



# **Curriculum Year End Report 2019-2020**

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

June 15, 2020

The year-end report contains information items from Curriculum meetings and course and program modifications, additions, and deletions as approved during the academic year.

## 2019-2020 Undergraduate Curriculum Committee Year-End Report

### 2019-2020 Membership

| Department                                   | Member                      | Term End |
|--|-----------------------------|----------|
| Art and Design                               | Eric Elliott                | 2022     |
| Biological Sciences                          | Denise McKenney             | 2021     |
| Business                                     | Geoff Gurka                 | 2021     |
| Computer Sciences and Engineering            | Sarah Lanci                 | 2022     |
| Health Sciences                              | Lucy Graham                 | 2020     |
| Kinesiology                                  | Keith Fritz                 | 2020     |
| Languages, Literature and Mass Communication | Jennifer Hancock/Les Miller | 2020     |
| Mathematics and Statistics                   | Dan Schultz-Ela             | 2022     |
| Music  | Sean Flanigan               | 2022     |
| Physical and Environmental Sciences          | Sam Lohse                   | 2020     |
| Social and Behavioral Sciences               | John Seebach                | 2021     |
| Teacher Education                            | Ann Gillies                 | 2021     |
| Theatre Arts                                 | Matt Schlieff               | 2022     |
| WCCC   | Joe Quesenberry             | 2022     |

#### Officers

|            |   |
|------------|---|
| Chair      | Jennifer Hancock - Fall<br>Lucy Graham - Spring |
| Vice Chair | Lucy Graham – Fall<br>Denise McKenney - Spring  |

#### Non-Voting Ex-Officio Members

|  |                  |
|--|------------------|
| Vice President of Academic Affairs               | Kurt Haas        |
| Designee for Vice President for Academic Affairs | Morgan Bridge    |
| Registrar  | Holly Teal       |
| Library Representative                           | Amber D'Ambrosio |
| Registrar's Office Designee                      | Maggie Bodyfelt  |
| Faculty Senate President                         | Johnny Snyder    |
| Director of Financial Aid                        | Curt Martin      |
| Chair of Essential Learning Committee            | Doug O'Roark     |
| Catalog Description Reviewer                     | Johanna Varner   |
| Undergraduate Student Representative             | Haley Wiedeman   |
| Academic Scheduling Manager                      | Janel Davis      |

#### Minutes Secretary

|                  |               |
|------------------|---------------|
| Academic Affairs | Aaron Osborne |
|------------------|---------------|



## **Undergraduate Curriculum Committee Information and Business Items**

### **August 22, 2019 Meeting**

#### Unfinished Business

Chair Hancock distributed the page from the curriculum manual that details the courses with dedicated course numberings. Last year the curriculum committee had recommended definitions to clarify how the course numberings were to be used for Internships and Practicums. This year the rest of the courses listed need that discussion and definition.

#### Other

The Curriculum Website was highlighted to inform new members and remind returning members of the information that can be found on the site.

The UCC Dates and Deadlines sheet was distributed and discussed. The due dates will be hard dates this year, in part, due to the integration of the software, which means that if curriculum is late, this will also impact catalog and course scheduling. Committee members were encouraged to remind their faculty to begin curriculum proposals as soon as possible.

Chair Hancock asked for volunteers for the differing subgroup responsibilities. While all committee members are responsible for reviewing curriculum, the subgroups have specific areas of responsibility.

Chair Hancock and AVPAA Bridge walked through a quick demo of CIM. A new course proposal was shown. It was stressed that the curriculum process has not changed and that information like the course justification, the course description, the course SLOs and the topical outline are all needed. All topical outlines and course SLOS will need to be entered the first time a course is changed since none of that data resides in CIM currently. Once that data is entered, the next time the course is used, the course information will be in the system.

It was moved by Dr. Gurka and seconded by Dr. Lohse that the September 26<sup>th</sup> meeting be used for the CIM training webinar. As such, no curriculum proposals will be entertained at that meeting. ALL course mods will need SLOs and Course Outlines since these are not currently entered into CIM.

### **September 26, 2019 Meeting**

#### Announcements

The September 26, 2019 Undergraduate Curriculum Committee meeting will be comprised only of CIM Webinar Training as voted on in the August 22, 2019 meeting and shown in the minutes.

#### Information Items

Program and course guides for the new software system, CIM, were distributed and will be available on the website.

Chair Hancock will be hosting office hours Tuesday at 11am and Wednesday at 1pm in EH 128 to assist with curriculum proposals.

## **October 24, 2019 Meeting**

### Announcements

Aaron Osborne was introduced as the new special Projects Coordinator, working with the Undergraduate Curriculum Committee.

The CIM email that was sent from the executive committee on October 8, 2019 discussing faculty curriculum proposals displayed as being from Morgan Bridge, since she was the one logged in to CIM at the time. However, the email was actually from Jennifer Hancock, the UCC Chair.

### Information Items

Chair Hancock reiterated that:

1. Course justifications need to make a strong case for curriculum change
2. Departmental approvals to include dates and those faculty and department heads involved in the decision
3. Other departments that may/will be impacted should be consulted/notified
4. Course deletions/deactivations frequently trigger other program sequencing/modification curriculum changes/All need to be submitted at same time
5. Major departmental curriculum changes should be submitted at the same time

### New Business

The committee response was positive for the initial use of CIM.

After discussion, it was decided that faculty will receive an email for any proposal that is not moved to the undergraduate curriculum committee folder, after the executive committee meeting.

The CIM Training Webinar is posted to the Curriculum Website. A written guide was handed out and Aaron Osborne is available to walk through the process with anyone that would like additional help.

## **November 14, 2019 Meeting**

### Announcements

Chair Hancock informed the committee she will be going on sabbatical starting January 2020. UCC will need to elect a new chair for spring. Chair Hancock will also be termed out this spring so a chair will be needed not only for spring semester but also for next year. Chair Hancock discussed the workload of the position and possible compensation or course release options. UCC will need to vote during the December 12, 2019 meeting and elect a new Chair for spring semester.

### Information Items

Faculty need to track their proposals through workflow. If a proposal is sitting in an approval que, faculty should feel free to send an email to that person asking the status of the proposal.

Since all new programs need to be to Exec Committee by Jan 4, new programs should be the immediate curriculum focus. Curriculum proposals must have completed all workflow steps through and including Executive Committee approval by January 9, 2020 to be discussed in the

January 23, 2020 UCC meeting. This will be the last opportunity for programs to make it through UCC to be in next year's Catalog.

Clearer instructions on how to make the calculations for the mixed delivery method was requested and is currently in process. Exec Committee is working on an FAQ sheet to be used by both faculty submitting proposals and the UCC/GCC.

#### New Business

Les Miller was introduced as Chair Hancock's LLMC replacement and will begin his curriculum responsibilities spring semester.

### **December 12, 2019 Meeting**

#### Announcements

Chair Hancock reminded the Committee that the deadline for new program proposals is January 6th. Please share this date with your departments.

#### Unfinished Business

Lucy Graham is willing to serve as UCC Chair for spring semester. Chair Hancock reminded everyone that Dr. Graham's term is over in spring so it would be beneficial if the newly elected Vice-Chair could move into the Chair role in the fall to ensure continuity. Denise McKinney said she would consider serving as Vice-Chair this spring. It was moved and seconded (Hancock | Flanigan) that Dr. Graham serve as UCC Chair for spring semester. The motion was unanimously approved.

It was moved and seconded (Lohse | Elliott) to move ARKE 300 deactivation to today's meeting as it had been tabled last meeting. Motion carried.

#### Ex-Officio Reports

Dr. Bridge asked that everyone please remind/share that budget, library, SLO and course description approvals are not needed to begin workflow. While it is helpful to provide as much notice as possible to the above offices, please remind/inform faculty they do not need to wait for those approvals before beginning workflow.

Assistant Registrar Bodyfelt discussed the relationship between CLSS and CIM. One of the exciting features of these new systems is that as courses are approved, those courses automatically feed into Banner and CLSS, so the courses may be available for scheduling much sooner.

#### Curriculum Proposals

It was moved and seconded (Gurka | Lanci) to move the 100 and 200 Nursing curriculum proposals to the first item on the agenda since the Nursing faculty needed to be in the classroom at 4:00. It was moved and second (Lohse | Lanci) to add NURS 254 to complement NURS 254L to the curriculum proposals today.

It was moved and seconded (Gurka | Elliott) to add BIOL 352 to the proposals for today's meeting since it had not been approved at the November meeting, as previously stated.

It was moved and seconded (Schultz Ela | Elliott) to add NURS 470 to the course proposals for today's meeting, as this proposal had gone through workflow incorrectly and as such had not yet been approved by UCC.

### Information Items

UCC Chair Office Hours are now concluded. Thank you to Chair Hancock for doing this fall semester. It was appreciated.

Chair Hancock brought forward three items that will need to be addressed in March/April, after curriculum proposals have concluded.

1. The Curriculum Handbook needs to be updated with the new CIM processes.
2. The reserved course numbers need further description and definition.
3. Verbiage needs to be strengthened in the Curriculum Handbook and perhaps other places reiterating that curriculum is the purview of the faculty.

### **January 30, 2020 Meeting**

#### Announcements

Thank you to Jennifer Hancock for serving as Chair, particularly during the CIM Transition. We wish her well on her Sabbatical.

Welcome to Lucy Graham serving as Chair Spring 2020.

The committee was reminded that the curriculum deadline for new programs had passed and the deadline for new courses was February 5<sup>th</sup>. They were also reminded that new courses/program modifications or course modifications in the CIM que on February 5<sup>th</sup> would be reviewed for the March UCC meeting.

March curriculum meeting will be used for clean-up and addressing all curriculum changes needed due to approved proposals. Discussion covering meeting dates lead to a motion (first: Schlieff, second: Lohse) to cancel UCC February 27 meeting and use March 12 meeting to finish proposals with a plan to lengthen the meeting to run from 3pm to 6pm.

Curriculum reps need to review all approved proposals from their respective departments and insure all needed curriculum changes due to approved proposals are in workflow. It was reiterated to look at the top of the document in CIM for all programs affected by curriculum proposals.

No curriculum proposals will be entertained at the April meeting.

#### Unfinished Business

The Vice Chair Election was conducted. Denise McKenney is willing to serve as Vice Chair through the end of the semester. The committee will be looking for both a new Chair and Vice Chair at the end of the semester, which will need to be voted on in the April meeting. A motion was passed (first: Lanci, second: Gurka) to vote for McKenney as Vice Chair. The committee unanimously agreed.

#### Ex-Officio Reports

AVPAA Bridge asked that the committee please remind/share that when setting up new program proposals that the program templates should be used. This will make it easier for faculty to use and also is needed to insure consistency in the Catalog.

### Information Items

Chair Graham reminded UCC of the following:

1. The justification for curriculum changes will go as written to Faculty Senate and BOT. Please insure this is well-written and easy to understand for someone not in the department originating the proposal.
2. Curriculum should not be created based upon a specific faculty. Topics courses are a better mechanism for specialized courses. Curriculum should be created based upon the coursework that best fits that program.
3. If a course is significantly changed through the course description, course content and/or SLOs, that course will need to be deactivated and a new course proposed. The course number may not be “reused”.
4. Templates should be used when creating new programs. It will make the process much easier. Course changes and program modifications should be submitted to workflow at the same time. They will be expected to come through simultaneously during next academic year.
5. The April meeting will include voting on revised curriculum manual, revised calendar and descriptions for reserved numbers which will be included in the manual. No new proposals will be discussed at this meeting.

### New Business

The meeting date was changed for the January meeting in the future. Current meeting date does not seem to be the best practice. The committee agreed to move the January meeting to the last Friday in January via motion (first: Gurka, second: Schlieff).

