (3/16/23)	Venter Milstein
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UCC Discussions: Course not taught in years due to low enrollment. Not enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

Change Item Description

Delete Proposal: No differences to report

Department Justification

We have not taught this course in years due to low enrollment. We also do not have enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

ENGL 232: Non-Western World Literature II-GTAH2	3	Course Inactivation – Approved (3/16/23)	Venter Milstein
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UCC Discussions: Course not taught due to low enrollment. Could not find record of this course being offered in last 10+ years. Not enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

Change Item Description

Delete Proposal: No differences to report

Department Justification

We have not taught this course due to low enrollment. Could not find record of this course being offered in last 10+ years. We also do not have enough faculty to include this course in a regular rotation while keeping up with ENGL 111/112 demand. The content for this course is integrated into other courses of the same level so there's no longer a need for a stand-alone class (and there historically hasn't been a need for over 15 years).

FLAF 211: Second-Year French I	3	Course Inactivation – Approved (2/23/23)	Venter Milstein
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UCC Discussion: This course has not been offered in over six years. The course has not had enough student interest to offer the course again. Instead, any students interested in taking a second year French course complete an independent study with our solo French instructor.

Change Items Description**Justification for this inactivation request**

Delete Proposal: No differences to report

This course has not been offered in over six years. The last time it was offered only 11 students enrolled, which is barely enough enrollment to offer the class. Since the last time this course was offered, we have not had enough student interest to offer the course again. Instead, any students interested in taking a second year French course complete an independent study with our solo French instructor. With FLAF 111/112 offered each year, and this instructor's joint appointment in English, we do not have the faculty or student interest to regularly offer FLAF 211/212.

FLAF 212: Second-Year French II **3**

**Course Inactivation – Venter | Milstein
Approved (2/23/23)**

UCC Discussion: Not enough students were interested in continuing on from FLAF 211 to 212 to justify offering the course.

Change Items Description

Delete Proposal: No differences to report

Justification for this inactivation request

This course has not been offered since the implementation of CLSS in 2015. The pre-req for this course only included 11 students last time it was offered in FA 17; not enough students were interested in continuing on from FLAF 211 to 212 to justify offering the course. Instead, any students interested in taking a second year French course complete an independent study with our solo French instructor. With FLAF 111/112 offered each year, and this instructor's joint appointment in English, we do not have the faculty or student interest to regularly offer FLAF 211/212.

FLAS 114: Conversational Spanish I **3**

**Course Inactivation – Venter | Gurka
Approved (2/23/23)**

UCC Discussion: FLAS 114 has not been taught in 20+ years. We do not have the faculty or student interest to regularly offer this course.

Change Items Description

Delete Proposal: No differences to report

Justification for this inactivation request

FLAS 114 has not been taught in 20+ years. We do not have the faculty or student interest to regularly offer this course.

FLAS 115: Conversational Spanish II **3**

**Course Inactivation – Venter | Gurka
Approved (2/23/23)**

UCC Discussion: FLAS 115 has not been taught in 20+ years. We do not have the faculty or student interest to regularly offer this course.

Change Items Description

Delete Proposal: No differences to report

Justification for this inactivation request

FLAS 115 has not been taught in 20+ years. We do not have the faculty or student interest to regularly offer this course.

FLAS 118: Career Spanish	3	Course Inactivation – Approved (2/23/23)	Venter Gurka
UCC Discussion: Course has not been taught in 15+ years. We no longer offer this course due to faculty expertise and student interest.			
Change Items Description		Justification for this inactivation request	
Delete Proposal: No differences to report		Course has not been taught in 15+ years. We no longer offer this course due to faculty expertise and student interest.	

PHIL 150: Philosophical Forum	3	Course Inactivation – Approved (2/23/23)	Venter Friedman
UCC Discussion: PHIL 150 has not been taught in over 5+ years. Faculty requested that it be inactivated. The LLMC does not have enough faculty to dedicate to regularly teaching this course.			
Change Items Description		Justification for inactivation	
Delete Proposal: No differences to report		PHIL 150 has not been taught in over 5+ years. Faculty requested that it be inactivated. The LLMC does not have enough faculty to dedicate to regularly teaching this course.	

Mathematics & Statistics – Course Modifications			
Title	Credits	Committee Action	Motion/Second
MATH 101: Review in Mathematics	1	Course Modification – Approved (2/23/23)	Gurka Venter
UCC Discussion: 1. Minor clean-up of the course description as suggested by reviewer. 2. Typical semester offered, SLOs, Topical Course Outline, and Academic engagement and student prep minutes were added (info was not transferred when CIM was implemented). Note that this course is offered “On demand.”			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Review of mathematical concepts and computations. Content will vary and topics will be chosen to prepare students for a specific subsequent course.	Review of mathematical concepts and computations. Content will vary, but topics will be chosen in each case to prepare students for a specific subsequent course.

MATH 105: Elements of Mathematics I	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: Revision to the Topical Course Outline: The Math Ed faculty propose small shifts in content across the Elementary Education sequence of math courses to decrease the depth of some areas, not content so MATH 301 can then be used to hit some topics more in depth. Note that the proposed revisions do not alter transferability (GT-Pathways) or comparability with courses in the Colorado Community College System.			
Change Item Description		Old	New

Topical Course Outline:

Numbers and the Base-Ten System: The Counting Numbers; Decimals and Negative Numbers; Reasoning to Compare Numbers in Base Ten; Reasoning about Rounding Fractions and Problem Solving: Solving Problems and Explaining Solutions; Defining and Reasoning About Fractions; Reasoning About Equivalent Fractions; Reasoning to Compare Fraction ; Reasoning About Percent Addition and Subtraction : Interpretations of Addition and Subtraction; The Commutative and Associative Properties of Addition, Mental Math, and Single-Digit Facts; Why the Standard Algorithms for Addition and Subtraction in Base Ten Work; Reasoning About Fraction Addition and Subtraction ; Why We Add and Subtract with Negative Numbers the Way We Do Multiplication: Interpretations of Multiplication; Why Multiplying by 10 Is Special in Base Ten; The Commutative and Associative Properties of Multiplication, Areas of Rectangles, and Volumes of Boxes; The Distributive Property; Properties of Arithmetic, Mental Math,

Problem Solving: Solving Problems and Explaining Solutions Numbers and the Base-Ten System: The Counting Numbers; Decimals and Negative Numbers; Reasoning to Compare Numbers in Base Ten; Reasoning about Rounding Fractions and Problem Solving: Solving Problems and Explaining Solutions; Defining and Reasoning About Fractions; Reasoning About Equivalent Fractions; Reasoning to Compare Fraction ; Reasoning About Percent Addition and Subtraction : Interpretations of Addition and Subtraction; The Commutative and Associative Properties of Addition, Mental Math, and Single-Digit Facts; Why the Standard Algorithms for Addition and Subtraction in Base Ten Work; Reasoning About Fraction Addition and Subtraction ; Why We Add and Subtract with Negative Numbers the Way We Do Multiplication: Interpretations of Multiplication; Why Multiplying by 10 Is Special in Base Ten; The Commutative and Associative Properties of Multiplication, Areas of Rectangles, and Volumes of Boxes; The Distributive Property; Properties of Arithmetic, Mental Math, and Single-Digit Multiplication Facts; Why the Standard Algorithm

and Single-Digit Multiplication Facts; Why the Standard Algorithm for Multiplying Whole Numbers Works
Multiplication of Fractions, Decimals, and Negative Numbers : Making Sense of Fraction Multiplication ; Making Sense of Decimal Multiplication; Extending Multiplication to Negative Numbers; Powers and Scientific Notation
Division : Interpretations of Division; Division and Fractions and Division with Remainder; Why Division Algorithms Work ; Fraction Division from the How-Many-Groups Perspective; Fraction Division from the How-Many-Units-in-1-Group Perspective; Dividing Decimals Ratio and Proportional Relationships: Motivating and Defining Ratio and Proportional Relationships; Solving Proportion Problems by Reasoning with Multiplication and Division ; The Values of a Ratio: Unit Rates and Multipliers; Proportional Relationships Versus Inversely Proportional Relationships; Percent Revisited: Percent Increase and Decrease

for Multiplying Whole Numbers Works
Multiplication of Fractions, Decimals, and Negative Numbers : Making Sense of Fraction Multiplication ; Making Sense of Decimal Multiplication; Extending Multiplication to Negative Numbers; Powers and Scientific Notation Division : Interpretations of Division; Division and Fractions and Division with Remainder; Why Division Algorithms Work ; Fraction Division from the How-Many-Groups Perspective; Fraction Division from the How-Many-Units-in-1-Group Perspective; Dividing Decimals Ratio and Proportional Relationships: Motivating and Defining Ratio and Proportional Relationships; Solving Proportion Problems by Reasoning with Multiplication and Division ; The Values of a Ratio: Unit Rates and Multipliers; Proportional Relationships; Percent Increase and Decrease Number Theory: Factors and Multiples; Even and Odd; Divisibility Tests; Prime Numbers; Greatest Common Factor and Least Common Multiple

Number Theory: Factors and Multiples; Even and Odd; Divisibility Tests; Prime Numbers; Greatest Common Factor and Least Common Multiple; Rational and Irrational Numbers

MATH 119A: Algebra for Calculus	4	Course Modification – Approved (12/8/22)	Venter Milstein
UCC Discussion: Corrected a Topical Course Outline copy/paste error that occurred during creation of Math 119A last year.			
Change Item Description	Old	New	
Topical Course Outline:	Functions and Graphs: Graph (coordinate plane), functional notation, properties of functions and graphs (increasing, maximums and minimums, domain and range), linear equations, slope (Parallel and perpendicular lines), transformations of graphs, operations on functions, inverse functions, circles Polynomial and rational functions: Complex numbers, quadratics functions and graphs, polynomial functions, dividing polynomials, rational zero theorem, rational functions and graphs, polynomial and rational inequalities Exponential and logarithmic functions: Exponential functions, logarithmic functions, properties of logarithms, exponential and logarithmic equations, modeling using logarithms and exponentials Trigonometric functions: Angles and Radians, trigonometric functions in	Functions and Graphs: Graph (coordinate plane), functional notation, properties of functions and graphs (increasing, maximums and minimums, domain and range), linear equations, slope (Parallel and perpendicular lines), transformations of graphs, operations on functions, inverse functions, circles Polynomial and rational functions: Complex numbers, quadratics functions and graphs, polynomial functions, dividing polynomials, rational zero theorem, rational functions and graphs, polynomial and rational inequalities Exponential and logarithmic functions: Exponential functions, logarithmic functions, properties of logarithms, exponential and logarithmic equations,	

terms of a unit circle, right triangles, trigonometric functions of any angle, unit circle, graphs of sine and cosine functions, graphs of other trigonometric functions, inverse trigonometric functions, applications of trigonometric functions
 Analytic trigonometry:
 Verifying basic trigonometric identities, sum and difference formulas, double-angle, power-reducing, and half-angle formulas, product-to-sum and sum-to-product formulas, trigonometric equations

modeling using logarithms and exponentials

MATH 130: Trigonometry **3** **Course Modification – Approved (3/16/23)** **Hosterman | Milstein**

UCC Discussions: Typical semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented).

MATH 136: Engineering Calculus II **4** **Course Modification – Approved (2/23/23)** **Gurka | Venter**

UCC Discussion: 1) Course Description Edits: Addition of the phrase "Emphasis on computational aspects." to distinguish from MATH 152: Calculus II; Deletion of one (one-day) topic (conic sections) as department faculty discussed and determined that it is not an appropriate topic for this course. 2) Typical semester offered, SLOs, Topical Course Outline, Academic engagement minutes, and student preparation minutes were added (info was not transferred when CIM was implemented).

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Continuation of MATH 135 Engineering Calculus I. Includes techniques of integration, trigonometric and hyperbolic functions, inverse, logarithmic and exponential functions, sequences, series, conic sections, polar coordinates and parametric equations.	Continuation of MATH 135 Engineering Calculus I. Emphasis on computational aspects. Includes techniques of integration; trigonometric and hyperbolic functions; inverse, logarithmic, and exponential functions; sequences and series; polar coordinates; and parametric equations.

MATH 152: Calculus II	5	Course Modification – Approved (2/23/23)	Gurka Venter
UCC Discussion: 1) Course Description Edits: Deletion of one topic (conic sections) as department faculty discussed and determined that it is not an appropriate topic for this course. 2) Typical semester offered, SLOs, Topical Course Outline, Academic engagement minutes, and student preparation minutes were added (info was not transferred when CIM was implemented).			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		A continuation of MATH 151 Calculus I. Topics include techniques of integration, trigonometric and hyperbolic functions, inverse, logarithmic and exponential functions, sequences, series, conic sections, polar coordinates and parametric equations.	Continuation of MATH 151 Calculus I. Topics include techniques of integration; trigonometric and hyperbolic functions; inverse, logarithmic, and exponential functions; sequences and series; polar coordinates; and parametric equations.

MATH 205: Elements of Mathematics II-GTMA1	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: Revision to the Topical Course Outline: The Math Ed faculty propose small shifts in content across the Elementary Education sequence of math courses to decrease the depth of some areas, not content so MATH 301 can then be used to hit some topics more in depth. Note that the proposed revisions do not alter transferability (GT-Pathways) or comparability with courses in the Colorado Community College System.			
Change Item Description		Old	New
Topical Course Outline:		Algebra: Numerical Expressions, Expressions with Variables, Equations, Solving Algebra Word Problems with Strip Diagrams and with Algebra, Sequences, Functions, Linear and Other Relationships Geometry: Lines and Angles, Angles and Phenomena in the World, Circles and Spheres, Triangles, Quadrilaterals, and Other Polygons Measurement: Concepts of Measurement; Length, Area, Volume, and Dimension; Error and	Algebra: Numerical Expressions, Expressions with Variables, Equations, Solving Algebra Word Problems with Strip Diagrams and with Algebra, Sequences, Functions, Linear and Other Relationships Geometry: Lines and Angles, Angles and Phenomena in the World, Circles and Spheres, Triangles, Quadrilaterals, and Other Polygons Measurement: Concepts of Measurement; Length, Area, Volume, and Dimension; Error and Precision in Measurements (including basic constructions with

Precision in
 Measurements;
 Converting from One Unit
 of Measurement to
 Another Area of Shapes:
 Areas of Rectangles
 Revisited; Moving and
 Additivity Principles
 About Area; Areas of
 Triangles; Areas of
 Parallelograms and Other
 Polygons Shearing:
 Changing Shapes Without
 Changing Area; Area and
 Circumference of Circles
 and the Number Pi;
 Approximating Areas of
 Irregular Shapes;
 Contrasting and Relating
 the Perimeter and Area of
 Shapes; Using the Moving
 and Additivity Principles
 to Prove the Pythagorean
 Theorem Solid Shapes and
 Their Volume and Surface
 Area: Polyhedra and Other
 Solid Shapes; Patterns and
 Surface Area; Volumes of
 Solid Shapes; Volume of
 Submersed Objects Versus
 Weight of Floating
 Objects Geometry of
 Motion and Change:
 Reflections, Translations,
 and Rotations; Symmetry;
 Congruence;
 Constructions with
 Straightedge and
 Compass; Similarity;
 Dilations and Similarity;
 Areas, Volumes, and
 Similarity Statistics:
 Formulating Statistical
 Questions, Gathering
 Data, and Using Samples,
 straightedge and compass);
 Converting from One Unit of
 Measurement to Another
 Area of Shapes: Areas of
 Rectangles Revisited;
 Moving and Additivity
 Principles About Area; Areas
 of Triangles; Areas of
 Parallelograms and Other
 Polygons Shearing: Changing
 Shapes Without Changing
 Area; Area and
 Circumference of Circles and
 the Number Pi;
 Approximating Areas of
 Irregular Shapes; Contrasting
 and Relating the Perimeter
 and Area of Shapes; Using
 the Moving and Additivity
 Principles to Prove the
 Pythagorean Theorem
 Geometry of Motion and
 Change: Reflections,
 Translations, and Rotations;
 Symmetry; Congruence;
 Similarity; Dilations and
 Similarity; Areas, Volumes,
 and Similarity Statistics:
 Formulating Statistical
 Questions, Gathering Data,
 and Using Samples,
 Displaying Data and
 Interpreting Data Displays,
 The Center of Data: Mean,
 Median, and Mod,
 Summarizing, Describing,
 and Comparing Data
 Distributions

Displaying Data and Interpreting Data
 Displays, The Center of Data: Mean, Median, and Mod, Summarizing, Describing, and Comparing Data Distributions

MATH 225: Computational Linear Algebra	3	Course Modification – Approved (2/23/23)	Gurka Venter
<p>UCC Discussion: 1) Course Description: Listed one additional topic (subspaces of \mathbb{R}^n) that was already being taught in the course. 2) As we reviewed our SLOs in Fall 2022 for other courses, we felt the MATH 225 SLOs should be improved to better align with other courses. The Topical Course Outline has not changed.</p>			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Computational approach to systems of equations, vector spaces, matrices, matrix transformations, eigenvalues, as well as their applications. Software for linear algebra computations is introduced and utilized.	Computational approach to systems of equations, vector spaces, matrices, matrix transformations, subspaces of \mathbb{R}^n , eigenvalues, as well as their applications. Software for linear algebra computations is introduced and utilized.
MATH 236: Differential Equations and Linear Algebra	4	Course Modification – Approved (3/16/23)	Hosterman Milstein
<p>UCC Discussions: 1) Course Description: This course is designed to align with the corresponding CU Boulder course in order to serve our student in the CU Engineering program. The deleted topic, linear transformations, is not covered in our current MATH 236 course nor is it in the syllabus of the corresponding CU Boulder course that this course is designed to align with. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).</p>			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to ordinary differential equations and linear algebra. Topics covered include ordinary differential equations, systems of linear equations, matrices, determinants, vector	Introduction to ordinary differential equations and linear algebra. Topics covered include ordinary differential equations, systems of linear equations, matrices, determinants, vector

spaces, linear transformations, and systems of linear differential equations.

spaces, and systems of linear differential equations.

MATH 240: Introduction to Advanced Mathematics 4

Course Modification – Approved (2/23/23)

Gurka | Venter

UCC Discussion: 1) Course Description: Minor clean-up of the course description as suggested by reviewer. One topic (combinatorics) was deleted from the description because it is one of several optional topics and is not included every semester. 2) Typical semester offered, SLOs, Topical Course Outline, Academic engagement minutes, and student preparation minutes were added (info was not transferred when CIM was implemented).

Change Items Description

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

Old

An introduction to writing mathematical proofs. This course is designed to provide students with a transition from computationally-based lower level classes to proof-based upper level classes. The primary goal of the course is to train students to construct and analyze rigorous mathematical proofs. Topics include introductory logic, set theory, relations, functions, induction, equivalence relations, partitions and combinatorics.

New

Introduction to writing mathematical proofs that provides students with a transition from computation-based lower-level courses to proof-based upper-level courses. Topics include introductory logic, set theory, relations, functions, induction, equivalence relations, and partitions. Emphasis is on constructing and analyzing rigorous mathematical proofs.

MATH 253: Calculus III 4

Course Modification – Approved (2/23/23)

Gurka | Venter

UCC Discussion: 1) Course Description: Description updated to reflect course content more precisely; no changes made to actual course content. 2) Typical semester offered, SLOs, Topical Course Outline Academic engagement minutes, and student preparation minutes were added (info was not transferred when CIM was implemented).

Change Items Description

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

Old

Vectors in three-dimensional space, vector functions, partial derivatives, directional derivative and multiple integrals.

New

Introduction to multivariable calculus. Topics include three-dimensional space, vectors, functions of several variables, partial derivatives, directional derivatives, multiple integrals, vector

fields, and the integral theorems of vector calculus.

MATH 260: Differential Equations	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course Description: Minor clean-up of the course description to improve wording and to more precisely describe actual course content. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Techniques of solving differential equations of order one, linear differential equations, linear equations with constant coefficients, non-homogeneous equations, variation of parameter techniques, and Laplace transform methods.	Techniques of solving first and second order differential equations, linear differential equations, and non-homogeneous differential equations, including variation of parameters, series solutions, and Laplace transform methods.	
MATH 301: Mathematics for Elementary Teachers 3 Course Modification – Approved (3/16/23) Hosterman Milstein UCC Discussions: Revisions to the Course Description, Topical Course Outline, and SLOs: Small shifts in content across the Elementary Education sequence (MATH 105, MATH 205, and MATH 301) to decrease the depth of some areas, not content, so that MATH 301 can then be used to hit some topics more in depth. Note that the proposed revisions do not alter transferability (GT-Pathways) or comparability with courses in the Colorado Community College System.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Selection of mathematics topics addressing content and standards for elementary education. Strong emphasis on written and oral communication.	Selection of mathematics topics addressing content and standards for elementary education including problem solving, probability, mathematical standards and current research, technology, and additional review topics. Strong emphasis on written and oral communication.	
Topical Course Outline:	Problem Solving: Basics of Problem Solving; Standards Surrounding Problem Solving and Mathematical	Problem Solving: Basics of Problem Solving Standards Surrounding Problem Solving and Mathematical Communication	

Communication;
Mathematical
Explanations Probability:
Basic Principles of
Probability; Counting the
Number of Outcomes;
Calculating Probabilities
of Compound Events;
Using Fraction Arithmetic
to Calculate Probabilities
Content Review
Standards: The Standards
and Their History;
Applying the Standards
Current Research in
Mathematical Education:
Importance of Current
Research; Applying
Current Research into the
Classroom Mathematical
Education Websites:
Websites Technology in
the Mathematics
Elementary Classroom:
General Technology;
Calculators and Excel

Mathematical Explanations
Probability: Basic Principles
of Probability Counting the
Number of Outcomes
Calculating Probabilities of
Compound Events Using
Fraction Arithmetic to
Calculate Probabilities
Content Review: Problems
Involving Fractions Ratio and
Proportional Relationships
(Proportional Relationships
Versus Inversely Proportional
Relationships)Number
Theory (Rational and
Irrational
Numbers)Additional Review
Topics Geometry and Solid
Shapes Polyhedra and Other
Solid Shapes Patterns and
Surface Area Volumes of
Solid Shapes Volume of
Submersed Objects Versus
Weight of Floating Objects
Constructions with
Straightedge and Compass
Standards: The Standards and
Their History Applying the
Standards Current Research
in Mathematical Education
Importance of Current
Research Applying Current
Research into the Classroom
Mathematical Education
Websites: Websites
Technology in the
Mathematics Elementary
Classroom General
Technology; Calculators and
Excel

MATH 325: Linear Algebra	3	Course Modification – Approved (2/23/23)	Gurka Venter
UCC Discussion: 1) Typical semester offered, SLOs, Topical Course Outline, Academic engagement minutes, and student preparation minutes were added (info was not transferred when CIM was implemented). Note that this course is only offered Fall, even years.			
MATH 352: Advanced Calculus	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
MATH 360: Methods of Applied Mathematics	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course Description: The revised description better aligns our course with standard courses of this type, and was developed in consultation with the Physics department several years ago. Transform techniques were removed from the course description while previously unlisted topics were added for clarification and consistency with standard offerings of this course. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Selection of techniques in applied mathematics of particular use to scientists and engineers. Topics include vector analysis, partial differential equations and transform techniques. Applications are stressed.	Introduction to methods of applied analysis and mathematical physics. Topics include vector calculus, Sturm-Liouville problems, Fourier series, partial differential equations, series solutions of ordinary differential equations, and special functions.
MATH 361: Numerical Analysis	4	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course Description: The new description better aligns our course with what is typically offered in a one semester undergraduate numerical analysis course. Several previously listed topics have been removed in the new description and a few clarifications added. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New

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

Elementary numerical analysis using the hand-held programmable calculator including Taylor's theorem, truncating errors, iteration processes, least squares methods, numerical solution of algebraic and transcendental equations, systems of equations, ordinary and partial differential equations, integral equations, interpolation, finite differences, eigenvalue problems, relaxation techniques, approximations, and error analysis.

Introduction to the study of accuracy and efficiency of algorithms and numerical computation. Topics include computer representation of numbers, finite precision arithmetic, truncating errors, iteration processes, numerical solutions of algebraic and transcendental equations, systems of linear equations, Taylor polynomial approximation, interpolation, finite differences, numerical integration, and error analysis.

MATH 362: Fourier Analysis	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course Description: The updates to the course description reflect minor clarifications and improved wording rather than changes to content coverage. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to continuous and discrete Fourier analysis. Topics include signals as vectors, matrices, and functions; orthogonality and correlation; expansions and transforms; Fourier series and frequency analysis; filtering, thresholding and compression; analysis of accuracy, including aliasing and convergence; Fourier and inverse Fourier transforms; discrete and inverse	Introduction to continuous and discrete Fourier analysis. Topics include representation of signals as vectors, matrices, and functions; orthogonal expansions; Fourier series and frequency analysis; thresholding and compression; Fourier and inverse Fourier transforms; discrete and inverse discrete Fourier transforms; and cosine transforms.	

discrete Fourier transforms.

MATH 366: Methods of Applied Mathematics II	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course Description: The course description update consists of minor rephrasing as well as addition of cubic splines as a topic, and removal of numerical solutions of matrix eigenvalue problems, to better reflect what is covered in the course. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Treatment of numerical methods used to solve problems in applied mathematics. Topics include iteration, interpolation, numerical integration and differentiation, numerical linear algebra, numerical solutions of matrix eigenvalue problems, and numerical solutions of ordinary and partial differential equations.	Treatment of numerical methods used to solve problems in applied mathematics. Topics include iteration; interpolation and cubic splines; numerical integration and differentiation; numerical linear algebra; and numerical solutions of ordinary and partial differential equations.

MATH 430: Mathematical Logic	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course Description: Minor clean-up of the course description as suggested by description reviewer. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented). Note that this course is offered in Fall, odd years only.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to the classical areas of mathematical logic (model theory, proof theory, the theory of computation, complexity theory and set theory), the relationships these sub-disciplines have with each other and their relationships to the foundations of mathematics,	Introduction to the classical areas of mathematical logic (model theory, proof theory, the theory of computation, complexity theory, and set theory) and the relationships these sub-disciplines have with each other and with the foundations of mathematics, computational science, computer science, and the philosophy of mathematics.

computational science,
computer science and the
philosophy of
mathematics.

MATH 452: Intro to Real Analysis I	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Minor clean-up of the course description to improve wording and to more precisely describe actual course content. 2) MATH 253: Calculus III is removed as a prerequisite since the content in MATH 452 does not require topics from MATH 253. 3) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to real analysis from a general metric space perspective. Topics may include point set topology, completeness, compactness and connected sets, sequences, series, continuity, integration and sequences and series of functions.	Introduction to real analysis from a general metric space perspective. Topics may include point set topology, completeness, compactness, connected sets, sequences, limits of functions, continuity, differentiation, integration, and sequences of functions.
Prerequisites:		MATH 253 and MATH 352	MATH 352

MATH 466: Methods of Applied Mathematics III	3	Course Modification – Approved (3/16/23)	Hosterman Milstein
UCC Discussions: 1) Course description change includes additional phrasing to better clarify what is covered in the course. 2) Typical semester offered, SLOs, Topical Course Outline, and Academic Engagement and Student Prep Minutes were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Exploration of advanced methods of applied mathematics with an emphasis on extending basic methods and concepts. Specific content may vary but will typically include contemporary techniques in applied mathematics, modeling and data analysis.	Exploration of advanced methods of applied mathematics, with an emphasis on extending basic methods and concepts, including modeling applied problems, determining analytical solutions, and implementing numerical methods. Specific content may vary but will typically

include contemporary techniques in applied mathematics.

MATH 492: Senior Capstone	3	Course Modification – Approved (2/23/23)	Gurka Venter
UCC Discussion: 1) Typical semester offered, SLOs, Topical Course Outline, Academic engagement minutes, and student preparation minutes were added (info was not transferred when CIM was implemented). 2) SLOs were entered into CIM (for the first time, info didn't transfer) with better action verbs based on departmental conversation.			
STAT 200: Probability and Statistics-GTMA1	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Course Description Changes: Course description was outdated and inaccurate. Now a better representation of what is already being covered in STAT 200. 2) Typical semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented). 3. Permission of instructor was removed from list of pre reqs - this is implied and not necessary to state.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Descriptive statistical methods, elementary probability, sample distribution, binomial, normal, T and F distributions, parameter estimation, one and two sample tests of hypothesis, simple correlation and regression analysis, one-way analysis of variance, nonparametric inference, time permitting. Introduction to statistical software.	Introduction to descriptive and inferential statistical methods. Topics include: types of random variables, graphical and numeric summaries of data, elementary probability, discrete and continuous probability distributions, sampling distributions, confidence intervals and hypothesis testing for one and two samples, correlation and regression, chi-squared tests, and one-way analysis of variance.	
Prerequisites:	MATH 110 or MATH 113 or permission of instructor	MATH 110 or MATH 113	
STAT 215: Statistics for Social and Behavioral Sciences	4	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) The Math/Stats Department spent Fall 2022 doing a clean-up of course descriptions, SLOs and TCOs with STAT 200 and STAT 241 among them. While STAT 215 was submitted and approved in Spring 2022, we are re-submitting the Course Description, SLOs and			

Topical Course Outline for STAT 215 with small revisions to align better with the clean-up of STAT 200 and STAT 241.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	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.	Introduction to descriptive and inferential statistical methods, with specific applications for social and behavioral sciences. Topics include types of random variables; graphical and numeric data summaries; elementary probability; discrete and continuous probability distributions; sampling distributions; confidence intervals and hypothesis testing; correlation and regression; chi-squared tests; and one-way analysis of variance. Includes proficiency in software commonly used in the social sciences.
Topical Course Outline:	Notation and terminology Graphical presentations of data Numerical summaries of data Probability Discrete probability distributions The normal distribution The Central Limit Theorem Confidence intervals for one parameter Hypothesis tests for one parameter Confidence intervals for two parameters Hypothesis tests for two parameters Chi-squared tests One-way analysis of variance	Statistics vs. Parameters Types of data Graphical presentations of data Numerical summaries of data Probability Discrete probability distributions The normal distribution The Central Limit Theorem Confidence intervals for one parameter Hypothesis tests for one parameter Confidence intervals for two parameters Hypothesis tests for two parameters Chi-squared tests One-way analysis of variance

STAT 241: Introduction to Business Analysis 3

Course Modification – Approved (3/16/23)

Venter | Milstein

UCC Discussions: 1) Course Description: New course description details what is already being taught in STAT 241 and mirrors the structure of other introductory statistics course descriptions. 2) Typical

semester offered, SLOs, Topical Course Outline, and Course Minutes were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to descriptive, predictive, and inferential analysis techniques, data interpretation, business research skills, and techniques for analysis and modeling of business problems in the workplace using appropriate software.	Introduction to descriptive, predictive, and inferential analysis techniques with business applications. Topics include summarizing data graphically and numerically; elementary probability; discrete and continuous probability distributions; sampling distributions; intervals and tests for one and two samples; correlation and regression; chi-squared tests; and one-way analysis of variance. Appropriate business and statistical software will be used.

Mathematics & Statistics – Course Additions

Title	Credits	Committee Action	Motion/Second
MATH 215: Technology for Mathematics Educators	3	Course Addition – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1. MATH 215 is not actually a new course, but rather a new prefix and number for existing course CSCI 305: Technology for Mathematics Educators. We are simultaneously submitting a proposal to inactivate CSCI 305.			

Change Item Description	Department Justification
New Proposal: No differences to report	<p>1. MATH 215 is not actually a new course, but rather a new prefix and number for existing course CSCI 305: Technology for Mathematics Educators. We are simultaneously submitting a proposal to inactivate CSCI 305.</p> <p>CSCI 305 was developed as a course for students majoring in Elementary Education with a concentration in math. It is taught by the Math Education faculty member (and always has been). The course includes solving math problems using spreadsheets and geometry software and some block-based programming specifically designed for Education majors, but it is not a computer science course. Historically, it is likely that the CSCI prefix was assigned because Math and CS were one department. With the move</p>

of CS to Engineering, it doesn't make sense for this course to have the CSCI prefix. Therefore, we propose that this course be renamed with an appropriate (MATH) prefix.

In addition, the content fits more appropriately with 200-level content for elementary educators. MATH 205: Elements of Mathematics II is a sufficient prerequisite content-wise and the removal of the prerequisite of MATH 301: Mathematics for Elementary Teachers allows for more flexibility in scheduling for education majors who have many other specific course sequencing requirements.

Mathematics & Statistics – Course Inactivations			
Title	Credits	Committee Action	Motion/Second
MATH 127: Mathematics of Finance	3	Course Inactivation – Approved (1/26/23)	Gurka Venter
UCC Discussion: This inactivation is part of a curriculum clean-up effort in the department. The Mathematics and Statistics faculty have met regularly throughout Fall 2022 and identified this course as one of several that should be inactivated.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		We have not offered this course in at least 12 years, and we have no plans to offer it. No programs require it.	
STAT 311: Statistical Methods	3	Course Inactivation – Approved (1/26/23)	Venter Gurka
UCC Discussion: This inactivation is part of a curriculum clean-up effort in the department. The Mathematics and Statistics faculty have met regularly throughout Fall 2022 and identified this course as one of several that should be inactivated.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		We replaced this course with STAT 301: Computational Statistics beginning in Fall 2019. No programs reference it. The only course that references it is STAT 412: Correlation and Regression which is already inactive. We have no future plans to offer STAT 311.	
STAT 492: Senior Capstone	1	Course Inactivation – Approved (1/26/23)	Venter Gurka
UCC Discussion: This inactivation is part of a curriculum clean-up effort in our department.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		This course was initially created in Fall 2018 to be included in the Statistics concentration in place of MATH 494: Senior Capstone II. However, the subsequent creation of our MATH 492 Senior Capstone course in	

Spring 2019 (as a redesign of our MATH 484/494 Senior Seminar sequence) eliminated the need for this course. It has already been removed from the Statistics Program Sheet; the course was never offered and was never on an active program sheet.

Music – Course Modifications			
Title	Credits	Committee Action	Motion/Second
MUSA 120: Class Piano for Non-Majors I	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Prior to the course name change and the course description change, there were two courses named Class Piano for Non-Majors. To differentiate the courses, the title and course descriptions were changed. The title of the course, "Class Piano for Non-Majors" was duplicated with another course code. The change to "Class Piano for Non-Majors I" represents this course as being focused on piano and music literacy fundamental. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.			
Change Item Description:		Old	New
Course name:		Class Piano for Non-Majors	Class Piano for Non-Majors I
MUSA 121: Class Piano for Non-Majors II	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Prior to the course name change and the course description change, there were two courses named Class Piano for Non-Majors. To differentiate the courses, the title and course descriptions were changed. The change to "Class Piano for Non-Majors II" reflects the development beyond the introduction of piano skills and music literacy, while allowing for instructor autonomy to differentiate repertoire to students based on achieved skill set. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.			
Change Item Description:		Old	New
Course name:		Class Piano for Non-Majors	Class Piano for Non-Majors II
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Open to all students (no prerequisites or corequisites) but recommended specifically for students who have little or no training in piano and are not music (or music theatre) majors or minors. Introductory piano proficiency (rudimentary note reading, music vocabulary, technique, aural skills, theory, and creative application of musical skills).	Beginning piano proficiency (note reading, scales, triads, chord symbols, and creative application of musical skills). Open to all students (no prerequisites or corequisites) but recommended specifically for students who have little or no training in piano and are not music (or music theater) majors or minors.

MUSA 130: Class Piano I	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.			
MUSA 131: Class Piano II	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Adapt piano coursework to mirror contemporary competencies for students in music performance and music education. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Change prerequisites to meet CIM guidelines.			
Change Item Description:		Old	New
Prerequisites:		MUSA 130 or permission of instructor	MUSA 130
MUSA 137: Class Voice	1	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.			
MUSA 230: Class Piano III	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Adapt piano coursework to mirror contemporary competencies for students in music performance and music education. Made a change to the topical course outline and one SLO to more closely reflect contemporary competencies. The course outline reflects the increase in clarification of piano proficiency skills, including keys that represent different fingering patterns for major and minor scales, rhythmic comping skills, and transposition. Changed incorrect instructional activity.			
Change Item Description:		Old	New
Justification for this Proposal:		This course was incorrectly categorized as Music: Studio for instructional activity. It should be Lecture just like the other three class piano courses (MUSA 130, 131, 231).	Lecture
MUSA 231: Class Piano IV	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Eliminated permission of instructor in prerequisites to align with curriculum guidelines.			
Change Item Description:		Old	New
Prerequisites:		MUSA 230 or permission of instructor	MUSA 230

MUSA 302: Keyboard Literature I	3	Course Modification – Approved (4/27/23)	Venter Bardo
<p>UCC Discussion: Seeking to align catalog SLOs and course outlines with existing course syllabus. Regarding prerequisites, the word order did not accurately reflect the intent for students to have one of the listed courses or instructor permission. The MUSA 231 pre-req is for non-piano majors who may be interested in taking this class. MUSA 230 was a mistake in the existing pre-req, it should have been MUSA 231, which is the culminating course of the Class Piano sequence. Students do not need to take both MUSA 231 and MUSL 230; the former is for non-piano majors, and the latter is for piano majors. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.</p>			
Change Item Description:		Old	New
Prerequisites:		MUSA 230 or permission of instructor, MUSL 230	MUSA 231 or MUSL 230
MUSA 303: Symphonic Literature	3	Course Modification – Approved (4/27/23)	Venter Bardo
<p>UCC Discussion: The music faculty determined that MUSA 214 is not required for students to be successful in this course. That prerequisite also created a hidden prerequisite in the Music: Instrument (Minor) because students only need to take one music theory course for the minor.</p>			
Change Item Description:		Old	New
Prerequisites:		MUSA 214	
MUSA 304: Keyboard Literature II	3	Course Modification – Approved (4/27/23)	Venter Bardo
<p>UCC Discussion: Seeking to align catalog SLOs and course outlines with existing course syllabus. Regarding prereqs the word order did not accurately reflect the intent for students to have one of the listed courses or instructor permission. Students do not need to take both MUSA 231 and MUSL 230; the former is for non-piano majors, and the latter is for piano majors. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Eliminated permission of instructor to align with curriculum manual.</p>			
Change Item Description:		Old	New
Prerequisites:		MUSA 231, MUSL 230, or permission of instructor	MUSA 231 or MUSL 230
MUSA 310: Accompanying Techniques	2	Course Modification – Approved (4/27/23)	Venter Bardo
<p>UCC Discussion: Seeking to align catalog SLOs and course outlines with existing course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Removed "or permission of instructor" from prereqs to align with curriculum manual.</p>			
Change Item Description:		Old	New
Prerequisites:		MUSA 214, or permission of instructor	MUSA 214
MUSA 318: Vocal Literature	3	Course Modification – Approved (4/27/23)	Venter Bardo

UCC Discussion: Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Changed wording on course description to align with curriculum manual.