Chair Graham gave an update about the ongoing discussion on how to adjust the curriculum calendar to align with the new course and program management systems. Chair Graham called for a vote to table talks and the committee voted in favor.

### **February 27, 2020 Meeting**

Canceled

### **March 12, 2020 Meeting**

Chair Graham asked to amend the agenda to include the addition of ADAP 470 to the agenda and the removal of ARKE 320 from the agenda. It was moved by Lanci and seconded by Seebach. The committee approved the amendments to the agenda.

### Announcements

Committee Representatives were reminded to check on their departmental changes this fall/spring to insure all curriculum changes needed due to approved proposals had been/would be submitted. Aaron is working on a cross check of course changes to needed program changes and will contact you if there is a proposal that still needs to be addressed. Chair Graham asked that those be done and ready for submission early fall.

Chair Graham reminded faculty that Faculty Senate must approve the UCC proposals before the course/program proposal can move forward. This can take time since the first Faculty Senate meeting the UCC Minutes submissions go only on the consent agenda. UCC Minutes are not approved until the following meeting. Once that occurs there are several more steps in the workflow process before a course will appear on the schedule.



Chair Graham reminded the committee that no curriculum proposals will be entertained at the April meeting.

#### Unfinished Business

Committee members were reminded to let faculty know to use templates when creating new programs. It will make the process much easier for faculty and UCC.

Going forward all course changes and program modifications should be submitted to workflow at the same time. This fall in order to begin using CIM, departments did not need to submit all together; however, that will not be the case going forward.

Chair Graham reminded committee members that the April meeting would include voting on a new UCC Chair, on the revised curriculum manual, on a revised calendar and descriptions for reserved numbers which will be included in the manual.

Committee members and faculty are encouraged to continue to work in CIM but not submit to workflow until fall. Availability to CIM will resume as soon as this year's proposals are cleared.

#### Ex-Officio Reports

Bodyfelt reminded UCC that curriculum changes will not appear on the schedule for up to two months after the proposals have been approved at UCC. All proposals approved this fall will be on the schedule for spring registration.

The ESSL Committee met and reviewed several courses for the GT Pathways review. The committee also discussed the preliminary assessment results from the Milestone Speech and Milestone Courses.

#### Information Items

Later this spring there will be 2-3 CIM Focus Groups to discuss the new process and any changes that need to occur. Also to be discussed will be ideas to improve the curriculum process. If you are interested, please let AVPAA Bridge know.

### **April 16, 2020 Meeting**

#### Announcements

A huge thanks to Lucy Graham for stepping in as UCC Chair this spring. Her expertise and leadership have been instrumental in moving UCC forward, particularly in this year of transition to the new software. Thank you, Dr. Graham! Dr. Graham also thanked Dr. Hancock for her work during the summer and fall semester as UCC Chair.

#### Unfinished Business

Discussion of the election of the UCC Chair and Vice Chair for 2020-2021 occurred. It was discussed that it is beneficial to have the UCC Chair be a tenured faculty but not necessary if an untenured faculty is very interested in the position. It is recommended that either the UCC Chair or Vice Chair be tenured. With no volunteers for nomination, the meeting moved to Agenda item B.

Chair Graham recognized the entire committee and thanked them for their service this year, particularly in light of the transition to CIM. Retiring UCC Committee Members Dan Schultz-Ela, Keith Fritz, Les Miller, Sam Lohse and Lucy Graham were all thanked for their years of service. It

was asked that the retiring committee members remind their departments a replacement will be needed for next year.

The UCC Timeline for next year and the Dates and Deadlines documents were discussed. The documents were approved with the understanding that there may be small adjustments. It was moved by Flannigan and seconded by Elliott to approve the timeline, the motion carried. It was moved by Gurka and seconded by Elliott to approve the dates and deadlines. The motion carried.

The Course Description Definitions document was discussed. This will be an addition to the curriculum manual only. It was asked that committee members take the definitions back to their respective departments for review and any necessary revisions. Please send any suggestions and/or changes to AVPAA Bridge. This will be voted on the first meeting this fall.

The reserved numbering for thesis/dissertation was discussed at GCC yesterday. GCC recommended that the definitions be taken to GSAC so that the definitions in the curriculum manual align with those in the Graduate Handbook. Once finalized, this will be shared with UCC.

#### Ex-Officio Reports

AVPAA Bridge thanked the committee for the work and dedication to curriculum given by the committee members this year. The transition to CIM required many more hours than usual since both the committee members and their respective department faculty needed trained/assistance with the new software. The time, dedication and commitment to curriculum is very much appreciated.

Assistant Registrar Bodyfelt reported all curriculum changes prior to the March meeting are now reflected in the registration schedule. Faculty Senate is meeting today and once the March UCC minutes are approved, the remaining changes will be entered into the registration schedule.

Chair Graham expressed thanks to the Library for all their work in supporting the curriculum process this year.

#### Information Items

Focus Groups will occur Mid-May to discuss any needed tweaks for the curriculum process going forward. If you are interested, please contact AVPAA Bridge.

UCC Exec Committee would like to recommend that the Curriculum Manual revisions be moved to fall to allow for one full cycle of CIM usage. This should allow a more thorough and complete revision. UCC agreed to this recommendation.

#### New Business

A process is needed when Programs/Courses are changing SLOs only and/or minor revisions to course descriptions. An abbreviated review that could be approved by the UCC Exec Committee and presented to the UCC as a consent item on the agenda or as an FYI was discussed. After discussion, UCC moved to move forward with the development of this process proposal, which will come to the full Committee for vote this fall. It was moved by Flannigan and seconded by Schultz Ella to approve. The motion carried.

The final curriculum report will be emailed out to the committee for review and approval. Please watch your email for this document.

With no volunteers for the UCC Chair position, the vote for UCC Chair and Vice Chair will be moved to the first meeting in fall. Denise McKenney has volunteered to serve as UCC Vice Chair for the 2020-2021 academic year.

## Course and Program Changes

### Proposal Overview

The Undergraduate Curriculum Committee reviews proposals related to 4-year degrees, minors and certificates offered at the main campus. The total number of proposals considered by the UCC during the 2019-2020 academic year is shown in the following table:

| <b>Number of Undergraduate Curriculum Proposals, AY 19-20</b> |               |
|---|---------------|
| <b>Proposal Type</b>  | <b>Number</b> |
| Course Addition   | 58            |
| Course Modification   | 196           |
| Course Reactivation   | 1             |
| Course Deletion   | 84            |
| Program Addition  | 6             |
| Program Reactivation  | 0             |
| Program Modification  | 45            |
| Program Deactivation  | 0             |
| Program Deletion  | 0             |
| <b>Total:</b>   | <b>390</b>    |

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

| <b>Number of Proposals Reviewed Per UCC Meeting, AY 19-20</b>                  |            |            |            |            |            |             |            |            |              |              |
|--|------------|------------|------------|------------|------------|-------------|------------|------------|--------------|--------------|
|  | <b>Sep</b> | <b>Oct</b> | <b>Nov</b> | <b>Dec</b> | <b>Jan</b> | <b>Feb*</b> | <b>Mar</b> | <b>Apr</b> | <b>May**</b> | <b>Total</b> |
| <b># of Proposals</b>  | 0          | 18         | 30         | 58         | 93         | 0           | 191        | 0          | 0            | 390          |
| * Deadline for inclusion of program and course changes in the next AY Calendar |            |            |            |            |            |             |            |            |              |              |
| **UCC executive subcommittee action  |            |            |            |            |            |             |            |            |              |              |

### Proposal Details

The listing of curriculum proposals approved during the 2019-2020 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Undergraduate Curriculum Committee.

| Program Additions   | Academic Affairs                             |                         |
|---|--|-------------------------|
| Proposal  | Committee Action                             | Motion  Second          |
| <b>: Innovation (PCT)</b>   | <b>Approved (3-12-20) - Program Addition</b> | <b>Elliot   Seebach</b> |
| <b>UCC Discussion:</b> Three-course sequence designed to spark innovative thinking for any CMU undergraduate student in all disciplines. No other discussion. |  |                         |

#### Change Item Description

Rationale and justification for the program demonstrating the demand, as evidenced by:

#### Department Justification

James Madison University created JMU X-Labs to be an interdisciplinary collaboration using project-based learning, and unscripted open-ended research to take students through the long and often aggravating process of developing new ways of thinking about complex problems. Students are pushed to think big on huge problems like "solve homelessness in the local community." Students may design drones to help with environmental problems, tackle foreign-policy challenges, build autonomous vehicles, or develop medical innovations to help with the opioid crisis. Students have 15-weeks to produce a prototype of a product, plan, or service. (Continued on proposal)

| Course Modifications  | Academic Affairs                                |                       |
|---|---|-----------------------|
| Proposal  | Committee Action                                | Motion  Second        |
| <b>UNIV 100: College Success Skills</b>   | <b>Approved (1-30-20) - Course Modification</b> | <b>Elliot   Gurka</b> |
| <b>UCC Discussion:</b> Change in course hours and description. No other discussion. |   |                       |

#### Change Item Description

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

#### Old

Introduction to fundamental learning skills, first semester management strategies and campus resources specific to the higher education environment. Emphasized development of basic practical competencies necessary for successful completion of entry level university courses.

#### New

Introduction to fundamental learning skills for Provisional Baccalaureate students, first semester management strategies and campus resources specific to the higher education environment. Emphasized development of basic practical competencies necessary for successful completion of entry level university courses.

Does this course require additional lab facilities?

No

Credit hours:

2

1

Lecture:

2

1

Total Contact Hours:

2

1

| <b>Course Additions</b>   |   | <b>Academic Affairs</b>  |
|---|---|--------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion  Second</b>    |
| <b>INOV 310: The Process of Innovation</b>  | <b>Approved (3-12-20) - Course Addition</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> Innovation's unique body of knowledge requires new courses/minor. Provides students tools to move from ideation to commercialization. No other discussion. |   |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report  | Due to the necessity of preparing students for the 21st century, innovation is a key requisite needed skill. These courses are designed to allow students to draw from an interdisciplinary platform to create innovations within their specific discipline. The interdisciplinary focus could draw from any department across campus allowing the student the ability to gain a variety of perspectives in order to solve critical problems in today's society. An interdisciplinary hands-on approach will allow students the opportunity to move from ideation to commercialization. |                          |
| <b>INOV 320: Innovation Launch</b>  | <b>Approved (3-12-20) - Course Addition</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> Innovation's unique body of knowledge requires a new platform. Provides students tools to move from ideation to commercialization. No other discussion.    |   |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report  | Due to the necessity of preparing students for the 21st century, innovation is a key requisite needed skill. These courses are designed to allow students to draw from an interdisciplinary platform to create innovations within their specific discipline. The interdisciplinary focus could draw from any department across campus allowing the student the ability to gain a variety of perspectives in order to solve critical problems in today's society. An interdisciplinary hands-on approach will allow students the opportunity to move from ideation to commercialization. |                          |
| <b>INOV 450: Innovation Garage</b>  | <b>Approved (3-12-20) - Course Addition</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> Innovation's unique body of knowledge requires new platform. Provides students tools to move from ideation to commercialization. No other discussion.      |   |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report  | Due to the necessity of preparing students for the 21st century, innovation is a key requisite needed skill. These courses are designed to allow students to draw from an interdisciplinary platform to create innovations within their specific discipline. The interdisciplinary focus could draw from any department across campus allowing the student the ability to gain a variety of perspectives in order to solve critical problems in today's society. An interdisciplinary hands-on approach will allow students the opportunity to move from ideation to commercialization. |                          |

|  |  |  |                        |
|--|--|--|------------------------|
| <b>MATC 092: Foundations of Algebra</b>  |  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Gurka   Seebach</b> |
| UCC Discussion: State required change. Option condenses MATH 113/110 prerequisites to one course, MATC 092. No other discussion. |  |  |                        |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                        |
| New Proposal: No differences to report   |  | The State of Colorado has indicated that it will be pushing for students to spend less time in Developmental Education courses. The data point often cited is that student retention increases if students can get to/through their terminal math class early in their college career. To this end, we would like to condense the two semester College Algebra/College Math (MATH 113/110) prerequisite, into a one-semester course. |                        |

|  |   |   |  |
|--|---|---|--|
| <b>Program Modifications</b>   |   | <b>Art and Design</b>   |  |
| <b>Proposal</b>  | <b>Committee Action</b>                           | <b>Motion  Second</b>   |  |
| <b>M200: Studio Art (MNR)</b>  | <b>Approved (12-12-19) - Program Modification</b> | <b>Schlieff   Gillies</b>   |  |
| UCC Discussion: Changes in courses/requirements. No discussion.              |   |   |  |
| <b>Change Item Description</b>   |   | <b>Department Justification</b>   |  |
| List all proposed changes to the program:                                    |   | 1. Delete list of 200-level class names and replace it with a list of specific classes that students can choose from.2. Change the wording of the 300 and 400 level required classes to make it more clear as to what classes we would like students to take.3. Deleting the area of 'Fibers' from the 'About This Minor...' section.4. Changing the required total number of semester hours required from 27 to 24 by reducing the number of credits required in 200 level courses.  |  |
| Justify each proposed modification to the program:                           |   | 1. Under the 200-level section there are courses listed that no longer exist (such as 'carving'). Also, for clarity, instead of just a list of course areas, we are listing specific courses that we would like the students to choose from.2. Currently in the section for 300 and 400 level courses it just says, "...classes in either two-dimensional or three-dimensional course." We want to make this more specific so that it says, "select 6 semester hours of any ARTS or ARTT 300 or 400 level courses."3. CMU no longer offers any courses in Fibers, nor do we have any faculty to teach these courses.4. We are changing the required number of semester hours to fit institutional requirements. |  |
| Describe discussions about this proposal within the department and outcomes. |   | Studio Art faculty met on 8/4/19 and agreed on the changes. I also sent out an email of all final changes to the Studio Art faculty for their approval after I had finished the forms.  |  |

| <b>3277: Studio Art (BA)</b>   |   | <b>Approved (12-12-19) - Program Modification</b> | <b>Elliott   Schlieff</b> |
|--|---|---|---------------------------|
| <b>UCC Discussion:</b> Update with changes throughout the program.           |   |   |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |   |                           |
| List all proposed changes to the program:                                    | 1. We are adding ARTE 294 to the list of Program Specific Degree Requirements.2. We are reducing the number of General Electives from 29 to 26.3. We are changing the suggested course plan to include ARTE 2944. We are moving the art foundation courses to the 'Foundation Courses' section.   |   |                           |
| Justify each proposed modification to the program:                           | 1. ARTE 294, Sophomore Seminar, introduces art students to an array of necessary skills, such as basic art theory and portfolio development, and we feel that it is important that students getting their BA take this course to get a more rounded arts education. Also, we feel that ARTE 294 is a better benchmark course for this degree. 2. In order to make room for adding ARTE 294 in the Studio Art BA we are reducing the number of general electives from 29 to 26. We believe that Studio Art BA students will still be able to get exposure to a wide range of other disciplines with 26 elective credit hours.3. The course plan needed to be updated to include ARTE 294.4. We believe that the foundation courses were put in the Program Specific Degree Requirements section by error and we are moving them to the foundation section where they belong. |   |                           |
| Describe discussions about this proposal within the department and outcomes. | Studio Art Faculty meet on 8/4/19 and agreed on the changes. On 10/29/19 an email with the updated form was circulated among Studio Art Faculty and the Art Department Head for final approval of changes.  |   |                           |

| Program Additions  |  | Art and Design    |  |
|--|--|-------------------|--|
| Proposal   | Committee Action   | Motion  Second    |  |
| Film Studies and Digital Production (MNR)  | Approved (1-30-20) - Program Addition  | Elliot   Schlieff |  |
| UCC Discussion: New degree proposed that will incorporate several departments creating an interdisciplinary degree. No other discussion. |  |                   |  |
| Change Item Description  | Department Justification   |                   |  |
| Rationale and justification for the program demonstrating the demand, as evidenced by:   | In the past, video was something exclusive to local news, national news and the movie industry (heavily based in California and New York). This is not true today with the advent of internet-based social media platforms. Today business, non-profit and service-oriented areas advertise their products and services to the public through these outlets. All of these social media platforms have the ability to host video and the jobs in video editing and filmmaking are needed throughout the country. Our own institution has a full-time filmmaker/videographer in the Marketing Department who creates content for the campus to promote our programs and events.<br>(Continued on Proposal) |                   |  |



| Course Modifications      Art and Design   |   |  |
|--|---|--|
| Proposal   | Committee Action  | Motion  Second   |
| <b>ARTD 410: Elementary Art Education Methods</b>  | <b>Approved (12-12-19) - Modification</b>                       | <b>Elliott   Lanci</b>   |
| <b>UCC Discussion:</b> Co-requisite change. No Discussion.   |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Prerequisites:   | EDUC 115, EDUC 215, EDUC 343, all with a grade of "B" or higher | EDUC 115, EDUC 215, and EDUC 343, all with a grade of "B" or higher  |
| Corequisites:  | ARTD 410L   |  |
| <b>ARTE 494: Studio Art Senior Seminar</b>   | <b>Approved (3-12-20) - Course Modification</b>                 | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> Contact and engagement hours change, course title change, removed repeatability. No other discussion. |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Senior Seminar and Portfolio                                    | Studio Art Senior Seminar  |
| Repeatable for credit:   | Yes   | No   |
| Lecture:   | 2   | 3  |
| Please explain change in repeatability:  |   | We are making the class so that it is not repeatable for credit because this is a class that focuses on putting on the senior show, and a student can only do this once, so repeating it for credit does not make sense. |

| Course Inactivation      Art and Design  |  |                         |
|--|--|-------------------------|
| Proposal   | Committee Action   | Motion  Second          |
| <b>ARTH 320: Symbolism to Surrealism: Art the Subconscious</b>   | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Lohse</b> |
| <b>UCC Discussion:</b> All ARTH courses being inactivated during this meeting have not been offered in several years and correspond with specializations from previous faculty. No other discussion. |  |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                         |
| Delete Proposal: No differences to report  | This course has not been offered for four years. None of the current faculty in the department specialize in this topic, and it is evident that this course corresponded with the interests of a previous faculty member that retired in 2015. If in the future, an art history instructor is interested in teaching this, it can be offered as a topics course. |                         |
| <b>ARTH 328: History of World Ceramics</b>   | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Lohse</b> |
| <b>UCC Discussion:</b> See ARTH 320 discussion. No discussion.   |  |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                         |
| Delete Proposal: No differences to report  | This course has not been offered for more than a decade. None of the current faculty in the department specialize in the history of ceramics, and it is evident that this course corresponded with the interests of a previous faculty member that no longer works for CMU.  |                         |

|  |  |                         |
|--|--|-------------------------|
| <b>ARTH 329: Maya Architecture Ceramics</b>                    |  |                         |
| <b>Approved (1-30-20) - Course Inactivation</b>                |  | <b>Flanigan   Lohse</b> |
| <b>UCC Discussion:</b> See ARTH 320 discussion. No discussion. |  |                         |
| <b>Change Item Description</b>                                 | <b>Department Justification</b>  |                         |
| Delete Proposal: No differences to report                      | This course has not been offered for more than a decade. None of the current faculty in the department specialize in Mayan art or ceramics, and it is evident that this course corresponded with the interests of a previous faculty member that no longer works for CMU. There is no interest amongst current faculty in offering the course. |                         |

  

|   |  |                         |
|---|--|-------------------------|
| <b>ARTH 330: Maya Architecture and Ceramics Field Study and Community Service Project</b> |  |                         |
| <b>Approved (1-30-20) - Course Inactivation</b>   |  | <b>Flanigan   Lohse</b> |
| <b>UCC Discussion:</b> See ARTH 320 discussion. No discussion.                            |  |                         |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                         |
| Delete Proposal: No differences to report   | This course has not been offered for more than a decade. None of the current faculty in the department specialize in Mayan art or ceramics, and it is evident that this course corresponded with the interests of a previous faculty member that no longer works for CMU. There is no interest amongst current faculty in offering the course. |                         |

| <b>Program Modifications</b>   |  | <b>Biological Science</b> |
|--|--|---------------------------|
| <b>Proposal</b>  | <b>Committee Action</b>  | <b>Motion  Second</b>     |
| <b>M480: Forensic Science (MNR)</b>  |  |                           |
| <b>UCC Discussion:</b> Program reflection of course prefix changes from FOAN to CRMJ. No other discussion. |  |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                           |
| List all proposed changes to the program:  | Change FOAN280 to CRMJ280. Change FOAN280L to CRMJ280L   |                           |
| Justify each proposed modification to the program:   | This is part of a comprehensive change to place the FOAN prefix courses in more universal prefixes, either ANTH or CRMJ.   |                           |
| Describe discussions about this proposal within the department and outcomes.                               | These changes were discussed with John Reese, Program Coordinator for Criminal Justice approximately April 17, 2019. It was discussed again with him in September 2019 after a separate meeting where it was discussed with Applied Anthropology and Geography faculty (Connor, Seebach and Parence). It was discussed with SBS Department Head Jessica Herrick on 9/17/2019. All agreed that the changes made sense. Melissa Connor (SBS, Applied Anthropology) emailed Biology head Carrie McVean and Curriculum Committee member Denise McKenney on 10/28/2019 outlining the reason for the number change. There was no disagreement. |                           |

| <b>Course Modifications Biological Science</b>  |   |  |
|---|---|--|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b>   |
| <b>BIOL 113: Outdoor Survival</b>   | <b>Approved (3-12-20) - Course Reactivation</b>   | <b>Gurka   Seebach</b>   |
| UCC Discussion: Biology reactivated as an OREC program requirement. No other discussion.  |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Learning skills necessary for biologists working in the field, including wilderness survival, wilderness medicine, camping/climbing skills, edible/poisonous plants, urban survival skills, and epidemiological/radiation/chemical threats. Three one-hour lectures per week. | Skills necessary for biologists working in the field, including wilderness survival, wilderness medicine, camping/climbing skills, edible/poisonous plants, and urban survival skills. |
| <b>BIOL 316: Animal Behavior</b>  | <b>Approved (11-14-19) - Course Modification</b>  | <b>*Gurka   *Lanci</b>   |
| UCC Discussion: * Written motion and second through <a href="mailto:UCC_Chair@coloradomesa.edu">UCC_Chair@coloradomesa.edu</a> . Discussion about adding the date to the “Describe discussions...” field in CIM. Hancock stated that including the date/semester in the field will be information included in the updated help bubbles and on the upcoming cheat sheet. Date added. |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Mechanisms and evolution of animal behavior. Three lectures and one two-hour laboratory per week.   | Mechanisms and evolution of animal behavior. Analysis of a variety of social and individual behaviors across the animal kingdom at both proximate and ultimate levels.                 |
| Prerequisites:  | BIOL 106/BIOL 106L or BIOL 209/BIOL 209L  | BIOL106/BIOL106L or BIOL108/BIOL108L; and BIOL208/BIOL208L   |
| <b>BIOL 316L: Animal Behavior Laboratory</b>  | <b>Approved (11-14-19) - Course Modification</b>  | <b>*Gurka   *Lanci</b>   |
| UCC Discussion: * Written motion and second through <a href="mailto:UCC_Chair@coloradomesa.edu">UCC_Chair@coloradomesa.edu</a> . Date added to “Describe discussions...” field.   |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Lab component required for BIOL 316.  | Mechanisms and evolution of animal behavior. Analysis of a variety of social and individual behaviors across the animal kingdom at both proximate and ultimate levels.                 |
| Prerequisites:  | BIOL 106/BIOL 106L or BIOL 209/BIOL 209L  | BIOL106/BIOL106L or BIOL108/BIOL108L; and BIOL208/BIOL208L   |