Change Item Description:	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Follows the changing patterns, styles, and fashions of the secular art-song from medieval Europe to Europe and America of the day.	Study of the changing patterns, styles, and fashions of the secular art-song from medieval Europe to Europe and America of the day.

MUSA 319: Choral Literature	3	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Removed "or permission of instructor" from list of prereqs to align with Curriculum Manual.			

Change Item Description:	Old	New
Prerequisites:	Previous or concurrent enrollment in a Colorado Mesa University choir or permission of the instructor	Previous or concurrent enrollment in a Colorado Mesa University choir

MUSA 411: Piano Pedagogy	3	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Adapt piano coursework to mirror contemporary competencies for students in music performance and music education. Prerequisite was updated to remove 'or permission of instructor' to align with Curriculum Manual and replace the comma with 'or'. Students do not need to take both MUSA 231 and MUSL 230; the former is for non-piano majors, and the latter is for piano majors. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.			

Change Item Description:	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to the field of piano teaching and learning/teaching theories with application to piano teaching. Survey of methods and literature. Instructional techniques for group and individual lesson settings.	Introduction to the field of piano teaching and pedagogical theories, with application to piano teaching. Survey of methods and literature. Instructional techniques for group and individual lesson settings.
Prerequisites:	MUSA 231, MUSL 230, or permission of instructor	MUSA 231 or MUSL 230

MUSA 442A: Teaching Special Ensembles: Choral	2	Course Modification – Approved (4/27/23)	Venter Bardo
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UCC Discussion: Corequisite of MUSA 350A or 350B was moved to Prerequisite and indicated as "may be taken concurrently. This was done to clarify that the student did not have to be enrolled in MUSA 350A/B concurrently; that the course(s) could be taken as a pre-req. Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM.

Change Item Description:	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Practical knowledge and methodology in the teaching of (A) Show/Jazz Choirs and (B) Marching/Jazz Bands. Students will learn the skills necessary to direct these ensembles. Includes 30 hours of field experience.	Practical knowledge and methodology in the teaching of Show/Jazz Choirs and Marching/Jazz Bands. Students will learn the skills necessary to direct these ensembles. Includes 30 hours of field experience.
Prerequisites:	MUSA 215, MUSA 240 and MUSA 250	MUSA 215, MUSA 240, and MUSA 250; and MUSA 350A or MUSA 350B (MUSA 350A or MUSA 350B may be taken concurrently)
Corequisites:	MUSA 350A or 350B if not completed	

MUSL 130: Piano **1,2** **Course Modification – Approved (4/27/23)** **Gurka|Venter**

UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Changed course description to better align with course.

Change Item Description:	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in piano through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first year students.

MUSL 131: Guitar	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Changed course description to align with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in guitar through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first year students.	
MUSL 132: Strings	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in strings through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first year students.	
MUSL 133: Woodwinds	1,2	Course Modification – Approved (4/27/23)	Gurka Venter

UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.

Change Item Description:	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in woodwinds through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first year students.

MUSL 135: Percussion	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
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UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.

Change Item Description:	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in percussion through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first year students.

MUSL 136: Electronic Instruments	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
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UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.

Change Item Description:

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

Old

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

New

Development of individual music performance skills in electronic instruments through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first-year students.

MUSL 137: Voice**1,2****Course Modification – Approved (4/27/23)****Gurka|Venter**

UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.

Change Item Description:

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

Old

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

New

Development of individual music performance skills in voice through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For first-year students.

MUSL 230: Piano**1,2****Course Modification – Approved (4/27/23)****Gurka|Venter**

UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.

Change Item Description:**Old****New**

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

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

Development of individual music performance skills in piano through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For second year students.

MUSL 232: Strings	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in strings through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For second year students.
MUSL 233: Woodwinds	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New

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

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

Development of individual music performance skills in woodwinds through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For second year students.

MUSL 235: Percussion	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in percussion through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For second year students.
MUSL 236: Electronic Instruments	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New

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

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

Development of individual music performance skills in electronic instruments through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For second-year students.

MUSL 237: Voice	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in voice through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For second-year students.
MUSL 330: Piano	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New

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

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

Development of individual music performance skills in piano through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third year students.

MUSL 332: Strings	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in strings through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third year students.
MUSL 333: Woodwinds	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:		Old	New

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

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

Development of individual music performance skills in woodwinds through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third year students.

MUSL 335: Percussion	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills through weekly lessons in percussion. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third year students.	
MUSL 336: Electronic Instruments	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description:	Old	New	

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

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

Development of individual music performance skills in electronic instruments through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third-year students.

MUSL 337: Voice	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old	New	
	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills in voice through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third-year students.	
MUSL 340: Instrumental Pedagogy and Literature	1	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course content and SLOs with syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes. This information did not migrate with CIM.			
MUSL 350: Conducting	1,2	Course Modification – Approved (4/27/23)	Gurka Venter

UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.

Change Item Description:

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

Old

Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.

New

Development of individual music performance skills in conducting through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. An instructional fee is required. For third year students.

MUSL 430: Piano	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in strings through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth year students.	

MUSL 432: Strings	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in strings through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth year students.	

MUSL 433: Woodwinds	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in woodwinds through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth year students.	

MUSL 435: Percussion	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in percussion through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth year students.	

MUSL 436: Electronic Instruments	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in electronic instruments through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth-year students.	
MUSL 437: Voice	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in voice through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth-year students.	

MUSL 450: Conducting	1,2	Course Modification – Approved (4/27/23)	Gurka Venter
UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with Curriculum Manual.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	New Development of individual music performance skills in conducting through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken up to four times at the 400 level. An instructional fee is required. For fourth year students.	

MUSP 140: Wind Symphony	1	Course Modification – Approved (4/27/23)	Bardo Venter
UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with year taken.			
Change Item Description: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old A symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required.	New Symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required. For first-year students.	

MUSP 240: Wind Symphony	1	Course Modification – Approved (4/27/23)	Bardo Venter
UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with year taken.			
Change Item Description:	Old	New	

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

A symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required.

Symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required. For second-year students.

MUSP 320: Junior Recital	1	Course Modification – Approved (4/27/23)	Bardo Venter
UCC Discussion: Corequisite of "1 credit of MUSL 300-level" was removed. This meant that the student would have to be a junior to schedule a junior recital which isn't very feasible. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description to better describe course.			
Change Item Description:		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Preparation and successful completion of junior-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. Required for Music Performance majors. Must include scholarly program notes covering historical aspects, analytical issues, and/or performance considerations of the recital repertory.	Preparation and successful completion of junior-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. Recital must include scholarly program notes covering historical aspects, analytical issues, and/or performance considerations of the recital repertory.
Corequisites:		1 credit of MUSL 300-level	

MUSP 340: Wind Symphony	1	Course Modification – Approved (4/27/23)	Bardo Venter
UCC Discussion: Aligning CIM course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with year taken.			
Change Item Description:		Old	New

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

A symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required.

Symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required. For third-year students.

MUSP 440: Wind Symphony 1

Course Modification – Approved (4/27/23)

Bardo|Venter

UCC Discussion: Aligning course outlines and SLOs with course syllabus. Adding course SLOs and topical course outline as well as academic engagement minutes and typical semester offered. This information did not migrate with CIM. Aligned course description with year taken.

Change Item Description:

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

Old

A symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required.

New

Symphony comprised of serious wind and percussion students, including music majors and non-music majors, who perform a wide variety of standard and current literature. Audition with conductor required. For fourth-year students.

Physical & Environmental Sciences – Program Modifications

Program	Degree	Committee Action	Motion Second
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3443: Environmental Science and Technology

BS

Program Modification – Approved (3/16/23)

Venter | Milstein

UCC Discussion: 1) Removed ENVS 212, from the Program Specific Degree Requirements and Suggested Course Sequencing for Option 1. 2) Increased the number of credit hours for ENVS 337 from 2 to 3. Added the corresponding lab that is now a coreq for ENVS 337. 3) Cleaned up SLOs. 4) Converted capitalizations to lowercase letters (formatting for consistency). 5) Moved Introduction to Environmental Science Option 1 and Option 2 (total of 3-4 credits) from program-specific to foundation courses to decrease credits in the program-specific category.

Change Item Description

List all proposed changes to the program:

Department Justification

1. Removed ENVS 212, Environmental Health and Safety from the Program Specific Degree Requirements and Suggested Course Sequencing for Option 1: Pollution Monitoring and Control. 2. Increased the number of credit hours for ENVS 337 from 2 to 3. Added the corresponding lab that is now a coreq for ENVS 337. 3. Cleaned up

Justify each proposed modification to the program:

SLOs.4. Converted some of the capitalizations to lowercase letters (formatting for consistency). 5. Moved Introduction to Environmental Science Option 1 and Option 2 (total of 3-4 credits) from program-specific to foundation courses to decrease credits in the program-specific category (foundation hours change from 9-10 to 12-13, program-specific hours are changing from 57 to 54).

1. Removed ENVS 212, Environmental Health and Safety from being a required course to a restricted elective for option 1 students because the course can be taken online for a fraction of the cost and can be taken when needed for an internship rather than waiting every two years for us to offer the course. Finding someone to teach the course is also challenging.2. Increased the number of credit hours for ENVS 337 because the class requires additional time to cover all the important materials. A lab corequisite was added to ENVS 337 so that one-credit was added to list of classes.3. Need to add the two new Baccalaureate learning outcomes: "information literacy" and "personal and social responsibility." Changes to existing program learning outcomes to reflect the current Baccalaureate learning outcomes (e.g. substituting "technology skill" with "quantitative fluency"). Individual justification can be found above under "List all proposed changes to the program."4. Clean up for consistency.5. Introduction to Environmental Science Option 1 (ENVS 104) and Option 2 (ENVS 101 and 105) were moved from program-specific courses to foundation courses in an effort to decrease the total number of credit hours in the program-specific category. This reduces the credit hours from ENVS prefixes to 48 hours. Additional hours from other prefixes are still included in the program-specific category, but hours within the program (ENVS) are within the cap set by the curriculum policies and procedures manual.

Describe discussions about this proposal within the department and outcomes.

These changes were discussed over a couple of months by all (four of four) full-time ENVS faculty. Final discussion was held by three of four full-time ENVS faculty on 1/24/23. The final version was sent via email to the fourth full-time ENVS faculty member for his approval on 1/25/23 (approval was obtained on 1/26/23).

3472: Geosciences: Geology	BS	Program Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: Addition of newly created courses, GEOL 465 Climate Change Science and GEOL 463 Subsurface Methods, to list of Restricted Electives. Addition of GEOL 496 Topics to list of Restricted Electives.			
Change Item Description	Department Justification		
List all proposed changes to the program:	Addition of newly created courses, GEOL 465 Climate Change Science and GEOL 463 Subsurface Methods, to list of Restricted Electives. Addition of GEOL 496 Topics to list of Restricted Electives.		
Justify each proposed modification to the program:	<p>GEOL 465: Climate-change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth’s climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today’s world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, most universities in the USA offer a climate-change science course.</p> <p>GEOL 463: The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, most universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering these courses to our student body. GEOL 496/496L Topics should be added to the Restricted Electives list to streamline registration by students for Topics courses. This will reduce some confusion that occurs when students are advised to register for a course, but don't see it listed in our program sheet.</p>		

Describe discussions about this proposal within the department and outcomes.

GEOL 465: In discussions in Spring and Fall 2022 among the Geosciences faculty, and between the Geosciences, Environmental Sciences, Chemistry, and Biology Programs in the Departments of PES and Biology, this new course proposal was well supported and encouraged by faculty and the respective program coordinators. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Geosciences Secondary Education BS, the Watershed Sciences Minor and Geology minor programs. GEOL 463: In discussions in the Spring and Fall of 2022 among the Geosciences faculty this new course proposal was well supported and encouraged by faculty. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Geosciences Secondary Education BS, Watershed Sciences Minor, and Geology minor programs. GEOL 496/496L: This proposal is well supported by Geosciences faculty and by the PES Department Chair.

3473: Geosciences: BS Program Modification – Venter | Friedman Approved (2/23/23)
Environmental Geology

UCC Discussion: 1.) Addition of new courses, GEOL 465 and GEOL 463 to list of Restricted Electives. 2.) Addition of GEOL 496 (Topics) and GEOL 496L (Topics Lab) to list of Restricted Electives. 3.) GEOL 111/111L or GEOL 113/113L moved from foundation to ESSL: Nat Sci with Lab. 4.) GEOL 112/112L, 202, and 204 moved from Program Specific: Core Courses to Foundation Courses. 5.) Restricted electives section modified so that at least 5 credits have a GEOL prefix.

Change Item Description

List all proposed changes to the program:

Department Justification

1.) Addition of newly created courses, GEOL 465 Climate Change Science and GEOL 463 Subsurface Methods to list of Restricted Electives. 2.) Addition of GEOL 496 (Topics) and GEOL 496L (Topics Lab) to list of Restricted Electives. 3.) GEOL 111/111L or GEOL 113/113L moved from foundation to ESSL: Nat Sci with Lab. 4.) GEOL 112/112L, 202, and 204 moved from Program Specific: Core Courses to Foundation Courses. 5.) Restricted electives section modified so that at least 5 credits have a GEOL prefix.

Justify each proposed modification to the program:

1.) GEOL 465: Climate-change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth’s climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today’s world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical

thinking skills. Lastly, most universities in the USA offer a climate-change science course. GEOL 463: The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, most universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering these courses to our student body. 2.) GEOL 496/496L Topics should be added to the Restricted Electives list to streamline registration by students for Topics courses. This will reduce some confusion that occurs when students are advised to register for a course, but don't see it listed in our program sheet.3.) Specifying ESSL Nat Sci with lab: The GEOL major currently requires 18 credits of Nat Sci ESSL classes. Per policy, the program can specify GEOL 111/111L OR GEOL 113/113L (4 credits) because 14 credits of ESSL Nat sci classes remain in the major. This change allows students slightly more flexibility in their course choices.4.) Moving GEOL 112/112L, 202, and 204 to foundation courses: These classes are freshman and sophomore classes that are commonly taught in the first two years at many institutions. 5.) Specifying that 5 credits of restricted electives must be GEOL: Some of the restricted electives listed, like CHEM 132/132L and PHYS 132/132L, are important for students to take if they plan to go to graduate school; hence, they are listed as restricted electives. Students can currently fulfill the restricted elective requirement without taking a single GEOL class. The faculty would like students to take at least some GEOL classes, including potentially research, as part of their degree. Adding this 5-credit GEOL minimum would encourage students to take classes like the ones listed above or research as part of their degree.

Describe discussions about this proposal within the department and outcomes.

GEOL 465: In discussions in Spring and Fall 2022 among the Geosciences faculty, and between the Geosciences, Environmental Sciences, Chemistry, and Biology Programs in the Departments of PES and Biology, this new course proposal was well supported and encouraged by faculty and the respective program coordinators. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, the Watershed Sciences Minor and Geology minor programs.

GEOL 463: In discussions in the Spring and Fall of 2022 among the Geosciences faculty this new course proposal was well supported and encouraged by faculty. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Watershed Sciences Minor, and Geology minor programs.

GEOL 496/496L: This proposal is well supported by Geosciences faculty and by the PES Department Chair. Moving 111/113 to ESSL: GEOL faculty have discussed this at one in-person meeting 21 Sep 2022) and over email and are on board.

Moving 112/202/204 to foundation: This change was first discussed at a meeting several years ago. It was briefly mentioned on 21 Sep 2022, and has been discussed via email. No objections were raised. Requiring 5 credits GEOL in restricted electives: This change has been discussed at length amongst faculty who teach in the program and with the department head. The choice of 5 credits was discussed most recently in Jan 2023 and approved via email by faculty who teach in the program.

M470: Watershed Science	MNR	Program Modification – Approved (2/23/23)	Milstein Venter
<p>UCC Discussion: 1) Addition of new course GEOL 465 to list of Restricted Electives. 2) Addition of new course GEOL 463 to list of Restricted Electives. 3) Add the three-credit GIST 332 (2) 332L (1) to the list of Restricted Electives to replace GIST 305 (1) for GIS. 4) Add the 3-credit ENVS 337 and 1-credit ENVS 337L to the list of Restricted Electives.</p>			
<p>Change Item Description</p>	<p>Department Justification</p>		
<p>List all proposed changes to the program:</p>	<p>1. Addition of newly created course, GEOL 465 Climate Change Science, to list of Restricted Electives. 2. Addition of newly created course, GEOL 463 Subsurface Methods, to list of Restricted Electives. 3. Add the three-credit GIST 332 (2) 332L (1) Introduction to Geographic Information Systems plus lab to the list of Restricted Electives to replace GIST 305 (1) Cartography for GIS. 4. Add the 3-credit</p>		

Justify each proposed modification to the program:

ENVS 337 and 1-credit ENVS 337L Stream Biomonitoring to the list of Restricted Electives.

1. GEOL 465: Climate-change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth's climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today's world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, most universities in the USA offer a climate-change science course. 2. GEOL 463: The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, most universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering these courses to our student body. 3. GIST 305 is a one (1) credit basic introductory GIS course currently in the Watershed Sciences Minor Restricted Electives list, and should be replaced by GIST 332 332L (Introduction to Geographic Information System). The goal in this replacement is to add the more-applied lecture plus lab 3-credit course sequence instead of the one-credit very basic overview. Analyzing water-related data is an important part of watershed science, and this advanced course is more appropriate for the minor than the 1-credit overview. 4. ENVS 337/337L Stream Biomonitoring is a 3-credit course and new 1-credit lab covering the structure and organization of macroinvertebrate assemblages in streams and rivers. This course is being taught again (after a several-year hiatus) and is appropriate within the Watershed Sciences minor.

Describe discussions about this proposal within the department and outcomes.

1. GEOL 465: In discussions in Spring and Fall 2022 among the Geosciences faculty, and between the Geosciences, Environmental Sciences, Chemistry, and Biology Programs in the Departments of PES and Biology, this new course proposal was well supported and encouraged by faculty and the respective program coordinators. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Geosciences Secondary Education BS, the Watershed Sciences Minor and Geology minor programs. 2. GEOL 463: In discussions in the Spring and Fall of 2022 among the Geosciences faculty this new course proposal was well supported and encouraged by faculty. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Geosciences Secondary Education BS, Watershed Sciences Minor, and Geology minor programs.3 4. The Watershed Science Minor "director" (in charge of all maintenance and advising) and the entire ENVS faculty discussed through email and approved the proposed changes in Summer/Fall 2022. Those approved changes included replacing GIST 305 with GIST 332/332L as well as adding ENVS 337/337L in the Restricted Electives list.

Physical & Environmental Sciences – Course Modifications

Title	Credits	Committee Action	Motion/Second
CHEM 131: General Chemistry I-GTSC1	4	Course Modification – Approved (3/16/23)	Milstein Venter
UCC Discussions: 1) We are cleaning up the course prereqs to include the multiple routes students can qualify to enter CHEM 131. 2) Added information not transferred when CIM was implemented: typical semester offered, preparation and engagement minutes, SLOs, EL SLOs and justifications, topical course outline. Pedagogy removed from course description. 3) The "four lecture hours" per week wording was removed from the course description since this content is not appropriate to include in the description.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Fundamental principles of chemistry. Designed for students planning a major in science. Topics include dimensional analysis, atomic and molecular structure, stoichiometry, simple chemical reactions, thermochemistry, and	Fundamental principles of chemistry. Designed for students planning a major in science. Topics include dimensional analysis, atomic and molecular structure, stoichiometry, simple chemical reactions, thermochemistry, and gases.	

Prerequisites:	gases. Four lectures and one three-hour laboratory per week. One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam. Students without an appropriate chemistry assessment exam score should take CHEM 111. CHEM 111 or CHEM 121 may be substituted for an appropriate assessment score
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CHEM 131L: General Chemistry Laboratory I-GTSC1	1	Course Modification – Approved (3/16/23)	Milstein Venter
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UCC Discussions: 1) We are updating the prereqs of CHEM 131 and 131L to reflect the addition last year of a new course, CHEM 111. 2) Added information not transferred when CIM was implemented: typical semester offered, preparation and engagement minutes, SLOs, EL SLOs and justifications, topical course outline. 3) Pedagogy removed from course description.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Laboratory course to accompany CHEM 131. Designed for students planning a major in science. Basic chemistry laboratory techniques will be introduced. Experimental topics include: basic measurements and significant figures, determining the electronic structure of atoms, chromatography basics, determining empirical formulas, and calorimetry.	Fundamental principles of chemistry. Designed for students planning a major in science. Topics include dimensional analysis, atomic and molecular structure, stoichiometry, simple chemical reactions, thermochemistry, and gases.
Prerequisites:	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam	One year of high school chemistry, mastery of algebra, and a passing score on the chemistry assessment exam. Students without an appropriate chemistry

assessment exam score should take CHEM 111. CHEM 111 or CHEM 121 may be substituted for an appropriate assessment score

ENVS 101: Introduction to Environmental Science-GTSC2	3	Course Modification – Approved (3/16/23)	Hosterman Venter
<p>UCC Discussions: ENVS 103 and 103L were removed from the program because of lack of resources and the course content is outdated. This necessitated an update to this course, ENVS 101, to remove mention of ENVS 103 and 103L from the course description.</p>			
Change Item Description	Old	New	
<p>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p>Impact of resource use and pollution on the earth's environment and biota. Scientific approach to solving environmental problems and the impacts of values upon global environmental decisions examined. General environmental awareness and literacy emphasized. Students may take either ENVS 101 or ENVS 103/ENVS 103L for essential learning natural science credit, but not both.</p>	<p>Impact of resource use and pollution on the earth's environment and biota. Scientific approach to solving environmental problems and the impacts of values upon global environmental decisions examined. General environmental awareness and literacy emphasized.</p>	
ENVS 104: Environmental Science: Global Sustainability	3	Course Modification – Approved (3/16/23)	Hosterman Venter
<p>UCC Discussions: 1) ENVS 103 and 103L were removed from the program because of lack of faculty resources and the course content is outdated. Removed mention of ENVS 103 from the course description. 2) Topical course outline, SLOs, course minutes, and typical semester offered were populated. This info did not transfer when CIM was implemented.</p>			
Change Item Description	Old	New	

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

Examination of local to global environmental issues. Includes human population dynamics and impact of agriculture on the environment, ecosystem function, energy use and sustainable development, air, water and soil pollution, climate change and environmental policy. Critical evaluation of readings from historical and modern environmental topics supplement lectures. Will not count as credit to the major if credit has already been received for ENVS 101 or ENVS 103.

Examination of local to global environmental issues. Includes human population dynamics and impact of agriculture on the environment, ecosystem function, energy use and sustainable development, air, water and soil pollution, climate change, and environmental policy. Critical evaluation of readings from historical and modern environmental topics supplement lectures.

ENVS 337: Stream Biomonitoring	3	Course Modification – Approved (2/23/23)	Venter Gurka
UCC Discussion: 1) This course is being modified to add an additional credit (from 2 to 3 credit hours) per semester. This is necessary in order to adequately cover all the topics and background knowledge to appropriately understand and apply concepts in Stream Biomonitoring. 2) Academic engagement and student prep minutes, typical terms offered, topical course outline and SLOs were missing in the previous description and have been added here. 3) In addition, a lab section (ENVS 337L) is being added as a corequisite to provide enough time for students to get experience identifying aquatic macroinvertebrate specimens. 4) The prior prerequisite of ENVS 331/ENVS 331L Water Quality was removed as it was not necessary for students to be successful in ENVS 337. The prerequisite has been changed to ENVS 204/ENVS 204L, which does provide the level of detail necessary for students to be successful. An alternative prerequisite of BIOL 105/BIOL 105L was added to allow an alternative pathway for Biology students to enroll in the course, and BIOL 105/BIOL 105L also provides enough background information for students to be successful in ENVS 337/ENVS 337L.			
Change Items Description		Old	New
Prerequisites:		ENVS 331/ENVS 331L	ENVS 204/ENVS 204L or BIOL 105/BIOL 105L
Credit hours:		2	3
Corequisites:			ENVS 337L
PHYS 100: Concepts of Physics-GTSC2	3	Course Modification – Approved (3/16/23)	Friedman Milstein
UCC Discussions: Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline.			
PHYS 101: Elementary Astronomy-GTSC2	3	Course Modification – Approved (3/16/23)	Friedman Milstein
UCC Discussions: Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline.			
PHYS 111: General Physics-GTSC1	4	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: 1) Student engagement and preparation minutes, Terms typically offered, EL SLOs, Course outline, SLOs added as they were not transferred to CIM at implementation. 2) Removed pedagogy from course description.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Algebra-based introduction to classical mechanics and thermodynamics. Includes mechanics, energy and momentum conservation, thermodynamics and	Algebra-based introduction to classical mechanics and thermodynamics. Includes mechanics, energy and momentum

statistical mechanics. Extensive use of high school level algebra and trigonometry, mastery of these subjects required. Four lectures and one two-hour laboratory per week.	conservation, thermodynamics and statistical mechanics. Extensive use of high school level algebra and trigonometry.
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PHYS 111L: General Physics Laboratory-GTSC1	1	Course Modification – Approved (12/8/22)	Venter Gurka
<p>UCC Discussion: 1) Student engagement and preparation minutes, Terms typically offered, EL SLOs, Course outline, SLOs added as they were not transferred to CIM at implementation. 2) Course description adjusted to meet standards.</p>			
Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Lab component required for PHYS 111.	New Algebra-based introduction to classical mechanics and thermodynamics. Includes mechanics, energy and momentum conservation, thermodynamics and statistical mechanics. Extensive use of high school level algebra and trigonometry.	

PHYS 112: General Physics II-GTSC1	4	Course Modification – Approved (3/16/23)	Friedman Milstein
<p>UCC Discussions: 1) Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) PHYS 111 and 112 currently share the same name (General Physics) which violates course naming policies. PHYS 112 is being renamed General Physics II. 3) "with a grade of C or higher" was removed from the prereq list.</p>			
Change Item Description Course name: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old General Physics-GTSC1 Algebra-based introduction to classical electromagnetism, optics and modern physics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves,	New General Physics II-GTSC1 Algebra-based introduction to classical electromagnetism, optics, and modern physics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave	

geometrical optics and wave optics. Topics from modern and atomic physics. Extensive use of algebra and trigonometry.

optics. Topics from modern and atomic physics. Extensive use of algebra and trigonometry.

Course abbreviated schedule name:
Prerequisites:

General Physics-GTSC1
PHYS 111/PHYS 111L, or
PHYS 131/PHYS 131L,
with a grade of C or higher

General Physics II-GTSC1
PHYS 111/PHYS 111L, or
PHYS 131/PHYS 131L

**PHYS 112L: General 1
Physics II Laboratory-
GTSC1**

**Course Modification –
Approved (3/16/23)**

Friedman | Milstein

UCC Discussions: 1) Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) PHYS 111L and 112L currently share the same name (General Physics Lab) which violates course naming policies. PHYS 112L is being renamed General Physics II Laboratory. 3) Modified course description to actually describe course contents .4) "with a grade of C or higher" was removed from the prereq list.

Change Item Description

Old

New

Course name:

General Physics
Laboratory-GTSC1

General Physics II
Laboratory-GTSC1

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

Lab component required for PHYS 112.

Algebra-based introduction to classical electromagnetism, optics, and modern physics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave optics. Topics from modern and atomic physics. Extensive use of algebra and trigonometry

Course abbreviated schedule name:

General Physics Lab-
GTSC1

General Physics II Lab-
GTSC1

Prerequisites:

PHYS 111/PHYS 111L, or
PHYS 131/PHYS 131L,
with a grade of C or higher

PHYS 111/PHYS 111L, or
PHYS 131/PHYS 131L

PHYS 131: Fundamental Mechanics-GTSC1	4	Course Modification – Approved (3/16/23)	Friedman Milstein
UCC Discussions: 1) Adding information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Removed some unnecessary language from course description.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Calculus-based introduction to classical mechanics. Detailed coverage of the kinematics and dynamics of linear and rotational motion using Newton's Laws, momentum and energy conservation. The mathematics of calculus and vectors is used throughout. For majors in the sciences and engineering.	Calculus-based introduction to classical mechanics. Detailed coverage of the kinematics and dynamics of linear and rotational motion using Newton's Laws, momentum and energy conservation. The mathematics of calculus and vectors is used throughout.	
PHYS 131L: Fundamental Mechanics Laboratory-GTSC1	1	Course Modification – Approved (3/16/23)	Friedman Milstein
UCC Discussions: 1) Added information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Modified course description to match the lecture component.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for PHYS 131.	Calculus-based introduction to classical mechanics. Detailed coverage of the kinematics and dynamics of linear and rotational motion using Newton's Laws, momentum and energy conservation. The mathematics of calculus and vectors is used throughout.	
PHYS 132: Electromagnetism and Optics-GTSC1	4	Course Modification – Approved (3/16/23)	Friedman Milstein
UCC Discussions: 1) Added information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Removed some unnecessary language from course description.			

Change Item Description

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

Old

Calculus-based introduction to classical electromagnetism and optics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics and wave optics. The mathematics of calculus and vectors is used throughout. For majors in the sciences and engineering. Requires a mastery of the foundations of classical mechanics as covered in PHYS 131. A grade of C or higher in PHYS 131/PHYS 131L is required.

New

Calculus-based introduction to classical electromagnetism and optics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave optics. The mathematics of calculus and vectors is used throughout.

**PHYS 132L: 1
Electromagnetism and
Optics Laboratory-GTSC1**

**Course Modification –
Approved (3/16/23)**

Friedman | Milstein

UCC Discussions: 1) Added information not transferred when CIM was implemented: academic engagement and student prep minutes, typical semester offered, SLOs, EL SLOs and justifications, topical course outline. 2) Modified course description to match the lecture component.

Change Item Description

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

Old

Lab component required for PHYS 132. A grade of C or higher in PHYS 131/PHYS 131L is required.

New

Calculus-based introduction to classical electromagnetism and optics. Detailed coverage of electrostatics, electric circuits, magnetism, electromagnetic waves, geometrical optics, and wave optics. The mathematics of calculus and vectors is used throughout.

PHYS 311:	3	Course Modification –	Gurka Bardo
Electromagnetic Theory I		Approved (10/27/22)	
UCC Discussion: 1) The mathematics requirements for this course are too restrictive. While the course relies heavily on Calc III (Math 253) topics, differential equations (MATH 236 or 260) is not required for success in the class. This change will allow physics majors the ability to enroll in PHYS 311 earlier. This change will also allow Chemistry majors that may be interested in an upper-level physics class to enroll, as the chemistry degree requires Calc III but not differential equations. 2) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).3) Engagement and preparation minutes missing from CIM.			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	A mature study of electromagnetic fields. Electrostatics and magnetostatics presented. Special techniques, including multipole expansion of fields, analyzed. Electrodynamics introduced leading to Maxwell's equations.	Mature study of electromagnetic fields. Electrostatics and magnetostatics presented. Special techniques, including multipole expansion of fields, analyzed. Electrodynamics introduced leading to Maxwell's equations.	
Prerequisites:	MATH 253; and MATH 260 or MATH 236; and PHYS 230 or PHYS 231	MATH 253; and PHYS 230 or PHYS 231	

PHYS 321: Quantum Theory I	3	Course Modification –	Friedman Milstein
Theory I		Approved (3/16/23)	
UCC Discussions: 1) Provided a topical course outline and SLOs, which had not previously existed in CIM. 2) Modified the catalog description, updating it to reflect how the course has been taught in recent years. 3) Academic engagement minutes, student preparation minutes, and terms typically offered were filled in (info was not transferred when CIM was implemented).			
Change Item Description	Old	New	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Quantum physics foundation. Includes quantum states, measurements, and time evolution using Dirac formalism for discrete and continuous systems. Connection between Dirac formalism and wave mechanics established and Schrodinger equation solved in various context. Includes particles in	Foundations and applications of quantum physics. Fundamental descriptions of quantum states, measurements, and time evolution for general quantum systems. Applications to particles in one or more spatial dimensions, harmonic oscillators, angular momentum, and the hydrogen atom. May also include spin-	

piecewise square potentials, tunneling, the harmonic oscillator, angular momentum, and the hydrogen atom. Introduces linear algebra for describing quantum physics and uses techniques for solving differential equations.

1/2 particles, photons, multiple quantum systems, and quantum paradoxes. Introduces linear algebra and solving differential equations for quantum physics.

PHYS 362: Statistical and Thermal Physics	3	Course Modification – Approved (10/27/22)	Gurka Bardo
<p>UCC Discussion: 1) The mathematics requirements for this course are too restrictive. Differential equations (MATH 236 or 260) are not used at all in the course. Calculus II and small amounts of Calculus III are used, and thus the math prereq is being changed to Calc III (Math 253). This change will allow physics majors the ability to enroll in PHYS 362 earlier. This change will also allow Chemistry majors that may be interested in an upper-level physics class to enroll, as the chemistry degree requires Calc III but not differential equations. 2) Typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Engagement and preparation minutes missing from CIM.</p>			
Change Item Description		Old	New
Prerequisites:		PHYS 230 or CHEM 321; and MATH 236 or MATH 260	CHEM 321 or PHYS 230; and MATH 253

PHYS 471: Computational Physics I	3	Course Modification – Approved (3/16/23)	Friedman Milstein
<p>UCC Discussions: 1) Prerequisite requirement of PHYS 132 added. 2) New Course Description: Due to the prerequisite change, the new course description more accurately describes the emphasis of the course and states that prior programming experience is NOT required. 3) The SLO's, typical semester offered, engagement and preparation minutes, and topical course outline were previously missing from CIM and have now been added.</p>			
Change Item Description		Old	New

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

Foundation covering application of computational techniques to solving physical problems. Numerical integration, differentiation, and matrix methods covered. Techniques of solving various regular and partial differential equations studied. Application of discretizing numerical solutions for physical problem stressed. Turning analytic problems into solvable computational schemes. Data analysis and visualization covered. Familiarity with any programming language is required. For any Science, Engineering or Mathematics major.

Application of computational techniques to solving and visualizing physical problems. Numerical integration, differentiation, and matrix methods covered. Techniques of solving various regular and partial differential equations studied. Prior programming experience is not required.

Prerequisites:

MATH 260 or MATH 236

MATH 260 or MATH 236; and PHYS 132

Physical & Environmental Sciences – Course Additions

Title	Credits	Committee Action	Motion/Second
ENVS 304: Environmental Science for Outdoor Recreation	3	Course Addition – Approved (12/8/22)	Venter Gurka

UCC Discussion: The Outdoor Recreation major was designed with a curriculum that would educate its students on public lands, water, climate science, wildlife corridors, and conservation and stewardship. This proposed course is designed to explore these topics at a level appropriate for non-science majors.

Change Item Description

New Proposal: No differences to report

Department Justification

The relatively new Outdoor Recreation major was designed with a curriculum that would educate its students on public lands, water, climate science, wildlife corridors, and conservation and stewardship.(OREC Student Learning Outcomes include the following: Explain and navigate the relationships between the outdoor recreation industry and state/federal legislation, public lands and

water, climate science, wildlife corridors, and regulatory agencies. Articulate the implications of economic development, education and workforce, public health and wellness, and conservation and stewardship within the outdoor recreation industry.) This proposed course is designed to explore these topics at a level appropriate for non-science majors.

ENVS 337L: Stream Biomonitoring Laboratory	1	Course Addition – Approved (2/23/23)	Venter Gurka
UCC Discussion: Lab created to provide time for students to learn how to correctly identify aquatic macroinvertebrate specimens collected in the field.			
Change Items Description		Justification for this Proposal	
New Proposal: No differences to report		This lab section is necessary to provide time for students to learn how to correctly identify aquatic macroinvertebrate specimens collected in the field.	
GEOL 463: Subsurface Methods	3	Course Addition – Approved (12/8/22)	Gurka Venter
UCC Discussion: Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, many U.S. universities offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering this course to our student body.			
Change Item Description		Justification for this Proposal:	
New Proposal: No differences to report		The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, many universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering this course to our student body.	