| <b>Course Additions</b>   |  | <b>Biological Science</b> |
|---|--|---------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>  | <b>Motion   Second</b>    |
| <b>BIOL 351: Ecological Physiology</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Flanigan   Lanci</b>   |
| <b>UCC Discussion:</b> BIOL 341 split into BIOL 351 and BIOL 352 to create specific ecological and human physiology courses to better meet student needs. No other discussion.                                      |  |                           |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  | BIOL 341 has historically covered human and ecological physiology. To better serve the needs of students, these topics need to be split into two courses: BIOL 351 (Ecological Physiology) and BIOL 352 (Human Physiology). BIOL 341 will be deactivated next year, pending approval of BIOL 351/L and 352/L. (Continued in proposal)  |                           |
| <b>BIOL 351L: Ecological Physiology Laboratory</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Flanigan   Lanci</b>   |
| <b>UCC Discussion:</b> BIOL 341L split into BIOL 351L and BIOL 352L to create specific ecological and human physiology laboratory courses to better meet student needs. No other discussion                         |  |                           |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  | BIOL 341L has historically covered human and ecological physiology. To better serve the needs of students, these topics need to be split into two courses: BIOL 351L (Ecological Physiology Laboratory) and BIOL 352L (Human Physiology Laboratory). BIOL 341L will be deactivated next year, pending approval of BIOL 351/L and 352/L. (Continued in proposal)  |                           |
| <b>BIOL 352: Human Physiology</b>   | <b>Approved (12-12-19) – Course Addition</b>   | <b>Lanci   Schlieff</b>   |
| <b>UCC Discussion:</b> Introduced as a 300-level Human Physiology course will better meet the needs of students aspiring to graduate-level health sciences, particularly those with a strong background in biology. |  |                           |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  | We seek to split BIOL 341 (which will be deactivated) and replace it with new courses BIOL 351 and BIOL 352 to better serve our undergraduate students and their future goals. Currently, we utilize Bio 209 and 210 (Human Anatomy and Physiology I and II) to serve a highly-mixed population of primarily pre-nursing, exercise science, and kinesiology students. Students with career aspirations requiring further graduate level training in human health care (i.e., DPT, PA, DO, MD programs) occasionally take Bio 209/210, but many graduate-level programs require upper division human physiology (e.g., University of Colorado's DPT or PA programs; CMU's PA program requires advanced physiology). |                           |
| <b>BIOL 352L: Human Physiology Laboratory</b>   | <b>Approved (12-12-19) – Course Addition</b>   | <b>Gurka   Seebach</b>    |
| <b>UCC Discussion:</b> Lab component to BIOL 352. No discussion.  |  |                           |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  | See justification for BIOL 352.  |                           |

| <b>Program Modifications</b>  |   | <b>Business</b>        |
|---|---|------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b> |
| <b>3118: Business Administration: Energy Management/Landman</b><br><b>UCC Discussion:</b> Basic course cleanup, course sequence change, and a course addition. No other discussion.   | <b>Approved (1-30-20) - Program Modification</b>  | <b>Lanci   Elliot</b>  |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.   | <b>Department Justification</b><br>1. Replace MANG 410 with EMGT 340.   2. Correct typo on program sheet - Currently program sheet shows EMGT 335 and it should be EMGT 355 and change course sequencing to show EMGT 355 in spring semester in the course sequencing.   3. EMGT 350 should show in the fall semester of the junior year in the course sequencing. Currently it is shown in the spring semester.   4. SLOs changed.   5. Program Overview updated.<br>1. Replacing MANG 410 with EMGT 340 in order to better prepare Energy Management students in the area of renewable energy sources, which is now an industry requirement. EMGT 340 will provide students with a basic understanding of how all energy sources provide electricity to the grid due to the States' changing energy policies.   2. and 3. Correct typo on course numbering and correct course sequencing.   4. SLOs changed to reflect new Department SLOs.   5. Program Overview updated to reflect program goals and content, and to highlight program graduates' successes. Discussed in business department meeting May 2019 and approved by the business department faculty and department head, May 2019. |                        |
| <b>3119: Business Administration: Entrepreneurship (BBA)</b><br><b>UCC Discussion:</b> SLO modification and language update. Committee changed hours in Program Specific Requirements subheader explanation and General Electives subheader to match the actual program requirements. No other discussions. | <b>Approved (3-12-20) - Program Modification</b>  | <b>Lanci   Gurka</b>   |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.   | <b>Department Justification</b><br>1. Modify Critical Thinking SLOs   2. Modify Teamwork SLO (Specialized Knowledge/Applied Learning)<br>1. Remove 'Problem Solving' from the Learning Goal. This simplifies the learning goal while still maintaining alignment with our mission statement "We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen."   2. Modification of BBA SLO – Teamwork 3.1 Proposed SLO #3.1: Teamwork:*3.1 Differentiate various functions of teams within organizations. Explanation: When we modified all the BBA core classes for AY19-20 the Undergraduate Curriculum Committee accepted our SLO's however, they made suggestions that SLO 3.1 was not measurable due to the wording "demonstrate an understanding". (Continued in proposal)<br>The above listed BBA program revision was presented to the Department of Business department faculty on October 23, 2019 with a unanimous vote in favor of the program modifications as listed above.  |                        |

**3122: Business****Administration: Business  
Economics (BBA)****Approved (3-12-20) - Program    Lanci | Gurka  
Modification**

**UCC Discussion:** Gurka explained the change of MATH 121 to MATH 113. Course additions/removals, SLO modification and language update, program overview update, Suggested Course Plan revision. No other discussions.

**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 Nucleus from Econ 310 (Money and Banking), Econ 342 (Intermediate Macroeconomic Theory), Econ 343 (Intermediate Microeconomic Theory), Econ 420 (International Economics), and one course from Econ 301 (Labor Economics), Econ 320 (History of Economic Ideas), or Econ 410 (Public Sector Economics) to Econ 310 (Money and Banking), Econ 342 (Intermediate Macroeconomic Theory), Econ 343 (Intermediate Microeconomic Theory), and two other upper division Economics courses. | 2. SLOs changed. | 3. Program Overview updated. | 4. Remove MATH 121 (Calculus for Business) and replace it with MATH 113 (College Algebra). | 5. Adjust General Electives for the one additional MATH 113 credit. 6. Revise Suggested Course Plan consistent with the above.

1. Econ 420 (International Economics) has been offered only once since 2010, which has required overrides for many Business Economics majors. Additionally, Econ 301 (Labor Economics) and Econ 410 (Public Sector Economics) have only been offered once each in the last nine years, while Econ 320 (History of Economic Ideas) has not been offered during these same years. This change will allow students greater variety of choice regarding upper division Business Economics electives and eliminate needed overrides. | 2. SLOs changed to reflect new Department SLOs. | 3. Program Overview updated to reflect program goals and content, and to highlight program graduates' successes. | 4-6. The focus of CMU's BBA - Economics concentration focus is on practical applications, not the mathematical theory of the discipline derived with calculus. After evaluating the needs of our students, and the courses in the Economics Concentration, the Economics faculty determined that MATH 113 (College Algebra) provides an adequate basis for the current Economics concentration.

1-3. The Business Department voted unanimously to move forward with these changes in September of 2019. | 4-6. The Business Department voted unanimously to move forward with these changes in January of 2019.

|   |   |   |
|---|---|---|
| <b>3125: Business Administration: Finance (BBA)</b><br><b>UCC Discussion:</b> Course removal/addition, General electives adjusted, Suggested Course plan revision. No other discussion.                                   |   | <b>Approved (3-12-20) - Program Modification</b> <b>Lanci   Seebach</b> |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes. | <b>Department Justification</b><br>1. Remove MATH 121 (Calculus for Business) and replace it with MATH 113 (College Algebra).   2. Adjust General Electives for the one additional MATH 113 credit.   3. Revise Suggested Course Plan consistent with the above.<br>1-3. CMU's BBA - Finance concentration prepares students for a career in general finance, and not quantitative finance. As such, the focus of CMU's BBA - Finance concentration is on practical applications of financial concepts but not on advanced quantitative methods. After evaluating the needs of our students, and the courses in the Finance Concentration, the Finance faculty determined that MATH 113 (College Algebra) provides an adequate basis for the current Finance Concentration.<br>The BBA - Finance concentration revision does not impact any other degree programs, minors, and certificates within the Business Department. This proposal was presented to the business faculty at our January 16th, 2020 department meeting. No objections were raised, and the faculty unanimously approved of the proposal.  |   |
| <b>3126: Business Administration: Management (BBA)</b><br><b>UCC Discussion:</b> SLOs modified, course name and number updated. No other discussion.  |   | <b>Approved (3-12-20) - Program Modification</b> <b>Gurka   Lohse</b>   |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes. | <b>Department Justification</b><br>1. Modify Critical Thinking SLOs   2. Modify Teamwork SLO (Specialized Knowledge/Applied Learning)   3. Modify the course prefix and title of HRMA 373 (Human Resource Management, Leadership, Ethics, and Social Responsibility) to MANG 370 (Leadership).<br>Remove 'Problem Solving' from the Learning Goal. This simplifies the learning goal while still maintain alignment with our mission statement "We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen."   2. Modification of BBA SLO – Teamwork 3.1 Proposed SLO #3.1: Teamwork:*3.1 Differentiate various functions of teams within organizations. Explanation: When we modified all the BBA core classes for AY19-20 the Undergraduate Curriculum Committee accepted our SLO's however, they made suggestions that SLO 3.1 was not measurable due to the wording "demonstrate an understanding".   3. The HRMA 373 now resides within the MANG discipline as MANG 370, all the faculty agree that it should be changed back to MANG instead of HRMA. (Continued in proposal)<br>The above listed BBA program revision was presented to the Department of Business department faculty on October 23, 2019 with a unanimous vote in favor of the program modifications as listed above. |   |

|   |  |   |                         |
|---|--|---|-------------------------|
| <b>3127: Business Administration: Marketing</b>   |  | <b>Approved (1-30-20) - Program Modification</b>  | <b>Seebach   Elliot</b> |
| <b>UCC Discussion:</b> Course change to reflect needed relevant course material. No other discussion. |  |   |                         |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                         |
| List all proposed changes to the program:   |  | 1. Replace MARK 340 (Creating Marketing Materials) with MARK 350 (Marketing Research) in Marketing Nucleus.   2. SLOs changed.   3. Program Overview updated.   |                         |
| Justify each proposed modification to the program:  |  | 1. Before the 2019 catalog, students were able to select either MARK 350 (Marketing Research) or CISB 341 (Quantitative Decision Making) to fulfill the quantitative competency requirement. In Oct 31 2018, the Business faculty voted to list CISB 341 (Quantitative Decision Making) to be the only acceptable course for the BBA quantitative competency requirement, and remove MARK 350 (Marketing Research) from the BBA core. Currently, MARK 350 (Marketing Research) is not listed as required course in the BBA - Marketing concentration. The five courses currently in the Marketing Nucleus include: MARK 325 (Consumer Behavior), MARK 332 (Promotion), MARK 335 (Sales and Sales Management), MARK 340 (Creating Marketing Materials), and MARK 432 (Advance Marketing). We propose to replace MARK 340 (Creating Marketing Materials) with MARK 350 (Marketing Research). In MARK 350 (Marketing Research), students learn to develop research hypotheses based on their theoretical framework and then apply content analysis, observational methods, and multiple regression to evaluate their hypotheses. Much of the content covered in MARK 340 (Creating Marketing Materials) is no longer relevant to current Marketing graduates. 2. SLOs changed to reflect new Department SLOs.   3. Program Overview updated to reflect program goals and content, and to highlight program graduates' successes. |                         |
| Describe discussions about this proposal within the department and outcomes.                          |  | In Oct 31 2018, the faculty voted to select CISB 341 (Quantitative Decision Making) to be the only course for the quantitative competency requirement and remove MARK 350 (Marketing Research) from the BBA core. Motion passed as recommended without opposition. In Nov 20, 2019, the faculty voted to replace MARK 340 with MARK 350. Motion passed as recommended without opposition.   |                         |



**3128: Business  
Administration: Human  
Resource Management (BBA)**

**Approved (3-12-20) - Program   Gurka | Lohse  
Modification**

**UCC Discussion:** Added/deleted courses from program, course name and number updated, discussed course sequencing change to accommodate new 8-week module courses. No other discussion.