GEOL 465: Climate Change Science	3	Course Addition – Approved (12/8/22)	Gurka Venter
UCC Discussion: Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, many U.S. universities offer a climate change science course. CMU would benefit from offering this course to our student body.			
Change Item Description	Old	New	
New Proposal: No differences to report	Climate change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth’s climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today’s world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, many universities in the USA offer a climate change science course. CMU would benefit from offering this course to our student body.		

Physical & Environmental Sciences – Course Inactivations			
Title	Credits	Committee Action	Motion/Second
CHEM 315L: Biochemistry Laboratory	1	Course Inactivation – Approved (2/23/23)	Gurka Venter
UCC Discussion: CHEM 315L replaced by stand-alone course CHEM317L allowing students to take the lecture and lab separately. CHEM 315L is no longer offered.			
Change Items Description	Justification for this inactivation request		
Delete Proposal: No differences to report	CHEM 315L, biochemistry lab, is no longer offered. Instead of offering a lab that is tied to the lecture (CHEM 315), we created a new course several years ago, CHEM 317L, that can serve as a standalone lab. This change allows students to take the lecture without the lab. The inactivation is a clean-up to show that this class is no longer offered.		

ENVS 103: Field-Based Introduction to Environmental Science-GTSC1	3	Course Inactivation – Approved (3/16/23)	Venter Friedman
UCC Discussions: ENVS 103 and 103L were removed from the program because of lack of resources and the course content is outdated.			
Change Item Description	Department Justification		

Delete Proposal: No differences to report Course has not been offered for more than 5 years and will not be offered any more. We don't have the resources to teach this course and the course content is outdated. Students interested in getting exposed to environmental science lectures and labs could consider taking environmental science minor or taking other environmental science classes with labs as general electives.

ENVS 103L: Field-Based Introduction to Environmental Science Laboratory-GTSC1 **1** **Course Inactivation – Approved (3/16/23)** **Venter | Friedman**

UCC Discussions: ENVS 103 and 103L were removed from the program because of lack of resources and the course content is outdated.

Change Item Description **Department Justification**
Delete Proposal: No differences to report Course has not been offered for more than five years and will no longer be offered by the program. We don't have the resources to teach this course and the course content is outdated. Students interested in getting exposed to environmental science lectures and labs could consider taking environmental science minor or taking other environmental science classes with labs as general electives.

ENVS 150: Introduction to Environmental Field Studies **1-3** **Course Inactivation – Approved (2/23/23)** **Venter | Gurka**

UCC Discussion: Course has never been offered and no plan to offer it. Does not appear on any program sheets.

Change Items Description **Justification for this inactivation request**
Delete Proposal: No differences to report This was a legacy from the older ENVS program. None of us know that this course existed and there is no plan to teach this. This course is not a pre-requisite for any course or a requirement for our majors. It is also not an essential learning class.

PHYS 432: Nuclear and High-Energy Physics **3** **Course Inactivation – Approved (11/17/22)** **Gurka | Bardo**

UCC Discussions: PHYS 432 has not been taught in many, many years (>10 years?). The class is not required for the physics major or other programs. There has been little interest from students for this specific course, and the current faculty are not confident in their ability to teach this topic well.

Change Item Description **Department Justification**
Delete Proposal: No differences to report PHYS 432 has not been taught in many, many years (>10 years?). The class is not required for the physics major or other programs. For a B.S. in physics, the class satisfies

our restricted electives category, but there are numerous other classes that also satisfy this. There has been little interest from students for this specific course, and the current faculty are not confident in their ability to teach this topic well. In addition, the class references a non-existent physics class as a pre-req, which was inactivated in 2005. If there was interest in this course, the course would essentially need to be recreated from scratch: new SLOs, new outline, new pre-reqs, etc. For that situation, we could reactivate this course with updated information and send it through the curriculum committee for approval of what would essentially be an updated/new course. Thus, the physics faculty believe it would better to remove this course from the catalog to avoid confusion.

Social & Behavioral Sciences – Program Modifications			
Program	Degree	Committee Action	Motion Second
1711: Addiction Studies	PCT	Program Modification – Approved (11/17/22)	Bardo Gurka
<p>UCC Discussions: 1) ADAP 460 and ADAP 470 are needed to provide students with the educational core competencies and work-related experience, as outlined by the Colorado Department Human Services and the Office of Behavioral Health, for the Certified Addictions Counselor Level III (CAC III). Students who complete this certification program are eligible to take the Association for Addiction Professionals (NAADAC) National Certified Addiction Counselor (NCAC II) or (MAC) exam and apply to Department of Regulatory Agency (DORA) for their CAC III certification as required in Colorado. 2) Internship hours were redistributed on the suggested course plan to better fit course content. Total internship hours remain the same for a total of 10 hours of internship. 3) Adding the ADAP 460 and ADAP 470, which increased the certificate hours from 16 to 18.</p>			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. ADAP 460 and ADAP 470 were added to the program.2. Internship hours were redistributed with the total hours of internship unchanged.3. Certificate total hours increased from 16 to 18 due to adding ADAP 460 and ADAP 470.	

Justify each proposed modification to the program:

1. ADAP 460 and ADAP 470 are needed to provide students with the educational core competencies and work-related experience, as outlined by the Colorado Department Human Services and the Office of Behavioral Health, for the Certified Addictions Counselor Level III (CAC III). Students who complete the educational requirements and learning objectives of this certification program are eligible to take the Association for Addiction Professionals (NAADAC) National Certified Addiction Counselor (NCAC II) or (MAC) exam and apply to Department of Regulatory Agency (DORA) for their CAC III certification as required in Colorado. 2 In adding the two new courses, internship hours were redistributed on the suggested course plan to better fit the internship hours with the course content. Total internship hours remain the same for a total of 10 hours of internship.3. Adding the ADAP 460 and ADAP 470, which are two credit hours total, increased the certificate hours from 16 to 18. The Addictions Faculty met and agreed to these changes' spring/fall 2022.

Describe discussions about this proposal within the department and outcomes.

<p>3701: Criminal Justice - BAS POST Academy</p>	<p>Program Modification – Venter Gurka Approved (12/8/22)</p>
<p>UCC Discussion: Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.</p>	<p>Department Justification</p>
<p>Change Item Description List all proposed changes to the program:</p>	<p>Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.</p>

Justify each proposed modification to the program:

1) CRMJ 210 is being inactivated because it relies on hiring faculty with the required academic qualifications and specialized professional knowledge and experience. In addition, the faculty member would need access to the county dispatch center to use it as a learning space. Multiple attempts have been made, without success, to get a new adjunct who works in the dispatch center to teach the course, but those efforts proved unsuccessful over the last several years. Offering this course as a criminal justice elective is not sustainable. 2) Adding CRMJ 413. A similar (deactivated) course, CRMJ 411 - Serial Murders, was previously taught, but went dormant due to the departure of a faculty member. A new faculty member wishes to teach this topic area, but on a wider scope. Accordingly, reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent and Serial Offenders course. Students have expressed an interest in having a course on this topic back in the regular criminal justice elective course rotation.

Describe discussions about this proposal within the department and outcomes.

Several meetings and discussions, and approval occurred between the CJ faculty above these changes, in person and via email, in the fall semester of 2022. The program coordinator worked closely with the new faculty member to mentor him through the course creation process during that same time period. These changes do not impact any other program or department.

3704: History: Secondary Education	BA	Program Modification - Approved via Email (3/2023)	Bardo via email Venter via email
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UCC Discussion: 1) The history program is adding four new upper division elective courses to its curriculum: HIST 311, 314, 319, and 348. 2) New courses HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added to the World History restricted electives section in Program-Specific Requirements. 3) New courses HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted electives section in Program-Specific Requirements. 4) Updated SLO mapping to include these new HIST courses, added mapping for the Teacher Education SLOs. 5) Edited the text below the World History section in History Electives to read "Select one of the following" to align with the 3-credit requirement (previously said "Select two of the following" in error).

Change Item Description

List all proposed changes to the program:

Department Justification

1) The history program is adding four new upper division elective courses to its curriculum: HIST 311, 314, 319, and 348. 2) New courses HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added

to the World History restricted electives section in Program-Specific Requirements.3) New courses HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted electives section in Program-Specific Requirements. 4) Updated SLO mapping to include these new HIST courses, added mapping for the Teacher Education SLOs.5) Edited the text below the World History section in History Electives to read "Select one of the following" to align with the 3-credit requirement (previously said "Select two of the following" in error). We are adding these courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. We feel that these courses would provide an essential contextual basis for teacher education students.

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

The history faculty came to a consensus at a meeting in September 2022. I discussed the proposed course additions with Blake Bickham over e-mail on 2/1; he agreed the additions would be good options for their CTE candidates.

3706: Criminal Justice	BAS	Program Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: 1) Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map. 2) Adding min 2.5 GPA requirement to institutional degree requirements section.			
Change Item Description	Department Justification		
List all proposed changes to the program:	1) Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.2) Add min 2.5 GPA requirement to institutional degree requirements section.		
Justify each proposed modification to the program:	1) CRMJ 210 is being inactivated because it relies on hiring faculty with the required academic qualifications and specialized professional knowledge and experience. In addition, the faculty member would need access to the county dispatch center to use it as a learning space. Multiple attempts have been made, without success, to get a new adjunct who works in the dispatch center to teach the course, but those efforts proved unsuccessful over the last several years. Offering this course as a criminal justice elective is not sustainable.2) Adding CRMJ 413 to Restricted Electives. A similar (deactivated) course,		

CRMJ 411 - Serial Murders, was previously taught, but went dormant due to the departure of a faculty member. A new faculty member wishes to teach this topic area, but on a wider scope. Accordingly, reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent and Serial Offenders course. Students have expressed an interest in having a course on this topic back in the regular criminal justice course rotation.3) Min GPA requirement has always been the case, was somehow left off. CIM cleanup.

Describe discussions about this proposal within the department and outcomes.

Several meetings and discussions, and approval occurred between the CJ faculty above these changes, in person and via email, in the fall semester of 2022. The program coordinator worked closely with the new faculty member to mentor him through the course creation process during that same time period. These changes do not impact any other program or department.

3716: History

BA

**Program Modification –
Approved (3/16/23)**

Venter | Milstein

UCC Discussion: 1) HIST 202 moved in the suggested course plan. It is currently listed to take during fall semester of the third year but should instead be taken fall semester of the second year. 2) We are also adding four new courses to the curriculum: HIST 311, 314, 319, and 348; the program is being modified to reflect the SLOs for those courses and to add them into the list of available courses offered. HIST 311 and HIST 319 added to the World History restricted electives section in Program-Specific Requirements. HIST 314 and HIST 348 added to the United States History restricted electives section in Program-Specific Requirements. 3) HIST 409 was added back in as an option in the US History category and added to SLO mapping.

Change Item Description

List all proposed changes to the program:

Department Justification

1) HIST 202 needs to be moved in the suggested course plan. It is currently listed to take during fall semester of the third year but should instead be taken fall semester of the second year. It is a methods course that is required for all history majors before they can take the junior (HIST 394) and senior (HIST 404) level core courses. 2) We are also adding four new courses to the curriculum: HIST 311, 314, 319, and 348; the program is being modified to reflect the SLOs for those courses and to add them into the list of available courses offered. HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added to the World History restricted electives section in Program-Specific Requirements. HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted

Justify each proposed modification to the program:

electives section in Program-Specific Requirements.3) HIST 409 was added back in as an option in the US History category and added to SLO mapping.

1) With the issue of HIST 202, this has always been how we've managed the program and advised students on their course planning. It appears to have been an error that occurred in the transition from paper program sheets to electronic. 2) HIST 311, 314, 319, and 348 are being added as History Electives to highlight expertise of our newest faculty members and to fill gaps in our curricular offerings.3) When we transitioned last year away from a topical section for our upper division electives, HIST 409 was not added into any section, nor were its SLOs listed. This mistake is being fixed by adding HIST 409 back in as an option in the US History category.

Describe discussions about this proposal within the department and outcomes.

The history faculty discussed the need for this program modification at our fall meeting in September 2022. We unanimously agreed that these changes needed to occur.

3718: Political Science BA Program Modification – Milstein | Venter
Approved (2/23/23)

UCC Discussion: 1) Reducing number of hours in the program-specific requirements from 60 to 48-49. 2) Adding new courses POLS 333 (in political science electives), POLS 386 (in career preparation) and POLS 484 (in political science electives). 3) Changing the hours for POLS 201 from 3- to 2-credits and replacing POLS 490 (3 credits) with POLS 493 (1 credit), also to help reduce the hours in the program-specific requirements. 4) Modifying the list of courses that make up the political science core (added POLS 201, added option of POLS 324 or 325, added option of POLS 342 or 462, added option of POLS 452 or 453, added option of POLS 471 or 482, removed POLS 490 and replaced it with POLS 493). 5) Increasing the hours taken in the political science core from 24 to 33. 6) Modifying the list of political science electives to remove elective categories, options within those fields were added as 'or' options in the political science core. PADM 446 was removed, the following were added as electives: POLS 324, 333, 342, 452, 471, 482, 484, EMDP 321 and 3331, and INTS 101.7) Reducing the number of hours taken as political science electives from 15 to 12. 8) Eliminating the political science specialization tracks. 9) Modifying the list of courses under career preparation. Removed SPCH 304, 305, 306, SOCI 470. Added POLS 386, and 399. 10) Eliminating restricted electives. 11) Adding an experiential learning requirement to complete one of the following courses or non-course options.

Change Item Description

List all proposed changes to the program:

Department Justification

1. Reducing number of hours in the program-specific requirements from 60 to 48-49.2. Adding three new courses to the program, POLS 333 (in political science electives), POLS 386 (in career preparation) and POLS 484 (in political science electives).3. Changing the hours for POLS 201 from 3- to 2-credits (offered as a mod-course, lowered hours help achieve the reduction in program-specific hours) and replacing POLS 490 (3 credits) with POLS 493 (1 credit),

also to help reduce the hours in the program-specific requirements.4. Modifying the list of courses that make up the political science core (added POLS 201, added option of POLS 324 or 325, added option of POLS 342 or 462, added option of POLS 452 or 453, added option of POLS 471 or 482, removed POLS 490 and replaced it with POLS 493).5. Increasing the hours taken in the political science core from 24 to 33 (part of the reorganization of courses to reduce hours in the program-specific requirements)6. Modifying the list of political science electives to remove elective categories (Political Theory, American Politics, Global Politics, Political Issues, Public Administration), options within those fields were added as 'or' options in the political science core. PADM 446 was removed, the following were added as electives: POLS 324, 333, 342, 452, 471, 482, 484, EMDP 321 and 3331, and INTS 101.7. Reducing the number of hours taken as political science electives from 15 to 12.8. Eliminating the political science specialization tracks ((Political Theory, American Politics, Global Politics, Political Issues, Public Administration).9. Modifying the list of courses under career preparation. Removed SPCH 304, 305, 306, SOCI 470. Added POLS 386, and 399.10. Eliminating restricted electives (Select 2 of the following Political Science related courses: CRMJ 420, CRMJ 425 EMDP 321 EMDP 331 HIST 303 HIST 315 HIST 320 HIST 333 HIST 342 HIST 346 HIST 347 HIST 371 HIST 400 HIST 403 HIST 406 HIST 410 HIST 425 PSYC 320 SOCI 101 SOCI 410 SOCO 300 SOCO 305 SOCO 310 SOCO 312 SOCO 314 SOCO 316 SOCO 325)11. Adding an experiential learning requirement to complete one of the following courses or non-course options. If choosing a non-course option, it must be approved by a faculty advisor. ASG Leadership, Capital Conference, Non-Credit Internship, Semester Study Abroad, Volunteer Community, Service with Portfolio Documentation, POLS 333, POLS 386, POLS 399, POLS 499

Justify each proposed modification to the program:

1. To meet the CMU requirement that majors be limited to 48 hours in their primary discipline.2. The following courses were added: POLS 333: Rural Politics and Civic Engagement, POLS 386: Study Away: Off-Campus Learning Experience and POLS 484: Environmental Political Theory. POLS 333: Rural Politics and Civic Engagement - The overhaul of the POLS major requires an experiential learning component such as an internship, study abroad, capitol conference, etc. This course will allow

students the opportunity to gain experience without having to spend a semester away, or incur significant additional expenses that might be required for other options available to fulfill the experiential learning requirement. Additionally, the focus on rural politics in the lecture combined with the civic engagement in local communities will help fulfill CMU's mission to serve and support our 14 county region which is largely rural landscape. POLS 386: Study Away: Off-Campus Learning Experience - As part of the overall modifications to the political science curriculum, we are adding an experiential learning requirement for all political science majors. In order to do so, we must offer courses that fit this requirement. Dr. Holly Oberle has already offered two topics courses that include an international travel component in the summer of 2022, and is offering another one in summer of 2023. Therefore, we need to make a "study away" course a regular offering the catalog. POLS 484: Environmental Political Theory - There is a growing interest among students for additional courses in the Social Sciences addressing Environmental topics. Currently the content of this course is only briefly touched on in POLS 488: Environmental Politics and Policy and POLS 453: Modern Political Theory. There is no room in either of those classes to address the depth of content in this field and students routinely ask for more of this content in course evaluations (formally and informally). This course would also be available for the development of an interdisciplinary minor or major in coming years in the area of Environmental Studies and Sustainability. The growing demand for POLS 488 can demonstrate interest in this topic.³ POLS 201: Introduction to Political Inquiry - 1. The political science program is required to reduce the number of required credit hours from 60 to 48. In an effort to meet this requirement, we propose making POLS 201 as a two-credit hour course (from a three-credit course) that runs in the first mod of every fall semester, paired with POLS 490 (Senior Seminar) as a second mod one-credit hour course. We feel this not only helps us to achieve the goal of reducing the number of credit hours required for the major, but also helps achieve a larger goal of making our curriculum more cohesive and targeted to the needs of our students. Most of our students do not go to grad school, so they do not need a full three-credit hour course in research methods. We will teach the basics on research methods with a focus on how to read and understand political science research, and use the one-credit

hour Senior Seminar as a follow-up course in which they create their own individual project. POLS 490: Senior Seminar for Political Experience is replaced by POLS 493: Senior Capstone. A reduction in the number of credit hours for the overall major required a reduction or elimination of the capstone course. We chose to keep it as a capstone and final connection with graduating seniors, but reduced the content and subsequent credit hours to meet the need to "shrink" the major from 60 hours to 45. The course was changed from 490 to 493 to adhere to the reserved course numbering in the Curriculum Manual. The course will be offered as a second mod course in each fall semester to balance teaching load with the first mod 2 hour POLS 201 course which is a similar methodology course. The directed research portion of the original course was eliminated because of the credit hour reduction, but the topical course outline will show several needed elements were retained from 490 to make this 1 credit hour course function more like a capstone experience.⁴ In this proposed program change, this list ensures each major develops a basic core in political science and is exposed to each of the four major subfields. Within each of the four major subfields, majors must take one of two courses that are offered within that subfield. 5. Modifying the list of courses taken in the political science core, changed the hours in the political science core from 24 to 33.⁶ Under the old program, the political science electives category had students select one course from each of five different areas. Under Political Theory they would choose one of three courses. Under American Politics they would choose one of four courses. Under Global Politics they would choose one of six courses. Under Political Issues they would choose one of six courses. Under Public Administration they would choose one of six courses. With this proposed program modification, we are taking a new approach by limiting their choices to one of two classes in the four major subfields of political theory, American politics, global politics, and public administration. This choice in each of the four subfields is now included in the political science core as noted in item 5 above. Political issues is not considered a subfield of political science in and of itself. All political science classes not included in the core are now available as political science electives.⁷ Under the old program, students selected one class from each of five different areas resulting in 15 hours of political science electives. We have now reduced the number of hours to 12

as part of the overall goal of reducing total hours from 60 to 48.8. Under the old program, students chose a specialization by selecting an additional four courses from the five areas noted under item 7 above. While this worked for some students that did want to specialize in an area, we have found that many prefer to focus on several areas rather than specialize in one area. Under this proposed program change, they will be able to specialize in an area, focus on several areas or increase their political science knowledge very broadly by choosing from the political science electives in the proposed program change to political science electives.⁹ Under the old program, students could choose one class from 11 different classes. In addition to providing too many options, some of those classes such as a topics class or independent study often did not actually meet the intent of career preparation. Those classes are available as political science electives. Consequently, the list was modified to a having a choice from 5 classes.¹⁰ We have eliminated the six hours of restricted electives under the old program to meet the 48 hours in the major requirement. Under this proposed program change, students will take general electives to meet the 120-hour credit requirement and the 40-hour upper-level credit requirement. Political science faculty will work with students to advise them on classes they might consider based upon their individual goals.¹¹ It was recognized that we needed an emphasis on an experiential learning requirement. Consequently, this category was added. We felt it was extremely important that students have both course options and non-course options to meet this requirement. Faculty advisors will work with students on best options for them to meet this requirement.

1. All political science faculty (Dr. Casey, Dr. Gollob, Dr. Jennings and Dr. Oberle) met on September 9, 2022 to discuss updating the program. All agreed to the proposed changes to the program. There have been multiple discussions in October and November of 2022 as the political science faculty have processed the proposed modifications to the program.
2. All program coordinators within the Social and Behavioral Sciences Department that had courses under the restricted electives category under the old program sheet that were being removed were contacted November 9 and 10, 2022. They were informed that those courses would no longer appear on the program sheet. All were understanding. We also discussed that the political science faculty were committed to advising students

Describe discussions about this proposal within the department and outcomes.

dependent upon their individual goals of courses from those programs that they should consider taking as general electives.3. Met with Dr. Herrick on November 10, 2022 to discuss proposed change to the program. She concurred with our proposed changes.

3791: Liberal Arts, Elementary Education: Social Science	BA	Program Modification – Approved (3/16/23)	Venter Milstein
<p>UCC Discussion: Added four new upper division elective courses to 3791: HIST 311: The World Wars, HIST 314: African American History, HIST 319: History of the US-Mexico Borderlands, and HIST 348: History of Food in America. HIST 409: Material Culture Studies is being added back in (was removed by mistake on a previous program change). All five courses are being added to the Social Science Concentration Electives section.</p>			
Change Item Description	Department Justification		
<p>List all proposed changes to the program:</p>	<p>We are adding four new upper division elective courses to our program: HIST 311: The World Wars, HIST 314: African American History, HIST 319: History of the US-Mexico Borderlands, and HIST 348: History of Food in America. HIST 409: Material Culture Studies is being added back in (was removed by mistake on a previous program change). All five courses are being added to the Social Science Concentration Electives section.</p>		
<p>Justify each proposed modification to the program:</p>	<p>We are adding these new courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. We felt these additions would be appropriate courses to add to the Liberal Arts/Elementary Education: Social Science program. Lastly, when we transitioned last year away from a topical section for our upper division electives, HIST 409 was not added into any section. This mistake is being fixed by adding HIST 409 back in as an option in the Social Science Concentration Electives.</p>		
<p>Describe discussions about this proposal within the department and outcomes.</p>	<p>The history faculty unanimously decided to move forward with these additions and program modifications in September 2022.</p>		

M705: Women's and Gender Studies	MNR	Program Modification – Approved (3/16/23)	Venter Milstein
<p>UCC Discussion: Faculty from the Departments of Social and Behavioral Sciences and Language, Literature, and Mass Communication are adding SOCI 102: Introduction to Women's and Gender Studies, which will replace the core courses currently listed. SOCI 102 provides a more comprehensive introduction and can be sustainably taught within the department.</p>			
Change Item Description	Department Justification		

List all proposed changes to the program:

Faculty from the Departments of Social and Behavioral Sciences and Language, Literature, and Mass Communication are adding SOCI 102: Introduction to Women's and Gender Studies, which will replace the core courses currently listed. SOCI 102 provides a more comprehensive introduction and can be sustainably taught within the department.

Justify each proposed modification to the program:

SOCI 102 has been a needed addition for several years now; it has been challenging to consistently have PSYC 335, SOCO 340, and ENGL 330 taught on a regular rotation. The lack of regularly taught core courses has resulted in a multitude of course substitutions for students who wish to complete the minor. SOCI 102 will provide a sustainable introduction to the topic for students seeking this minor. We also felt that the addition of SOCI 102 as an essential learning course would help add students to the minor, who can use SOCI 102 toward both their minor and major programs.

Describe discussions about this proposal within the department and outcomes.

Instructors from both SBS and LLMC unanimously decided in February 2023 to move forward with the addition of SOCI 102 and movement of PSYC 335, SOCO 340, and ENGL 330 into the elective course offerings.

M715: Forensic Anthropology	MNR	Program Modification – Approved (3/16/23)	Venter Friedman
UCC Discussion: 1. Removed FOAN475		Human Remains Recovery from the minor.	
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Remove FOAN475 Human Remains Recovery from the minor	
Justify each proposed modification to the program:		1. The course will be deactivated. It has not been taught in several years and would not be taught under this prefix any more were it to be taught.	
Describe discussions about this proposal within the department and outcomes.		1. The other AAG faculty member agreed to the removal of the course from the minor 1/23/2023.	
M720: History	MNR	Program Modification – Approved (3/16/23)	Venter Milstein
UCC Discussion: 1) We are adding four new upper division elective courses to the history minor. HIST 314: African American History and HIST 348: The History of Food in America are being added to US History area. HIST 311: The World Wars and HIST 319: History of the US-Mexico Borderlands are being added to World History area. 2) HIST 409: Material Culture Studies added into the U.S. History category.			
Change Item Description		Department Justification	

List all proposed changes to the program:

1. We are adding four new upper division elective courses to the history minor. HIST 314: African American History and HIST 348: The History of Food in America are being added to US History area. HIST 311: The World Wars and HIST 319: History of the US-Mexico Borderlands are being added to World History area. 2. HIST 409: Material Culture Studies needs to be added into the U.S. History category and needs another SLO.

Justify each proposed modification to the program:

1. We are adding these courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. 2. Program clean up.

Describe discussions about this proposal within the department and outcomes.

All faculty who teach in this area agreed at a meeting in September 2022.

M725: Archaeology **MNR** **Program Modification – Friedman | Venter Approved (3/16/23)**

UCC Discussion: 1) ARKE 466 (Field Research in Archeology) was replaced with ANTH 423 (Field Research in Archaeology). 2) ARKE 467/ARKE 467L (Archaeology Lab Methods and Archaeology Laboratory) were replaced ANTH 424 (Archaeology Laboratory Methods).

Change Item Description

List all proposed changes to the program:

Department Justification

1. ARKE 466 (Field Research in Archeology) was replaced with ANTH 423 (Field Research in Archaeology). 3. ARKE 467/ARKE 467L (Archaeology Lab Methods and Archaeology Laboratory) were replaced ANTH 424 (Archaeology Laboratory Methods).

Justify each proposed modification to the program:

We are getting rid of all the ARKE prefixes in the catalog and replacing them with the ANTH prefix.

Describe discussions about this proposal within the department and outcomes.

AAG faculty discussed and agreed to these changes in February 2023.

M730: Political Science **MNR** **Program Modification – Milstein | Venter Approved (2/23/23)**

UCC Discussion: 1) Reducing number of hours in the minor from 24 to 23. 2) Course modification for POLS 201.

Change Item Description

List all proposed changes to the program:

Department Justification

1. Reducing number of hours in the minor from 24 to 23. 2. Course modification for POLS 201.

Justify each proposed modification to the program:

1. The hours for POLS 201 is being reduced from 3 to 2.2. Reduction in hours for the minor from 24 to 23. This is due to changing the hour requirements for a course listed (POLS 201) as a required course for the minor so change to the minor is required.

Describe discussions about this proposal within the department and outcomes.

This proposal doesn't affect other departments, as most of the students that take POLS 201 are majors and minors. The entire political science faculty met on September 9, 2022 and agreed to this proposal. All PS faculty were informed on December 5 by email that changes to the political science program also necessitated a change to the minor. None objected.

Social & Behavioral Sciences – Program Inactivations

Program	Degree	Committee Action	Motion Second
3724: Psychology: Counseling Psychology	BAS	Program Inactivation – Approved (12/8/22)	Venter Gurka

UCC Discussion: After multiple program meetings it was determined that the best use of resources would be to have one major instead of two and create multiple minors over the next few years that will allow students to have a more diverse selection of psychology specialties to gain knowledge and information about a wider range of psychology specialty areas. Changes in faculty at CMU have left us with two counseling psychology faculty, which is not enough to support an entire major. Also, with changes in the field of psychology, student interest has shifted to other areas of specialization in the psychology field and maxing out our faculty resources to offer one specialization is not viewed as an efficient way to offer education to our students. In summary, deactivating the Counseling Psychology major allows us to provide a more comprehensive psychological education by allowing us to devote all faculty resources to the Psychology major. For example, we will be able to offer all students an internship opportunity instead of only counseling psychology students.

Change Item Description

Justify change in status:

Department Justification

After multiple program meetings and discussions among the psychology faculty (2019-2022), it was determined that the best use of our resources would be to have one major instead of two. In addition, changes in faculty at CMU have left us with two counseling psychology faculty, which is not enough to support an entire major. Also, with changes in the field of psychology, student interest has shifted to other areas of specialization in the psychology field and maxing out our faculty resources to offer one specialization is not viewed as an efficient way to offer education to our students. We plan to create multiple minors over the next few years that will allow students to have a more diverse selection of psychology specialties to gain knowledge and information about a wider range of psychology specialty areas. In summary, deactivating the Counseling Psychology major allows us to provide a more comprehensive psychological education by allowing us to devote all faculty resources to the Psychology major. For example, we will be able to offer all students an internship opportunity instead of only counseling psychology students.

How long will the program be deactivated?

Two Years

M717: Forensic Investigation - Criminal Justice	MNR	Program Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: Adding new course CRMJ 413 to the list of Restricted Electives for this minor. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.			
Change Item Description	Department Justification		
List all proposed changes to the program:	Adding new course CRMJ 413 to the list of Restricted Electives for this minor. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.		
Justify each proposed modification to the program:	Adding CRMJ 413. A similar (deactivated) course, CRMJ 411 - Serial Murders, was previously taught, but went dormant due to the departure of a faculty member. A new faculty member wishes to teach this topic area, but on a wider scope. Accordingly, reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent and Serial Offenders course. Students, including those in the minor, have expressed an interest in having a course on this topic back in the regular criminal justice course rotation.		
Describe discussions about this proposal within the department and outcomes.	Several meetings and discussions, and approval occurred between the CJ faculty about this change, in person and via email, in the fall semester of 2022. These changes do not impact any other program or department.		
M480: Forensic Science	MNR	Program Modification – Approved (1/26/23)	Gurka Venter
UCC Discussion: 1) Replaced CHEM 315L with CHEM 317L.			
Change Item Description	Department Justification		
List all proposed changes to the program:	Replace CHEM 315L with CHEM 317L.		
Justify each proposed modification to the program:	CHEM 317L was added in 2021-2022 to be a stand-alone biochem lab. CHEM intends to delete CHEM 315L, a former lab that was a coreq with CHEM 315, imminently. The substitution aligns with CHEM program changes.		
Describe discussions about this proposal within the department and outcomes.	Let McVean and McKenney know 21 Dec 2022; substitution suggested by McKenney same date.5 Jan 2023: Ask Justin Gollub in SBS if ok; Watters from CJ and Connor from ANTH. All agreed and approved fall 2022.		

Social & Behavioral Sciences – Course Modifications

Title	Credits	Committee Action	Motion/Second
ADAP 460: Advanced Addictions Practice	1	Course Modification – Approved (11/17/22)	Bardo Gurka
UCC Discussions: 1) Added prereq. Students need to take the entry level class first, ADAP 301. ADAP 301 provides the foundations for success to the capstone course. 2) Course SLO removed since it was outside the course.			
Change Item Description		Old	New
Prerequisites:			ADAP 301
ADAP 470: Addictions Clinical Supervision	1	Course Modification – Approved (11/17/22)	Bardo Gurka
UCC Discussions: 1) Added a prereq. ADAP 301 is needed as a prereq to provides the foundation for success for the capstone courses.			
Change Item Description		Old	New
Prerequisites:			ADAP 301
CRMJ 110: Orientation to Criminal Justice Inquiry	1	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: 1) Academic engagement and student preparation minutes, typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 2) SLOs reduced to three and revised. 3) CRMJ 201 added as a co-req (this course has always been required to be taken in the same semester, the info was missing from CIM for some reason).			
Change Item Description		Old	New
Corequisites:			CRMJ 201
CRMJ 201: Introduction to Criminal Justice	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: 1) Academic engagement and student preparation minutes, typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 2) CRMJ 110 was changed from a prereq that may be taken concurrently to a co-req to align with how the courses are structured and content covered.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Philosophy, history and development of the American criminal justice system. Survey of the role of law enforcement agencies, the courts, jails, prisons, probation and parole in both juvenile and adult systems.	Philosophy, history, and development of the American criminal justice system. Survey of the role of law enforcement agencies, the courts, jails, prisons, probation, and parole in both juvenile and adult systems.
Prerequisites:		CRMJ 110 (May be taken concurrently with CRMJ 201)	

EMDP 211: Introduction to Emergency Management	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Prereq of "permission of instructor" was removed as this is implied and not necessary to explicitly state.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to the complex and evolving field of emergency management. Understanding of key stakeholders, principles, and activities involved in an all-hazards, all-phases approach to dealing with disasters developed.	Introduction to the complex and evolving field of emergency management. Development of understanding of key stakeholders, principles, and activities involved in an "all-hazards, all-phases" approach to dealing with disasters.
Prerequisites:		Permission of instructor	
HIST 101: Western Civilization I-GTHI1	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: Typical semester offered, Academic engagement minutes, Student preparation minutes, Essential Learning SLOs, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
HIST 102: Western Civilization II-GTHI1	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: Typical semester offered, Academic engagement minutes, Student preparation minutes, Essential Learning SLOs, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
HIST 131: United States History I-GTHI1	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: 1) Academic engagement minutes, student preparation minutes, terms typically offered, Essential learning outcomes, topical course outline and SLOs were added since this information did not populate when migrated into CIM. 2) Course description was modified to more accurately reflect content taught.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		History of the United States from Colonial period through the Civil War.	History of the United States from prehistory through the Civil War.

HIST 132: United States History II-GTH11	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: 1) Academic engagement minutes, student preparation minutes, terms typically offered, Essential learning outcomes, topical course outline and SLOs were added since this information did not populate when migrated into CIM. 2) Course description was modified to more accurately reflect content taught.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		History of the United States from the Civil War through modern times.	History of the United States from Reconstruction through modern times.
HIST 202: Introduction to Historical Research	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline and SLOs were added since this information did not populate when migrated into CIM.			
HIST 225: History of Colorado	3	Course Modification – Approved (1/26/23)	Gurka Venter
UCC Discussion: Course description updated. Academic engagement minutes, student preparation minutes, terms typically offered, Essential learning outcomes, topical course outline and SLOs were added since this information did not populate when migrated into CIM. HIST 225 used to be a required course as part of the Liberal Arts/Elementary Education, social science focus but was removed a few years ago. It has not been taught in recent years because there was confusion among students who were in programs that only require a lower-division history course as to whether or not the class would count toward their program. Value is seen in the course continuing to be an option for elementary education students, whose curriculum will focus on state history and who will be tested on the topics in the course on their Praxis exam to receive certification. It is also a course that other majors take due to personal interest, and the department would like to have the course count toward students' program as an Essential Learning option.			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		History of the state from pre-historic to modern times.	History of Colorado from pre-historic to modern times.
INTS 101: Introduction to International Studies	3	Course Modification – Approved (3/16/23)	Venter Friedman
UCC Discussions: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			

POLS 101: American Government-GTSS1	3	Course Modification – Approved (2/23/23)	Venter Gurka
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UCC Discussion: Added Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline, and Essential Learning SLOs (info was not transferred when CIM was implemented).