**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. Remove MANG 410 (Effective Workplace Communication) from the HR Nucleus | 2. Add HRMA 474 (Training Development) to the HRMA Nucleus | 3. Modify the course prefix and title of HRMA 373 (Human Resource Management, Leadership, Ethics, and Social Responsibility) to MANG 370 (Leadership). | 4. Offer HRMA 372 (Employee Recruitment and Selection), HRMA 474 (Training and Development), HRMA 475 (Compensation), and HRMA 478 (Advanced Human Resource Management) as 8-week modules, online only. | 5. Modify Suggested Course Sequencing to accommodate new sequence that supports the 8-week courses noted above in item #4.

The Society for Human Resource Management (SHRM) recognizes degree programs that are in alignment with the recommended SHRM curriculum and promotes these programs on their website. It is important that the CMU BBA HRMA degree program continues to reflect the SHRM requirements to maintain this industry recognition. | 1. All BBA students take BUGB 211 (Business Communication), ESSL 290 (Maverick Milestone) and ESSL 200 (Essential Speech) and we continue to see an improvement in students' presentation abilities with the addition of the ESSL 200 requirement. | 2. Training and Development (TD) is one of the 6 key areas identified by SHRM for the recommended undergraduate curriculum. The creation of a new course (HRMA 474) will fill this needs gap in our program. | 3. The HRMA 373 course has been taught as a "Leadership" course for at least 10 years. Now that it actually resides within the MANG discipline, all the faculty agree that it should be changed back to MANG instead of HRMA. | 4. By offering HRMA 372, HRMA 474, HRMA 475, and HRMA 478 as 8-week modules, online-only, the program will provide several new benefits to students. Students will be able to essentially complete the entire HR concentration in one year instead of having to adjust their schedules to meet course offerings that depend on prerequisites and spring or fall only offerings. | 5. The suggested course sequencing needed modification due to item #4 (8-week courses). (Continued in proposal)

The above listed BBA - HRMA program revision was presented to the Department of Business department faculty on October 9, 2019 with a unanimous vote in favor of the program modifications as listed above. These changes do not impact any other degree programs, minors, and certificates.

|   |  |
|---|--|
| <b>3171: Business Administration: Hospitality Management</b><br><b>Approved (1-30-20) - Program Modification</b> <b>Elliot   Gurka</b>  |  |
| <b>UCC Discussion:</b> A course was changed from a topics course to an approved course and SLOs were updated.   |  |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes. | <b>Department Justification</b><br>We are adding a new course to hospitality electives (HMG 371 - Events Management) to provide more options for students. We updated the SLOs to the revised SLOs on 10/23/19.<br><br>The majority of hospitality management students have expressed interest in meetings and events management. This will address their interests and provide more options for students in the upper division required electives.<br>The change was voted and approved on 10/9/2019 at the bi-monthly meeting of the Department of Business.   |
| <b>3173: Business Administration: Business Analytics (BBA)</b><br><b>Approved (3-12-20) - Program Modification</b> <b>Gurka   Lanci</b>   |  |
| <b>UCC Discussion:</b> SLOs modified. No other discussion.  |  |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.     | <b>Department Justification</b><br>1. Modify Critical Thinking SLOs   2. Modify Teamwork SLO (Specialized Knowledge/Applied Learning)<br>1. Remove 'Problem Solving' from the Learning Goal. This simplifies the learning goal while still maintain alignment with our mission statement "We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen. 2. Modification of BBA SLO – Teamwork 3.1 Proposed SLO #3.1: Teamwork:*3.1 Differentiate various functions of teams within organizations. Explanation: When we modified all the BBA core classes for AY19-20 the Undergraduate Curriculum Committee accepted our SLO's however, they made suggestions that SLO 3.1 was not measurable due to the wording "demonstrate an understanding". (Continued in proposal)<br>The above listed BBA program revision was presented to the Department of Business department faculty on October 23, 2019 with a unanimous vote in favor of the program modifications as listed above. |

|  |  |                           |
|--|--|---------------------------|
| <b>3174 : Business Administration: International Business (BBA)</b>          | <b>Approved (12-12-19) - Program Modification</b>  | <b>Gillies   Schlieff</b> |
| <b>UCC Discussion:</b> Courses changed. No discussion.                       |  |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                           |
| List all proposed changes to the program:                                    | 1. Replace HMGT 211 (Travel Destinations) with BUGB 401 (International Business) under "Program-Specific Courses / Requirements, International Business Nucleus".2. Also under "Program-Specific Courses / Requirements, International Business Nucleus", add the choice between ECON 310 (Money and Banking), or ECON 342 (Intermediate Macroeconomic Theory), or ECON 420 (International Economics). 3. Updated program SLOs.4. Adjusted course sequencing.  |                           |
| Justify each proposed modification to the program:                           | 1. BUGB 401 (International Business) is currently an elective course in the BBA and HMGT 211 (Travel Destination), currently required in the BBA International Business Nucleus. As a result, BUGB 401 (International Business), which should be a required course in any International Business program, is needed to replace the infrequently offered HMGT 211 (Travel Destination).2. Although we will offer ECON 420 (International Economics) in Spring 2020, we did not offer this course during the three preceding years and substituted ECON 310 (Money Banking) or ECON 342 (Intermediate Macroeconomic Theory) as suitable alternatives. We believe having clear and defined alternatives to an infrequently offered course will help students determining a clear graduation path (both alternatives are offered at least once a year).3. Per discussion with AVPAA Bridge, we cleaned up program SLOs.4. Per changes 1 and 2, we updated course sequencing. |                           |
| Describe discussions about this proposal within the department and outcomes. | Conversations with affected faculty were conducted, and the proposed changes were accepted by all parties involved. The formal proposal was presented to the Business faculty on 09/18/2019 and was unanimously approved.  |                           |

| <b>Program Additions</b>  |   | <b>Business</b>        |
|---|---|------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b> |
| <b>: Cybersecurity (MNR)</b>  | <b>Approved (3-12-20) - Program Addition</b>  | <b>Lanci   Gurka</b>   |
| <b>UCC Discussion:</b> Collaborative effort between the Computer Information Systems for Business (CISB) faculty and the Computer Science (CSCI) faculty. The minor is designed to prepare students for managerial decision-making in an information security context. No other discussion. |   |                        |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                        |
| Rationale and justification for the program demonstrating the demand, as evidenced by:  | The number of cybersecurity related events in the news can barely be tallied from day to day. Furthermore, cybersecurity is no longer the sole concern of for-profit businesses. Rather, research has shown that small and medium businesses, as well as public institutions, are being targeted with increasing frequency. Monetary losses continue to increase in the business environment and so the need for cybersecurity professionals and penetration testers will continue to increase annually for the foreseeable future. (Continued on proposal) |                        |
| <b>: International Business (MNR)</b>   | <b>Approved (3-12-20) - Program Addition</b>  | <b>Lanci   Gurka</b>   |
| <b>UCC Discussion:</b> Minor designed for students to combine business studies with interest in the Spanish language and Hispanic culture. No other discussion.   |   |                        |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                        |
| Rationale and justification for the program demonstrating the demand, as evidenced by:  | While Spanish is the first language commonly spoken in most US states, aside from English, our nation has not capitalized on such an advantage for international business activities. Also, Spanish is considered the language with the fastest growth in the American market segment. Thus, considering that Spanish is the first language among those countries, it is evident that for Coloradans, having Spanish language and culture competencies will boost their employability.  |                        |

| <b>Course Modifications Business</b>  |  |   |
|---|--|---|
| <b>Proposal</b>   | <b>Committee Action</b>  | <b>Motion   Second</b>  |
| <b>HRMA 372: Employee Recruitment and Selection</b>   | <b>Approved (1-30-20) - Course Modification</b>  | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Basic course cleanup, course name updated, updated SLO. No other discussion.   |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course name:  | Employment Assessment  | Employee Recruitment and Selection  |
| Course abbreviated schedule name:   | Employment Assessment  | Employee Recruitment/Selection  |
| <b>HRMA 475: Compensation and Reward Systems</b>  | <b>Approved (1-30-20) - Course Modification</b>  | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Changed a prerequisite, updated the description to reflect content of course, and title change. No other discussion. |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course abbreviated schedule name:   | Compensation   | Compensation Reward Systems   |
| Prerequisites:  | HRMA 371, and HRMA 372<br>(may be taken concurrently with permission of instructor)  | HRMA 371  |
| <b>HRMA 478: Advanced Human Resource Management</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Flanigan   Gurka</b>   |
| <b>UCC Discussion:</b> Description change, prerequisite change. No other discussion.  |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Capstone course for HRM concentration. Expanded examinations of human resource topics such as performance appraisal, sexual harassment, religion and spirituality in the workplace, compensation, and labor relations. Reviews current topics in HRM providing a practical application of topics covered in other HRM courses as well as current issues. | Capstone course for Human Resource Management concentration. Application of human resource practices. |
| Prerequisites:  | HRMA 371, HRMA 372, HRMA 373, HRMA 475, and senior standing  | HRMA 371, HRMA 372, HRMA 474, HRMA 475, and senior standing   |

|  |   |   |
|--|---|---|
| <b>MANG 491 Business Strategy</b>  | <b>Approved (10-24-19) - Course Modification</b>  | <b>Lanci   Flanigan</b>   |
| <b>UCC Discussion:</b> No discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Duties and responsibilities of decision makers in analyzing the organization, its operating environment and the subsequent development of objectives, policies, and long term planning for organizations. Includes complex cases taken from actual experiences in situations involving analysis, planning, and decision making. Required of all BBA and BS Accounting students. To be taken last semester of program. | Duties and responsibilities of decision makers in analyzing the organization, its operating environment and the subsequent development of objectives, policies, and long-term planning for organizations. Includes complex cases taken from actual experiences in situations involving analysis, planning, and decision making. |

| <b>Course Additions</b>  | <b>Business</b>   |                         |
|--|---|-------------------------|
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion  Second</b>   |
| <b>CISB 211: Introduction to Cybersecurity</b>   | <b>Approved (3-12-20) - Course Addition</b>   | <b>Flanigan   Gurka</b> |
| <b>UCC Discussion:</b> Course needed to prepare students from non-computer related majors for topics covered by cybersecurity minor. No other discussion.  |   |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                         |
| New Proposal: No differences to report   | Since the minor is being proposed as an open minor, it is by design open to all majors. That is, it is open to any and all students who are interested in cybersecurity. Therefore, it is absolutely essential that we have a class, which can ease the transition of non-computer related majors into the topics that will be covered in depth by the remainder of the classes in the minor.   |                         |
| <b>CISB 221: Introduction to Digital Forensics</b>   | <b>Approved (3-12-20) - Course Addition</b>   | <b>Flanigan   Gurka</b> |
| <b>UCC Discussion:</b> New course for new cybersecurity minor that will offer computer and network hardware and software instruction to students with both technical and non-technical backgrounds. No other discussion. |   |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                         |
| New Proposal: No differences to report   | Introduction to Digital Forensics serves two distinct but related functions. First, it offers the opportunity for students who are interested in digital forensics, but who may not be interested in completing the rest of the minor, such as criminal justice students, an opportunity to be exposed to digital forensics tools and techniques.. It will also serve as a mechanism to deliver much needed computer and network hardware and software instruction to students with both technical and non-technical backgrounds. |                         |