POLS 151: Introduction to Political Ideas	3	Course Modification – Approved (12/8/22)	Venter Gurka
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UCC Discussion: Typical semester offered, engagement and preparation minutes, Essential Learning SLOs, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

POLS 201: Introduction to Political Inquiry	2	Course Modification – Approved (2/23/23)	Venter Gurka
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UCC Discussion: 1) The political science program is required to reduce the number of required credit hours from 60 to 48. In an effort to meet this requirement, we propose making POLS 201 as a two-credit hour course (from a three-credit course) that runs in the first mod of every fall semester. This credit reduction causes faculty workload issues so the intent is to have the same faculty member teach POLS 201 in the first mod and the new 1-credit POLS 493 (Senior Capstone) in the second mod. 2) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Items Description	Old	New
Credit hours:	3	2

POLS 236: State and Local Government	3	Course Modification – Approved (12/8/22)	Venter Gurka
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UCC Discussion: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

POLS 261: Comparative Politics-GTSS1	3	Course Modification – Approved (12/8/22)	Venter Gurka
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UCC Discussion: Typical semester offered, engagement and preparation minutes, Essential Learning SLOs, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

POLS 270: World Politics	3	Course Modification – Approved (12/8/22)	Venter Gurka
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UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

POLS 324: United States Congress	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: 1) The faculty member (Dr. Gollob) that teaches this course recommends changing the name of the course and course description to better represent the topic. 2) The course content has not changed. 3) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course name:		The Legislative Process	United States Congress
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		A study of the legislative process emphasizing the U.S. Congress. Attention will be given to the development of legislative systems, the operation of legislatures, the election of legislators, and a comparison with legislatures in other national states.	Study of the United States Congress. Attention will be given to the development of Congress, congressional operations, and the election of members of Congress.
Course abbreviated schedule name:		The Legislative Process	United States Congress

POLS 471: International Organizations and Law	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: 1) Name of the course changing from Global Governance to International Organizations and Law. This is more straightforward, and it will drive more students to the course. 2) The course content has not changed. 3) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course name:		Politics of Global Governance	International Organizations and Law
Course abbreviated schedule name:		Politics of Global Governance	International Orgs and Law

PSYC 150: General Psychology-GTSS3	3	Course Modification – Approved (2/23/23)	Venter Friedman
UCC Discussion: 1) Course description was updated. 2) Academic engagement and student prep minutes, typical semester offered, essential learning outcomes, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Examines the fundamental principles of psychology.	Introduction to psychological principles, theories, and research methods applied to the study of behavior and mental processes. Encourages application of psychological knowledge, science, and

theories to enhance human life.

<p>PSYC 201: Orientation to the Psychology Major</p>	<p>3</p>	<p>Course Modification – Approved (3/16/23)</p>	<p>Venter Milstein</p>
<p>UCC Discussions: 1) Course description was updated to improve and organize wording. 2) Typical semester offered, engagement minutes, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).</p>			
<p>Change Item Description</p>	<p>Old</p>	<p>New</p>	
<p>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p>Foundations for further study in psychology. Education and career planning. Basic information competence and writing skills, including APA writing format. Basic descriptive statistics, data reporting and graphic representation. Importance of research. Applying to graduate school.</p>	<p>Foundations for further study in psychology. Content includes CMU major requirements, career planning, applying to graduate school, and self-management skills. Emphasis on research writing using APA Style.</p>	
<p>PSYC 202: APA Style of Writing for Psychology Minors</p>	<p>1</p>	<p>Course Modification – Approved (3/16/23)</p>	<p>Venter Milstein</p>
<p>UCC Discussions: 1) Course description was updated to improve organization and wording. 2) Academic engagement and student prep minutes, typical semester offered, essential learning outcomes, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).</p>			
<p>Change Item Description</p>	<p>Old</p>	<p>New</p>	
<p>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p>	<p>APA writing format as foundation for further study in the psychology minor. Not intended for psychology majors.</p>	<p>Research writing in psychology using APA style. Not intended for psychology majors.</p>	
<p>PSYC 216: Research Methods in Psychology</p>	<p>4</p>	<p>Course Modification – Approved (2/23/23)</p>	<p>Venter Friedman</p>
<p>UCC Discussion: 1) Course description was updated to reflect guidelines in the Curriculum Policies and Procedures Manual. 2) SLOs were updated to accurately reflect guidelines in manual. 2) Topical course outline was edited to more clearly reflect content taught in the course.</p>			

Change Items Description

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

Old

Designing, conducting, and reporting psychological investigations. Experimental, non-experimental, and quasi-experimental methods examined. Research project and presentation of results in APA style.

New

Fundamentals of psychological research techniques used in the study of behavior and mental processes. Discourse on experimental and correlational design, participant recruitment, ethical practices, and management/analysis of data. Development of skills associated with professional writing, data analysis, collaboration, and presentation of research.

PSYC 233: Human Growth and Development-GTSS3 **3**

Course Modification – Approved (3/16/23)

Venter | Milstein

UCC Discussions: 1) Updated course description to give a more detailed description of topics covered in the course. 2) Typical semester offered, SLOs, Student minutes, and Topical Course Outline were added (info was not transferred when CIM was implemented).

Change Item Description

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

Old

Developmental principles, ages and stages of the life span, and adjustment techniques. Not intended for behavioral science majors.

New

Exploration of major topics, theories, and methodological approaches in the study of human lifespan development. Focuses on physical, cognitive, emotional, and social development in infancy, early and middle childhood, adolescence, emerging and middle adulthood, and late adulthood. Development of skills associated with recognizing changes throughout the lifespan and understanding how psychology relates to everyday life.

PSYC 422: Sensation and Perception	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Course description was updated to include basic information about the course content. 2) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 3) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			
Change Item Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Study of the human senses, especially vision and hearing, and of people's meaningful organization of sensory information.	Introduction to the scientific study of human sensation and perception. Includes a detailed study of the major senses (vision, audition, touch, smell, taste). Covers the physical basis for perceptual information (e.g., light, odor), and the biological, psychological, and computational processes by which the brain converts such information to perceptions.
SOCI 101: Introduction to Lesbian, Gay, Bisexual, and Transgender Studies-GTSS3	3	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: Course minutes, typical semester offered, topical course outline, essential learning SLOs and course SLOs added since these did not import into CIM at implementation.			
SOCI 120: Technology and Society-GTSS3	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: Typical semester offered, engagement and preparation minutes, SLOs, Essential Learning SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
SOCI 270: Introduction to Pre-Law Studies	2	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
SOCO 312: Social Movements and Political Activism	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Added SOCO 264 as a prerequisite choice for our upper-division courses. This will open the courses up for a wider set of students. 2) Added student learning objectives and a topical			

course outline in the proposal as well as engagement minutes and typical semester offered to meet course requirements added since this course was originally added to the catalog.

Change Item Description	Old	New
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264

SOCO 320: Life Course and Aging	3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: 1) Added SOCO 264 as a prerequisite choice for our upper-division courses. 2) Added student learning objectives and a topical course outline as well as engagement minutes and typical semester offered in the proposal to meet course requirements added since this course was originally added to the catalog.			

Change Item Description	Old	New
Prerequisites:	SOCO 260	SOCO 260 or SOCO 264

SOCO 499: Internship	1-3	Course Modification – Approved (3/16/23)	Venter Milstein
UCC Discussions: Accidental/unintentional inactivation at CIM implementation and/or Banner cleanup in or around 18-19 academic year. CIM showed the course was inactivated but Registrar systems appear to have an active course.			

SOWK 150: Introduction to Social Work	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: Academic engagement minutes, student preparation minutes, and typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			

SOWK 210: Social Work for Diverse Populations	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: Academic engagement minutes, student preparation minutes, and typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			

SPCH 101: Interpersonal Communications	3	Course Modification – Approved (12/8/22)	Venter Gurka
UCC Discussion: Academic engagement minutes, student preparation minutes, and typical semester offered, Essential Learning SLOs, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			

Social & Behavioral Sciences – Course Additions

Title	Credits	Committee Action	Motion/Second
ANTH 423: Field Research in Archaeology	6	Course Addition – Approved (3/16/23)	Venter Milstein
UCC Discussions: All courses with the ARKE prefix are being deleted in favor of the ANTH prefix used by other universities. This course is replacing ARKE 466 - Field Research in Archaeology.			
Change Item Description		Department Justification	
New Proposal: No differences to report		All courses with the ARKE prefix are being deleted in favor of the ANTH prefix used by other universities. This course is replacing ARKE 466 - Field Research in Archaeology.	

ANTH 424: Archaeological Laboratory Methods	4	Course Addition – Approved (3/16/23)	Venter Milstein
UCC Discussions: All courses with the ARKE prefix are being deleted in favor of the ANTH prefix used by other universities. This course is replacing ARKE 467.			
Change Item Description		Department Justification	
New Proposal: No differences to report		We are doing away with the ARKE prefix in favor of the ANTH prefix used by other universities. This course is replacing the combination of ARKE 467 and 467L which are being inactivated. You will note ARKE 467 has both a class and a lab component (ARKE 467L). For the revamped ANTH 424, the lab hour from ARKE 467L has been subsumed into the course component for ease. After all, the entire course is just working in the arch lab under supervision. Instruction is limited to basic analytical and preparation techniques for stone tools, pottery, charcoal, etc.	

When under the ARKE prefix, this course had ARKE 466 as a prereq and ARKE 467 as a coreq. These are changing to a prereq of ANTH 420 and ANTH 420L and there is no coreq. In its original conception, ARKE 467 was supposed to follow ARKE 466 (the summer field school). Thus, the students working in the field over the summer would spend one course the next fall analyzing the things they found and preparing them for curation. This never worked, because the field school perennially missed minimum enrollments and thus was not supported at the department or university level. As a result, I've changed the pre-req to ANTH 420/420L because this course is a requirement for the Applied Anthropology BA, and would open the proposed ANTH 424 to a greater number of students who may or may not take the field school.

CRMJ 413: Violent and Serial Offenders	3	Course Addition – Approved (12/8/22)	Venter Gurka
UCC Discussion: Originally developed with a focus on serial murders (CRMJ 411), the change in content to include various aspects of violent and serial offenders required the course be rebuilt as a new course. This change in name and content provides for additional course offering that adds to the forensic investigation focus for those students seeking a minor in criminal justice forensic investigation.			
Change Item Description	Justification for this Proposal		
New Proposal: No differences to report	Improving the Forensic Investigation - Criminal Justice minor. The course was initially developed with a focus on serial murders. However, we changed the name and content to include various aspects of violent and serial offenders. This change in content provides for additional course offering that adds to the forensic investigation focus for those students seeking a minor in criminal justice forensic investigation.		
HIST 311: The World Wars	3	Course Addition – Approved (3/16/23)	Venter Milstein
UCC Discussions: Our current curriculum offers courses focused specifically on World War I as inclusive of the Gilded Age and Progressive era, though no course focuses in depth on war from the perspective of the U.S. in global context. We also do not have a course focused on the 1920s through the 1940s more specifically.			
Change Item Description	Department Justification		
New Proposal: No differences to report	Our current curriculum offers courses focused specifically on World War I as inclusive of the Gilded Age and Progressive era, though no course focuses in depth on war from the perspective of the U.S. in global context. We also do not have a course focused on the 1920s through the 1940s more specifically.		
HIST 314: African American History	3	Course Addition – Approved (3/16/23)	Venter Milstein
UCC Discussions: Course fulfills a curricular gap in regard to fulfilling the major requirement that, upon graduation, students will be able to 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).			
Change Item Description	Department Justification		
New Proposal: No differences to report	Course fulfills a curricular gap in regard to fulfilling the major requirement that, upon graduation, students will be able to 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).		

HIST 319: History of the United States-Mexico Borderlands	3	Course Addition – Approved (3/16/23)	Venter Milstein
<p>UCC Discussions: Course fills a gap in the curricular offerings and fulfills the outcome that students will evaluate how local, national, or global societies have responded to ethical, social, civic, and/or environmental challenges in the historical past. The course has already been taught as a topics course once (Spring 2022), had strong enrollment, and needed to be added as a regular course offering.</p>			
Change Item Description	New Proposal: No differences to report	Department Justification	Course fills a gap in the curricular offerings and fulfills the outcome that students will evaluate how local, national, or global societies have responded to ethical, social, civic, and/or environmental challenges in the historical past. The course has already been taught as a topics course once (Spring 2022), had strong enrollment, and needed to be added as a regular course offering.
HIST 348: The History of Food in America	3	Course Addition – Approved (3/16/23)	Venter Milstein
<p>UCC Discussions: The class has already been taught as a topics course three times (Spring 2018, Spring 2020, and Fall 2022) and needs to become a regular course offering. There is a gap in our cultural history offerings and food history is an innovative field that numerous universities have begun to add in recent years. This course has also been quite popular – even as a topics course, it regularly fills beyond class capacity, justifying its permanent addition to the catalog.</p>			
Change Item Description	New Proposal: No differences to report	Department Justification	The class has already been taught as a topics course three times (Spring 2018, Spring 2020, and Fall 2022) and needs to become a regular course offering. There is a gap in our cultural history offerings and food history is an innovative field that numerous universities have begun to add in recent years. This course has also been quite popular – even as a topics course, it regularly fills beyond class capacity, justifying its permanent addition to the catalog.
POLS 333: Rural Politics and Civic Engagement	3	Course Addition – Approved (2/23/23)	Gurka Venter
<p>UCC Discussion: New course will allow students the opportunity to gain experience without having to spend a semester away, or incur significant additional expenses that might be required for other options available to fulfill the experiential learning requirement. Additionally, the focus on rural politics in the lecture combined with the civic engagement in local communities will help fulfill CMU's mission to serve and support our 14 county region which is largely rural landscape.</p>			
Change Items Description	New Proposal: No differences to report	Justification for this Proposal	The overhaul of the POLS major requires an experiential learning component such as an internship, study abroad, capitol conference, etc. This course will allow students the opportunity to gain experience without having to spend a

semester away, or incur significant additional expenses that might be required for other options available to fulfill the experiential learning requirement. Additionally, the focus on rural politics in the lecture combined with the civic engagement in local communities will help fulfill CMU's mission to serve and support our 14 county region which is largely rural landscape.

<p>POLS 386: Study Away: Off-Campus Learning Experience</p>	<p>3</p>	<p>Course Addition – Approved (1/26/23)</p>	<p>Venter Gurka</p>
<p>UCC Discussion: As part of a set of overall modifications to Political Science, this is a new course based on a popular topics course that will add an experiential learning requirement for all political science majors.</p>			
<p>Change Item Description</p>	<p>Justification for this Proposal</p>		
<p>New Proposal: No differences to report</p>	<p>As part of the overall modifications to the political science curriculum, we are adding an experiential learning requirement for all political science majors. To do so, we must offer courses that fit this requirement. Dr. Holly Oberle has already offered two topics courses that include an international travel component in the summer of 2022 and is offering another one in summer of 2023. Therefore, we need to make a "study away" course a regular offering the catalog.</p>		
<p>POLS 484: Environmental Political Theory</p>	<p>3</p>	<p>Course Addition – Approved (1/26/23)</p>	<p>Venter Gurka</p>
<p>UCC Discussion: A new course meant to meet the growing interest and round out the topics covered in Social Sciences addressing Environmental topics.</p>			
<p>Change Item Description</p>	<p>Justification for this Proposal</p>		
<p>New Proposal: No differences to report</p>	<p>There is a growing interest among students for additional courses in the Social Sciences addressing Environmental topics. Currently the content of this course is only briefly touched on in POLS 488: Environmental Politics and Policy and POLS 453: Modern Political Theory. There is no room in either of those classes to address the depth of content in this field and students routinely ask for more of this content in course evaluations (formally and informally). This course would also be available for the development of an interdisciplinary minor or major in coming years in the area of Environmental Studies and Sustainability. The growing demand for POLS 488 can demonstrate interest in this topic.</p>		

POLS 493: Senior Capstone	1	Course Addition – Approved (2/23/23)	Gurka Venter
<p>UCC Discussion: Replacing POLS 490. A reduction in the number of credit hours for the overall major required a reduction or elimination of this capstone course. We chose to keep it as a capstone and final connection with graduating seniors, but reduced the content and subsequent credit hours to meet the need to "shrink" the major from 60 hours to 45. The course will be offered as a second mod course in each fall semester to balance teaching load with the first mod 2 hour POLS 201 course which is a similar methodology course.</p>			
Change Items Description		Justification for this proposal	
New Proposal: No differences to report		<p>1. A reduction in the number of credit hours for the overall major required a reduction or elimination of this capstone course. We chose to keep it as a capstone and final connection with graduating seniors, but reduced the content and subsequent credit hours to meet the need to "shrink" the major from 60 hours to 45. The course will be offered as a second mod course in each fall semester to balance teaching load with the first mod 2 hour POLS 201 course which is a similar methodology course. The directed research portion of this course was eliminated because of the credit hour reduction, but the topical course outline will show several needed elements were retained to make this 1 credit hour course function more like a capstone experience.</p> <p>2. Course description changed to a more accurate representation of the course as a capstone experience.</p>	

SOCI 102: Introduction to Women's and Gender Studies	3	Course Addition – Approved (3/16/23)	Friedman Venter
<p>UCC Discussions: When the advisors for the Women's and Gender Studies minor (Erika Jackson, Brenda Wilhelm, and Jennifer Hancock) first created the program, we intended to come back and create a course that would serve as an introduction to the minor. This course will replace the three core courses currently listed on the minor; those courses will remain as listed electives.</p>			
Change Item Description		Department Justification	
New Proposal: No differences to report		<p>When the advisors for the Women's and Gender Studies minor (Erika Jackson, Brenda Wilhelm, and Jennifer Hancock) first created the program, we intended to come back and create a course that would serve as an introduction to the minor. This course will replace the three core courses currently listed on the minor; those courses will remain as listed electives.</p>	

Social & Behavioral Sciences – Course Inactivations

Title	Credits	Committee Action	Motion/Second
ARKE 466: Field Research in Archeology	6	Course Inactivation – Approved (3/16/23)	Venter Milstein
UCC Discussions: Course with the ARKE prefix are being deleted and changed to an ANTH prefix. ARKE 466 will now be ANTH 423.			
Change Item Description		Department Justification	
Delete Proposal: No differences to report		Course with the ARKE prefix are being deleted and changed to an ANTH prefix. ARKE 466 will now be ANTH 423.	
ARKE 467: Archaeology Lab Methods	3	Course Inactivation – Approved (3/16/23)	Venter Milstein
UCC Discussions: ARKE 467 will be transformed to ANTH 424 (Archaeological Laboratory Methods) as part of our final efforts to subsume all of the anthropology courses under the ANTH prefix.			
Change Item Description		Department Justification	
Delete Proposal: No differences to report		ARKE 467 will be transformed to ANTH 424 (Archaeological Laboratory Methods) as part of our final efforts to subsume all of the anthropology courses under the ANTH prefix.	
ARKE 467L: Archaeology Laboratory	1	Course Inactivation – Approved (3/16/23)	Venter Milstein
UCC Discussions: All of the necessary instruction and praxis can be done in the context of a four-hour lecture. The lab is redundant. This content will be covered in the newly proposed ANTH 424 Archaeological Laboratory Methods.			
Change Item Description		Department Justification	
Delete Proposal: No differences to report		All of the necessary instruction and praxis can be done in the context of a four-hour lecture. The lab is redundant. This content will be covered in the newly proposed ANTH 424 Archaeological Laboratory Methods.	
CRMJ 210: Emergency Dispatching	4	Course Inactivation – Approved (11/17/22)	Gurka Bardo
UCC Discussions: The criminal justice faculty have been unable to secure a new instructor from the Mesa County dispatch center. This course is being inactivated to remove it from the catalog and listing of electives in the criminal justice program, eliminating confusion about available courses for students.			
Change Item Description		Department Justification	

Delete Proposal: No differences to report

This was offered as a criminal justice elective which offered a specialized content area that requires an instructor with significant practical experience in the field along with the requisite academic credentials. Ever since the previous instructor for this course left the Mesa County dispatch center, the criminal justice faculty have been unable to secure a new instructor from the Mesa County dispatch center. This course is being inactivated to remove it from the catalog and listing of electives in the criminal justice program, eliminating confusion about available courses for students.

FOAN 296: Topics:	1-3	Course Inactivation – Approved (12/8/22)	Gurka Venter
UCC Discussion: A part of the continued effort to move away from the FOAN prefix and move the Anthropology and Geography courses under the ANTH or GEOG prefixes. Last offered Fall 2016.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		The Applied Anthropology and Geography topics courses will be offered under the ANTH or GEOG prefixes.	
FOAN 396: Topics	1-3	Course Inactivation – Approved (12/8/22)	Gurka Venter
UCC Discussion: A part of the continued effort to move away from the FOAN prefix and move the Anthropology and Geography courses under the ANTH or GEOG prefixes. Last offered Summer 2013.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		The Applied Anthropology and Geography program no longer uses the FOAN prefix.	
FOAN 499: Internship	1-6	Course Inactivation – Approved (12/8/22)	Gurka Venter
UCC Discussion: A part of the continued effort to move away from the FOAN prefix and move the Anthropology and Geography courses under the ANTH or GEOG prefixes. Last offered Spring 2021.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		The Applied Anthropology and Geography faculty no longer use the FOAN prefix. Internships are completed under the ANTH prefix.	
POLS 490: Senior Seminar for Political Science	3	Course Inactivation – Approved (2/23/23)	Venter Milstein
UCC Discussion: New course POLS 493 is a more accurate representation of the way POLS 490 was being delivered.			
Change Items Description		Justification for this inactivation request	
Delete Proposal: No differences to report		Recent discussions with the curriculum committee executive committee led to recommendation that a new course, POLS	

493 is a more accurate representation of the way POLS 490 was being delivered. The political science faculty that will be teaching this course agreed to creating POLS 493 and deactivating POLS 490.

Teacher Education – Program Additions

Program	Degree	Committee Action	Motion Second
: Early Childhood Education, Inclusive Non-Licensure	BA	Program Addition – Approved (4/27/23)	Bardo Venter
<p>UCC Discussion: Recent legislation in Colorado aims to change the educational requirement for all Colorado PreK teachers from the current AA degree to a BA degree in Education. PreK teachers don't need Colorado teacher licensure, but they will soon need a BA degree in Education, therefore both departments (CTE and ECE at WCCC) are responding to this new need with the proposed ECE, Inclusive Non-Licensure program that would grant a BA in Education without a teacher license, and best prepare teachers for diverse, inclusive, early childhood classrooms.</p>			

Change Item Description:

New Proposal: No differences to Report

Departmental Justification:

Faculty and staff in the Center for Teacher Education (CTE) and the Early Childhood Education (ECE) program at WCCC have been successfully collaborating to connect and strengthen ties between the existing ECE AA program and Early Childhood Special Education (ECSE) BA program with positive impacts on student enrollment and graduation rates in both programs. Recent legislation in Colorado aims to change the educational requirement for all Colorado PreK teachers from the current AA degree to a BA degree in Education. PreK teachers don't need Colorado teacher licensure, but they will soon need a BA degree in Education, therefore both departments (CTE and ECE at WCCC) are responding to this new need with the proposed ECE, Inclusive Non-Licensure program that would grant a BA in Education without a teacher license, and best prepare teachers for diverse, inclusive, early childhood classrooms. In order for students to seamlessly articulate between the ECSE BA non licensure to the ECSE BA licensure degree, this program must align with the current ECSE BA licensure degree. This then allows the future student to easily move from Early Childhood ECSE BA non licensure to the ECSE BA licensure degree. Once students earn this degree, this stackable credential will easily allow teachers to move from non licensure to licensure.

Teacher Education – Course Modifications

Title	Credits	Committee Action	Motion/Second
ECSE 320: Learner Development and Individual Differences	3	Course Modification – Approved (4/27/23)	Bardo Venter
UCC Discussion: Typical semester offered, course outline, engagement minutes and SLOs added since these did not transfer with CIM. Course Description modified to better reflect course content.			
Change Item Description:		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Exploration of child development and individual differences to respond to the unique and individualized needs of young children with exceptionalities. Field experience required.	Exploration of child development and individual differences to respond to the unique and individualized needs of young children with exceptionalities.

Teacher Education – Course Additions

Title	Credits	Committee Action	Motion/Second
ECSE 493: Senior Capstone	3	Course Addition – Approved (3/16/23)	Venter Milstein
UCC Discussions: The Capstone course is an opportunity for students to put into practice knowledge and skills learned throughout the Early Childhood Education, Inclusive Non-Licensure program. This Capstone course has fewer field hours and allows students to earn field hours within the setting in which they currently work with young children. Students will be expected to take this course twice to gain teaching hours over the course of 2 semesters instead of all of the hours in just one semester. The goal is that students will take the initial learning in the 1st semester Capstone course and improve on their teaching skills in the 2nd semester Capstone course.			
Change Item Description		Department Justification	
New Proposal: No differences to report		The Capstone course is an opportunity for students to put into practice knowledge and skills learned throughout the Early Childhood Education, Inclusive Non-Licensure program. The Early Childhood Education, Inclusive Non-Licensure program is an alternative pathway for students who do not wish to seek Colorado teacher licensure. These teachers wish to earn a BA for employment in Early Childhood Education settings, but do not require teacher licensure. This Capstone course has fewer field hours and allows students to earn field hours within the setting in which they currently work with young children. Students will be expected to take this course twice to gain teaching hours over the course of 2 semesters instead of all of the hours in just one semester. The goal is that students will take the initial learning in the 1st semester Capstone	

course and improve on their teaching skills in the 2nd semester Capstone course.

Theatre Arts – Program Modifications			
Program	Degree	Committee Action	Motion Second
3264: Theatre Arts (General)	BA	Program Modification – Approved (4/27/23)	Gurka Venter
<p>UCC Discussion: Replaced THEA 130 with THEA 145. Replaced THEA 153 with THEA 150. Removed MANG 201 and MARK 231. Reduced Program-Specific "Practice" requirement from 8 credit hours to 6 credit hours. Reduced Restricted Electives from 9 to 5 credit hours. Added requirement for minimum of two movement-related credit hours. Add THEA 333 Art, Architecture, and Fashion as a Program-Specific "History" option. Updated credit hour total in Foundation Courses from 27 to 6. Updated credit hour total in Program-Specific Requirements from 29 to 38. DANC 316 History and Philosophy of Dance II removed. Removed courses from the Practice requirements. General electives were changed from 27 to 39 credits. Populated SLO mapping and updated program overview to clarify concentrations.</p>			
<p>Change Item Description: List all proposed changes to the program:</p>		<p>Departmental Justification: 1. Replaced the Foundations Requirement of THEA 130 (Script Analysis) with THEA 145 (Introduction to Dramatic Literature). 2. Replaced the Foundations Requirement of THEA 153 (Acting 1 Beginning Acting) with THEA 150 (Fundamentals of Acting). 3. Removed Foundations Requirement MANG 201 (Principles of Management).4. Removed Foundations Requirement MARK 231 (Principles of Marketing). 5. Reduced Program-Specific "Practice" requirement from 8 credit hours to 6 credit hours. 6. Reduced Restricted Electives from 9 to 5 credit hours. 7. Added requirement for minimum of two movement-related credit hours (including dance, stage movement, stage combat). 8. Add THEA 333 Art, Architecture, and Fashion as a Program-Specific "History" option 9. Updated credit hour total in Foundation Courses from 27 to 6. 10. Updated credit hour total in Program-Specific Requirements from 29 to 38. 11.DANC 316 History and Philosophy of Dance II was removed from the list of "History" options in Program-Specific Requirements. 12. Removed courses from the Practice requirements. 13. General electives were changed from 27 to 39 credits. 14. Populated SLO mapping. 15. Updated program overview.</p>	

Justify each proposed modification to the program:

1. Script Analysis is covered in both THEA 145 (Dramatic Lit) and THEA 150 (Fundamentals of Acting), creating an unnecessary duplication of material. 2. THEA 153 course material and pacing is focused toward the BFA Acting/Directing student. 3. Removed MANG 201 (Principles of Management). 4. Removed MARK 231 (Principles of Marketing). 5. Student often enter the major late and requirement 8 semesters of practice requirements is a bar to successful completion. Reduced to 6 credits. 6. Reduction of restricted elective hours from 9 to 5 credits lowers the bar for successful entry/completion. 7. Current students show a deficiency in basic movement skills and mind/body connectedness. 8. Content represents a viable option to meet requirement and expands options. 9. Updated credit hour total in Foundation Courses from 27 to 6. Change resulted from removal of MANG 201 and MARK 231 and shift of courses from Foundation to Program-Specific Requirements. 10. Updated credit hour total in Program-Specific Courses from 29 to 38 as a result of changes to the practice requirement and new specifications of restricted electives. Previously 9 semester hours were chosen from THEA, DANC, or SPCH. Now 6 semester hours are chosen. 11. DANC 316 History and Philosophy of Dance II was removed. 12. Removed courses from the Practice requirements. 8. Restricts students to take upper-division courses for their Practice requirements. 13. General electives were changed from 27 to 39 credits to meet program total of 120 credits. 14. Populated SLO mapping. 15. Updated program overview to clarify concentrations.

M220: Dance	MNR	Program Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Program overview reworded. Courses added and deleted to reflect current practices in the field and create more interdisciplinary possibilities and to align with new BA program.			
Change Item Description:	Departmental Justification:		

List all proposed changes to the program:

1) Program overview for this minor was reworded to align with changes to the major. 2) DANC 255 The Healthy Dancer and DANC 250 Dance Improvisation were removed and replaced by DANC 220 Moving Anatomy and Wellness and DANC 260 Movement Analysis and Improvisation. 3) DANC 181 Ballet I, DANC 185 Hip Hop I, DANC 285 Hip Hop II, and DANC 385 Hip Hop III were added to list of Technique Courses. 4) Tap courses were removed from the list of Technique Courses. 5) DANC 140 Dance Company, DANC 240 Dance Company, DANC 340 Dance Company, and DANC 440 Dance Company were added to the list of Performance Course options. 6) Changed categorization of courses in Program-Specific requirements to specifically separate Performance/Choreography options from Technique options and Dance Company options.

Justify each proposed modification to the program:

1) Program overview was reworded to align with changes to the major to streamline the dance program to reflect current practices in the field. 2) DANC 255 The Healthy Dancer and DANC 250 Dance Improvisation were removed and replaced by DANC 220 Moving Anatomy and Wellness and DANC 260 Movement Analysis and Improvisation. DANC 250 is being inactivated. DANC 250 was changed to DANC 260 in the new BA program and now needs to be changed in the dance minor curriculum. DANC 220 is replacing DANC 225 The Healthy Dancer. DANC 225 is being inactivated. DANC 225 was changed to DANC 220 in the new BA program and therefore needs to be changed in the dance minor curriculum. 3) DANC 181 Ballet I, DANC 185 Hip Hop I, DANC 285 Hip Hop II, and DANC 385 Hip Hop III were added to list of Technique Courses. DANC 181 is included in the Dance Minor Curriculum for skill building and course sequencing. We are eliminating the Tap requirements and shifting to requiring Hip Hop. Integrating hip-hop into our technical requirements/electives for the dance major and minor will allow our students to be better prepared for their careers in the dance industry. 5) DANC 140 Dance Company, DANC 240 Dance Company, DANC 340 Dance Company, and DANC 440 Dance Company were added to the list of Performance Course options. 6) Changed categorization of courses in Program-Specific requirements to specifically separate Performance/Choreography options from Technique options and Dance Company options to align with larger programmatic changes.

M270: Theatre	MNR	Program Modification – Approved (4/27/23)	Venter Bardo
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UCC Discussion: Reduced program specific credits. Allowed selection of lower and upper division credit hours. Reconfigured course offerings by eliminating and adding courses. Added performance and design/technology courses.

Change Item Description:

List all proposed changes to the program:

Justify each proposed modification to the program:

Department Justification:

1. Reduce program specific required credit hours from 22 to 15 2. Reconfigure Program Specific Requirements to require a selection of 9 lower division and 6 upper division credit hours drawn from all current (and relevant) theatre course offerings 3. Eliminate THEA 401 Career Preparation from course offerings. 4. Eliminate the following courses as options for the minor: THEA 403 Methods of Teaching Drama and Speech THEA 411 American Drama THEA 412 Contemporary Drama THEA 196/296 Topics 5. Add the performance and design/technology classes as upper and lower division choice options 6. Selected the intended campus for delivery as 'main' (was previously blank)

1. Reducing required credit hours will be more in line with other minors on campus and make it easier to complete a Theatre minor option. 2. Reducing category requirements to simplify upper or lower division options should increase flexibility in scheduling and allow students to tailor the minor to their interest areas. The current version of the minor attempted to create a 'well-rounded' minor by forcing selection from a narrow range of performance and design/technology classes. 3. This course is intended for majors focused on the career fields of Dance and Theatre. 4. These courses have not been taught in many years. 5. Increased selection options will allow the minor to focus on their own area of interest and increase flexibility of scheduling. 6. The intended campus for delivery field was blank since the information did not transfer when CIM was implemented. This has been filled in to indicate main campus delivery.

Theatre Arts – Program Additions

Program	Degree	Committee Action	Motion Second
: Dance	BA	Program Addition – Approved (4/27/23)	Venter Bardo

UCC Discussion: Creation of Dance BA to replace the inactivation of Dance BFA to address student need more effectively.

Change Item Description:

Departmental Justification:

New Proposal: No differences to Report

We are deactivating the Dance BFA and changing from a BFA to a Dance BA to address the needs of our students more effectively. We are streamlining our dance program to reflect current practices in the field, reduce redundancies, and create more interdisciplinary possibilities for our students. The new BA in Dance is unique through its diverse curriculum, emphasizing dancer wellness and mind-body practices (somatics), and creating opportunities to explore a wide variety of dance styles, including Hip Hop and commercial dance. There is an increasing demand for dancers who excel in both teaching and choreography. There is also a demand for teachers who are interested in employing non-traditional teaching methods that employ a more holistic approach which is what we are emphasizing in our program, not just in our pedagogy course, but in dance company and other technique courses.

Theatre Arts – Program Inactivations

Program	Degree	Committee Action	Motion Second
3267: Dance	BFA	Program Inactivation – Approved (4/27/23)	Gurka Bardo

UCC Discussion: Inactivation of Dance BFA to be replaced with the Dance BA to address student need more effectively.

Change Item Description:

No changes to Report: Inactivation

Departmental Justification:

We are deactivating the Dance BFA and changing from a BFA to a Dance BA. This will address the needs of our students more effectively. As a BFA we cannot compete with other Dance BFA programs in the region (number of full-time faculty members, facilities, etc.). As a BA in Dance with equal emphasis on multiple dance techniques, we are creating a unique degree (especially with the inclusion of Laban Movement Analysis and Hip Hop into our curriculum). Additionally, our faculty have experience and connections across a variety of areas including concert dance, dance therapy, dance research/scholarship and commercial dance which places our dance program in a unique position. We are streamlining our dance program to reflect current practices in the field, reduce redundancies, and create more interdisciplinary possibilities for our students.

Theatre Arts – Course Modifications

Title	Credits	Committee Action	Motion/Second
DANC 183: Contemporary Modern I	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: 1. Course title was changed to be more specific to the various forms of modern dance taught and to utilize terminology as used in the dance field today. Students will more likely recognize Contemporary than if Modern is used in the title. 2. Course description was reworded to more specifically state the content taught in the class. 3. Repeatability justification was populated (information did not transfer when CIM was implemented). 4. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented).			
Change Item Description:		Old	New
Course name:		Modern I	Contemporary Modern I
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Beginning modern technique for students intending to progress to an intermediate level.	Study of various styles of modern dance at the beginner level.
DANC 219: Ballroom Dance	2	Course Inactivation – Approved (12/8/22)	Gurka Venter
UCC Discussion: This class was last offered in Fall 2018 and, per the Department Head, given the changing times—i.e., changing forms of Dance—will not be in the future. It was deemed best that the course be inactivated.			
Change Item Description		Justification for this inactivation request	
Delete Proposal: No differences to report		This class has not been offered in many years, and, per the Department Head, given the changing times—i.e., changing forms of Dance—will not be in the future. It was deemed best that the course be stricken from the books, or at least inactivated in CIM.	
DANC 230: Contemporary Modern IIA	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed to be more specific to the type of modern dance taught. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented). Changed prerequisite from DANC 169 to DANC 183 to reflect broader program changes and better prepare students for the sequence of skill building they'll do in the Contemporary Modern course sequence.			
Change Item Description:		Old	New
Course name:		Modern IIA	Contemporary Modern IIA
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Intermediate modern dance technique.	Study of various styles of modern dance at the advanced beginner level.

Prerequisites: DANC 169 or permission of instructor DANC 183

DANC 231: Contemporary Modern IIB	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed to be more specific to the type of modern dance taught. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented). DANC 183 was added as a prereq to provide students with a foundation to better prepare them for the sequence of skill building.			
Change Item Description:		Old	New
Course name:		Modern IIB	Contemporary Modern IIB
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Intermediate modern dance technique.	Continued study of various styles of modern dance at the advanced beginning level.
Prerequisites:		DANC 230 or permission of instructor	DANC 183
DANC 255: Choreography	3	Course Inactivation – Approved (4/27/23)	Bardo Venter
UCC Discussion: We are changing from a BFA program to a BA curriculum. We no longer need two levels of choreography.			
Change Item Description:		Old	New
No differences to Report: Inactivation		We are changing from a BFA program to a BA curriculum. We no longer need two levels of choreography. The lower-level content previously taught in DANC 255 is covered in DANC 260, providing students a foundational knowledge of creative practice. DANC 355 (Choreography and Creative Practice) is being kept to build on that foundation.	
DANC 315: History and Philosophy of Dance	3	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed as we are no longer offering two levels of Dance history. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented).			
Change Item Description:		Old	New
Course name:		History and Philosophy of Dance I	History and Philosophy of Dance
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Cultural and historical exploration of dance, from its primitive roots to the 20 th Century.	Study of the history and development of concert and theatrical dance, emphasizing 20 th and 21 st century dance.

DANC 330: Contemporary Modern IIIA	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed to be more specific to the type of modern dance taught. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented). Course prerequisite classes updated to require DANC 230 and 231 to provide students with adequate foundational knowledge going forward (previously did not require any prereqs).			
Change Item Description:		Old	New
Course name:		Modern IIIA	Contemporary Modern IIIA
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Intermediate to advanced modern dance technique.	Study of various styles of modern dance at the intermediate level.
Prerequisites:		Permission of instructor	DANC 230 or DANC 231
DANC 331: Contemporary Modern IIIB	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed to be more specific to the type of modern dance taught. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented). Course prerequisite classes updated to require DANC 230 and 231 to provide students with adequate foundational knowledge going forward			
Change Item Description:		Old	New
Course name:		Modern IIIB	Contemporary Modern IIIB
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Intermediate to advanced modern dance technique.	Continued study of various styles of modern dance at the intermediate level.
Prerequisites:		DANC 330 or permission of instructor	DANC 230 or DANC 231
DANC 355: Choreography and Creative Practice	3	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed as we are no longer requiring two levels of choreography. Course description was reworded to reflect the title change. Course Prerequisite class updated to reflect broader program changes. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented).			
Change Item Description:		Old	New
Course name:		Advanced Choreography	Choreography and Creative Practice
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Advanced investigation and application of theories of choreography, including	Investigation and application of theories of choreography and

	critical analysis of the art form.	creative practice, including critical analysis of the art form.
Prerequisites:	DANC 255 or permission of instructor	DANC 260

DANC 430: Contemporary Modern IVA	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed to be more specific to the type of modern dance taught. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented). Course prerequisite classes updated to require DANC 330 and 331 to provide students with adequate foundational knowledge going forward (previously did not require any prereqs).			
Change Item Description:	Old	New	
Course name:	Modern IVA	Contemporary Modern IVA	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Intermediate/advanced modern dance technique.	Study of various styles of modern dance at the advanced level.	
Prerequisites:	Permission of instructor	DANC 330 or DANC 331	

DANC 431: Contemporary Modern IVB	2	Course Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Course title was changed to be more specific to the type of modern dance taught. Course description was reworded to more specifically state the content taught in the class. Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs were added (info did not transfer when CIM was implemented). Course prerequisite classes updated to require DANC 330 and 331 to provide students with adequate foundational knowledge going forward.			
Change Item Description:	Old	New	
Course name:	Modern IVB	Contemporary Modern IVB	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Advanced modern dance technique.	Continued study of various styles of modern dance at the advanced level.	
Prerequisites:	Permission of instructor	DANC 330 or DANC 331	

ESSL 200: Essential Speech	1	Course Modification – Approved (12/8/22)	Gurka Venter
UCC Discussion: 1) Academic engagement minutes, student preparation minutes, terms typically offered, Essential Learning SLOs, Course SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

SPCH 102: Speechmaking	3	Course Modification – Approved (2/23/23/)	Venter Gurka
UCC Discussion: 1) Academic engagement minutes, student preparation minutes, and typical semester offered were filled in (info was not transferred when CIM was implemented). 2) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) . 3) Essential learning outcomes were populated (info was not transferred to CIM).			

THEA 141: Theatre Appreciation-GTAH1	3	Course Modification – Approved (2/23/23)	Venter Friedman
UCC Discussion: Academic engagement and student prep minutes, typical semester offered, essential learning outcomes, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).			

THEA 322: Stage Management	3	Course Modification – Approved (1/26/23)	Venter Gurka
UCC Discussion: 1) Removing the prerequisites for this course as they do not specifically pertain to the curriculum being taught. 2) Academic engagement minutes, student preparation minutes, and typical semester offered were filled in (info was not transferred when CIM was implemented). 3) SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).			

Change Item Description	Old	New
Prerequisites:	THEA 153 or THEA 243 or THEA 244 or permission of instructor	

Theatre Arts – Course Additions

Title	Credits	Committee Action	Motion/Second
DANC 220: Moving Anatomy and Wellness	3	Course Addition – Approved (4/27/23)	Gurka Venter
UCC Discussion: The creation of this class (DANC 220) will create more cohesion throughout the program and enhance the overall experience for students pursuing a dance degree.			
Change Item Description: New Proposal: No differences to Report		Justification for this Proposal: We are changing from a BFA to a BA and shifting the focus of the program towards integrating more specific information on physical conditioning, experiential anatomy, and somatic practices. The creation of this class (DANC 220) will create more cohesion throughout the program and enhance the overall experience for students pursuing a dance degree. DANC 220 is replacing DANC 225 The Healthy Dancer. DANC 225 is being inactivated because additions to course content resulted in larger than 10% change in content, necessitating the creation of a new course.	

DANC 260: Movement Analysis and Improvisation	3	Course Addition – Approved (4/27/23)	Gurka Venter
UCC Discussion: A course in Laban Movement Analysis gives our students (including Theatre students) information that will enhance their overall education and experience with current practices in the field.			
Change Item Description: New Proposal: No differences to report		Justification for this Proposal: We are changing from a BFA to a BA degree. A course in Laban Movement Analysis gives our students (including Theatre students) information that will enhance their overall education and experience with current practices in the field. Additionally, those pursuing a dance degree will be more prepared for the upper-level choreography class. DANC 260 has some overlapping content with DANC 250. DANC 250 is being inactivated because content was added that resulted in more than 10% change in content, necessitating the creation of a new course.	
DANC 140: Dance Company	2	Course Addition – Approved (4/27/23)	Gurka Venter
UCC Discussion: This course will offer performance and collaborative choreographic opportunities for the new BA program.			
Change Item Description: New Proposal: No differences to report		Justification for this Proposal: This course will offer performance and collaborative choreographic opportunities for the new BA program. Students will gain experience in performing in non-traditional spaces, organizing lecture demonstrations, and community engagement which are essential experiences in the current professional landscape.	
DANC 240: Dance Company	2	Course Addition – Approved (4/27/23)	Gurka Venter
UCC Discussion: This course will offer additional performance and collaborative choreographic opportunities for our new BA program for the advanced beginner.			
Change Item Description: New Proposal: No differences to report		Justification for this Proposal: This course will offer additional performance and collaborative choreographic opportunities for our new BA program. Additionally, students will gain experience in performing in non-traditional spaces, organizing lecture demonstrations, and community engagement which are essential experiences in the current professional landscape. This course is intended for the Advanced Beginner.	
DANC 340: Dance Company	2	Course Addition – Approved (4/27/23)	Gurka Venter
UCC Discussion: This course will offer additional performance and collaborative choreographic opportunities for our new BA program at the intermediate level.			
Change Item Description:		Justification for this Proposal:	

New Proposal: No differences to report

This course will offer additional performance and collaborative choreographic opportunities for our new BA program. Additionally, students will gain experience in performing in non-traditional spaces, organizing lecture demonstrations, and community engagement which are essential experiences in the current professional landscape. This course is intended for the intermediate level student.

DANC 440: Dance Company 2

Course Addition – Approved Gurka|Venter (4/27/23)

UCC Discussion: This course will offer additional performance and collaborative choreographic opportunities for our new BA program at the advanced level.

Change Item Description:

Justification for this Proposal:

New Proposal: No differences to report

This course will offer additional performance and collaborative choreographic opportunities for our new BA program. Additionally, students will gain experience in performing in non-traditional spaces, organizing lecture demonstrations, and community engagement which are essential experiences in the current professional landscape. For students at the Advanced level.

DANC 185: Hip-Hop I 2

Course Addition – Approved Gurka|Venter (4/27/23)

UCC Discussion: Integrating hip-hop into our technical requirements for the dance major will allow our students to be better prepared for their careers in the dance industry as it has changed to include more hip-hop styles.

Change Item Description:

Justification for this Proposal:

New Proposal: No differences to report

Integrating hip-hop into our technical requirements for the dance major will allow our students to be better prepared for their careers in the dance industry as it has changed to include more hip-hop styles. Overlapping content with DANC 180 was specified. DANC 185 meets twice as much and provides a more in-depth study of hip-hop. DANC 180 is intended for students trying to fill the Essential Learning wellness requirement and DANC 185 is intended to meet other program requirements.

DANC 285: Hip-Hop II 2

Course Addition – Approved Gurka|Venter (4/27/23)

UCC Discussion: DANC 285 has overlapping content with DANC 280. DANC 280 is being inactivated because the course is changing from one credit to two credits and the number of the course needs to match the new DANC 185 number to show logical sequencing/progression.

Change Item Description:

Justification for this Proposal:

New Proposal: No differences to report

Integrating hip-hop into our technical requirements for the dance major will allow our students to be better prepared for their careers in the dance industry as it has changed to include more hip-hop styles. DANC 285 has overlapping content with DANC 280. DANC 280 is being inactivated because the course is changing from one credit to two credits and the number of the course needs to match the new DANC 185 number to show logical sequencing/progression.

DANC 385: Hip-Hop III	2	Course Addition – Approved (4/27/23)	Gurka Venter
UCC Discussion: Course will allow our students to be better prepared for their careers in the dance industry as it has changed to include more hip-hop styles.			
Change Item Description: New Proposal: No differences to report		Justification for this Proposal: Integrating hip-hop into our technical requirements for the dance major will allow our students to be better prepared for their careers in the dance industry as it has changed to include more hip-hop styles.	
Theatre Arts – Course Inactivations			
Title	Credits	Committee Action	Motion/Second
DANC 280: Hip Hop II	1	Course Inactivation – Approved (4/27/23)	Bardo Venter
UCC Discussion: DANC 285 is being created to replace this course.			
Change Item Description: No differences to Report: Inactivation		Justification for this Proposal The BA Dance program needs a 2-credit hip-hop II course, instead of the existing 1-credit class (DANC 280). DANC 285 is being created to replace this course. The content will be increased to go more in-depth, and the course number needs to correspond to the DANC 185 hip-hop I course to show logical course sequencing.	
DANC 328: Music Analysis for Dance	3	Course Inactivation – Approved (4/27/23)	Bardo Venter
UCC Discussion: We are changing from a BFA to a BA degree and this course is typically only included in a BFA curriculum.			
Change Item Description: No differences to Report: Inactivation		Old We are proposing to deactivate this course as it is no longer required. We are changing from a BFA to a BA degree and this course is typically only included in a BFA curriculum. Certain aspects of this course will be integrated into other courses including choreography, pedagogy, dance history and various dance technique courses.	New

WCCC Curriculum Membership 2022-2023

Group/Department	Representative	Term Expires
Group A	Wayne Smith; Culinary Arts	2025
Group B	Joseph Quesenberry; Applied Mathematics	2024
Group C	Jason Roberson; Transportation	2025
Group D	Karrie Stanfill; Nurse Aide	2025
At Large	Carolyn Ferreira-Lillo; Process System Technology	2024
	Gunny White; Information and Communication Technology	2024

Officers

Chair	Wayne Smith
Vice Chair	Joseph Quesenberry
UCC Vice-Chair	Denise McKenney

Secretary, non-voting:

Aaron Osborne

Ex-Officio Members

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 13, 2022 Meeting

Announcements

- All members are returning Committee Members this year.
- No carryover business from last year.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked the committee members for their work in keeping curriculum current and relevant so that students will be well prepared upon graduation. She noted that curriculum is one of the integral faculty tasks and the work of the Committee is very much appreciated.
- Registrar's Office - Associate Registrar Bodyfelt reminded the Committee it is always good to submit proposals as early as possible, particularly course changes.
- 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, particularly in the area of certificates. All program closures must also be reported.
- Librarian Seurer - Please let the Library know as soon as possible of any upcoming changes so that the Library can begin their work. Also please let her know of any needed WCCC library materials needed.
- Catalog Description Reviewer Varner - Chair Smith stated that Dr. Varner asked that the Committee get her any changes as soon as possible for her review.

Old Business

- None

Information Items

- Special Projects Coordinator Osborne provided an overview of the important Dates and Deadlines for Curriculum for this year. He also did an overview of the Curriculum Website, pointing out the due dates and locations of documents that will be needed and can be used in submitting curriculum proposals.
- Chair Smith reviewed the Responsibility Guidelines and Review Responsibilities document and asked for volunteers for each section. He will email out the document so each Committee member can choose an area to specifically review.
- Chair Smith reminded the Committee that when making course changes, the program changes must also be submitted for Executive Committee to approve the course proposal on to WCCC CC.
- Chair Smith also reminded the Committee that for changes to appear for Fall 2023 registration, the curriculum proposal must be through WCCC CC no later than the December meeting.
- AVPAA Bridge noted that Faculty Senate has agreed to receive Curriculum Committee Minutes by email the week before their meeting and then vote approval at the following meeting. This will significantly speed up the approval process. She then asked if WCCC

CC would be willing to approve the WCCC CC minutes by email. The Committee agreed to receive the minutes by email, make any needed comments back to Chair Smith and approve the minutes by email within one week of receiving. Once the minutes are approved by WCCC CC, the minutes will then be emailed to Faculty Senate for their distribution and subsequent approval.

New Business

- None

October 11, 2022 Meeting

Announcements

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge reminded the Committee that all course SLOs and topical course outlines need to be added into CIM. This will serve as a great repository for courses once all the information is in the system.
- Registrar's Office - Associate Registrar Bodyfelt reminded the Committee that course curriculum proposals need to be approved in the December meeting for courses to be available when Fall 2023 registration opens in the Spring.
- Financial Aid Deputy Director Martin - Nothing to report.
- Librarian Seurer - Please let the Library know as soon as possible of any upcoming curriculum changes and of any needed WCCC library materials.
- Catalog Description Reviewer Varner - You can send your course descriptions ahead of starting workflow to streamline the approval process.

Old Business

- None

Information Items

- Chair Smith gave an overview of the CIM system and the steps needed to add the SLOs/topical course outlines and make any needed changes to meeting minutes.
- Next Meeting Nov. 8

New Business

- None

November 8, 2022 Meeting

Cancelled

December 6, 2022 Meeting

Announcements

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge reminded the Committee that CIM closes Feb 6. Any curriculum proposals in CIM at that point will appear in the Catalog for this year. She also reminded the Committee that all course SLOs and topical course outlines need to be added into CIM. For this year, the focus is on courses currently on the schedule.

- Registrar's Office - Associate Registrar Bodyfelt reminded the Committee that course curriculum proposals needed to be approved at today's meeting for courses to be available when Fall 2023 registration opens in the Spring. The courses will be available to students for fall registration but will appear later spring/early summer.
- Financial Aid Deputy Director Martin - Nothing to report.
- Librarian Seurer - Please let the Library know as soon as possible of any needed WCCC library materials. Librarian Seurer is currently ordering library materials for WCCC programs.
- Catalog Description Reviewer Varner - Nothing to report.

Old Business

- None

Information Items

- Chair Smith reminded the committee that CIM closes Feb 6. He also reminded the Committee that all active 100-200 level courses should have the academic/student engagement minutes, typical semester offered, topical course outline, and SLOs added.
- Discussion occurred on the need to have the typical semester the course is offered as accurate as is possible, since students use the information to plan their schedules.
- Chair Smith reminded all the next meeting is January 24, 2023.

New Business

- None

January 17, 2023 Meeting

Cancelled

February 21, 2023 Meeting

Announcements

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Not Available
- Registrar's Office - Associate Registrar Bodyfelt reminded the Committee that course curriculum proposals approved by the December meeting will be available when Fall 2023 registration opens in the Spring. Any courses approved after that December meeting will be available to students for fall registration but will appear later spring/early summer.
- Financial Aid Deputy Director Martin - Nothing to report.
- Librarian Seurer - Please send Tracie your library orders: DVDs, streaming video, book, or ebooks. The library needs all orders in by April 1st.
- Catalog Description Reviewer Varner - Nothing to report.

Old Business

- None

Information Items

- Chair Smith reminded all the next meeting is March 7, 2023.

- Chair Smith informed the committee that there would be many curriculum proposals on the agenda for the March meeting. To allow time for all proposals to be reviewed the March WCCC CC meeting will be held on March 14, 2023.

New Business

- None

March 14, 2023 Meeting

Announcements

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge reminded the Committee to encourage earlier curriculum submissions. When proposals are approved in the April meeting, it is challenging to complete the approvals and reporting processes needed.
- Registrar's Office - Associate Registrar Bodyfelt reminded the Committee that course curriculum proposals approved by the December meeting will be available when Fall 2023 registration opens in the Spring. Courses approved after that December meeting will be available to students for fall registration but will appear later spring/early summer.
- Financial Aid Deputy Director Martin - Director Martin reminded the Committee it is important that Financial Aid information for programs, especially technical certificates, be turned in to Financial Aid as early as possible to assist in his reporting responsibilities.
- Librarian Seurer - Nothing to report.
- Catalog Description Reviewer Varner - Nothing to report.

Old Business

- None

Information Items

- Chair Smith reminded all the next meeting is April 11, 2023.
- Chair Smith reiterated that course curriculum proposals approved by the December meeting will be available when Fall 2023 registration opens in the Spring. Any courses approved after that December meeting will be available to students for fall registration but will appear later spring/early summer.

New Business

- None

April 11, 2023 Meeting

Announcements

- Chair Smith announced that this was the last meeting with course/program approvals. Our next meeting will be the last one of this school year, and strategies for next year will be discussed.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - N/A
- Registrar's Office - Nothing to Report
- Financial Aid Deputy Director Martin - N/A

- Librarian Seurer - Nothing to report.
- Catalog Description Reviewer Varner - N/A

Old Business

- Motion to approve WCCC Curriculum Meeting Minutes from March 14, 2023. Jason Roberson moved, and Joe Quesenberry seconded. Motion carried.

Information Items

- Chair Smith reminded all the next meeting is May 9, 2023, via Zoom.
- Chair Smith reminded everyone that any curriculum changes that occur after this meeting will not receive final approval until Fall and that the CIM system will open in the fall.

New Business

- None

May 2, 2023 Meeting

(This meeting was originally scheduled for May 9, 2023, but the president was holding a campus update event on that date, so the final WCCC Curriculum Committee meeting date was changed to May 2, 2023.)

Announcements

- Chair Smith announced that this is the last meeting of the school year.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge not Present at the beginning of the meeting.
- Registrar's Office - Maggie Bodyfelt indicated that program changes will be completed in the latter part of May, or in June. CIM will open again in August
- Financial Aid Deputy Director - Director Martin not present
- Librarian Seurer - Librarian Seurer not present
- Catalog Description Reviewer Varner - Reviewer Varner not present

Information Items

- Chair Smith indicated that the curriculum deadline for next year will be moved up, and is tentatively set for December 22, 2023.

New Items

- Electing Curriculum Chair and Vice Chair, Filling Committee Vacancies
 - Chair Smith asked if anyone else would be interested in being the committee chair, but no one came forward, so Wayne Smith will serve as chair again.
 - Vice Chair Joe Quesenberry is entering partial retirement, so a new Vice Chair is needed. Karrie Stanfill nominated Carolyn Ferreira-Lillo, and Jason Roberson seconded – the motion passed and Carolyn Ferreira-Lillo will serve as Vice Chair next year.
 - Carolyn's move to Vice Chair opened a vacancy for Group B At Large. Stephanie Stelljes was nominated to serve as the Group B At Large person.

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 2022-2023 academic year is shown in the following table:

Number of WCCC Curriculum Proposals, AY 22-23	
Proposal Type	Number
Course Addition	3
Course Modification	49
Course Reactivation	0
Course Inactivation	31
Program Addition	0
Program Reactivation	0
Program Modification	15
Program Inactivation	0
Program Deletion	7
Total:	105

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

Number of Proposals Reviewed Per WCCC CC Meeting, AY 22-23										
	Sep	Oct	Nov	Dec	Jan	Feb*	Mar	Apr	May	Total
# of Proposals	0	24	0	1	0	34	21	25	0	105
* Deadline for inclusion of program and course changes in the next AY Calendar										

Proposal Details

The listing of curriculum proposals approved during the 2022-2023 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			
Program	Degree	Committee Action	Motion Second
1116: Information and Communication Technology: Healthcare Informa WCCC CC Discussions: 1) Replace TECI 142 Internet of Things with TECI 120 A+ prep. 2) Adjust course sequencing.	TCT	Program Modification – Approved (3/14/23)	Roberson Stanfill
Change Item Description List all proposed changes to the program: Justify each proposed modification to the program: Describe discussions about this proposal within the department and outcomes.		Department Justification 1. Replace TECI 142 Internet of Things with TECI 120 A+ prep.2. Adjust course sequencing. 1. TECI 120 provides an industry certification that TECI 142 does not. Industry certification better prepares students for employment.2. Adjust to reflect course change. Fall 2022 department discussions recognized and agreed on need for change to require certification.	
1117: Information and Communication Technology: Help Desk Technici WCCC CC Discussions: Replace ABUS 257 with ABUS 258. IT and ICT professions need to learn how to use spreadsheets and understand how to build databases more than they need to learn word processing and how to build powerpoint presentations.	TCT	Program Modification – Approved (3/14/23)	Roberson Stanfill
Change Item Description List all proposed changes to the program: Justify each proposed modification to the program: Describe discussions about this proposal within the department and outcomes.		Department Justification Replace ABUS 257 with ABUS 258. IT and ICT professions need to learn how to use spreadsheets and understand how to build databases more than they need to learn word processing and how to build powerpoint presentations. Discussed proposal with ABUS department head Megan Englund and was advised that ABUS 258 is only offered in the spring.	
1118: Information and Communication Technology: Network Technician WCCC CC Discussions: 1) TECI 142 replaced by TECI 120. 2) ABUS 257 replaced by ABUS 258. TECI 120 provides an industry certification TECI 142 does not. ABUS 258 offers experience with spreadsheets and databases used in ICT and IT that ABUS 257 does not.	TCT	Program Modification – Approved (3/14/23)	Roberson Stanfill
Change Item Description		Department Justification	

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

1)TECI 142 replaced by TECI 120. 2)ABUS 257 replaced by ABUS 258.

TECI 120 provides an industry certification TECI 142 does not. ABUS 258 offers experience with spreadsheets and databases used in ICT and IT that ABUS 257 does not.

Discussed with Megan Englund, department head. No issues

1119: Transportation Services: Light Duty Automotive Technician Fo	TCT	Program Modification – Approved (2/21/23)	Stanfill Ferreira-Lillo
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WCCC CC Discussions: TSTG 135 replaced with TSTC 160 for the Foundation 1 Certificate.

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

Department Justification

1. TSTG 135 replaced with TSTC 160 for the Foundation 1 Certificate.

1. Allow blended class (both D51 and post-secondary CMU) to better align and completion of other TST program AAS degrees through the suggested course plan.

1. In person meetings with program Director of Instruction (Dr. Hein) and other TST instructors.

1120: Transportation Services: Light Duty Automotive Technician Fo	TCT	Program Modification – Approved (2/21/23)	Stanfill Ferreira-Lillo
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WCCC CC Discussions: TSTC 160 replaced with TSTG 135 for the Foundation 2 Certificate.

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

Department Justification

1. Replace TSTC 160 with TSTG 135 for the Foundation 2 Certificate.

1. Allow blended class (both D51 and post-secondary CMU) to better align and completion of other TST program AAS degrees through the suggested course plan.

1. In person meetings with program Director of Instruction (Dr. Hein) and other TST instructors.

1198: Mechatronics: Automation Instrumentation	TCT	Program Modification – Approved (2/21/23)	Stanfill Roberson
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WCCC CC Discussions: TSTG 120 Safety replaced with ELCE 124 Electrical Safety. Reduces total credits from 32 to 31. SLO's adjusted due to course change. Update to course sequencing.

Change Item Description

Department Justification

List all proposed changes to the program:

I will be replacing TSTG 120 Safety with ELCE 124 Electrical Safety. This will reduce the total credits from 32 to 31. SLO's adjusted due to course change. Update to course sequencing.

Justify each proposed modification to the program:

There are 2 reasons for changing from TSTG 120 to ELCE 124. After meeting with our advisory board members and receiving their input on the specific safety training that would benefit students most in the field of mechatronics and automation, we came to the conclusion that ELCE124 covers more of the safety standards and practices needed in the industry, where there is a high demand for technicians trained in electrical safety. In previous years, students would receive an OSHA 10 industry certification card as part of TSTG 120. The OSHA 10 certification is no longer included in TSTG 120 so ELCE 124 is more applicable to general industry safety.

Describe discussions about this proposal within the department and outcomes.

The decision to change TSTG 120 to ELCE 124 was discussed with Robbi Grimm, Jesse Harmon, and Carolyn Ferreira-Lillo in October 2022. All parties were in agreement that the change in course requirements was appropriate.

1199: Entry-Level Pharmacy Technician	TCT	Program Modification – Approved (3/14/23)	Ferreira-Lillo Stanfill
WCCC CC Discussions: 1) Reduce credits on PHTE 170 from 4 to 3. 2) Remove PHTE 171. 3) Total credits reduces from 31 to 26. 4) Adjust suggested course sequencing. 5) Update SLO course reference.			
Change Item Description	Department Justification		
List all proposed changes to the program:	1. Reduce credits on PHTE 170 from 4 to 3. 2. Remove PHTE 171. 3. Total credits reduces from 31 to 26. 4. Adjust suggested course sequencing. 5. Update SLO course reference.		
Justify each proposed modification to the program:	1. Proposal to change PHTE 170 Clinical: Institutional (100 hours) to PHTE 170 Pharmacy Clinical I (150 hours). 2. PHTE 171 Pharmacy Clinical II is not required for students in the entry-level program. Students enrolled in PHTE 170 would receive 3 credit hours, which is a 1 credit hour decrease from the 4 credit hours previously awarded for this class, and a 5 hour decrease in program specific course hours, with the elimination of PHTE 171. 3. Program-specific course hours decrease from 31 hours to 26 hours. Per ASHP accreditation standards, students being awarded a technical certificate only need to complete 130 hours of externship. Currently, entry-level program students complete 200 hours, with 100 hours being spent at an institutional pharmacy, and 100 hours being spent at a community pharmacy. 4. Due to a limited number of area extern sites, and the majority of students graduating with technical certificates, a modification to clinical hours in the entry-level program allows for WCCC to accept a larger		

number of pharmacy technician students, as they only need to be assigned to one clinical site, instead of 2. 5. Removal of PHTE 171 from degree requirements led to removal of PHTE 171 as a course for SLO assessment.

Describe discussions about this proposal within the department and outcomes.

Discussion between faculty and administration about need to clean up courses to accurately reflect course offerings took place Fall 2022. Course changes triggered need to update program. Discussion led to changes reflected in this proposal.

1306: Veterinary Technology	AAS	Program Modification - Approved (4/11/23)	Roberson Stanfill
WCCC CC Discussion: Adding BIOL 101/BIOL 101L as an option to meet admission requirements.			
Change Items Description:		Departmental Justification:	
List all proposed changes to the program:		Adding BIOL101/BIOL101L as an option to satisfy the biology Gen Ed pre-requisite for admission to the program.	
Justify each proposed modification to the program		Currently BIOL105 is the only option to satisfy the Biology prerequisite to gain admittance to the Veterinary Technology program. Many students do not score a C or higher. This course has a lot of molecular content, which poses a significant obstacle to many students. Solid knowledge at the organismal level would be very relevant to classes such as anatomy and physiology, nursing, and pharmacology, and would make the program more accessible.	
Describe discussions about this proposal within the department and outcomes		Fall 2022, Veterinary Technology program director spoke with Biology department head about this change, and it was agreed that BIOL101 would be a good alternative option for BIOL105 that would still give the students a base for understanding the VETT specific courses.	

1318: Information and Communication Technology	AAS	Program Modification – Approved (3/14/23)	Roberson Stanfill
WCCC CC Discussions: 1) Replace ABUS 257 Managing Office Technology (I) with ABUS 258 Managing Office Technology (II) and adjust suggested course plan accordingly. 2) Replace TECI 202 Unix/Linux Server Administration with TECI 257 Network Defense and Counter Measures CySA+ Preparation and increase credit hours. 3) Name change for TECI 270 Cisco Certified Network Associate, Security to Cisco Cybersecurity Operations Fundamentals (CBROPS).			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Replace ABUS 257 Managing Office Technology (I) with ABUS 258 Managing Office Technology (II) and adjust suggested course plan accordingly.2. Replace TECI 202 Unix/Linux Server Administration with TECI 257 Network Defense and Counter Measures CySA+ Preparation and increase credit hours.3. Name change for TECI 270 Cisco	

Certified Network Associate, Security to Cisco Cybersecurity Operations Fundamentals (CBROPS)

Justify each proposed modification to the program:

1. Replace ABUS 257 Managing Office Technology (I) with ABUS 258 Managing Office Technology (II). ABUS 258 offers experience with spreadsheets and databases used in ICT and IT that ABUS 257 does not. TECI 131 name change: Replacing TECI 202 Unix/Linux Server Administration with TECI 257 Network Defense and Counter Measures CySA+ Preparation will add an intermediate cyber security course to the curriculum. TECI 202 materials are not widely used in industry. The topics that are have been incorporated into other courses. 3. TECI 270 Name change: CCNA was retired by Cisco in 2020 and recently replaced with Cisco Cybersecurity Operations Fundamentals (CBROPS). Cisco Certified CyberOps Associate (or CCNA CyberOps in its initial name) is a relatively new certification. The acronym “CyberOps” means Cybersecurity Operations. According to Cisco, this certification “prepares you for today’s associate-level job roles in security operations centers (SOCs). The program has one training course and one exam that covers the foundational skills, processes, and knowledge you need to prevent, detect, analyze, and respond to cybersecurity incidents as part of a SOC team.”

Describe discussions about this proposal within the department and outcomes.

Changes to TECI requirements were discussed among department faculty and changes were approved Fall 2022. Discussed ABUS 257 switch to 258 with Applied Business faculty and was advised that 258 is only offered in the Spring.

<p>1342: Transportation Services: Diesel Technology</p>	<p>AAS</p>	<p>Program Modification - Approved (4/11/23)</p>	<p>Roberson Stanfill</p>
<p>WCCC CC Discussion: The program has been modified to allow for a four semester Diesel AAS degree per our industry apprenticeship partners. 1. Removed four classes totaling 9 credit hours. 2. Added four classes totaling 15 hours. 3. Removed all Restricted Electives of 8 credit hours. Total program hours decreased from 63 to 61 total hours. Program specific hours decreased from 46 to 44 total hours. Adjusted course sequencing.</p>			
<p>Change Items Description:</p>	<p>Departmental Justification:</p>		

List all proposed changes to the program:

The program has been modified to allow for a four semester Diesel AAS degree per our industry apprenticeship partners. 1. Removed four classes totaling 9 credit hours; TSTC 120 Industrial Safety Practices 2 credits, TSTC 170 Chassis Fundamentals 2 credits, TSTC 220 Workplace Skills 3 credits, TSTA 286 Hybrid and Alternative Fueled Vehicles 2 credits. 2. Added four classes totaling 15 hours; TSTA 267 Body Controls 3 credits, TSTA 247 Automatic Drive Train Service or TSTA 245 Manual Drive Trains 4 credits, TSTG 215 Engine Reconditioning 5 credits, TSTA 287 Engine Performance and Emissions 3 credits. 3. Removed all Restricted Electives of 8 credit hours: TSTA 245 Manual Drive Trains, TSTA 267 Body Controls, TSTA 275 Alignment and Suspension Service, TSTA 287 Engine Performance and Emissions, TSTG 215 Engine Reconditioning, TSTC 240 Job Shop, TSTC 270 Practical Applications, WELD 151 Introduction to Welding. Total program hours decreased from 63 to 61 total hours. Program specific hours decreased from 46 to 44 total hours. Adjusted course sequencing.

List all proposed changes to the program:

The program is modeled after the Community College of Aurora who has been doing the one-year program successfully for a number of years. 1. These courses are not required for diesel and are not needed based upon input from Industry partners. 2. These are specific diesel courses that are needed for student success. Industry input specified students needed the skills presented in these classes. 3. Restricted electives have been removed as those classes are not needed to have a full and complete understanding of diesel technology. Allowing students to select courses (under restrictive electives) was not giving them the needed understanding of diesel technology to be successful in the industry. 4. Based upon changes, program total hours changed from 63 to 61 hours. 5. Adjust course sequencing to reflect course addition/deletions and semester being taught.

Describe discussions about this proposal within the department and outcomes

We have met with the industry partners, Michael Carsten and Rob Kull traveled to CC of Aurora, and had discussions with Brigitte Sundermann, VP, and Christi Hein, Director of Instruction. Approved Spring 2023.

1360: Criminal Justice	AAS	Program Modification – Approved (3/14/23)	Roberson Ferreira-Lillo
WCCC CC Discussions: 1) Reduce credit hours for CRJW 101 from 6 to 4. 2) Reduce credit hours for CRJW 102 from 10 to 5. 3) Remove CRJW 105 and replace with new courses CRJW 103 and 104. 4) List both Bishop/WCCC and Montrose campuses as Intended Campuses for Delivery. 5) Update program SLO's to include courses and methods of assessment.			
Change Item Description	Department Justification		
List all proposed changes to the program:	1. Reduce credit hours for CRJW 101 from 6 to 4. 2. Reduce credit hours for CRJW 102 from 10 to 5. 3. Remove CRJW 105 and replace with new courses CRJW 103 and 104. 4. List both Bishop/WCCC and Montrose campuses as Intended Campuses for Delivery.5. Update program SLO's to include courses and methods of assessment.		
Justify each proposed modification to the program:	1-3. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements: a) To meet Colorado POST foundational requirements. b) To allow for better building upon foundational skills and knowledge base in keeping with timing recommended by POST. c) To allow for division of Basic Law content into two courses to accommodate POST guidance on incorporating more combined disciplines and scenario based training. 4. Listing both campuses to provide accurate information to prospective students and community members in our service area.5. SLO's were not completed previously.		
Describe discussions about this proposal within the department and outcomes.	Courtney Jones, Christi Hein, Carrie Moore, Eric Watters, Janel Davis Michael Diehl met to discuss curriculum revisions for the POST Academy (WCCC Montrose). All agreed on changes to align with industry standards and Colorado POST requirements. Fall 2022 and Spring 2023.		

1361: Peace Office Academy - Peace Officer Standards and Training	TCT	Program Modification – Approved (3/14/23)	Roberson Ferreira-Lillo
WCCC CC Discussions: 1) Reduce credit hours for CRJW 101 from 6 to 4. 2) Changed credit hours for CRJW 102 from 10 to 5. 3) Removed CRJW 105 and replaced with new courses CRJW 103 and 104. 4) List both Bishop/WCCC and Montrose campuses as Intended Campuses for Delivery. 5) Update program SLO's to include courses and methods of assessment.			
Change Item Description	Department Justification		
List all proposed changes to the program:	1. Reduce credit hours for CRJW 101 from 6 to 4.2. Changed credit hours for CRJW 102 from 10 to 5.3. Removed CRJW 105 and replaced with new courses CRJW 103 and 104.4. List both Bishop/WCCC and Montrose campuses as Intended Campuses for Delivery.5. Update program SLO's to include courses and methods of assessment.		

Justify each proposed modification to the program:

1-3. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements: a) To meet Colorado POST foundational requirements. b) To allow for better building upon foundational skills and knowledge base in keeping with timing recommended by POST. c) To allow for division of Basic Law content into two courses to accommodate POST guidance on incorporating more combined disciplines and scenario based training.4. Listing both campuses to provide accurate information to prospective students and community members in our service area.5. SLO's were not completed previously. Courtney Jones, Christi Hein, Carrie Moore, Eric Watters, Janel Davis Michael Diehl met to discuss curriculum revisions for the POST Academy (WCCC Montrose). All agreed on changes to align with industry standards and Colorado POST requirements. Fall 2022 and Spring 2023

Describe discussions about this proposal within the department and outcomes.

<p>1363: Wildland Fire Management</p>	<p>AAS</p>	<p>Program Modification – Approved (4/11/23)</p>	<p>Roberson Ferreira-Lillo</p>
<p>WCCC CC Discussion: Increased wildland AAS and changed courses sequencing.</p>		<p>fire credits, reduced the number of restrictive electives in the</p>	
<p>Change Items Description:</p>	<p>Departmental Justification:</p>		
<p>List all proposed changes to the program:</p>	<p>Increase wildland fire credits for the classes below, reduce the number of restrictive electives in the AAS and change course requirements. 1. Increase credits for Required Courses:FSWM 100 Introduction to Wildland Fire Basic Fire Guard School, 4 Credits to 5 Credits; FSWM 155 Initial Attack Incident Commander/Basic Incident Command System, 2 credits to 3 credits; FSWM 156 Firefighter Type 1 and Fire Line Leadership, 2 credits to 3 credits. Increased overall credits by three in Required Courses. 2. Reduce credits under Restricted Electives credits from 15 credits to 12 credits. FSWM 143 Wildfire Chainsaws, 2 credits to 3 credits is an elective; Reduced elective hours by 3 credits. Total number of credits for the degree remains unchanged. 3. Change the order of the AAS FSWM degree semester sequencing. MATH 108 From 1st year fall to 1st year spring; KINA 127 From 1st year spring to 2nd year fall; EMTS 115 From 1st year spring to 2nd year spring; FSWM 100 From 1st year spring to 1st year fall; -FSWM 156 From 1st year spring to 2nd year fall; -FSWM 151From 2nd year spring to 2nd year fall; FSWM 153 From 2nd year spring to 1st year fall 4. MANG 221 and FSMW 296 were removed.</p>		

Justify each proposed modification to the program:

The reason for the increased Core/Required credit hours comes from other colleges that provide the same wildland fire courses as WCCC. At these other colleges, the students receive more credits for the same industry-standard courses that we instruct. These changes will update our FSWM program to meet industry standards and be competitive with other schools.

Describe discussions about this proposal within the department and outcomes:

Meetings occurred with Christie Hein previous to entering this data. Conversations occurred amongst Program Director, Alison Robb and Department Supervisor, Mike Diehl. Proposal approved spring 2023.