|  |  |                         |
|--|--|-------------------------|
| <b>CISB 311: Fundamentals of Cloud Security</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Flanigan   Gurka</b> |
| <b>UCC Discussion:</b> New course for new cybersecurity minor that will build upon concepts from previous courses. No other discussion.      |  |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                         |
| New Proposal: No differences to report   | CISB 311 builds on previous concepts and dives into their applications in greater detail in the overall context of cloud-based architectures. Organizations are increasingly moving their data structures and infrastructures to cloud-based solutions. All of those organizations desperately need employees who know how to design and implement secure cloud-based solutions.   |                         |
| <b>HMGT 311: Experiential Travel</b>   | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lanci   Gurka</b>    |
| <b>UCC Discussion:</b> New course in experiential travel to coordinate with business courses. No other discussion.                           |  |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                         |
| New Proposal: No differences to report   | Students have expressed interest in experiential travel that coordinates with their business courses. While a previous course (HMGT 211 - Travel Destinations) was available, a new (more advanced) course is needed at the 300 level to provide an optional upper division elective available to all students.  |                         |
| <b>HMGT 371: Events Management</b>   | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lanci   Gurka</b>    |
| <b>UCC Discussion:</b> Successful topics course moved to regular course to fill need of hospitality specific electives. No other discussion. |  |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                         |
| New Proposal: No differences to report   | The hospitality management program is growing. We are looking to add new hospitality specific electives. Events Management is one of the highest indicated career choices of our students. Also, this course was taught in Fall 2018 and 2019 as a topics course. It was well received by the students.  |                         |
| <b>HRMA 474: Training and Development</b>  | <b>Approved (1-30-20) - Course Addition</b>  | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Additional course to aggregate and compliment course offerings and align with SHRM standards. No other discussion.    |  |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                         |
| New Proposal: No differences to report   | This course will be used within the Business Administration: Human Resource Management concentration. The Society for Human Resource Management (SHRM) is the premier HR professional organization in the world. Further, SHRM recognizes degree programs that are in alignment with the recommended SHRM curriculum and promotes these programs on their website. It is important that the CMU BBA HRMA degree program continues to reflect the SHRM requirements to maintain this industry recognition. Training and Development (T&D) is one of the 6 key areas identified by SHRM for the recommended undergraduate curriculum. The creation of a new course (HRMA 474) will fill this needs gap in our program. |                         |

|   |   |                      |
|---|---|----------------------|
| <b>MANG 370: Leadership</b>   | <b>Approved (3-12-20) - Course Addition</b>   | <b>Gurka   Lanci</b> |
| <b>UCC Discussion:</b> Explanation of the change in course name, prefix, and number. No other discussion. |   |                      |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                      |
| New Proposal: No differences to report  | The goal is to change the original course prefix and title of HRMA 373 (Human Resource Management, Leadership, Ethics, and Social Responsibility) to MANG 370 (Leadership). The course was originally a 'MANG' prefix but changed a few years ago to 'HRMA'. Now that it actually resides within the MANG discipline, all the faculty agree that it should be changed back to MANG instead of HRMA. |                      |

| <b>Program Modifications Computer Science and Engineering</b>   |   |                         |
|---|---|-------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b>  |
| <b>3453: Mechanical Engineering Technology</b>  | <b>Approved (11-14-19) - Program Modification</b>   | <b>Lohse   Schlieff</b> |
| <b>UCC Discussion:</b> Math 236 is changing to a restricted elective course and the program is adding the FE exams. The SLOs have been updated to align with HLC and accreditation. |   |                         |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                         |
| List all proposed changes to the program:   | 1. Added the requirement that students take the Fundamentals of Engineering (FE) exam prior to graduation. 2. Added MATH 236 as an allowable course for the upper division engineering electives. 3. Updated program SLOs to better align between CMU, HLC, and ABET  |                         |
| Justify each proposed modification to the program:  | Allowance of MATH 236 as an upper division engineering elective: Differential equations and linear algebra are standard concepts that are built upon in coursework in other engineering programs. Students who take this course as an elective will be better prepared for certain elective courses at CMU as well as graduate programs in engineering. We realize allowing MATH 236 as a technical elective replaces an upper division course with a lower division course. However, the program contains 42 upper division credits WITHOUT counting any of the technical electives (and they need 12 elective credits) so students have plenty of upper division credits. The content is relevant enough to justify the allowance. Addition of the FE exam for graduation: Requiring the FE exams allows the CMU engineering department to use the results as an external assessment tool. Results from the FE exam will allow CMU's engineering department to better assess student learning outcomes. |                         |
| Describe discussions about this proposal within the department and outcomes.  | Updating SLOs: Program SLOs were updated to better align with CMU's institutional learning outcomes, HLC, and ABET outcomes. The requirement for students to take the FE exam and the allowance for MATH 236 as an elective course was discussed with engineering faculty and the department head in a department meeting on 4/12/19. All parties agreed the additions are important and justified. The change to the program SLOs was discussed with the engineering assessment representative, faculty teaching courses in which summative assessments occur, and with the department head on 9/27/19. All parties agreed the update was necessary.   |                         |



| <b>Course Modifications Computer Science and Engineering</b>   |  |   |
|--|--|---|
| <b>Proposal</b>  | <b>Committee Action</b>                          | <b>Motion   Second</b>  |
| <b>CSCI 370: Computer Security</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Lanci   Seebach</b>  |
| <b>UCC Discussion:</b> Prerequisite change. Committee changed the prerequisite "and" back to "or" to align with the new cybersecurity minor. No other discussions. |  |   |
| <b>Change Item Description</b>   | <b>Old</b>                                       | <b>New</b>  |
| Prerequisites:   | CSCI 250 and CISB 400                            | CSCI 250 or CISB 311  |
| <b>ENGR 321 Fluid Mechanics</b>  | <b>Approved (10-24-19) - Course Modification</b> | <b>Lanci   Elliot</b>   |
| <b>UCC Discussion:</b> No discussion.  |  |   |
| <b>Change Item Description</b>   | <b>Old</b>                                       | <b>New</b>  |
| Prerequisites:   | MATH 152 or MATH 136, and<br>PHYS 131/PHYS 131L  | MATH 152 or MATH 136;<br>PHYS 131, PHYS 131L, and<br>ENGR 261 |

| <b>Course Additions Computer Science and Engineering</b>   |   |                          |
|--|---|--------------------------|
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion   Second</b>   |
| <b>ENGR 329: Bicycle Design and Frame-Building</b>   | <b>Approved (1-30-20) - Course Addition</b>   | <b>Elliot   Schlieff</b> |
| <b>UCC Discussion:</b> Initially a topics course that is now becoming an approved course. No other discussion. |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report   | ENGR 329 will be a design-based course requiring students to integrate theoretical and applied skills developed earlier in the program. The BSMET degree requires students to complete 12 credit hours of upper-division engineering elective credits. This course will be one elective offering that would satisfy that requirement. |                          |

| <b>Program Modifications</b>  |   | <b>Health Science</b>    |
|---|---|--------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b>   |
| <b>1612: Practical Nursing</b>  | <b>Approved (1-30-20) - Program Modification</b>  | <b>Elliot   Schlieff</b> |
| UCC Discussion: A change to contact hours to meet state board requirements. Committee added total hours change to justification.  |   |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                          |
| List all proposed changes to the program:<br>Justify each proposed modification to the program:   | 1. Increase NURS 156 from 1 credit to 2 credits   2. New PN program SLOs   3. Total hours increasing from 57 to 58. Added 1 credit to NURS 156 to increase the contact hours by 15. The program is 15 contact hours under the requirement from the Colorado State Board of Nursing. New SLOs created to align with the CMU SLOs.  |                          |
| Describe discussions about this proposal within the department and outcomes.  | Discussed at faculty meeting on Nov 11, 2019. All faculty in agreement.   |                          |
| <b>1615: Nursing</b>  | <b>Approved (1-30-20) - Program Modification</b>  | <b>Elliot   Gurka</b>    |
| UCC Discussion: A Board of Nursing review and faculty discussion lead to the following changes: course sequencing, scaffolding of content, information in the program overview, and an increase to program hours. |   |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                          |
| List all proposed changes to the program:   | 1. Program is changing from 76 to 79 total credit hours. [NURS 248 is being reduced from 4 to 3 credits; NURS 251 is being reduced from 5 to 3 credits; NURS 252 is being reduced from 3 to 2 credits; NURS 254 is being reduced from 2 to 1 credit; NURS 254L is being reduced from 4 to 1 credit; NURS 244/L are being added for a total of 4 credits; NURS 255/L are being added for a total of 4 credits; NURS 256/L are being added for a total of 3 credits. Total reduction in credits: 8. Total addition of credits: 11.   2. Suggested course sequencing adjusted course titles and credit allocation changed for NURS 254 and 254L. Course title is now Leadership in Nursing.   3. Changed program sheet to suggest BIOL 241 (Pathophysiology) to be taken first year spring semester.   4. Edited program overview. |                          |
| Justify each proposed modification to the program:  | 1. 3 courses with labs added and other courses modified to allow for a better scaffolding of content throughout the curriculum by introducing increasingly more complex medical/surgical concepts each semester. Total credit gain in program is 3 credits (76 to 79 credits).   2. Course sequencing changed to reflect appropriate sequencing for prerequisites and co-requisites specific to new courses.   3. BIOL 241 requirement to be completed before admission to AAS program was recommended after a recent review by the Colorado State Board of Nursing to equalize the impact of the science GPA requirement for the admission process.   4. Changes in program overview are minor clean-up in wording.  |                          |
| Describe discussions about this proposal within the department and outcomes.  | Discussed with Carrie McVean Waring (Biology). She suggested not taking BIOL 210 and 210L with BIOL 241, but there is nothing preventing students from doing so. Modifications and additions discussed at nursing faculty meeting spring 2019 and with ADH all in favor of the changes.   |                          |