1398: Mechatronics	AAS	Program Modification – Approved (2/21/23)	Stanfill Roberson
WCCC CC Discussions: TSTG 120 Safety replaced with ELCE 124 Electrical Safety. Reduces total credits from 61 to 60. Update SLO's to reflect course changes. Adjust course sequencing.			
Change Item Description		Department Justification	
List all proposed changes to the program:		Replace TSTG 120 Safety with ELCE 124 Electrical Safety. This will reduce the total credits from 61 to 60. Update SLO's to reflect course changes. Adjust course sequencing.	
Justify each proposed modification to the program:		There are 2 reasons for changing from TSTG 120 to ELCE 124. After meeting with our advisory board members and receiving their input on the specific safety training that would benefit students most in the field of mechatronics and automation, we came to the conclusion that ELCE124 covers more of the safety standards and practices needed in the industry, where there is a high demand for technicians trained in electrical safety. In previous years, students would receive an OSHA 10 industry certification card as part of TSTG 120. The OSHA 10 certification is no longer included in TSTG 120 so ELCE 124 is more applicable to general industry safety.	
Describe discussions about this proposal within the department and outcomes.		The decision to change TSTG 120 to ELCE 124 was discussed with Robbi Grimm, Jesse Harmon, and Carolyn Ferreira-Lillo in October 2022. All parties were in agreement that the change in course requirements was appropriate.	

1399: Pharmacy Technician	AAS	Program Modification – Approved (3/14/23)	Ferreira-Lillo Stanfill
WCCC CC Discussions: 1) Reduce credits PHTE 170 from 4 to 3. 2) Reduce credits on PTHE 171 from 4 to 2. 3) Program specific requirements decreased from 45 to 42. 4) Overall credits decreased from 63 to 60. 5) Adjusted suggested course sequencing			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Reduce credits PHTE 170 from 4 to 3. 2. Reduce credits on PTHE 171 from 4 to 2. 3. Program specific requirements	

decreased from 45 to 424. Overall credits decreased from 63 to 605. Adjusted suggested course sequencing

Justify each proposed modification to the program:

1. Proposal to change PHTE 170 Clinical: Institutional (100 hours) to PHTE 170 Pharmacy Clinical I (130 hours), and PHTE 171 Clinical: Community (100 hours) to Pharmacy Clinical II (70 hours). Students enrolled in PHTE 170 would receive 3 credit hours, which is a 1 credit hour decrease from the 4 credit hours previously awarded for this class. 2. Students enrolled in Pharmacy Clinical II would receive 2 credit hours, which is a 2 credit hour decrease from the 4 hours previously awarded for this class. 3. Credit hour changes for PHTE 170 and PHTE 171 decreases the program-specific course hours from 45 hours to 42 hours. 4. Credit hour changes for PHTE 170 and PHTE 171 decreased the overall credits from 63 hours to 60 hours. 5. Per ASHP accreditation standards, students being awarded a technical certificate need to complete 130 hours of externship, and students seeking an AAS degree need to complete 200 hours of externship. Currently, both entry-level program, and AAS students complete 200 hours, with 100 hours being spent at an institutional pharmacy, and 100 hours being spent at a community pharmacy. Due to a limited number of area extern sites, and the majority of students graduating with technical certificates, a modification to clinical hours in the entry-level program allows for WCCC to accept a larger number of pharmacy technician students, as they only need to be assigned to one clinical site, instead of 2. AAS students would still need to successfully complete both courses (200 clinical hours) to meet accreditation standards and graduate with an AAS degree.

Describe discussions about this proposal within the department and outcomes.

Discussion between faculty and administration about need to clean up courses to accurately reflect course offerings took place Fall 2022. Course changes triggered need to update program. Discussion led to changes reflected in this proposal.

WCCC Program Deletions			
Program	Degree	Committee Action	Motion Second
1133: Water Quality Management: Introduction to Wastewater Treatment	TCT	Program Deletion – Approved (10/11/22)	Stanfill Ferreira-Lilo
WCCC CC Discussion: Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.			

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.

Rationale for deletion

We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

<p>1134: Water Quality Management: Mathematics in Water Quality</p>	<p>TCT</p>	<p>Program Deletion – Approved (10/11/22)</p>	<p>Stanfill Ferreira-Lilo</p>
<p>WCCC CC Discussion: Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.</p>			
<p>Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.</p>	<p>Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.</p>		
<p>Rationale for deletion</p>	<p>We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.</p>		
<p>1135: Water Quality Management: Small Systems</p>	<p>TCT</p>	<p>Program Deletion – Approved (10/11/22)</p>	<p>Stanfill Ferreira-Lilo</p>

WCCC CC Discussion: Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.

Rationale for deletion

We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

1136: Water Quality Management: Wastewater Collection and Treatment

TCT Program Deletion – Approved (10/11/22)

Stanfill | Ferreira-Lilo

WCCC CC Discussion: Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.

Rationale for deletion

We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

1137: Water Quality Management: Water Distribution and Collection	TCT	Program Deletion – Approved (10/11/22)	Stanfill Ferreira-Lilo
WCCC CC Discussion: Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.		
Rationale for deletion	We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.		

1138: Water Quality Management: Water Distribution and Treatment	TCT	Program Deletion – Approved (10/11/22)	Stanfill Ferreira-Lilo
WCCC CC Discussion: Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.		
Rationale for deletion	We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.		

1365: Water Quality Management	AAS	Program Deletion – Approved (10/11/22)	Stanfill Ferreira-Lilo
WCCC CC Discussion:	Lack of interest and low enrollment because Colorado requires state licensure rather than a degree. Students interested can pursue a minor in Watershed Science if it aligns with their personal goals. No other discussion.		
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that all Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures.		
Rationale for deletion	We have deleted the program due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.		

WCCC Course Modifications

Title	Credits	Committee Action	Motion/Second
CRJW 101: Basic Police Academy I	4	Course Modification Approved (3/14/23)	– Roberson Stanfill

WCCC CC Discussion: 1) Reduce credit hours for CRJW 101 from 6 to 4. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements. 2) Revised catalog description to distinguish CRJW 101/102/103/104 and to begin with a noun phrase. 3) Change instructional activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method to align with activities of the course. Hours of lecture and lab and academic and student engagement minutes added to reflect the change in instructional activity. 4) Identify semesters offered, course outline, and SLO's since this information was not included when course migrated to CIM.

Change Item Description	Old	New
Course name:	Basic Police Academy	Basic Police Academy 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):	Conforms to POST standards and state certification requirements as well as the basic skills and knowledge necessary to perform the entry level duties of a peace officer. Emphasis will be on simulating actual situations utilizing a lecture and laboratory mode of learning.	Introduction to basic concepts required to meet Colorado POST standards and state police certification requirements. Skills associated with entry-level duties of a peace officer, including report writing, information gathering and overview of state laws and Constitutional Rights.
Course abbreviated schedule name:	Basic Police Academy	Basic Police Academy I
Credit hours:	6	4

CRJW 102: Basic Police Academy II	5	Course Modification – Approved (3/14/23)	Roberson Stanfill
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WCCC CC Discussion: 1) Reduce credit hours for CRJW 102 from 10 to 5. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements. 2) Revised catalog description to distinguish CRJW 101/102/103/104 and to begin with a noun phrase. 3) Change instructional activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method to align with activities of the course. Hours of lecture and lab and academic and student engagement minutes added to reflect the change in instructional activity. 4) Identify semesters offered, course outline, and SLO's since this information was not included when course migrated to CIM.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Conforms to POST standards and state certification requirements as well as the basic skills	Exploration of Colorado Revised Statutes, Constitutional Law and interview techniques required for state certification of an entry-level

	and knowledge to perform the entry level duties of a peace officer. Emphasis will be on simulating actual situations utilizing a lecture and laboratory mode of learning.	peace officer. Skills associated with observation, officer safety and ethics. Emphasis will be on simulating actual situations utilizing a lecture and laboratory mode of learning.
Credit hours:	10	5

CRJW 106: Arrest Control	3	Course Modification – Approved (3/14/23)	Roberson Stanfill
WCCC CC Discussion: 1) Revised catalog description to distinguish begin with a noun and added a comma. 2) Change instructional activity from Laboratory: Academic/Clinical to Lecture/Lab: Vocational/Tech to align with activities of the course. Hours of lecture and lab and academic and student engagement minutes added to reflect the change in instructional activity. 3) Identify semesters offered, course outline, and SLO's since this information was not included when course migrated to CIM.			

Change Item Description	Old	New
Type of Instructional Activity:	Laboratory: Academic/Clinical	Lecture/Lab: Vocational/Tech
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Covers the skills, knowledge and abilities necessary to effectively maintain control of a suspect when making an arrest. Emphasizes the continuum of force and de-escalation of force.	Skills, knowledge, and abilities necessary to effectively maintain control of a suspect when making an arrest. Emphasizes the continuum of force and de-escalation of force.

CRJW 107: Law Enforcement Driving	2	Course Modification – Approved (3/14/23)	Roberson Stanfill
WCCC CC Discussion: 1) Change instructional activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method to align with activities of the course. Hours of lecture and lab and academic and student engagement minutes added to reflect the change in instructional activity. 2) Identify semesters offered, course outline, and SLO's since this information was not included when course migrated to CIM. 3) Revised course description to begin with a noun phrase.			

Change Item Description	Old	New
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):

Covers the skills, knowledge and abilities required for operation of a law enforcement vehicle. Emphasizes defensive driving. Enables students to demonstrate skills by driving a vehicle under simulated conditions.

Skills, knowledge, and abilities required for operation of a law enforcement vehicle. Emphasizes defensive driving. Enables students to demonstrate skills by driving a vehicle under simulated conditions.

CRJW 108: Firearms 3

Course Modification – Approved (3/14/23)

Roberson | Stanfill

WCCC CC Discussion: 1) Change instructional activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method to align with activities of the course. Hours of lecture and lab and academic and student engagement minutes added to reflect the change in instructional activity. 2) Identify semesters offered, course outline, and SLO's since this information was not included when course migrated to CIM. 3) Revised course description to begin with a noun phrase.

Change Item Description

Old

New

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):

Discusses the skills, knowledge and abilities necessary to safely use police firearms. Students will demonstrate skills by firing weapons on a firing range. The student will demonstrate basic safety techniques and will explain the firearms role within the continuum of force.

Skills, knowledge, and abilities necessary to safely use police firearms. Students will demonstrate skills by firing weapons on a firing range. The student will demonstrate basic safety techniques and will explain the firearms role within the continuum of force.

CUAR 101: Food Safety Sanitation 2

Course Modification – Approved (2/21/23)

Ferreira-Lillo | Stanfill

WCCC CC Discussion: Added engagement and preparation minutes, semester offered, topical course outline and student learning outcomes that were not included when course information migrated into CIM system. No changes made to instructional content.

CUAR 238: American Regional Cuisine 3

Course Modification – Approved (2/21/23)

Ferreira-Lillo | Stanfill

WCCC CC Discussion: CUAR 129 Center of the Plate removed as a prerequisite because the recommended course sequence is for students to take CUAR 129 and CUAR 238 in the same semester leads to registration errors.

Change Item Description**Old****New**

Prerequisites:

CUAR 125 and CUAR 129

CUAR 125

FSWM 100: Introduction to Wildland Fire Basic Fire**5****Course Modification – Approved (4/11/23)****Ferreira-Lillo|Stanfill****Guard School**

WCCC CC Discussion: 1. Increase FSWM 100 from four to five credits. This basic wildland fire fighting course includes a 9-hour field skills day, which is not reflected in the number of minutes for the course. Ruidoso Community College/ENMU provides five credits for this same industry standard course. We need to be consistent with other colleges. Besides other academic engagement courses, there is also an on-line independent studies FEMA course that is 10 hours in length, which is required to accompany this class in order to receive a certificate. 2. Justification for changing the course sequencing: this FSWM course is instructed in the fall semester, so the sequencing needs to reflect when the course is taught. It is not currently correct, and students don't know when to enroll. 3. Identify semesters offered, course outline, topical course outline, and SLO's since this information was not included when course migrated to CIM. 4. Changing classification of instructional activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method to more accurately reflect course activities. 5. Adjusted course description to include FEMA course.

Change Items Description:**Old****New**

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):

Instruction in the primary environmental factors that affect the start and spread of wildfire and recognition of potentially hazardous situations. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training classes: S-110, S-130, S-190, I-100, L-180.

Instruction in the primary environmental factors that affect the start and spread of wildfire and recognition of potentially hazardous situations. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training classes: S-110, S-130, S-190, I-100, L-180, and FEMA IS-700.

Credit hours:

4

5

**FSWM 143: Wildfire
Chainsaws**

3

**Course Modification –
Approved (4/11/23)**

Roberson|Stanfill

WCCC CC Discussion: 1. There are two different justifications for these changes. Credit hours increasing from 2 to 3 due to substantial field work, and labs required in this course. Students are required to pass a 16-hour proficiency test in the field. Other colleges hold this course for three credits, example Ruidoso college in NM. Justification for changing the course sequencing: the FSWM courses are only instructed once a year, so the sequencing needs to reflect when the courses are taught. It's currently misleading for students and is confusing. 2. Identify semesters offered, course outline, and SLO's since this information was not included when course migrated to CIM. 3. Changing classification of instructional activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method to more accurately reflect course activities. 4. Minor name change from Chain Saws to Chainsaws to improve grammar.

Change Items Description:

Course name:

Type of Instructional Activity:

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

Course abbreviated schedule name:

Credit hours:

Old

Wildfire Chain Saws

Laboratory:

Academic/Clinical

Introduction to the function, maintenance and use of internal combustion, engine-powered chain saws and their tactical wildland fire application. Modules support entry-level training for firefighters with little or no previous experience in operating a chain saw and provides hands-on cutting in surroundings similar to fireline situations. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training classes: S-212.

Wildfire Chain Saws

2

New

Wildfire Chainsaws

Mixed Instructional Method

Introduction to the function, maintenance, and use of internal combustion, engine-powered chainsaws and their tactical wildland fire applications. Modules support entry-level training for firefighters with little or no previous experience in chainsaw operation and provides hands-on cutting in situations similar to firelines. Course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training class: S-212.

Wildfire Chainsaws

3

FSWM 155: Initial Attack Incident Commander/Basic Incident Command System **3** **Course Modification – Approved (4/11/23)** **Ferreira-Lillo|Stanfill**

WCCC CC Discussion: There are two proposals with this course. These are two industry-standard courses taught at the same time: Initial Attack IC and basic Incident Command System. Both Ruidoso Community College/ENMU and Pueblo CC host these courses for three credits. Clarkamus CC blends four Incident Command System classes with the one we instruct for a total of four credits. The proposal is to increase our FSWM-155 to three credits so we are following industry standards. Changed instructional activity to mixed instructional method to better reflect course content. Justification for changing the course sequencing: the FSWM courses are only instructed once a year, so the sequencing needs to reflect when the courses are taught. It’s currently misleading students and is confusing. Identify semesters offered, engagement minutes, course outline, and SLO's since this information was not included when course migrated to CIM.

Change Items Description:	Old	New
Type of Instructional Activity:	Lecture	Mixed Instructional Method
Credit hours:	2	3

FSWM 156: Firefighter Type 1 and Fire Line Leadership **3** **Course Modification – Approved (4/11/23)** **Ferreira-Lillo|Roberson**

WCCC CC Discussion: 1. Justification for increasing credits: This is two courses blended into one. There is a considerable amount of work for the students outside the classroom and during the labs. These two industry-standard courses are taught at the same time: Fire Fighter 1 and Fireline Leadership. Both Ruidoso Community College/ENMU and Clarkamas list these courses for 3 credits. In our past program history these courses were separated with the Fire Fighter 1 being one credit and the Leadership course was two credits. Once they were blended together, the credits were reduced (not sure why). 2. Instructional activity changed to Mixed Instruction from Lecture to more closely align with how the course will be delivered. 3. Justification for changing the course sequencing: the FSWM courses are only instructed once a year, so the sequencing needs to reflect when the courses are taught. The currently sequencing misleading students and is confusing.

Change Items Description:	Old	New
Type of Instructional Activity:	Lecture	Mixed Instructional Method
Credit hours:	2	3

FSWM 278: Supervised Work Experience **1-3** **Course Modification – Approved (4/11/23)** **Roberson|Stanfill**

WCCC CC Discussion: Prerequisite added to ensure student has base knowledge to be successful in this class. FSWM 100 provides needed foundational knowledge for this course. Identify semesters offered, engagement minutes, course outline, and SLO's since this information was not included when course migrated to CIM.

Change Items Description:	Old	New
Field/Studio/Other:	3-9	2.5-7.5
Total Contact Hours:	3-9	2.5-7.5
Prerequisites:		FSWM 100

FSWM 299: Internship	1-3	Course Modification – Approved (4/11/23)	Roberson Stanfill
WCCC CC Discussion: Prerequisite added to ensure student has base knowledge to be successful in this class. FSWM 100 provides needed foundational knowledge for this course. Identify semesters offered, engagement minutes, course outline, and SLO's since this information was not included when course migrated to CIM.			
Change Items Description:		Old	New
Prerequisites:			FSWM 100
MAMT 148: CNC Applications	3	Course Modification – Approved (2/21/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented) 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) MAMT 115 Introduction to Machine Shop added as a prerequisite because it introduces safety, procedures, inspection, and terminology that is required prior to taking MAMT 148 CNC applications 4) Minor edits to course description made by catalog description editor to meet style guidelines.			
Change Item Description		Old	New
Prerequisites:			MAMT 115
MOAP 110: Medical Office Administration	4	Course Modification – Approved (2/21/23)	Roberson Stanfill
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Fall	Fall Spring
MOAP 111: Introduction to Medical Assisting	3	Course Modification – Approved (2/21/23)	Roberson Stanfill
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Fall	Fall Spring
MOAP 130: Medical Office Administration Insurance Billing and Coding	3	Course Modification – Approved (2/21/23)	Roberson Stanfill
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.			
Change Item Description		Old	New

Please indicate the semester(s) in which the course will typically be offered:

Fall

Fall Spring

MOAP 133: Basic Medical Sciences I **4** **Course Modification – Approved (2/21/23)** **Roberson | Stanfill**
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.

Change Item Description **Old** **New**
Please indicate the semester(s) in which the course will typically be offered: Fall Fall Spring

MOAP 135: Basic Medical Sciences II **4** **Course Modification – Approved (2/21/23)** **Roberson | Stanfill**
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.

Change Item Description **Old** **New**
Please indicate the semester(s) in which the course will typically be offered: Fall Fall Spring Summer

MOAP 136: Introduction to Clinical Skills **2** **Course Modification – Approved (2/21/23)** **Roberson | Stanfill**
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.

Change Item Description **Old** **New**
Please indicate the semester(s) in which the course will typically be offered: Fall Fall Spring

MOAP 138: Medical Assisting Laboratory Skills **4** **Course Modification – Approved (2/21/23)** **Roberson | Stanfill**
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.

Change Item Description **Old** **New**
Please indicate the semester(s) in which the course will typically be offered: Fall Fall Spring Summer

MOAP 140: Medical Assisting Clinical Skills **4** **Course Modification – Approved (2/21/23)** **Roberson | Stanfill**
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.

Change Item Description **Old** **New**
Please indicate the semester(s) in which the course will typically be offered: Fall Fall Spring

MOAP 147: Medical Terminology	4	Course Modification – Approved (2/21/23)	Roberson Stanfill
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Fall	Fall Spring Summer
MOAP 150: Pharmacology for Medical Assistants	3	Course Modification – Approved (2/21/23)	Roberson Stanfill
WCCC CC Discussion: Added semester(s) in which the course will typically be offered to allow additional cohorts of students.			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Fall	Fall Spring
MOAP 183: Medical Assistant Internship	5	Course Modification – Approved (4/11/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: Updated semester(s) in which the course will typically be offered, added missing SLOs, semester offered and engagement minutes. Information was not transferred when CIM was implemented.			
MOAP 189: Review for Medical Assistant National Exam	1	Course Modification – Approved (4/11/23)	Ferreira-Lillo Roberson
WCCC CC Discussion: Added missing SLOs, engagement minutes, course outline, and updated the semesters that this course will be offered. Information was not transferred when CIM was implemented.			
PHTE 114: Computer Skills for Pharmacy Technicians	1	Course Modification – Approved (12/6/22)	Roberson Stanfill
WCCC CC Discussions: During the first year of the program (2021-2022), computer equipment software was not approved and received in time for students to be able to take PHTE 114 in the Fall 2021 semester. An emergency accommodation was made, and this course was moved to the Spring 2022 semester. Since this program is currently on a single track, that made the change permanent, so courses could flow appropriately, and students could complete the Pharmacy Technician Program in one year (certificate students).			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Fall	Fall Spring

PHTE 116: Institutional Pharmacy	3	Course Modification – Approved (3/14/23)	Ferreira-Lillo White
WCCC CC Discussion: 1) Semester is changed from Spring to Fall to more accurately reflect when courses are actually offered to students based on course progression. 2) PHTE 111 and PHTE 235 do not relate to the course content for PHTE 116 and are not needed as corequisites.			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Spring	Fall
Corequisites:		PHTE 111 and PHTE 235	
PHTE 118: Pharmacology II	3	Course Modification – Approved (3/14/23)	Ferreira-Lillo White
WCCC CC Discussion: This course is offered in the Spring only, as it is the second part of the Pharmacology I course that is offered only in the Fall.			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		Fall	Spring
PHTE 119: Community Pharmacy	3	Course Modification – Approved (3/14/23)	Ferreira-Lillo White
WCCC CC Discussion: Due to course progression, this course is only offered in the Spring			
Change Item Description		Old	New
Please indicate the semester(s) in which the course will typically be offered:		FallSpring	Spring
PHTE 170: Pharmacy Clinical I	3	Course Modification – Approved (3/14/23)	Ferreira-Lillo White
WCCC CC Discussion: 1) Change course title to remove specific reference to institutional pharmacies. Students can choose to complete the internship at either an institutional or a community pharmacy. 2) Reduce credit hours from 4 to 3 and adjust contact hours, and engagement and prep minutes accordingly. Designate credit hours as internship for correct student contact time. 3) Remove the word "institutional" from course description to accurately reflect the type of internship. 4) Course will be offered every term to allow students flexibility in obtaining an internship. 5) Change PHTE 114 from a prerequisite to a corequisite as it is taught in the same semester as PHTE 170. 6) Updated outline and SLO's to reflect that internship is no longer focused exclusively on institutional pharmacies.			
Change Item Description		Old	New
Credit hours:		4	3
Course name:		Pharmacy Clinical: Institutional	Pharmacy Clinical I
Course abbreviated schedule name:		Pharmacy Clinical: Institution	Pharmacy Clinical I

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

Hands-on experience in an institutional pharmacy setting. Students must be supervised by a licensed pharmacist or qualified designee and are expected to participate in activities delineated in the Clinical Site Manual, such as dispensing, compounding, inventory handling and control, drug distribution, and/or preparation of intravenous products.

Hands-on experience in an pharmacy setting. Students must be supervised by a licensed pharmacist or qualified designee and are expected to participate in activities delineated in the Clinical Site Manual, such as dispensing, compounding, inventory handling and control, drug distribution, and/or preparation of intravenous products.

Please indicate the semester(s) in which the course will typically be offered:

Spring

FallSpringSummer

Prerequisites:

PHTE 111, PHTE 112, PHTE 114, PHTE 115, PHTE 116, and PHTE 235

PHTE 111, PHTE 112, PHTE 115, PHTE 116, and PHTE 235

Corequisites:

PHTE 118 and PHTE 119

PHTE 114, PHTE 118 and PHTE 119

PHTE 171: Pharmacy 2 Clinical II

Course Modification – Approved (3/14/23)

Ferreira-Lillo | White

WCCC CC Discussion: 1) Change course title to remove specific reference to community pharmacies. Students can choose to complete the internship at either an institutional or a community pharmacy. 2) Reduce credit hours from 4 to 2 and adjust contact hours, and engagement and prep minutes accordingly. Designate credit hours as internship for correct student contact time. 3) Remove the word "community" from course description to accurately reflect the type of internship. 4) Course will be offered every term to allow students flexibility in obtaining an internship. 5) Change PHTE 118 and PHTE 119 from corequisites to a prerequisites and add PHTE 235, PHTE 250, and PHTE 255 to prerequisites. PHTE 171 is a capstone internship that must be completed after all other coursework is completed. 6) Updated outline to reflect that internship is no longer focused exclusively on community pharmacies.

Change Item Description

Old

New

Credit hours:

4

2

Course name:

Pharmacy Clinical: Community

Pharmacy Clinical II

Course abbreviated schedule name:

Pharmacy Clinical: Community

Pharmacy Clinical II

TSTA 265: Engine Control Services	3	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Prerequisite TSTC 160 removed as the courses are offered in the same semester. Added missing SLOs, engagement minutes, course outline, and updated the semesters that this course will be offered, since not entered when course migrated into CIM. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description:	Old	New	
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):	Repair and diagnosis of engine control systems with an emphasis on scan tool diagnosis and live hands-on repair of systems.	Repair and diagnosis of engine control systems, with an emphasis on scan tool diagnosis and live, hands-on repair of systems.	
Prerequisites:	TSTC 100, TSTC 101, TSTC 130, and TSTC 160	TSTC 100, TSTC 101, and TSTC 130	

TSTA 267: Body Controls	3	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Prerequisites added to ensure student has base knowledge to be successful in this class. Added missing SLOs, engagement minutes, course outline, and updated the semesters that this course will be offered, since not entered when course migrated into CIM. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content. TSTC 101 added as a prerequisite to provide basic skills and knowledge. TSTC 160 removed as a prerequisite as it is taught in the same semester.			
Change Items Description:	Old	New	
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):	Theory, repair, and diagnosis of body accessories including air bags, electronic monitors, power seats, windows and wipers.	Theory, repair, and diagnosis of body accessories including air bags, electronic monitors, power seats, windows, and wipers.	
Prerequisites:	TSTC 100, TSTC 130, and TSTC 160	TSTC 100, TSTC 101, and TSTC 130	

TSTA 275: Alignment and Suspension Service	3	Course Modification – Approved (2/21/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented) 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) Prerequisites added to ensure student has base knowledge (terminology, service information, tool usage, core components, etc.) to be successful in this class. 4) Correcting classification of the Type of Instructional Activity from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to more accurately reflect the learning activities and preparation that make up the course.			
Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Old Introduction to anti-lock brake systems to include: ABS types and operation, diagnostics, traction control, stability control, regenerative braking and active braking systems.	New Repair of suspension systems to include alignments: (2 and 4 wheels), RR suspension components, and pre-alignment inspections.	
Please indicate the semester(s) in which the course will typically be offered:			Fall
Prerequisites:			TSTC 100, TSTC 101, and TSTC 170
TSTA 286: Hybrid and Alternative Fueled Vehicles	2	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Changed instructional method and adjust engagement minutes accordingly from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description: Type of Instructional Activity:	Old Lecture/Lab: Vocational/Tech	New Mixed Instructional Method	
TSTA 287: Engine Performance and Emissions	3	Course Modification – Approved (2/21/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented) 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented) 3) Prerequisites added to ensure student has base knowledge (terminology, service information, tool usage, automotive electrical theory, engine control sensors, etc.) to be successful in this class. 4) Correcting classification of the Type of Instructional Activity from Lab: Academic/Clinical to Mixed Instructional Method in order to more accurately reflect the learning activities and preparation that make up the course.			
Change Item Description Type of Instructional Activity:	Old Laboratory: Academic/Clinical	New Mixed Instructional Method	

Prerequisites:

TSTC 100, TSTC 130,
TSTC 160, and TSTA 265

TSTC 100, TSTC 101, TSTC
130, and TSTA 265

TSTC 100: Introduction to Transportation Services	2	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description:			
Type of Instructional Activity:		Old Lecture/Lab: Vocational/Tech	New Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to procedures, tool usage, basic shop safety, basic employment skills, job documentation and equipment usage.	Introduction to procedures, tool usage, basic shop safety, basic employment skills, job documentation, and equipment usage.
TSTC 101: Vehicle Service and Inspection	3	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description:			
Type of Instructional Activity:		Old Lecture/Lab: Vocational/Tech	New Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Introduction to vehicle systems, maintenance, inspection, internal combustion engine theory, systems diagnosis, fundamentals and evaluation. Service of the vehicle systems with emphasis on inspection and observation.	Introduction to vehicle systems, maintenance, inspection, internal combustion engine theory, systems diagnosis, fundamentals, and evaluation. Service of the vehicle systems with emphasis on inspection and observation.

TSTD 177: Air Systems Repair and Service	2	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Prerequisites added -TSTC 100, TSTC 101, TSTC 171, and TSTG 175- to ensure student has basic knowledge of shop tools and skills and brake component systems to be successful in this class. Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description:	Old	New	
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):	This course studies the air systems on the heavy-duty truck. The brakes, transmission shift, seats, and rear axle shift will be covered, to include service and repair of components and systems. Repair of foundation brakes will also be included.	Study of air systems on the heavy-duty truck. The brakes, transmission shift, seats, and rear axle shift will be covered, including service and repair of components and systems. Repair of foundation brakes will also be included.	
Prerequisites:		TSTC 100, TSTC 101, TSTC 171, and TSTG 175	
TSTD 265: Diesel Engine Controls	3	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Prerequisites added TSTC 100, TSTC 101, and TSTC 130 to ensure student has basic knowledge of tools and skills needed to be successful in this class. Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description:	Old	New	
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):	Repair and diagnosis of engine control systems with an emphasis on scan tool diagnosis and live hands-on repair of systems.	Repair and diagnosis of engine control systems, with an emphasis on scan tool diagnosis and live, hands-on repair of systems.	
Prerequisites:		TSTC 100, TSTC 101, and TSTC 130	
TSTD 275: Heavy Duty Suspension	2	Course Modification – Approved (4/11/23)	Stanfill Quesenberry

WCCC CC Discussion: Prerequisites added -TSTC 100, TSTC 101, and TSTC 170- to ensure student has knowledge of basic tools and skills and basic suspension components needed to be successful in this class. Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.

Change Items Description:	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:		TSTC 100, TSTC 101, and TSTC 170

TSTG 120: Industrial Safety 2 Practices **Course Modification – Stanfill|Quesenberry Approved (4/11/23)**

WCCC CC Discussion: Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation.

TSTG 150: Introduction to Fluid Power 3 **Course Modification – Stanfill|Quesenberry Approved (4/11/23)**

WCCC CC Discussion: Course is taught as a Lecture class with minimal lab content added in as needed. This course will be taught as an online class full semester with one in person meeting to tour a local repair facility that utilizes both hydraulics and pneumatic. Course name change due to this being an introduction to fluid power systems without the substantial in-depth knowledge found in Engr 345 Fluid Mechanics and Engr 436 Fluid Power Systems offered additionally by CMU. Added missing SLOs, engagement minutes, course outline, and updated the semesters that this course will be offered, since not entered when course migrated into CIM.

Change Items Description:	Old	New
Course name:	Fluid Power	Introduction to Fluid Power
Type of Instructional Activity:	Laboratory: Academic/Clinical	Lecture
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Principles of hydraulics and pneumatic system including the construction, application, repair, maintenance and troubleshooting of components and systems.	Principles of hydraulics and pneumatic system, including the construction, application, repair, maintenance, and troubleshooting of components and systems.
Course abbreviated schedule name:	Fluid Power	Introduction to Fluid Power

TSTG 195: Climate Control	4	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
WCCC CC Discussion: Prerequisites added -TSTC 100 and TSTC 101- to ensure student has basic knowledge of tools and skills needed to be successful in this class. Academic and Student engagement minutes added as well as typical semester course offered added, topical course outline and SLOs, since did not transfer into CIM. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.			
Change Items Description:		Old	New
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):		Repair, diagnosis, R R of components, charging, recycling and testing of heating and air conditioning systems of over the road vehicles. Theory of operation, nomenclature, identification, safety and environmental impact factors of air conditioning. Also covers heating and ventilation systems.	Repair, diagnosis, removal, and/or replacement of climate control components. Includes charging, recycling, and testing of heating and air conditioning systems of over the road vehicles. Theory of operation, nomenclature, identification, safety, and environmental impact factors of air conditioning. Also covers heating and ventilation systems.
Prerequisites:			TSTC 100 and TSTC 101

TSTG 215: Engine Reconditioning	5	Course Modification – Approved (2/21/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: 1. Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented). 2) Correcting classification of the Type of Instructional Activity from Lecture/Lab: Vocational/Tech to Mixed Instructional Method in order to more accurately reflect the learning activities and preparation that make up the course.			
Change Item Description		Old	New
Type of Instructional Activity:		Lecture/Lab: Vocational/Tech	Mixed Instructional Method

TSTG 240: Job Shop	4	Course Modification – Approved (2/21/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: 1) Academic engagement minutes and student preparation minutes were filled in (info was not transferred when CIM was implemented) 2) Terms typically offered, SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented). 3) Correcting classification of the Type of Instructional Activity from Lab: Academic/Clinical to Mixed Instructional Method in order to more accurately reflect the learning activities and preparation that make up the course.			
Change Item Description		Old	New

Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method
Prerequisites:	Sophomore status or permission of instructor	Sophomore Status

TSTG 275: ABS Diagnostics	2	Course Modification – Approved (4/11/23)	Stanfill Quesenberry
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WCCC CC Discussion: Prerequisite added TSTC101 to ensure student has basic knowledge of tools and skills to be successful in this class. TSTC 160 was removed as it is not necessary for success in this course. Academic and Student Engagement Minutes, Typical terms offered, Topical Course Outline and SLO's were added since they did not transfer into CIM upon implementation. Changed instructional method from Lecture/Lab: Vocational/Technical to Mixed Instructional Method to better align with course content.

Change Items Description:	Old	New
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):	Introduction to anti-lock brake systems to include: ABS types and operation, diagnostics, traction control, stability control, regenerative braking and active braking systems.	Introduction to anti-lock brake systems to include: ABS types and operation, diagnostics, traction control, stability control, regenerative braking, and active braking systems.
Prerequisites:	TSTC 100, TSTC 130, TSTC 160, TSTC 171, and TSTG 175	TSTC 100, TSTC 101, TSTC 130, TSTC 171, and TSTG 175

VETT 116: Humane Treatment and Handling of Animals	3	Course Modification – Approved (4/11/23)	Stanfill Ferreira-Lillo
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WCCC CC Discussion: VET 102, 109, and 120 removed from list of corequisites. Those are classes that are open to anyone (without admission to the program). As it currently stands a significant number of those admitted to the program have already taken these three (as part of tech scholars program) and this makes it so that students that are ahead (since they took these classes in high school) have trouble registering. It also needlessly takes up time from Students services, who now have to make exceptions for each one of these students (this year it was half the students). The courses would remain required courses to graduate. AOsborne 2/6/23 - Entered changes on WCCC's behalf as course had Banner Sync error and the only way to propose changes was to use admin account to make the modification and enter into workflow.

Change Items Description:	Old	New
Corequisites:	VETT 102, VETT 108, VETT 109, and VETT 120	VETT 108

WCCC Course Additions			
Title	Credits	Committee Action	Motion/Second
CRJW 103: Basic Police Academy III	7	Course Addition – Approved (3/14/23)	Stanfill Roberson
WCCC CC Discussion: In conjunction with reducing credit hours for CRJW 101 and 102, the addition of CRJW 103 and 104 allows the program flexibility in meeting mandated requirements that regularly change without increasing overall credit hour requirements for the program. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements.			
Change Item Description		Departmental Justification	
New Proposal: No differences to report		In conjunction with reducing credit hours for CRJW 101 and 102, the addition of CRJW 103 and 104 allows the program flexibility in meeting mandated requirements that regularly change without increasing overall credit hour requirements for the program. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements: a) To meet Colorado POST foundational requirements. b) To allow for better building upon foundational skills and knowledge base in keeping with timing recommended by POST. c) To allow for division of Basic Law content into four academy courses to accommodate POST guidance on incorporating more combined disciplines and scenario based training.	
CRJW 104: Basic Police Academy IV	6	Course Addition – Approved (3/14/23)	Stanfill Roberson
WCCC CC Discussion: In conjunction with reducing credit hours for CRJW 101 and 102, the addition of CRJW 103 and 104 allows the program flexibility in meeting mandated requirements that regularly change without increasing overall credit hour requirements for the program. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements.			
Change Item Description		Departmental Justification	
New Proposal: No differences to report		In conjunction with reducing credit hours for CRJW 101 and 102, the addition of CRJW 103 and 104 allows the program flexibility in meeting mandated requirements that regularly change without increasing overall credit hour requirements for the program. It was necessary to align with current industry standards and Colorado Peace Officer Standards Training (POST) requirements: a) To meet Colorado POST foundational requirements. b) To allow for better building upon foundational skills and knowledge base in keeping with timing recommended by POST. c) To allow for division of Basic Law content into four academy courses to accommodate POST guidance on incorporating more combined disciplines and scenario-based training.	