| <b>1651: Surgical Technology (AAS)</b>  | <b>Approved (3-12-20) - Program Modification Lanci   Bardo</b>   |
|---|--|
| <b>UCC Discussion:</b> Program outcome addition, credit hours adjustment, program overview modification, course credit hour and title adjustments, course addition/deletions. Adjustments made to reflect changes in program courses. No other discussions. |  |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |
| List all proposed changes to the program:   | 1. Added program outcomes.   2. Decreased program credit hours from 68 to 67 semester credit hours.   3. Modified program overview.   4. Added foundation courses to curriculum list.   5. Course titles and associated credit hours were changed.   6. Added two new course numbers and deactivated two course numbers. - SUTE 204 was changed to 202L to align with didactic course 202 - SUTE 214 was changed to 212L to align with didactic course 212   |
| Justify each proposed modification to the program:  | 1. Program outcomes were added for the purpose of curriculum mapping.   2. Clinical course credit hours were adjusted to match the Department of Health Sciences requirement of 45 clinical hours to 1 credit hour ratio. Credit hours were reduced as could meet accreditation hour requirement with one less credit.   3. Program overview was modified to improve clarity.   4. Added foundation courses for completeness of the surgical technology program sheet.   5. Course titles and associated credit hours were changed to align with course content. SUTE 200 was reduced from 3 to 2 credits. Course was changed to computerized delivery, and content can be taught in 2 credit hours. SUTE 210 course title changed to better identify safety of equipment, and not safety in general. SUTE 212L course name was changed to lab to correspond to SUTE 212. SUTE 220, 230, 240 were changed from the word practicum to clinical in keeping with industry standards.   6. New courses were added so that course numbers can align between didactic and clinical courses, i.e. 212 and 212L. |
| Describe discussions about this proposal within the department and outcomes.  | The two surgical technology program instructors agreed on the changes, and all changes were made in conjunction with the DHS department head during discussions in fall 2019. Department head recommended moving forward with the proposed changes.  |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>3610: Nursing: LPN to BSN (BSN)</b>  |  | <b>Approved (12-12-19) - Program Modification</b>   | <b>Elliot   Gurka</b>    |
| <b>UCC Discussion:</b> Changes in courses caused update to program.   |  |   |                          |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                          |
| List all proposed changes to the program:   |  | 1. NURS 329: Increasing credits from 3 to 4   2. NURS 421: Decreasing credits from 4 to 3   3. NURS 470: Deleting course   4. NURS 470L: Adding course   5. Cleaned up program overview and course sequencing   6. In course sequencing, individual courses that made up 27 LPN credits removed; language added to match LPN-BSN Program Specific Requirements List   |                          |
| Justify each proposed modification to the program:  |  | 1. NURS 329: Added 1 credit to allow for more medical / surgical content, which is critical to success in future nursing courses and the NCLEX (the RN license exam).   2. NURS 421: Decreased course by 1 credit to align with the number of credits the course is taught in the traditional BSN program, and no content will be lost in the credit reduction.   3. NURS 470: Deleting class as content was really clinical/laboratory in nature.   4. NURS 470L: Putting NURS 470 content into new course NURS 470L to better align with current course content/ method of delivery.   5. Program overview and course sequencing updated to reflect change   6. Language in course sequencing cleaned up for clarity about 27 LPN credits required for admission. |                          |
| Describe discussions about this proposal within the department and outcomes.  |  | Discussed at the Oct 15, 2019 nursing faculty meeting. Faculty all in agreement.  |                          |
| <b>3611: Nursing (BSN)</b>  |  | <b>Approved (1-30-20) - Program Modification</b>  | <b>Elliot   Schlieff</b> |
| <b>UCC Discussion:</b> Course and co-requisite changes. Program overview change. Committee edit to correct NURS 457 hours. No other discussion. |  |   |                          |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                          |
| List all proposed changes to the program:   |  | NURS 459 Family/Maternal/Child Nursing, will be split into two courses: NURS 457 Obstetrical Nursing and NURS 458 Pediatric Nursing. NURS 459L will have a name change from Family/Maternal/Child Nursing Clinical to Obstetrical and Pediatric Nursing Clinical. A co-requisite will be added (NURS 458). The pass rate of the NCLEX exam was removed from the Program overview.   |                          |
| Justify each proposed modification to the program:  |  | NURS 459, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that NURS 457 will be Obstetrical Nursing and NURS 458 will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing.   |                          |
| Describe discussions about this proposal within the department and outcomes.  |  | Discussion regarding separating NURS 459 into two courses began at a two-day intensive curriculum mapping exercise at the end of fall 2018 involving all BSN faculty (11/15/18 and 11/29/18). The discussion resumed at the 5/16/19 faculty meeting. During the 8/13/19 faculty meeting, BSN faculty unanimously agreed to move forward with the curriculum change. NURS 457 will focus on obstetrical nursing and NURS 458 will focus on pediatric nursing.  |                          |

| <b>Course Modifications</b>  |  |  |
|--|--|--|
| <b>Proposal</b>  | <b>Health Science Committee Action</b>   | <b>Motion   Second</b>   |
| <b>NURS 156: Socialization into Practical Nursing</b>  | <b>Approved (1-30-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Description updated to meet curriculum requirements. The course is being increased by 1 credit as the PN program needs to add 15 more hours of didactic instruction to comply with the hours required by the Colorado State Board of Nursing. |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Introductory concepts for first time management. Examines legal and ethical responsibilities of the practical nurse. Emphasis is given to the Colorado Nurse Practice Act. Job seeking skills are discussed. | Examination of legal and ethical responsibilities of the practical nurse. Emphasis is given to the Colorado Nurse Practice Act, portfolio building, and preparing for the NCLEX PN exam. Job seeking skills are discussed. |
| Course abbreviated schedule name:  | Socialization/Practical Nursing  | Socialization/Practical Nurse  |
| Corequisites:  | NURS 109, NURS 109L, NURS 117, NURS 117L, NURS 172 and NURS 172L   | NURS 109, NURS 109L, NURS 117, NURS 117L, NURS 172, and NURS 172L  |
| Credit hours:  | 1  | 2  |
| Lecture:   | 1  | 2  |
| Total Contact Hours:   | 1  | 2  |
| <b>NURS 246: Pharmacological Concepts I</b>  | <b>Approved (12-12-19) - Course Modification</b>   | <b>Flanigan   Gurka</b>  |
| <b>UCC Discussion:</b> Co-requisite change for sequencing. No discussion.  |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Corequisites:  | NURS 247 and NURS 247L   | NURS 244, NURS 244L, NURS 247, and NURS 247L   |
| <b>NURS 247: Fundamentals of Nursing</b>   | <b>Approved (12-12-19) - Course Modification</b>   | <b>Schlieff   Lanci</b>  |
| <b>UCC Discussion:</b> Co-requisite change for sequencing. No discussion.  |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Corequisites:  | NURS 246 and NURS 247L   | NURS 244, NURS 244L, NURS 246, and NURS 247L   |
| <b>NURS 247L: Fundamentals of Nursing Laboratory</b>   | <b>Approved (12-12-19) - Course Modification</b>   | <b>Gurka   Seebach</b>   |
| <b>UCC Discussion:</b> Co-requisite change for sequencing. No discussion.  |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Prerequisites:   | Admission into the Associate of Applied Science in Nursing program   | Admission into the Associate of Applied Sciences in Nursing program  |
| Corequisites:  | NURS 246 and NURS 247  | NURS 244, NURS 244L, NURS 246, and NURS 247  |

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| <b>NURS 248: Adult Concepts of Health I</b>  |  |   |
| <b>Approved (12-12-19) - Course Modification</b>   |  | <b>Lohse   Schlieff</b>   |
| <b>UCC Discussion:</b> Change in course description, hours, and prerequisites. No discussion.    |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of the role of registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes across the life span. | Exploration of the role of the registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes in adults. |
| Prerequisites:   | NURS 246, NURS 247, and NURS 247L  | NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L  |
| Credit hours:  | 4  | 3   |
| Lecture:   | 4  | 3   |
| Total Contact Hours:   | 4  | 3   |
| <b>NURS 248L: Adult Concepts of Health I Laboratory</b>  |  |   |
| <b>Approved (12-12-19) - Course Modification</b>   |  | <b>Elliot   Gurka</b>   |
| <b>UCC Discussion:</b> Change in course description and prerequisites. No discussion.            |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Lab component required for NURS 248.   | Exploration of the role of the registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes in adults. |
| Prerequisites:   | NURS 246, NURS 247, and NURS 247L  | NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L  |
| <b>NURS 249: Pharmacological Concepts II</b>   |  |   |
| <b>Approved (12-12-19) - Course Modification</b>   |  | <b>Lanci   Schlieff</b>   |
| <b>UCC Discussion:</b> Change in prerequisites. No discussion.                                   |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Prerequisites:   | NURS 246, NURS 247, and NURS 247L  | NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L  |
| <b>NURS 250: Health Assessment for Nurses</b>  |  |   |
| <b>Approved (12-12-19) - Course Modification</b>   |  | <b>Flanigan   Gurka</b>   |
| <b>UCC Discussion:</b> Change in prerequisites. No discussion.                                   |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Prerequisites:   | NURS 246, NURS 247, and NURS 247L  | NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L  |

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| <b>NURS 250L: Health Assessment for Nurses Laboratory</b><br><b>UCC Discussion:</b> Change in prerequisites. Discussion about a minor change needed in the engagement minutes. |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Lohse   Seebach</b>   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Lab component required for NURS 250.  | Acquisition of knowledge and skills necessary for completing health assessment across the life span.  |
| Prerequisites:   | NURS 246, NURS 247, and NURS 247L   | NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L  |
| <b>NURS 251: Adult Concepts of Health II</b><br><b>UCC Discussion:</b> Changes in course description and prerequisites. No discussion.   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Gurka   Elliott</b>   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Exploration of critical care needs of adult patients. Previous knowledge is integrated throughout to assist with optimal functioning in various complex health care situations. | Continuation of study to meet the needs of higher-level acuity patients and evaluating optimal healthcare outcomes. Students incorporate evidence-based care and apply clinical reasoning while developing additional practice and skills in organizing and prioritizing patient care more effectively. |
| Corequisites:  | NURS 251L, NURS 252, and NURS 252L  | NURS 251L, NURS 253, and NURS 253L  |
| Credit hours:  | 5   | 3   |
| Lecture:   | 5   | 3   |
| Total Contact Hours:   | 5   | 3   |
| <b>NURS 251L: Adult Concepts of Health II Laboratory</b><br><b>UCC Discussion:</b> Changes in the course description and co-requisites. No discussion.                         |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Gurka   Gillies</b>   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Lab component required for NURS 251.  | Continuation of study to meet the needs of higher-level acuity patients and evaluating optimal healthcare outcomes. Students incorporate evidence-based care and apply clinical reasoning while developing additional practice and skills in organizing and prioritizing patient care more effectively. |
| Corequisites:  | NURS 251, NURS 252, and NURS 252L   | NURS 251, NURS 253, and NURS 253L   |

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| <b>NURS 252: Mental Health Concepts in Nursing</b>  |  |  |
| <b>Approved (12-12-19) - Course Modification</b>  |  |  |
| <b>Lanci   Seebach</b>  |  |  |
| <b>UCC Discussion:</b> Discussion about the change in sequencing to help with student workload and to allow better options. There were also changes in co/prerequisites and credit hours. |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Please indicate the semester(s) in which the course will typically be offered:  | Fall   | Spring   |
| Prerequisites:  | NURS 248, NURS 248L, NURS 249, NURS 250, and NURS 250L | NURS 251, NURS 251L, NURS 253, and NURS 253L   |
| Corequisites:   | NURS 251, NURS 251L, and NURS 252L                     | NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L   |
| Credit hours:   | 3  | 2  |
| Lecture:  | 3  | 2  |
| Total Contact Hours:  | 3  | 2  |
| <b>NURS 252L: Mental Health Concepts in Nursing Laboratory</b>  |  |  |
| <b>Approved (12-12-19) - Course Modification</b>  |  |  |
| <b>Flanigan   Elliott</b>   |  |  |
| <b>UCC Discussion:</b> Lab component to NURS 252 description changes, sequencing changes, as well as co/prerequisite changes.   |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Lab component required for NURS 252.                   | Exploration of psychosocial concepts with a focus on maintaining mental health of the community, individual, and family. |
| Please indicate the semester(s) in which the course will typically be offered:  | Fall   | Spring   |
| Prerequisites:  | NURS 248, NURS 248L, NURS 249, NURS 250, and NURS 250L | NURS 251, NURS 251L, NURS 253, and NURS 253L   |
| Corequisites:   | NURS 251, NURS 251L, and NURS 252                      | NURS 252, NURS 254, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L  |
| <b>NURS 253: Family Nursing Obstetrics and Pediatrics</b>   |  |  |
| <b>Approved (12-12-19) - Course Modification</b>  |  |  |
| <b>Lanci   Elliott</b>  |  |  |
| <b>UCC Discussion:</b> Co/prerequisite changes. No discussion.  |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Please indicate the semester(s) in which the course will typically be offered:  | Spring   | Fall   |
| Prerequisites:  | NURS 251, NURS 251L, NURS 252, and NURS 252L           | NURS 248, NURS 248L, NURS 249, NURS 250, and NURS 250L   |
| Corequisites:   | NURS 253L, NURS 254, and NURS 254L                     | NURS 251, NURS 251L, and NURS 253L   |