UNIV 106: International Student College Success	1	Course Addition – Approved (3/16/23)	Venter Friedman
UCC Discussions: Based on conversations with other College Success faculty, it was determined that having a section specific to international students was needed. This course covers the academic success pieces that students in all UNIV classes receive but also things particular to international students such as the intersection between academics and immigration, culture shock, academic honesty, CMU code of conduct and U.S. social norms, and the American classroom.			
Change Item Description		Department Justification	
New Proposal: No differences to report		Based on conversations with other College Success faculty, it was determined that having a section specific to international students was needed. This course covers the academic success pieces that students in all UNIV classes receive but also things particular to international students such as the intersection between academics and immigration, culture shock, academic honesty, CMU code of conduct and U.S. social norms, and the American classroom.	

UNIV 151: College Learning: Strategies and Success	1	Course Addition – Approved (4/11/23)	Ferreira-Lillo Stanfill
WCCC CC Discussion: This course was offered as a topics course (UNIV 196) in 2021 to address the need to prepare concurrent students for the rigors and expectations of college coursework. This course was successfully implemented for two semesters as a topics course (Fall 2021, Fall 2022) and it will be offered as a permanent course to satisfy curriculum policies.			
Change Items Description:		Old	New
		No Change.	New Course.

WCCC Course Inactivations			
Title	Credits	Committee Action	Motion/Second
CUAR 120: Wine and Spirits	2	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Replaced with CUAR 179 Wines Spirits and Beer which covers existing course material and includes material about beer.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		CUAR 120 has been replaced in the curriculum with CUAR 179 Wines Spirits and Beer. It is highly unlikely CUAR 120 would ever return as a required or elective course within the Culinary Arts program.	

CUAR 121: Introduction to Food Production	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: CUAR 121, 122, and 123 are one credit courses that were replaced in the curriculum with CUAR 125 Introduction to Food Production (3 credits).			
Change Item Description		Justification for this Proposal	

Delete Proposal: No differences to report

CUAR 121, 122, and 123 are one credit courses that were replaced in the curriculum with CUAR 125 Introduction to Food Production. As this is identical content, it is highly unlikely that CUAR 121 will return as part of the Culinary Arts program.

CUAR 122: Introduction to Hot Foods **1**

Course Inactivation – Roberson | Ferreira-Lillo Approved (2/21/23)

WCCC CC Discussion: CUAR 121, 122, and 123 are one credit courses that were replaced in the curriculum with CUAR 125 Introduction to Food Production (3 credits).

Change Item Description

Justification for this Proposal

Delete Proposal: No differences to report

CUAR 121, 122, and 123 are one credit courses that were replaced in the curriculum with CUAR 125 Introduction to Food Production. As this is identical content, it is highly unlikely that CUAR 121 will return as part of the Culinary Arts program.

CUAR 123: Introduction to Garde Manger **1**

Course Inactivation – Roberson | Ferreira-Lillo Approved (2/21/23)

WCCC CC Discussion: CUAR 121, 122, and 123 are one credit courses that were replaced in the curriculum with CUAR 125 Introduction to Food Production (3 credits).

Change Item Description

Justification for this Proposal

Delete Proposal: No differences to report

CUAR 121, 122, and 123 are one credit courses that were replaced in the curriculum with CUAR 125 Introduction to Food Production. As this is identical content, it is highly unlikely that CUAR 121 will return as part of the Culinary Arts program.

CUAR 124: Food Production Applications **1**

Course Inactivation – Roberson | Ferreira-Lillo Approved (2/21/23)

WCCC CC Discussion: Course learning content now part of CUAR 293 Restaurant Operations Practicum.

Change Item Description

Justification for this Proposal

Delete Proposal: No differences to report

The learning content of CUAR 124 is now a part of CUAR 293 Restaurant Operations Practicum. It is highly unlikely that CUAR 124 will return as part of the Culinary Arts program.

CUAR 131: Vegetables, Starches, Pastas, Breakfast and Short Order Cookery **1**

Course Inactivation – Roberson | Ferreira-Lillo Approved (2/21/23)

WCCC CC Discussion: Course learning content now a part of CUAR 129 Center of the Plate.

Change Item Description

Justification for this Proposal

Delete Proposal: No differences to report

The learning content of CUAR 131 is now a part of CUAR 129 Center of the Plate. It is highly unlikely that CUAR 131 will return as part of the Culinary Arts program.

CUAR 132: Center of the Plate: Meat	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 129 Center of the Plate.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 132 is now a part of CUAR 129 Center of the Plate. It is highly unlikely that CUAR 132 will return as part of the Culinary Arts program.	
CUAR 133: Center of the Plate: Poultry, Fish	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 129 Center of the Plate.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 133 is now a part of CUAR 129 Center of the Plate. It is highly unlikely that CUAR 13 will return as part of the Culinary Arts program.	
CUAR 134: Food Production Applications	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 293 Restaurant Operations Practicum.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 134 is now a part of CUAR 293 Restaurant Operations Practicum. It is highly unlikely that CUAR 134 will return as part of the Culinary Arts program.	
CUAR 141: Basic Baking Principles and Ingredients	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 145 Introduction to Baking.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 141 is now a part of CUAR 145 Introduction to Baking. It is highly unlikely that CUAR 141 will return as part of the Culinary Arts program.	
CUAR 142: Basic Yeast-Raised Products and Quick Breads	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 145 Introduction to Baking.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 142 is now a part of CUAR 145 Introduction to Baking. It is highly unlikely that CUAR 142 will return as part of the Culinary Arts program.	

CUAR 143: Cakes, Pies and Pastry, Cookies	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 145 Introduction to Baking.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 143 is now a part of CUAR 145 Introduction to Baking. It is highly unlikely that CUAR 143 will return as part of the Culinary Arts program.	
CUAR 144: Baking Applications	1	Course Inactivation – Approved (2/21/23)	Roberson Ferreira-Lillo
WCCC CC Discussion: Course learning content now a part of CUAR 145 Introduction to Baking.			
Change Item Description		Justification for this Proposal	
Delete Proposal: No differences to report		The learning content of CUAR 144 is now a part of CUAR 145 Introduction to Baking. It is highly unlikely that CUAR 144 will return as part of the Culinary Arts program.	
CRJW 105: Basic Law	6	Course Inactivation – Approved (3/14/23)	Ferreira-Lillo Roberson
WCCC CC Discussion: Aligning with industry standards and Colorado POST requirements. Content will be redistributed to CRJW 101, 102, 103, 104. Basic law will be linked to each subject area.			
Change Item Description		Old	New
Delete Proposal: No differences to report			
WQMS 100: Introduction to Water Quality	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lillo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.		
Justification for this inactivation request	We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with		

administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

<p>WQMS 105: Specific Calculations for Water Quality Management</p>	<p>4</p>	<p>Course Inactivation – Approved (10/11/22)</p>	<p>Ferreira-Lilo Roberson</p>
<p>WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.</p>			
<p>Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.</p>	<p>Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.</p>		
<p>Justification for this inactivation request</p>	<p>We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.</p>		

<p>WQMS 106: Mechanical/Physical Treatment</p>	<p>3</p>	<p>Course Inactivation – Approved (10/11/22)</p>	<p>Ferreira-Lilo Roberson</p>
<p>WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.</p>			
<p>Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.</p>	<p>Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made</p>		

by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.

Justification for this inactivation request

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 109: Water Distribution	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
<p>WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.</p>			
<p>Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.</p>		<p>Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.</p>	
<p>Justification for this inactivation request</p>			
<p>Justification for this inactivation request</p>		<p>We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.</p>	

WQMS 116: Conventional Surface Water Treatment	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.		Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.	
Justification for this inactivation request		We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.	

WQMS 118: Wastewater Collection Systems	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.		Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.	
Justification for this inactivation request		We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the	

system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 119: Basic Water Quality Analysis	4	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.		
Justification for this inactivation request	We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.		

WQMS 125: Wastewater Certification Review for Class C D	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.

Justification for this inactivation request

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 126: Safety and Security Systems

3

Course Inactivation – Approved (10/11/22)

Ferreira-Lilo | Roberson

WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.

Justification for this inactivation request

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed.

Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 127: Water Quality Utility Management	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.		
Justification for this inactivation request	We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.		

WQMS 150: Troubleshooting in Water Quality	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.		

Justification for this inactivation request

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 195: Independent Study	1-3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.		Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.	
Justification for this inactivation request		We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.	
WQMS 200: Hydraulics for Water Quality Management	4	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Justification for this inactivation request

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 202: Small Water Systems Operation and Maintenance	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Justification for this inactivation request

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed.

Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 203: Water Quality Small Wastewater Systems	3	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.		
Justification for this inactivation request	We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.		

WQMS 212: Drinking Water Regulations	4	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.			
Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.	Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.		

Justification for this inactivation request

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

WQMS 216: Biological and Bacteriological Water Quality Analyses	4	Course Inactivation – Approved (10/11/22)	Ferreira-Lilo Roberson
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WCCC CC Discussion: Program/courses deleted due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

Describe discussions about this proposal within the department and any other affected departments. Note the outcomes of these discussions.

Fall 2019 - Faculty recognized that lack of interest and low enrollment meant that Water Quality Management Technical Certificates and the Associate of Applied Science Degree and related courses were no longer viable. Lack of viability is primarily related to the fact that Colorado requires state licensure rather than a degree to work in the fields of water quality management and wastewater treatment. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management programs and thus the Water Quality courses are no longer needed.

Justification for this inactivation request

We have deleted all Water Quality Management programs due to low enrollment related to the fact that a degree is not required for state licensure in Water and Wastewater or Collection and Distribution. For example, the CCWP Operators in responsible charge must hold a current certificate in the same category and at the same or high level as the system/facility. The decision was made by faculty, in consultation with administration, to stop offering all Water Quality Management courses and programs and instead navigate students to the needed industry licensures. Without the programs WQMS courses are no longer needed. Those interested in Water Quality Management can sit for the state exams and be licensed without a degree.

GRADUATE CURRICULUM COMMITTEE - 2022-2023 MEMBERSHIP

Department	Member	Term Expires
Art and Design	Josh Butler	Spring 2023
Biological Sciences	Megan Sherbenou	Spring 2024
Business	Kyle Stone	Spring 2024
Computer Science and Engineering	Scott Kessler	Spring 2025
Health Sciences	Erin Donovan	Spring 2023
Kinesiology	Alli Powell	Spring 2023
Language, Literature, and Mass Communication	James Perez	Spring 2023
Mathematics and Statistics	Philip Gustafson	Spring 2025
Music	Jonathan Hinkle	Spring 2025
Physical and Environmental Sciences	Catherine Whiting	Spring 2023
Social and Behavioral Sciences	Eric Watters	Spring 2025
Teacher Education	Cindy Chovich	Spring 2024
Theater	Mo LaMee	Spring 2025

Officers

Chair	Cindy Chovich
Vice Chair	Eric Watters
Secretary (Non-voting)	Aaron Osborne

Ex-Officio Members

Vice President for Academic Affairs	Cher Hendricks
Vice President for Academic Affairs Designee	Morgan Bridge
Faculty Senate President	Brian Parry
Catalog Description Reviewer	Johanna Varner
Registrar	Holly Teal
Registrar's Office Designee	Maggie Bodyfelt
Director of Financial Aid	Curt Martin
Library Representative	Barbara Borst
Academic Scheduling Manager	Janel Davis
Student Representative	Cy Shimamura

Information and Business Items

October 5, 2022 Meeting

Announcements

- Committee members introduced themselves and new members were welcomed to the Committee.

Unfinished Business

- Since the Vice-Chair, Amanda Benzin, has left CMU, Chair Chovich asked for nominations to fill this now vacant position. She also stated that Eric Watters had expressed interest in the position. With no other nominations for the position, Eric Elliot motioned and Alli Powell seconded to nominate Eric Watters to serve as Vice-chair. The unanimous vote elected Eric Watters as the Vice-Chair of the Graduate Curriculum Committee.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - The Committee was thanked for their work in advance in the continuing process of keeping programs current and relevant through thoughtful curriculum review.
- Registrar's Office - For courses to appear in the spring schedule for Fall 2023 registration, courses need to be through GCC by the December meeting. Courses can still be approved through the February meeting but may not be available for student registration until middle of summer.
- Financial Aid Deputy Director Martin - Graduate Certificates, as well as all programs, have increased reporting requirements. The Financial Aid checklist is important in helping to fulfill those requirements.
- Librarian Borst - If new programs/new proposals are underway, please send the information to the Library as soon as possible so the Librarians can begin their review. This information can be sent to the Librarians before it reaches their step in the CIM workflow and/or before the information is entered in CIM.
- Catalog Description Reviewer Varner - Nothing to report.

Informational Items

- Chair Chovich reminded the Committee of Important Dates and Deadlines for Academic Year 2022-2023. Proposals must be to Executive Committee, which meets two weeks prior to the GCC Meeting, to be on the GCC agenda.
- GCC Responsibility Guidelines were discussed. Chair Chovich reminded the Committee that their careful review is a very important step in the review process.
- Chair Chovich reminded the Committee that all curriculum program proposals must also have any affected program and/or course proposals submitted before Executive Committee will review the initial proposal.
- The Committee was reminded that for course changes to appear for Fall 23 registration, the curriculum proposal must be through GCC no later than the December 2022 meeting. Courses will still be approved through the February meeting but may not be available for student registration until mid-summer.
- The approval timeline was discussed and the need for the December deadline reviewed. Once a curriculum proposal is approved at GCC, the proposal must then be approved at Faculty Senate.

- Chair Chovich announced that Faculty Senate has agreed to receive GCC minutes via email and vote on minute approvals at the following Faculty Senate meeting.
- Chair Chovich provided a Graduate Curriculum overview noting that additional information is on the Website. CIM was also discussed.

New Business

- Chair Chovich asked that all departments begin reviewing and updating Student Learning Outcomes (SLOs), and Topical Course Outlines for all graduate courses in their programs. The goal is that all course/program information will be into CIM within the next two years.
- Chair Chovich asked Committee Representatives for any upcoming changes. Business is working on a new Business Analytics concentration as well as a possible collaboration with University of Northern Colorado on a Healthcare Administration track. Health Sciences may be revisiting the DNP. They may also have a number of course and program changes due to changes required by their accrediting body.
- In looking at committee member terms, Chair Chovich noted that next year and in year 2025 five committee members go off the committee with only three going off in 2024. She asked if the committee would agree to reduce the Art & Design committee member's term by one year to even out the number of terms expiring each year over the next three years. The Department Chair for Art & Design was amenable to the reduction in term length. Eric Watters motioned and Alli Powell seconded the motion to reduce the term limit on the Art & Design Committee Member by one year, making that term expire in 2024 instead of 2025. The vote passed unanimously.

November 2, 2022 Meeting

Cancelled

February 1, 2023 Meeting

Announcements

- CIM closes February 6, 2023. All proposals, with the needed course and program modifications entered in CIM by February 6th, will be reviewed this spring and acted upon by GCC.

Unfinished Business

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Not Available
- Registrar's Office - Items approved during the spring meetings may not be available for student registration until summer.
- Financial Aid Deputy Director Martin - Not Available
- Librarian Borst - Nothing to report.
- Catalog Description Reviewer Varner - Not Available

Informational Items

- Chair Chovich reminded the Committee of Important Dates and Deadlines for Academic Year 2022-2023. Courses in workflow on or before February 6 will still be approved but may not be available for student registration until mid-summer.

- Chair Chovich reminded the Committee that all curriculum program proposals must also have any affected program and/or course proposals submitted before Executive Committee will review the initial proposal.
- Chair Chovich reminded the Committee to include course change justification information in program justifications by briefly describing those changes.

New Business

- None

March 1, 2023 Meeting

Announcements

- All proposals, with the needed course and program modifications that were entered in CIM by February 6th, will be reviewed this spring and acted upon by GCC.

Unfinished Business

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Not Available
- Registrar's Office - Items approved during the spring meetings may not be available for student registration until summer.
- Financial Aid Deputy Director Martin - Not Available
- Librarian Borst - Nothing to report.
- Catalog Description Reviewer Varner - Not Available

Informational Items

- Chair Chovich reminded the Committee that proposals being approved in the remaining meetings will be reviewed and will be available for registration. However, they may not be immediately available when spring registration open.
- Chair Chovich informed the committee that there would be an April meeting on April 5, 2023 in UC 213 as there are still some items in the curriculum workflow that will need approved.

New Business

- None

April 5, 2023 Meeting

Announcements

- This is the last GCC meeting this year. Thank you to the Committee for your work!

Unfinished Business

- None

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Nothing
- Registrar's Office - Nothing
- Financial Aid Deputy Director Martin - Curt Martin introduced John Stewart who will be his replacement next year.
- Librarian Borst - Barbara Borst reminded the committee that those working on new courses/programs for the fall can send their library resource requests to the library staff

early and/or in the summer

- Catalog Description Reviewer Varner - Nothing

Informational Items

- Chair Chovich reminded everyone that CIM will reopen approximately August 1 and that they should begin work on proposals in Word over Summer and copy and paste into CIM once open.
- Dr. Chovich asked which programs anticipate having changes in the fall. The following summarizes the responses:
 - Dr. Bridgette Marshall (Health Sciences) advised the DNP program may be adding another track to its program focusing on public health and rural needs. She further discussed additional clinical hours requirements coming from the nursing task force.
 - Dr. Eric Watters advised the MACJLP program will submit a change to its suggested course plan, with no other substantive changes.
 - Dr. Kyle Stone advised the MBA program may submit a new degree track.
 - Dr. Alli Powell advised there may be a change to a Kinesiology Department program.
- Maggie Bodyfelt (Registrar's Designee) explained that the choices in the Type of Instructional Activity dropdown list in CIM are set by the state of Colorado, while the course titles/ types (i.e., Culminating Experience) are defined in the university's curriculum manuals. Maggie Bodyfelt said the Registrar's Office would work on creating a crosswalk that would more clearly link the choices in CIM with the course type options in the university's curriculum.

New Business

- Elections
 - Vice Chair election (run by Chair Chovich). Dr. Eric Watters willing to return for another term. No other names put forward. Moved by Dr. Bridgette Marshall, seconded by Dr. Alli Powell. Dr. Eric Watters unanimously elected.
 - Chair election (run by Vice Chair Watters). Dr. Cindy Chovich willing to return for another term. No other names put forward. Moved by Dr. Bridgette Marshall, seconded by Dr. Kyle Stone. Dr. Cindy Chovich unanimously elected.

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 2022-2023 academic year is shown in the following table:

Number of Undergraduate Curriculum Proposals, AY 22-23	
Proposal Type	Number
Course Addition	8
Course Modification	23
Course Inactivation	1
Program Addition	0
Program Modification	3
Program Inactivation	4
Total:	39

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

Number of Proposals Reviewed Per GCC Meeting, AY 2022-23										
	Sep	Oct	Nov	Dec	Jan	Feb*	Mar	Apr	May*	Total
# of Proposals	0	0	0	0	0	2	9	28	0	39
* Deadline for inclusion of program and course changes in the next AY Calendar										

Proposal Details

The listing of curriculum proposals approved during the 2022-2023 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Graduate Curriculum Committee.

Business – Program Modifications

Program	Degree	Committee Action	Motion Second
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8100: Business Administration	MBA	Program Modification – Approved (3/1/23)	Hinkle Stone
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GCC Discussion: 1. Adding CISB 501 and removing BUGB 530 from the core. 2) Changing BUGB 595 to BUGB 593 to align with the common course numbering of capstone courses. 3) Cleaned up Application requirements to align with the current process. 4) Added Healthcare Administration Track in partnership with the University of Northern Colorado (BUGB 575, BUGB 576, BUGB 577). 5) Healthcare Admin track required credit hours changed from 36 to 39. 6) CISB 500 removed from the list of options on the Professional Track. 7) CISB 500 removed and replaced with CISB 560 in the Management Information Systems Track . 8) Updated written capstone report and oral capstone report requirements to indicate they'll be completed within BUGB 593. 9) Updated SLO Table (courses and assessments). 10) Updated Suggested Course Sequencing.

Change Item Description

List all proposed changes to the program:

Department Justification

1. Adding CISB 501 Business Analytics to core. 2. Removing BUGB 530 from the core (replaced by CISB 501).3. Changing BUGB 595 to BUGB 593 to align with the common course numbering of capstone courses.4. Cleaned up Application requirements to align with the current process; removed language about prior graduate work GPA, removed language about additional requirements from MBA director, removed language referring to 'MBA Office', modified language specific to leveling courses .5. Added Healthcare Administration Track in partnership with the University of Northern Colorado. BUGB 575 Healthcare Systems; BUGB 576 Healthcare by the Numbers; BUGB 577 Managing Qualitative Issues in Healthcare Organizations.6. Required credit hours changed from 36 to 39 IF the Healthcare Admin track chose. All other MBA tracks remain at 36 total credits.7. CISB 500 removed from the list of options on the Professional Track.8. CISB 500 removed and replaced with CISB 560 in the Management Information Systems Track.9. Updated written capstone report and oral capstone report requirements to indicate they'll be completed within BUGB 593.10. Updated SLO Table (courses and assessments).11. Updated Suggested Course Sequencing.

Justify each proposed modification to the program:

1. CISB 501 Business analytics - MBA Committee studied this for 2 years and the outcome is our program is behind with regard to Business Analytics for our core. This was supported by our MBA advisory board and external reviews by AACSB.2. Removing BUGB 530 made room for CISB 501, which will be required at the beginning of their coursework, not the end. The component of the

research covered in BUGB 595 will be integrated into the CISB 501 course along with literature reviews in other coursework.³ As noted above, changing the BUGB 595 to BUGB 593 is to align with the proper course numbers of capstone courses. The MBA is the only graduate program using the Practicum so we decided to move to the Capstone so we are more in alignment with the Capstone Manual. The course will not change as they will still perform a research project within an organization for their capstone course.⁴ We took the opportunity to review the application process and made the noted modifications as indicated in the list above.⁵ The Healthcare Administration track has been requested for years by local healthcare organizations. Community Hospital is on our MBA Advisory board and assisted in reviewing the curriculum from numerous MBA programs. St. Mary's also reviewed the curriculum and indicated strong interest. As instructed by the Graduate Director (Pinnow), we studied the possibility of staffing these classes within CMU and worked with health sciences. Everyone agreed that most of our current staff were not qualified to teach these courses and the few that might be, do not have the bandwidth to take on additional teaching. Discussions with the University of Northern Colorado and Metro State occurred last year and we settled on working with UNC for the initial start-up of this track. The students will take the three courses online via UNC and will transfer them back to CMU for full credit. An MOU is being created via the VPAA's office that should allow our students to be enrolled in UNC courses without needing to be admitted to UNC's MBA program. They will still pay UNC fees and tuition but the transfers back to CMU would be guaranteed. In coordination with AVPAA Bridge, courses will be created (BUGB 575, BUGB 576, BUGB 577) that will be "ghost" courses that will ease the transfer of UNC courses and present properly on transcripts. These courses were created based on the UNC faculty course syllabus.⁶ The total credit hours increase from 36 to 39 for the Healthcare Admin track since we are following the UNC three-course sequence. We investigated only requiring two courses but in discussion with their expert faculty and our MBA advisory board member (who works in Healthcare), they both felt the three courses should be required.⁷ CISB 500 was removed from the program since CISB 501 is the replacement/addition to the MBA program. In consultation with CISB faculty, it would be redundant

and not necessary to have both CISB 500 and CISB 501 in the MBA program.⁸ When we removed the CISB 500 it left a gap in the MIS track. Next year (AY24-25) we plan on creating a Business Analytics Track that will replace the MIS track. In the interim, CISB faculty still wanted to keep the MIS track and a decision was made to move the CISB 560 course into the MIS track.⁹ Written and Oral reports were completed in BUGB 595. Now that BUGB 593 will replace BUGB 595, the Written and Oral reports will be completed within this class.¹⁰ Updated SLO Table (courses and assessments) due to changes in the program.¹¹ Updated suggested course sequencing due to changes in the program.

Describe discussions about this proposal within the department and outcomes.

All changes associated with BUGB 501, BUGB 595, BUGB 593, BUGB 530 and the addition of the Healthcare Track were reviewed and approved by the MBA Committee (11/14/22) and the Davis School of Business faculty on 11/16/22. The votes were unanimous. Last year (AY21-22), the healthcare proposal was reviewed with the Health Science faculty (led by Bette Schans and Bridget Marshall) and there were no objections to the MBA moving forward with the Healthcare Admin tracking.

Business – Course Modifications

Title	Credits	Committee Action	Motion/Second
HRMA 520: Human Resource Management	3	Course Modification – Approved (2/1/23)	Powell Watters
GCC Discussion: Updating course information in CIM. Course minutes, typical semester offered, topical course outline, and course SLOs added since these did not import into CIM.			

Business – Course Additions

Title	Credits	Committee Action	Motion/Second
BUGB 575: Healthcare Systems	3	Course Addition – Approved (3/1/23)	Powell Sherbenou
GCC Discussion: This course is part of the MBA Healthcare Administration track. Students will take the course MBA 675 at the University of Northern Colorado and then transfer the course to BUGB 575 at CMU. It was determined through multiple discussions that CMU could not provide the delivery of the HealthCare Administration track with current resources. To serve CMU students interested in HealthCare Administration, this was found to be the best solution. If over time, interest in this track grows, CMU will relook at the viability of providing these courses through CMU.			

Change Item Description

Justification for this Proposal

New Proposal: No differences to report

This course is part of the MBA Healthcare Administration track. Students will take the course MBA 675 at the University of Northern Colorado and then transfer the course to BUGB 575 at CMU. It was determined through multiple discussions that CMU could not provide the delivery of the HealthCare Administration track with current resources. To serve CMU students interested in HealthCare Administration, this was found to be the best solution. If over time, interest in this track grows, CMU will relook a the viability of providing these courses through CMU.

This course is the foundation course for the Healthcare Administration track. The course will examine healthcare systems, their history, and their evolution including a comparison of the U.S. healthcare systems to those of other countries. These foundational concepts are necessary for this track.

BUGB 576: Healthcare by the Numbers **3**

Course Addition – Approved (3/1/23)

Powell | Sherbenou

GCC Discussion: This course is part of the MBA Healthcare Administration track and students will take the course MBA 676 at the University of Northern Colorado and then transfer the course to BUGB 576. It was determined through multiple discussions that CMU could not provide the delivery of the HealthCare Administration track with current resources. To serve CMU students interested in HealthCare Administration, this was found to be the best solution. If over time, interest in this track grows, CMU will relook at the viability of providing these courses through CMU.

Change Item Description

New Proposal: No differences to report

Justification for this Proposal

This course is part of the MBA Healthcare Administration track and students will take the course MBA 676 at the University of Northern Colorado and then transfer the course to BUGB 576. It was determined through multiple discussions that CMU could not provide the delivery of the HealthCare Administration track with current resources. To serve CMU students interested in HealthCare Administration, this was found to be the best solution. If over time, interest in this track grows, CMU will relook a the viability of providing these courses through CMU. This course is the second course necessary for the Healthcare Administration track. Healthcare finance, budgeting, and reimbursement models for non-financial healthcare managers will be explored as well as the application in decision-making. A major challenge of Healthcare today is financing and financial viability. This course will address the above topics for healthcare individuals throughout the organizational system. SLO's are established by the host organization (UNC) and to best align, we need to use

the SLOs identified by UNC for this course. Identify, define, discuss and apply are included in the first two SLOs. The impact on decision making is identified in the third and fourth SLOs. Decision making and application and prioritization is stressed throughout the SLOs, all of which denote the intent of learning these concepts and then the ability of students to apply that knowledge in decision making.

BUGB 577: Managing Qualitative Issues in Healthcare Organizations	3	Course Addition – Approved (3/1/23)	Powell Sherbenou
<p>GCC Discussion: This course is part of the MBA Healthcare Administration track and students will take the course MBA 677 at the University of Northern Colorado and then transfer the course to BUGB 577. It was determined through multiple discussions that CMU could not provide the delivery of the HealthCare Administration track with current resources. To serve CMU students interested in HealthCare Administration, this was found to be the best solution. If over time, interest in this track grows, CMU will relook at the viability of providing these courses through CMU.</p>			
Change Item Description	Justification for this Proposal		
New Proposal: No differences to report	<p>This course is part of the MBA Healthcare Administration track and students will take the course MBA 677 at the University of Northern Colorado and then transfer the course to BUGB 577. It was determined through multiple discussions that CMU could not provide the delivery of the HealthCare Administration track with current resources. To serve CMU students interested in HealthCare Administration, this was found to be the best solution. If over time, interest in this track grows, CMU will relook a the viability of providing these courses through CMU. This course is the third second course necessary for the Healthcare Administration track. This course will focus on the management of qualitative issues in healthcare organizations. Information systems, ethical compliance, quality improvement, risk identification and mitigation, as well as SWOT (Strength-Weaknesses-Opportunities-and-Threats) will be addressed. All these topics are key areas that must be addressed by today's healthcare managers.</p>		

BUGB 593: Capstone	3	Course Addition – Approved (3/1/23)	Powell Sherbenou
<p>GCC Discussion: Dr. Stone informed the committee that BUGB 595, the course that is being replaced, will be taught in the fall for the remaining students that have it on their program sheet. 1) In BUGB 595, the use of Practicum was not aligned with the proper course numbering (x97) and should be changed to Capstone (x93) to align with other Master programs. The MBA program uses the 'Capstone Manual' so it makes sense to change. This change was only made to align the course numbering with the course content</p>			

as newly defined in the Curriculum Manual. 2) The BUGB 595 topical outline, SLOs, academic and student engagement minutes, and semester offered remain the same and were entered in CIM.

Change Item Description

New Proposal: No differences to report

Justification for this Proposal

This course is replacing BUGB 595 Research Practicum course. At the request of the Graduate Curriculum Committee, the use of Practicum is not aligned with the proper course numbering (x97) and should be changed to Capstone (x93) to align with other Master programs. The MBA program uses the 'Capstone Manual' so it makes sense to change. This change was only made to align the course numbering with the course content as newly defined in the Curriculum Manual. If not for the numbering change, this course would not have been moved to the x93 designation.

The previous course BUGB 595 did not have the topical outline, SLOs, academic and student engagement minutes, and semester offered entered in CIM. These are not changes but needed to be added in proposing this replacement course.

The course description was changed to more fully reflect the course content.

It was decided that the course would no longer be repeatable and this change from the prior course was determined to be needed.

While the course calls on knowledge learned throughout the MBA program, the goal is the application of that knowledge in a research project/presentation. As such, there is no overlapping content.

CISB 501: Business Analytics	3	Course Addition – Approved (2/1/23)	Gustafson Stone
GCC Discussion: It was felt the skills this business analytics course could provide would benefit student performance and learning throughout 8100: Business Administration (MBA) if it were added to the core classes, suggested to be taken their first semester, and replace BUGB 530: Research Design. No other discussion.			

Change Item Description

New Proposal: No differences to report

Justification for this Proposal

Business analytics is an area our MBA program is lacking and identified by faculty, advisory board members, alumni, and various external reviews as necessary to ensure our students are learning essential knowledge and skills commonly used within a variety of business contexts.

Health Sciences – Program Modifications

Program	Degree	Committee Action	Motion Second
9611: Doctor of Nursing Practice - Family Nurse Practitioner	DNP	Program Modification – Approved (4/5/23)	Butler Stone
GCC Discussion: 1) Eliminate mapping. 2) Changes to NURS 586 and NURS 588.			
Change Item Description		Justification for this Proposal	
List all proposed changes to the program:		Eliminating the mapping to professional nursing organizations from the program sheet. NURS 568 and 588 have been changed in their title, description, and course outcomes. This affected the program sheet for this program.	
Justify each proposed modification to the program:		Professional nursing organizational guidelines continuously change and evolve. Keeping up with the many changes would require frequent curricular changes. Eliminating these from the program sheet reduces the burden on faculty and the GCC. Modifying the courses aligns with what is actually being taught in the practicum. Faculty discovered that the content of these courses is better taught in tandem versus one course on procedures and another on diagnostics.	
Describe discussions about this proposal within the department and outcomes.		Discussions among grad nursing faculty occurred over the last six months. All grad faculty agree to this modification prior to its submission in CIM in February 2023.	

Health Sciences – Course Modifications

Title	Credits	Committee Action	Motion/Second
NURS 586: Clinical Procedures and Diagnostic Testing I	1	Course Modification – Approved (4/5/23)	Hinkle Powell
GCC Discussion: Modifying the course title and course description to align with what is actually being taught in the practicum. Faculty discovered that the content of these courses is better taught in tandem versus one course on procedures and another on diagnostics. Added topical course outline, typical semester offered, academic engagement and student prep minutes and SLOs since those did not migrate with CIM.			
Change Items Description		Old	New
Course name:		Clinical Procedures	Clinical Procedures and Diagnostic Testing I
Course description for the catalog:		Exploration of common clinical procedures performed by primary care nurse practitioners.	Exploration of common clinical procedures and diagnostic tests performed by primary care nurse practitioners.
Course abbreviated schedule name:		Clinical Procedures	Clin Procedures Dx Test I

NURS 588: Clinical Procedures and Diagnostic Testing II	1	Course Modification – Approved (4/5/23)	Hinkle Powell
GCC Discussion: Modifying the course title and course description to align with what is actually being taught in the practicum. Faculty discovered that the content of these courses is better taught in tandem versus one course on procedures and another on diagnostics. Added topical course outline, typical semester offered, academic engagement and student prep minutes and SLOs since those did not migrate with CIM.			
Change Items Description		Old	New
Course name:		Diagnostic Testing	Clinical Procedures and Diagnostic Testing II
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Exploration of clinical diagnostic testing for the purpose of diagnosing and monitoring pathophysiologic processes underlying health and illness.	Exploration of common clinical procedures and diagnostic tests performed by primary care nurse practitioners.
Course abbreviated schedule name:		Diagnostic Testing	Clin Procedures Dx Test II

Kinesiology – Program Modifications			
Program	Degree	Committee Action	Motion Second
8158: Occupational Therapy	MS	Program Modification – Approved (4/5/23)	Powell Marshall
GCC Discussion: 1. OCCU 550 Remove 1 credit (2 credit to 1 credit) 2. Add OCCU 516 (1 credit) 3. Eliminate OCCU 551 Fieldwork 1b (2 Credit) 4. Move OCCU 510 Scholarship and Research from Spring to Summer. 5. Add OCCU 534 Occupational Therapy in Mental and Behavioral Health (1 credit) 6. Add OCCU 593 Culminating Project (1 credit) 7. Adjust Pre-requisites and Co-requisites for all courses, minor word changes, clean up.). 8. Add: OCCU 534 Occupational Therapy in Mental and Behavioral Health, OCCU 516 History and Theory, and OCCU 593 Culminating Project.			
List all proposed changes to the program:		OCCU 550 Remove 1 credit (2 credit to 1 credit). Add OCCU 516 (1 credit). Eliminate OCCU 551 Fieldwork 1b (2 Credit). Move OCCU 510 Scholarship and Research from Spring to Summer. Add OCCU 534 Occupational Therapy in Mental and Behavioral Health (1 Credit). Add OCCU 593 Culminating Project (1 Credit). Adjust Pre-requisites and Co-requisites for all courses, minor word changes, clean up.	
Justify each proposed modification to the program:		Spring OCCU550 Remove 1 credit (2 credit to 1 credit): course will be seminar only 1x week. Move OCCU 510 Scholarship and Research from Spring to Summer. Eliminate Summer OCCU 551 Fieldwork 1b (2 Credit): summer session too short to effectively schedule and deploy students. With the 3 saved credits: Add Spring OCCU 516 (1 credit): course is needed to fulfill accreditation standards. Add Fall OCCU 534 Occupational Therapy in Mental and Behavioral Health (1 credit): course added to fulfill	

accreditation standards. Add Year 2 Spring OCCU 593 Culminating Project (1 credit): course added to bring scholarship and research classes to a summation of student work in research and scholarship. Adjust prerequisites and co-requisites for all courses, minor word changes, clean up. Some of the proposed changes are related to updating credits, pre-requisites, and co-requisites (i.e. minor clean up). We propose substantive changes to add: OCCU 534 Occupational Therapy in Mental and Behavioral Health, OCCU 516 History and Theory, and OCCU 593 Culminating Project. During our accreditation self-review, the faculty discovered weaknesses in curriculum that will now be corrected with the addition of OCCU534 and 516. OCCU 593 enables the MSOT program to be a summation of the graduate students preparation in research and scholarly products.

Describe discussions about this proposal within the department and outcomes.

The faculty met weekly through the Fall 2022 Semester while working on accreditation self-study. Gaps in content were found and the above modifications are the adjustments to improve the program in a pro-active way. Our division Faculty Committee and All Faculty have approved the changes.

Kinesiology – Course Modifications

Title	Credits	Committee Action	Motion/Second
OCCU 510: Scholarship and Research	2	Course Modification – Approved (4/5/23)	Butler Marshall
<p>GCC Discussion: This course is part of the curriculum for the new Master of Science in Occupational Therapy program and MSOT degree. Specific accreditation standards will be met by this course necessary for the student to learn how to critically apply the latest research and knowledge bases that support occupational therapy practice. Additionally, this course contributes to the student's growth as a scholar and consumer of research necessary to disseminate research and knowledge of the profession. Co-reqs and pre- reqs adjusted since OCCU 510 was moved to summer so the three research courses could be offered in sequence (to avoid a gap between semesters), and to make room for a new course to provide a foundation in theory.</p>			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Foundational basis to inspire ethical decision making and the scholarship of research in health care. Exploration of the relationship between theory, research and practice with application to the research process, collecting and analyzing quantitative and qualitative data as well as developing skills for scholarly writing.	Foundational basis to inspire ethical decision making and the scholarship of research in health care. Exploration of the relationship between theory, research, and practice, with application to the research process, collecting and analyzing quantitative and qualitative data, as well

Prerequisites:	Admission into the Master of Science in Occupational Therapy program	as developing skills for scholarly writing. OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 516, and OCCU 550
Corequisites:	OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550	OCCU 520, OCCU 522, and OCCU 523

OCCU 511: Lifespan and Occupational Performance	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: This course is part of the curriculum for the MSOT program. Specific accreditation standards required by ACOTE will be met by this course. Updated list of co-reqs to match moving OCCU 510 to summer and addition of theory course in the spring (OCCU 516). Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. The change comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Exploration of the concept of occupation across the lifespan from prenatal development to death. The role of occupation as central to health is explored as influenced by culture, disability, ethnicity, illness and geographic location.	Exploration of the concept of occupation across the lifespan, from prenatal development to death. The role of occupation as central to health is explored as influenced by culture, disability, ethnicity, illness, and geographic location.
Corequisites:		OCCU 510, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550	OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 516, and OCCU 550

OCCU 512: Professional Skills and Occupation-Based Practice I	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: This course is part of the curriculum for the new MSOT program. Specific accreditation standards required by ACOTE will be met by this course. Updated list of co-reqs to match moving OCCU 510 to summer and addition of theory course in the spring (OCCU 516). Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. This comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.			
Change Items Description		Old	New

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

Analysis of occupation from an in-depth look at its various forms as defined in the Occupational Therapy Practice Framework, including activity demands for all ages. Students learn to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal and temporal contexts across the lifespan for diverse populations. Introduction of formal and informal assessments to inform practice.

Analysis of occupation from an in-depth look at its various forms as defined in the Occupational Therapy Practice Framework, including activity demands for all ages. Students learn to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal, and temporal contexts across the lifespan for diverse populations. Introduction of formal and informal assessments to inform practice.
OCCU 511, OCCU 513, OCCU 514, OCCU 515, and OCCU 550

Corequisites:

OCCU 510, OCCU 511, OCCU 513, OCCU 514, OCCU 515, and OCCU 550

OCCU 513: Functional Anatomy and Movement 3

Course Modification – Approved (4/5/23)

Butler | Marshall

GCC Discussion: This course is part of the curriculum for the new MSOT program. Specific accreditation standards required by ACOTE will be met by this course. Updated list of co-reqs to match moving OCCU 510 to summer and addition of theory course in the spring (OCCU 516). Adjustment is to align pre- requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. This comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.

Change Items Description

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

Old

Integrated, theoretical and functional approaches to studying anatomy and movement across the lifespan. Includes the principles of movement, body alignment, joint structure, muscle actions and motor planning as the basis to assess typical and atypical movement during life tasks.

New

Integrated, theoretical, and functional approaches to studying anatomy and movement across the lifespan. Includes the principles of movement, body alignment, joint structure, muscle actions, and motor planning as the basis to assess typical and atypical movement during life tasks.

Corequisites:	OCCU 510, OCCU 511, OCCU 512, OCCU 514, OCCU 515, and OCCU 550	OCCU 511, OCCU 512, OCCU 514, OCCU 515, OCCU 516, and OCCU 550
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OCCU 514: Wellness and Occupational Performance	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: This course is part of the curriculum for the new MSOT program. Specific accreditation standards required by ACOTE will be met by this course. Updated list of co-reqs to match moving OCCU 510 to summer and addition of theory course in the spring (OCCU 516). Adjustment is to align pre- requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. This comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.			

Change Items Description	Old	New
Corequisites:	OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 515, and OCCU 550	OCCU 511, OCCU 512, OCCU 513, OCCU 515, OCCU 516, and OCCU 550

OCCU 515: Occupation-Based Practice and Theory for Older Adults	4	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: This course is part of the curriculum for the new MSOT program. Specific accreditation standards required by ACOTE will be met by this course. Updated list of co-reqs to match moving OCCU 510 to summer and addition of theory course in the spring (OCCU 516). Adjustment is to align pre- requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. This comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.			

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	In-depth analysis of occupation-based practice and theory focused on older adults living with physical, mental and/or emotional conditions. Topics include professional skills, safety regulations, wheelchair and bed mobility, evidence-based research and how client-centered occupational therapy influences physical, mental and emotional health and quality of life.	In-depth analysis of occupation-based practice and theory, focused on older adults living with physical, mental, and/or emotional conditions. Topics include: applied occupational therapy skills, application of safety regulations, teaching clients wheelchair and bed mobility, and using evidence-based research to support occupational therapy interventions focused on client-centered occupational participation.

Corequisites:

OCCU 510, OCCU 511,
OCCU 512, OCCU 513,
OCCU 514, and OCCU 550

OCCU 511, OCCU 512,
OCCU 513, OCCU 514,
OCCU 516, OCCU 550

**OCCU 520: Brain, Behavior
and Occupation**

2

**Course Modification –
Approved (4/5/23)**

Butler | Marshall

GCC Discussion: Moved OCCU 510 from list of pre-reqs to co-reqs; added OCCU 516 to pre-reqs; deleted OCCU 551 from co-reqs. This was done due to match moving OCCU 510 to summer and the addition of theory course OCCU 516 in the spring. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs to reflect course content.

Change Items Description

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

Old

Foundational neuroscience preparation including nervous system development, plasticity in typical development as well as in response to trauma and disease. Topics include the neuronal pathways underlying function with emphasis on sensation, movement, cognition and pain. By analyzing differences in central and peripheral nervous system functions, students learn to articulate how occupational performance affects, and is affected by, neurological processing.

New

Foundational neuroscience preparation, including nervous system development and plasticity in typical development as well as in response to trauma and disease. Topics include the neuronal pathways underlying function with emphasis on sensation, movement, cognition and pain. By analyzing differences in central and peripheral nervous system functions, students learn to articulate how occupational performance affects, and is affected by, neurological processing.

Prerequisites:

OCCU 510, OCCU 511,
OCCU 512, OCCU 513,
OCCU 514, OCCU 515, and
OCCU 550

OCCU 511, OCCU 512,
OCCU 513, OCCU 514,
OCCU 515, OCCU 516,
and
OCCU 550

Corequisites:

OCCU 522, OCCU 523, and
OCCU 551

OCCU 510, OCCU 522,
and
OCCU 523

OCCU 523: Occupation-Based Practice and Theory for Adults	4	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Change in course content and topics to better reflect adult life experiences. Moved OCCU 510 from list of pre-reqs to co-reqs; added OCCU 516 to pre-reqs; deleted OCCU 551 from co-reqs. This was done due to match moving OCCU 510 to summer and the addition of theory course OCCU 516 in the spring. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs to reflect course content.			

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	In-depth analysis of occupation-based practice and theory focused on adults living with acute or chronic illness. Topics include professional behavior, safety regulations, community mobility, evidence-based research and how client-centered occupational therapy influences physical, mental and emotional health and quality of life.	In-depth analysis of occupation-based practice and theory focused on adults living with acute or chronic illness and other occupational performance issues.
Prerequisites:	OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550	OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 516, OCCU 550
Corequisites:	OCCU 520, OCCU 522, and OCCU 551	OCCU 510, OCCU 520, and OCCU 522

OCCU 522: Professional Skills and Occupation-Based Practice II	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Moved OCCU 510 from list of pre-reqs to co-reqs; added OCCU 516 to pre-reqs; deleted OCCU 551 from co-reqs. This was done due to match moving OCCU 510 to summer and the addition of theory course OCCU 516 in the spring. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and topical course outline to reflect course content.			

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Investigation of occupation and activities using the Occupational Therapy Practice Framework (OTPF) focusing on adults living with acute or chronic health conditions. Acquisition of skills to administer and	Investigation of occupation and activities using the Occupational Therapy Practice Framework (OTPF), focusing on adults living with acute or chronic health conditions.

	interpret evaluations used in practice. Prepares the student to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal and temporal contexts for diverse populations.	Acquisition of skills to administer and interpret evaluations used in practice. Prepares the student to compare, contrast, and choose occupation-based activities based upon activity demands, culture, social, personal, and temporal contexts for diverse populations.
Prerequisites:	OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550	OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, OCCU 516, and OCCU 550
Corequisites:	OCCU 520, OCCU 523, and OCCU 551	OCCU 510, OCCU 520, and OCCU 523

OCCU 530: Scholarship and Evidence-Based Practice I

2

Course Modification – Approved (4/5/23)

Butler | Marshall

GCC Discussion: Added OCCU 510 to and removed OCCU 551 from pre-reqs. Added OCCU 534 to co-reqs. This was done due to match moving OCCU 510 to summer and the addition of OCCU 534 in the fall. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and course outline to reflect course content.

Change Items Description

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

Old

Development of skills to explore and use evidence to support practice. Continued exploration of the evidence-based literature requiring analysis, interpretation, and synthesis of data, inclusive of quantitative and qualitative research, systematic and scoping reviews, critical appraisal of research and case studies.

New

Development of skills to explore and use evidence to support practice. Continued exploration of the evidence-based literature requiring analysis, interpretation, and synthesis of data, inclusive of quantitative and qualitative research, systematic and scoping reviews, critical appraisal of research, and case studies.

Prerequisites:

OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 510, OCCU 520, OCCU 522, and OCCU 523

Corequisites:

OCCU 531, OCCU 532, OCCU 533, and OCCU 552

OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 552

OCCU 531: Occupation-Based Practice and Theory for Children and Adolescents	4	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Added OCCU 510 to and removed OCCU 551 from pre-reqs. Added OCCU 534 to co-reqs. This was done due to match moving OCCU 510 to summer and the addition of OCCU 534 in the fall. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs to reflect course content.			

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	In-depth analysis of occupation-based practice theory focused on infants, children and adolescents living with developmental or acquired health conditions and their caregivers. Topics include the occupational therapy process for a variety of settings and how client-centered occupational therapy influences physical, mental and emotional health.	In-depth analysis of occupation-based practice theory focused on infants, children, and adolescents living with developmental or acquired health conditions and their caregivers. Topics include the occupational therapy process for a variety of settings and how client-centered occupational therapy influences physical, mental, and emotional health.
Prerequisites:	OCCU 520, OCCU 522, OCCU 523, and OCCU 551	OCCU 510, OCCU 520, OCCU 522, and OCCU 523
Corequisites:	OCCU 530, OCCU 532, OCCU 533, and OCCU 552	OCCU 530, OCCU 532, OCCU 533, OCCU 534, and OCCU 552

OCCU 532: Assistive Technology and Occupation	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Added OCCU 510 to and removed OCCU 551 from pre-reqs. Added OCCU 534 to co- reqs. This was done due to match moving OCCU 510 to summer and the addition of OCCU 534 in the fall. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and course outline to reflect course content.			

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

Exploration of assistive technology and adapted equipment to improve quality of life and participation in everyday occupations and daily life tasks. This course will cover topics related to: needs assessment, design, fabrication, application and training in assistive technologies and devices to improve occupational performance.

Exploration of assistive technology and adapted equipment to improve quality of life and participation in everyday occupations and daily life tasks. This course will cover topics related to: assessment, design, fabrication, application, and training in assistive technologies and devices to improve occupational performance.

Prerequisites:

OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 510, OCCU 520, OCCU 522, and OCCU 523

Corequisites:

OCCU 530, OCCU 531, OCCU 533, and OCCU 552

OCCU 530, OCCU 531, OCCU 533, OCCU 534, and OCCU 552

OCCU 533: Telehealth, Occupation and Modalities

2

Course Modification – Approved (4/5/23)

Butler | Marshall

GCC Discussion: Added OCCU 510 to and removed OCCU 551 from pre-reqs. Added OCCU 534 to co-reqs. This was done due to match moving OCCU 510 to summer and the addition of OCCU 534 in the fall. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and course outline to reflect course content.

Change Items Description

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

Old

Investigation and analysis of the appropriate application of telehealth as well as the safe and effective use of physical agent modalities (PAMs) to support function and occupational engagement. Topics include the use of telehealth for urban and rural populations and clinical decision making for use of modalities in practice to support occupational engagement.

New

Investigation and analysis of the appropriate application of telehealth, as well as the safe and effective use of physical agent modalities (PAMs) to support function and occupational engagement. Topics include the use of telehealth for urban and rural populations and clinical decision making for use of modalities in practice to support occupational engagement.

Prerequisites:

OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 510, OCCU 520, OCCU 522, and OCCU 523

Corequisites:

OCCU 530, OCCU 531, OCCU 532, and OCCU 552

OCCU 530, OCCU 531, OCCU 532, OCCU 534, and OCCU 552

OCCU 540: Scholarship and Evidence-Based Practice II	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Added OCCU 534 to the pre-reqs. Added OCCU 593 to co-reqs. This was done due to the addition of OCCU 534 and OCCU 593. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and course outline to reflect course content.			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Application of research concepts leading to a research protocol and proposal for submission to an Institutional Review Board. Skills include methods of data collection and analysis as well as preparation of a scholarly report.	Application of research concepts leading to a research protocol and proposal for submission to an Institutional Review Board. Skills include methods of data collection and analysis, as well as preparation of a scholarly report.
Prerequisites:		OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552	OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 552
Corequisites:		OCCU 541, OCCU 542, OCCU 543, and OCCU 553	OCCU 541, OCCU 542, OCCU 543, OCCU 553, and OCCU 593

OCCU 541: Leadership and Ethics in Occupational Therapy	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Added OCCU 534 to the pre-reqs. Added OCCU 593 to co-reqs. This was done due to the addition of OCCU 534 and OCCU 593. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and course outline to reflect course content.			
Change Items Description		Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		Preparation in leadership skills for assuming roles requiring ethical prioritizing and professional decision making. Topics include: policy development, advocacy, business aspects of practice, legislation affecting practice, marketing the delivery of services, quality management and improvement as well as ethical decision making and supervision of personnel.	Preparation in leadership skills for assuming roles requiring ethical prioritizing and professional decision making. Topics include: policy development, advocacy, business aspects of practice, legislation affecting practice, marketing the delivery of services, quality management and improvement as well as ethical decision making, and supervision of personnel.

Prerequisites:	OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552	OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 552
Corequisites:	OCCU 540, OCCU 542, OCCU 543, and OCCU 553	OCCU 540, OCCU 542, OCCU 543, OCCU 553, and OCCU 593

OCCU 542: Occupation- Based Practice and Theory for Populations	4	Course Modification – Approved (4/5/23)	Butler Marshall
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GCC Discussion: Added OCCU 534 to the pre-reqs. Added OCCU 593 to co-reqs. This was done due to the addition of OCCU 534 and OCCU 593. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs and course outline to reflect course content.

Change Items Description

	Old	New
Prerequisites:	OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552	OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 552
Corequisites:	OCCU 540, OCCU 541, OCCU 543, and OCCU 553	OCCU 540, OCCU 541, OCCU 543, OCCU 553, and OCCU 593

OCCU 543: Professional Development Preparation	2	Course Modification – Approved (4/5/23)	Butler Marshall
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GCC Discussion: Added OCCU 534 to the pre-reqs. Added OCCU 593 to co-reqs. This was done due to the addition of OCCU 534 and OCCU 593. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.

Change Items Description

	Old	New
Prerequisites:	OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552	OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 552
Corequisites:	OCCU 540, OCCU 541, OCCU 542, and OCU 553	OCCU 540, OCCU 541, OCCU 542, OCCU 553, and OCCU 593

OCCU 550: Fieldwork Level IA and Seminar	1	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Change required to adjust curriculum to include seminar, culminating project, one credit class in psychosocial practice in occupational therapy. The lab portion of this course will be carried out in conjunction of OCCU 514, which reduces the credits in this course from 2 to 1. Updated the list of co-reqs to match moving OCCU 510 to summer and addition of OCCU 516 in the spring.			
Change Items Description	Old	New	
Credit hours:	2	1	
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Participation in traditional and emerging practice areas in wellness communities for older adults. Includes behavioral health followed by discussion of health and wellness in older adult communities. Hands-on experience interacting with groups of at-risk individuals during activities with a focus on health promotion and occupational engagement.	Participation in traditional and emerging practice areas in wellness communities for older adults. Includes behavioral health, followed by discussion of health and wellness in older adult communities. Hands-on experience interacting with groups of at-risk individuals during activities, with a focus on health promotion and occupational engagement.	
Corequisites:	OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, and OCCU 515	OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 516	
OCCU 552: Fieldwork Level IC and Seminar	2	Course Modification – Approved (4/5/23)	Butler Marshall
GCC Discussion: Removed OCCU 551 from pre-reqs. Added OCCU 534 to co-reqs. This was done due to match the addition of OCCU 534 in the fall and removal of OCCU 551 from the program. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching. Updated SLOs to reflect course content.			
Change Items Description	Old	New	

Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Participation in traditional and emerging practice areas, inclusive of behavioral health, where occupation is the focus of intervention for infants, children and adolescents with congenital or acquired disability. Exploration of factors influencing occupational performance and behavioral health via supervised hands-on experience and practice of professional skills.	Participation in traditional and emerging practice areas, inclusive of behavioral health, where occupation is the focus of intervention for infants, children, and adolescents with congenital or acquired disability. Exploration of factors influencing occupational performance and behavioral health via supervised hands-on experience and practice of professional skills.
Prerequisites:	OCCU 520, OCCU 522, OCCU 523, and OCCU 551	OCCU 520, OCCU 522, and OCCU 523
Corequisites:	OCCU 530, OCCU 531, OCCU 532, and OCCU 533	OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 533

OCCU 553: Fieldwork Level ID and Seminar with Inter-Professional Education	2	Course Modification – Approved (4/5/23)	Butler Marshall
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GCC Discussion: Added OCCU 534 to the pre-reqs. Added OCCU 593 to co-reqs. This was done due to the addition of OCCU 534 and OCCU 593. Adjustment is to align pre-requisites and co-requisites of the course. New courses are to be added and one course moved by a semester. Comes from teaching reviews, mid-term feedback from students, and faculty experiences in teaching.

Change Items Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Didactic and experiential course providing opportunities in analyzing diverse cases from multiple inter-professional perspectives to prepare the student for professional life. The student will experience a variety of professional perspectives including, but not limited to, special education, nursing, physical therapy, speech therapy, athletic training, physicians and physician assistants.	Didactic and experiential course providing opportunities in analyzing diverse cases from multiple inter-professional perspectives to prepare the student for professional life. The student will experience a variety of professional perspectives including, but not limited to, special education, nursing, physical therapy, speech therapy,

		athletic training, physicians, and physician assistants. Emphasis on professional behavior preparation in the skills and attitudes for practice.
Prerequisites:	OCCU 530, OCCU 531, OCCU 532, OCCU 533, and OCCU 552	OCCU 530, OCCU 531, OCCU 532, OCCU 533, OCCU 534, and OCCU 552
Corequisites:	OCCU 540, OCCU 541, OCCU 542, and OCCU 543	OCCU 540, OCCU 541, OCCU 542, OCCU 543, and OCCU 593

OCCU 516: History and Theoretical Foundations of Occupational Therapy	1	Course Addition – Approved (4/5/23)	Sherbenou Stone
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GCC Discussion: During the self-study, knowledge of the history of occupational therapy and development of theories, models of practice, and frames of reference that underlie the practice of occupational therapy were identified as under-developed in the current curriculum, necessitating the addition of one-credit hour course.

Change Items Description

New Proposal: No differences to report

Accreditation standards (B.2.1, B.2.2., B.3.1) for occupational therapy require knowledge of the history of occupational therapy and development of theories, models of practice, and frames of reference that underlie the practice of occupational therapy. During the self-study, this was identified as under- developed in the current curriculum, necessitating the addition of a one-credit hour course. This will more fully prepare students for the certification exam required to practice in the OT field.

OCCU 593: Occupational Therapy Culminating Experience	1	Course Addition – Approved (4/5/23)	Sherbenou Stone
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GCC Discussion: ACOTE accreditation requires a culminating experience at the end of the program. This course will allow the student to build upon skills from the prior research courses to practical purpose.

Change Items Description

Old

New

New Proposal: No differences to report

ACOTE accreditation requires a culminating experience at the end of the program. During the self-study, this was identified as an under-developed area in the current curriculum. In addition, CMU requires a culminating experience for all graduate programs. This course will allow the student to build upon skills from the prior research courses to practical purpose and create an artifact of learning, with the goal of creating new knowledge.

OCCU 534: Occupational Therapy and Mental Health Practice	1	Course Addition – Approved (4/5/23)	Sherbenou Stone
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GCC Discussion: Our accreditation self-study revealed a lack of instruction in mental and behavioral health, which needs to be addressed immediately. As a primary field of practice, the addition of this one-credit hour course is needed.

Change Items Description

New Proposal: No differences to report

Old

Creation of new course. Our accreditation self-study revealed a lack of instruction in mental and behavioral health, which needs to be addressed immediately. As a primary field of practice the addition of this one-credit hour course is needed. Mental health is a primary practice area in which students must demonstrate competency for entry-level practice. This knowledge is also required for the certification exam.

New

Kinesiology – Course Modifications

Title	Credits	Committee Action	Motion/Second
OCCU 551: Fieldwork Level IB and Seminar	2	Course Inactivation – Approved (4/5/23)	Powell Marshall

GCC Discussion: Due to the other changes in the curriculum to better serve the students, add a course, topics seminar, and culminating projects, it was decided to drop this course in order to maintain the same level of program credits.

Faculty met several times during the fall of 2022 and discussed that the accreditor only requires three level one fieldworks and we have four. Due to the other changes in the curriculum to better serve the students, add a course, topics seminar, and culminating projects, it was decided to drop this course in order to maintain the same level of program credits. The change is necessary to shift credits to other courses, seminar, and culminating topics that will better fulfill the needs of the program faculty, accreditor, and the student learning experience.

Mathematics & Statistics – Program Modifications

Program	Degree	Committee Action	Motion Second
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3424: Mathematics	BS	Program Modification – Approved (3/16/23)	Venter Milstein
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UCC Discussion: 1) Added STAT 350: Mathematical Statistics I to the program elective list. Students may only count one of STAT 350: Mathematical Statistics I or STAT 301: Computational Statistics in the program electives. 2) Minor edits to program SLOs. 3) Adding the curriculum map.

Change Item Description	Department Justification
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List all proposed changes to the program:	1. Added STAT 350: Mathematical Statistics I to the program elective list. Students may only count one of STAT 350: Mathematical Statistics I or STAT 301: Computational Statistics in the program electives. 2. Minor edits to program SLOs 3. Adding the curriculum map.
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Justify each proposed modification to the program:	1. STAT 350: Mathematical Statistics is a course that may interest many of our math majors who do not intend to minor in statistics. STAT 350 is often a low enrolled course and allowing it to count as a program elective may encourage more students to consider the course. However, students cannot count more than one upper division statistics course in the math program electives to ensure they are getting a breadth of mathematical content. 2. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) SLO 2: [replace "understand"] - "recognize" is a more appropriate verb for the intended learning outcome. SLO 5: [more clearly address Information Literacy in the last SLO regarding the capstone project] - we feel this is accomplished by using the verb "Research." 3. The map was submitted with a program modification pre-CIM so we are adding it now for record keeping.
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Describe discussions about this proposal within the department and outcomes.	1. Proposed by the statistics faculty and discussed with the tenure/tenure-track math and stat faculty with a vote for approval on Friday, January 20, 2023. 2/3: Department approved the curriculum map in Jan 2018. Faculty were notified of the SLO modifications (and approved) Jan 20, 2023.
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3430: Mathematics: Secondary Education	BS	Program Modification – Approved (3/16/23)	Venter Milstein
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UCC Discussion: 1) Minor edits to program SLOs. 2) Minor clean-up of curriculum map - no changes

Change Item Description	Department Justification
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List all proposed changes to the program:	1. Minor edits to program SLOs. 2. Minor clean-up of curriculum map - no changes
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Justify each proposed modification to the program:	1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) SLO 2: [replace "understand"] - "recognize"
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is a more appropriate verb for the intended learning outcome. SLO 6: [more clearly address Information Literacy in the last SLO regarding the capstone project] - we feel this is accomplished by using the verb "Research" and rewriting the SLO to more accurately reflect the nature of the research. 2. Edits for consistency across concentrations in math

Describe discussions about this proposal within the department and outcomes.

Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.

3434: Mathematics: Statistics	BS	Program Modification – Approved (3/16/23)	Venter Milstein
UCC Discussion: 1) Minor edits to program SLOs. 2) Adding the curriculum map.			
Change Item Description	Department Justification		
List all proposed changes to the program:	1. Minor edits to program SLOs. 2. Adding the curriculum map.		
Justify each proposed modification to the program:	1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) - SLO 2: [replace "understand" and can "Critical Thinking" be included here?]"recognize" is a more appropriate verb for the intended learning outcome. Also, yes, it is appropriate to include Critical Thinking with this SLO and to assess it in the same courses as previously listed. SLO3: [more clearly address Personal and Social Responsibility] - using "defend" in place of "justify" helps to reinforce that students have great Personal Responsibility to accurately report results by using appropriate procedures for the data. SLO 4: [more clearly address Information Literacy] - including "reported" conclusions helps to indicate that students are analyzing information from written or published work and determining its relevance and validity. SLO 6: [more clearly address Information Literacy regarding the capstone project] - we feel this is accomplished by using the chosen rewording while rewriting the SLO to more accurately reflect the nature of the research. 2. The map was submitted with program modification pre-CIM so we are adding it now for record keeping.		
Describe discussions about this proposal within the department and outcomes.	Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.		

3437: Mathematics: Applied Mathematics	BS	Program Modification – Approved (3/16/23)	Venter Milstein
UCC Discussion: 1) Minor edits to program SLOs. 2) Minor clean-up of curriculum map			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Minor edits to program SLOs 2. Minor clean-up of curriculum map	
Justify each proposed modification to the program:		1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) SLO 2: [replace "understand"] - "recognize" is a more appropriate verb for the intended learning outcome. SLO 5: [more clearly address Information Literacy in the last SLO regarding the capstone project] - we feel this is accomplished by using the verb "Research." Also, the last SLO had typos in that "an advanced topic in" was missing and "a substantial" was included. This SLO should match the corresponding one for the Mathematics concentration. The Original SLO should have been: Demonstrate comprehension of an advanced topic in applied mathematics and deliver written and oral presentations. New SLO is: Research an advanced topic in applied mathematics and deliver written and oral presentations. 2. Edits for consistency across concentrations in math	
Describe discussions about this proposal within the department and outcomes.		Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.	

3438: Mathematics: Actuarial Science	BS	Program Modification – Approved (3/16/23)	Venter Milstein
UCC Discussion: 1) Minor edits to program SLOs. 2) Minor clean-up of curriculum map			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Minor edits to program SLOs 2. Minor clean-up of curriculum map	
Justify each proposed modification to the program:		1. Edits address suggestions made by Dr. Morgan Bridge (in Fall 2021) -SLO 2: [replace "understand" and can "Critical Thinking" be included here?] - "recognize" is a more appropriate verb for the intended learning outcome. Also, yes, it is appropriate to include Critical Thinking with this SLO and to assess it in the same courses as previously listed.SLO3: [more clearly address Personal and Social Responsibility] - using "defend" in place of "justify" helps to reinforce that students have great Personal Responsibility to accurately report results by using appropriate procedures for the data.SLO 4: [more clearly address Information Literacy] - including "reported" conclusions helps to	

Describe discussions about this proposal within the department and outcomes.

indicate that students are analyzing information from written or published work and determining its relevance and validity.² Curriculum map edits for consistency across concentrations in math with no changes to the map itself. Department approved the curriculum map in Jan 2018. Faculty were notified of these modifications (and approved) Jan 20, 2023.

3491: Liberal Arts, Elementary Education: Mathematics	BA	Program Modification – Approved (3/16/23)	Venter Milstein
UCC Discussion: 1) Replace CSCI 305: Technology for Mathematics Educators with the new equivalent course MATH 215: Technology for Mathematics Educators. Also adjusted course sequencing to reflect this replacement.			

Change Item Description

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

Department Justification

1. Replace CSCI 305: Technology for Mathematics Educators with the new equivalent course MATH 215: Technology for Mathematics Educators. Also adjusted course sequencing to reflect this replacement.

CSCI 305: Technology for Mathematics Educators is being deleted/inactivated in favor of the new MATH 215: Technology for Mathematics Educators. Replacing this upper division course with a lower division course will not affect students in the Elementary Education (mathematics) program as those students complete more than 40 upper division credits. The change in prefix also will not affect any state-wide standards or mandates.

The Math/Stats department faculty are in favor of this proposal (voted on in 1/27/23 meeting). CS faculty and department head were consulted and are also in support of the proposal to change the course prefix and hence modify this program (per email from Scott Bevill on 1/25/23). Finally, Lisa Friel-Redifer (Education Department's Math Specialist) confirms on 1/27/23 that there are no issues with meeting state certification requirements due to the proposed change in prefix of the course.

Mathematics & Statistics – Program Inactivations

Program	Degree	Committee Action	Motion Second
7441: Applied Mathematics	GCT	Program Inactivation – Approved (3/1/23)	Watters Powell
GCC Discussion: Historically low enrollment program. Two students currently enrolled will complete their Mathematics coursework in May 2023 and their degrees by August 2023. Suspending enrollment until a cohort is developed.			

Change Item Description

Department Justification

Justify change in status:

The enrollment for this certificate program has been low and is not expected to increase. The courses in this program coincide with those in the MAEd - Education: Applied Mathematics which currently has two students and costs the department 12 tenure/tenure-track credits of teaching each year. The two students in the MAEd Education: Applied Mathematics program will complete their math course work in May 2023 and will complete their degrees by August 2023. We will not delete the program yet and will wait to determine whether there is interest from a larger cohort that would offset the cost to offer the courses.

How long will the program be deactivated? Two Years

Teacher Education – Program Inactivations			
Program	Degree	Committee Action	Motion Second
8241: Education: Applied Mathematics	MAEd	Program Inactivation – Approved (3/1/23)	Sherbenou Whiting
GCC Discussion: Historically low enrollment program. Two students currently enrolled will complete their Mathematics coursework in May 2023 and Education coursework by August 2023. Suspending enrollment until a cohort is developed.			
Change Item Description		Department Justification	
Justify change in status:		The enrollment for this masters program has been low and is not expected to increase. The courses in this program coincide with those in the Graduate certificate in Applied Mathematics which currently has no students. The courses required for these two programs costs the department 12 tenure/tenure-track credits of teaching each year. The two students currently enrolled in the MAEd Education: Applied Mathematics program will complete their math course work in May 2023 and will complete their education coursework and hence MAEd degrees by August 2023. We will not delete the program yet and will wait to determine whether there is interest from a larger cohort that would offset the cost to offer the courses.	
How long will the program be deactivated?		Two Years	
8271: Education: Social Science	MAEd	Program Inactivation – Approved (3/1/23)	Sherbenou Whiting
GCC Discussion: No students currently enrolled. Historically low enrollment program. Suspend enrollment until a cohort is developed.			
Change Item Description		Department Justification	

Justify change in status:

We would like to deactivate the program thereby suspending enrollment and waiting to see if a cohort can be developed to make the program viable. Historically, the program has had low enrollment in classes. If the program develops a cohort in the near future, we would like to reactivate. Until then, please accept this application to deactivate. There are no students currently enrolled.

How long will the program be deactivated?

Two Years

Social & Behavioral Science – Program Modifications

Program	Degree	Committee Action	Motion Second
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3701: Criminal Justice - POST Academy	BAS	Program Modification – Approved (4/27/23)	Bardo Gurka
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UCC Discussion: Removed CRMJ 210 and added CRMJ 413. Changes to the POST Academy program were made by WCCC to align their program with other state programs and to keep up with the constant POST changes. These changes required updates to the POST Academy course list and suggested course plan in the BAS Criminal Justice - POST Academy program.

Change Item Description:

List all proposed changes to the program:

Departmental Justification:

1) Removed CRMJ 210 Emergency Dispatching, which is being inactivated, from the list of Policing electives. 2) Added new course CRMJ 413 Violent and Serial Offenders to the list of Criminal Justice Theory electives for this program. 3) The following changes were made to the POST Academy curriculum (WCCC program) that BAS students take in their final year. These changes are reflected on the BAS program in the Program-Specific Requirements and Suggested Course Plan. Credit totals for the POST Academy remain the same, content and credits have just shifted a. CRJW 101 Basic Academy I-credits changed from 6 to 4b. CRJW 102 Basic Academy II-showing 10, should be 5 c. CRJW 103 Basic Academy III-added, 7 credit hours d. CRJW 104 Basic Academy IV-added, 6 credit hours. CRJW 105 deactivated 6 credits, content now included in added Basic Academy courses

Justify each proposed modification to the program:

1) CRMJ 210 is being inactivated because it relies on hiring faculty with the required academic qualifications and specialized professional knowledge and experience. 2) Adding CRMJ 413 to the list of Criminal Justice Theory options. A similar (deactivated) course, CRMJ 411 - Serial Murders, was previously taught. Reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent and Serial Offenders course. 3) Changes to the POST Academy program were made by WCCC to align their program with other state programs and to keep up with the constant POST changes. These changes required updates to the POST Academy course list and suggested course plan in the BAS Criminal Justice - POST Academy program but do not affect the BAS program SLOs or curriculum mapping.

3704: History: Secondary Education	BA	Program Modification – Approved (4/27/23)	Bardo Venter
UCC Discussion: Added four new elective courses which necessitated changes in the program sheet and the course sequence as well as the course map. Corrected an error on the 3-credit requirement.			
Change Item Description: List all proposed changes to the program:	Departmental Justification: 1) Adding four new upper division elective courses: HIST 311, 314, 319, and 348. 2) New courses HIST 311 (The World Wars) and HIST 319 (History of the US-Mexico Borderlands) added to the World History restricted electives section in Program-Specific Requirements. 3) New courses HIST 314 (African American History) and HIST 348 (The History of Food in America) added to the United States History restricted electives section in Program-Specific Requirements. 4) Updated SLO mapping to include these new HIST courses, added mapping for the Teacher Education SLOs. 5) Edited the text below the World History section in History Electives to read "Select one of the following" to align with the 3-credit requirement (previously said "Select two of the following" in error).		
Justify each proposed modification to the program:	We are adding these courses to highlight the expertise of our newest history faculty members and to fill gaps in our curricular offerings. We feel that these courses would provide an essential contextual basis for teacher education students.		
3780: Applied Anthropology and Geography	BA	Program Modification – Approved (4/27/23)	Venter Bardo
UCC Discussion: Added "C" requirement to Program Overview and Program Specific Courses. Added HIST 315 and POLS 356 to restricted electives. ARKE 466 Field Research in Archeology and ARKE 467/467L Archeology Lab Methods and Laboratory were replaced with ANTH 423 Field Research in Archaeology and ANTH 424 Archaeological Laboratory Methods.			

Change Item Description:

List all proposed changes to the program:

Justify each proposed modification to the program:

Departmental Justification:

1) Specified in Program-Specific Courses: "All students in the major must earn a "C" or better in all courses for the major." and specified in Program Overview "Important Information for this degree: Students must maintain a 2.0 cumulative GPA or higher in all CMU coursework. Students must earn a minimum of a "C" or higher in all courses for the major." 2) Added HIST 315 American Indian History and POLS 356 Indigenous Politics to the list of Restricted Electives. 3) ARKE 466 Field Research in Archeology and ARKE 467/467L Archeology Lab Methods and Laboratory were replaced with ANTH 423 Field Research in Archaeology and ANTH 424 Archaeological Laboratory Methods.

1) The proposed modification for specifying the minimum grade of "C" and 2.0 cumulative GPA makes this program's minimum standards comparable to the remainder of the SBS programs. 2) Added HIST 315 American Indian History and POLS 356 Indigenous Politics to the program. It's time to add these courses as options to list of electives. 3) ARKE 466 Field Research in Archeology and ARKE 467/467L Archeology Lab Methods and Laboratory were replaced with ANTH 423 Field Research in Archaeology and ANTH 424 Archaeological Laboratory Methods. This is part of the ongoing effort to replace all ARKE-prefix courses with ANTH-prefix courses.

M753: International Studies	MNR	Program Modification – Approved (4/27/23)	Venter Gurka
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UCC Discussion: Removed ENGL 231 and ENGL 232 from elective options.

Change Item Description:

List all proposed changes to the program:

Justify each proposed modification to the program:

Departmental Justification:

Remove ENGL 231 and ENGL 232 from elective options to complete this minor.

ENGL 231 has not been offered since Fall 2006 and ENGL 232 has not been offered since Spring 2009. The English program has not regularly offered either of these courses for over 15 years.

Social & Behavioral Science – Program Inactivations			
Program	Degree	Committee Action	Motion Second
7771: Social Science	GCT	Program Inactivation – Approved (3/1/23)	Gustafson Powell
GCC Discussion: No students currently enrolled. Historically low enrollment program. Suspending enrollment until a cohort is developed.			
Change Item Description		Department Justification	

Justify change in status:

We would like to deactivate the program thereby suspending enrollment and waiting to see if a cohort can be developed to make the program viable. Historically, the program has had low enrollment in classes. If the program develops a cohort in the near future, we would like to reactivate. Until then, please accept this application to deactivate. There are no students currently enrolled.

How long will the program be deactivated?

Two Years