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| <b>NURS 253L: Family Nursing Obstetrics and Pediatrics Laboratory</b>   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>  |   |   |
| <b>Elliot   Schlieff</b>  |   |   |
| <b>UCC Discussion:</b> Lab component to NURS 253 description and co/prerequisite changes. No discussion.          |   |   |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                  | Lab component required for NURS 253.  | Exploration of family health with particular focus on pregnant women and the developmental health of infants, children, and adolescents.        |
| Please indicate the semester(s) in which the course will typically be offered:                                    | Spring  | Fall  |
| Prerequisites:  | NURS 251, NURS 251L, NURS 252, and NURS 252L  | NURS 248, NURS 248L, NURS 249, NURS 250, and NURS 250L  |
| Corequisites:   | NURS 253, NURS 254, and NURS 254L   | NURS 251, NURS 251L, and NURS 253   |
| <b>NURS 254: Leadership</b>   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>  |   |   |
| <b>Gurka   Elliot</b>   |   |   |
| <b>UCC Discussion:</b> Course name, description, abbreviation, co/prerequisite, and hours changes. No discussion. |   |   |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>  |
| Course name:  | Leadership/Capstone   | Leadership  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                  | Exploration of management and leadership theory with special emphasis on the role of the Registered Nurse as a change agent within health care. Emphasis on lifelong learning, caring, and collaboration which will involve clinical hours. | Exploration of management and leadership theory with special emphasis on the role of the Registered Nurse as a change agent within health care. |
| Course abbreviated schedule name:   | Leadership/Capstone   | Leadership  |
| Prerequisites:  | NURS 251, NURS 251L, NURS 252, and NURS 252L  | NURS 251, NURS 251L, NURS 253, and NURS 253L  |
| Corequisites:   | NURS 253, NURS 253L, and NURS 254L  | NURS 252, NURS 252L, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L  |
| Credit hours:   | 2   | 1   |
| Lecture:  | 2   | 1   |
| Total Contact Hours:  | 2   | 1   |

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| <b>NURS 254L: Leadership Laboratory</b>  |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Elliot   Seebach</b>  |   |   |
| <b>UCC Discussion:</b> Lab component to NURS 254. Changes to course name, description, co/prerequisites, and hours. No discussion. |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Leadership/Capstone Laboratory                                    | Leadership Laboratory   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                   | Lab component required for NURS 254.                              | Exploration of management and leadership theory with special emphasis on the role of the Registered Nurse as a change agent within health care. |
| Course abbreviated schedule name:  | Leadership/Capstone Lab   | Leadership Laboratory   |
| Prerequisites:   | NURS 251, NURS 251L, NURS 252, and NURS 252L                      | NURS 251, NURS 251L, NURS 253, and NURS 253L  |
| Corequisites:  | NURS 253, NURS 253L, and NURS 254                                 | NURS 252, NURS 252L, NURS 254, NURS 255, NURS 255L, NURS 256, and NURS 256L   |
| Credit hours:  | 4   | 1   |
| Lab:   | 8   | 2   |
| Total Contact Hours:   | 8   | 2   |
| <b>NURS 329: Advanced Adult Health I</b>   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Lanci   Elliott</b>   |   |   |
| <b>UCC Discussion:</b> Change in hours. No discussion.   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Credit hours:  | 3   | 4   |
| Lecture:   | 3   | 4   |
| Total Contact Hours:   | 3   | 4   |
| <b>NURS 421: Population Health</b>   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Elliot   Gurka</b>  |   |   |
| <b>UCC Discussion:</b> Change in hours. No discussion.   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Credit hours:  | 4   | 3   |
| Lecture:   | 4   | 3   |
| Total Contact Hours:   | 4   | 3   |
| <b>NURS 429: Adult Health II</b>   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Flanigan   Lanci</b>  |   |   |
| <b>UCC Discussion:</b> Change in co-requisites. No discussion.   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Corequisites:  | NURS 429L, NURS 431, NURS 431L, NURS 449, NURS 449L, and NURS 470 | NURS 429L, NURS 431, NURS 431L, NURS 449, NURS 449L, and NURS 470L  |

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| <b>NURS 429L: Adult Health II Laboratory</b><br><b>Approved (12-12-19) - Course Modification</b><br><b>Gillies   Gurka</b><br><b>UCC Discussion:</b> Lab portion of NURS 429. Change in co-requisites and contact hours. Justification updated. No discussion.          |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Corequisites:   | NURS 429, NURS 431, NURS 431L, NURS 449, NURS 449L, and NURS 470  | NURS 429, NURS 431, NURS 431L, NURS 449, NURS 449L, and NURS 470L  |
| Lab:  | 3   | 6  |
| Total Contact Hours:  | 3   | 6  |
| <b>NURS 431: High Risk Obstetrics and Pediatrics</b><br><b>Approved (12-12-19) - Course Modification</b><br><b>Elliot   Gurka</b><br><b>UCC Discussion:</b> Change in course name and co-requisites. No discussion.   |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course name:  | High Risk Obstetrics/Pediatrics                                   | High Risk Obstetrics and Pediatrics                                |
| Course abbreviated schedule name:   | High Risk OB/Peds   | High Risk OB and Pediatrics  |
| Corequisites:   | NURS 429, NURS 429L, NURS 431L, NURS 449, NURS 449L, and NURS 470 | NURS 429, NURS 429L, NURS 431L, NURS 449, NURS 449L, and NURS 470L |
| <b>NURS 431L: High Risk Obstetrics and Pediatrics Laboratory</b><br><b>Approved (12-12-19) - Course Modification</b><br><b>Gurka   Lanci</b><br><b>UCC Discussion:</b> Lab portion of NURS 431. Change in course name, co-requisites, and contact hours. No discussion. |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course name:  | High Risk Obstetrics/Pediatrics Laboratory                        | High Risk Obstetrics and Pediatrics Laboratory                     |
| Course abbreviated schedule name:   | High Risk OB/Peds Lab   | High Risk OB/Pediatrics Lab  |
| Corequisites:   | NURS 429, NURS 429L, NURS 431, NURS 449, NURS 449L, and NURS 470  | NURS 429, NURS 429L, NURS 431, NURS 449, NURS 449L, and NURS 470L  |
| Lab:  | 6   | 4  |
| Total Contact Hours:  | 6   | 4  |
| <b>NURS 449: Leadership</b><br><b>Approved (12-12-19) - Course Modification</b><br><b>Gurka   Gillies</b><br><b>UCC Discussion:</b> Change in co-requisites. No discussion.   |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Corequisites:   | NURS 429, NURS 429L, NURS 431, NURS 431L, NURS 449L, and NURS 470 | NURS 429, NURS 429L, NURS 431, NURS 431L, NURS 449L, and NURS 470L |

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| <b>NURS 449L: Leadership Laboratory</b>  |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Lanci   Elliott</b>   |   |   |
| <b>UCC Discussion:</b> Lab portion of NURS 449. Change in co-requisites and contact hours. No discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Corequisites:  | NURS 429, NURS 429L, NURS 431, NURS 431L, NURS 449, and NURS 470  | NURS 429, NURS 429L, NURS 431, NURS 431L, NURS 449, and NURS 470L   |
| Lab:   | 3   | 2   |
| Total Contact Hours:   | 3   | 2   |
| <b>NURS 459L: Obstetrical and Pediatric Nursing Clinical</b>   |   |   |
| <b>Approved (3-12-20) - Course Modification</b>  |   |   |
| <b>Lanci   Gurka</b>   |   |   |
| <b>UCC Discussion:</b> Course name, credit hours, description, co-requisites changes. No other discussion.   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Family/Maternal/Child Nursing Clinical  | Obstetrical and Pediatric Nursing Clinical  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Application of the nursing care of the childbearing family. Emphasis on growth and development and management of the health and illness needs of the mother, newborn, and child within the family. Exploration of nursing care in Labor and Delivery, post-partum, newborn, and pediatrics will incorporate physiological, psycho-social, and pathophysiological changes of the population. Foundation courses required. See program sheet for details. | Application of the nursing care of the childbearing family. Emphasis on growth and development and management of the health and illness needs of the mother, newborn, and child within the family. Exploration of nursing care in labor and delivery, post-partum, newborn, and pediatrics will incorporate physiological, psycho-social, and pathophysiological changes of the population. |
| Corequisites:  | NURS 459, NURS 472, NURS 473, and NURS 473L   | NURS 457, NURS 458, NURS 472, NURS 473, NURS 473L   |
| Lab:   | 9   | 6   |
| <b>NURS 472: Professional Development II: Health Informatics</b>   |   |   |
| <b>Approved (3-12-20) - Course Modification</b>  |   |   |
| <b>Lanci   Gurka</b>   |   |   |
| <b>UCC Discussion:</b> Co-requisites change. No other discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Corequisites:  | NURS 459/NURS 459L, and NURS 473/NURS 473L  | NURS 457, NURS 458, NURS 459L, NURS 473, NURS 473L  |
| <b>NURS 473: Acute and Chronic Illness II</b>  |   |   |
| <b>Approved (1-30-20) - Course Modification</b>  |   |   |
| <b>Elliot   Gurka</b>  |   |   |
| <b>UCC Discussion:</b> Removing NURS 459, and adding NURS 457 and NURS 458 to co-requisites. NURS 459 is being split into two new courses (NURS 457 and NURS 458). |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Corequisites:  | NURS 459/NURS 459L, NURS 472, and NURS 473L   | NURS 457, NURS 458, NURS 459L, NURS 472, NURS 473L  |

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| <b>NURS 473L: Acute and Chronic Illness II Clinical</b>  |  |   |
| <b>Approved (1-30-20) - Course Modification</b>  |  | <b>Elliot   Gurka</b>   |
| <b>UCC Discussion:</b> Removing NURS 459, and adding NURS 457 and NURS 458 to co-requisites. NURS 459 is being split into two new courses (NURS 457 and NURS 458). Course hours corrected to reflect current course practices. |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Corequisites:  | NURS 459, NURS 459L, NURS 472, and NURS 473  | NURS 457, NURS 458, NURS 459L, NURS 472, NURS 473   |
| Lab:   | 9  | 6   |
| Total Contact Hours:   | 9  | 6   |
| <b>NURS 493: Senior Capstone</b>   |  |   |
| <b>Approved (1-30-20) - Course Modification</b>  |  | <b>Elliot   Lanci</b>   |
| <b>UCC Discussion:</b> No discussion.  |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Corequisites:  | NURS 482, NURS 487/NURS 487L; NURS 490/NURS 490L, NURS 492, and NURS 493L  | NURS 482, NURS 487, NURS 487L, NURS 490, NURS 490L, NURS 492, NURS 493L   |
| Lecture:   | 3  | 1   |
| Total Contact Hours:   | 3  | 1   |
| <b>SUTE 200: Medical Terminology in Surgical Technology</b>  |  |   |
| <b>Approved (3-12-20) - Course Modification</b>  |  | <b>Lanci   Gurka</b>  |
| <b>UCC Discussion:</b> Credit hours, description, prerequisite, and co-requisite changes. No other discussion.   |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Exploration of word roots, prefixes, and suffixes used in medical language today. Students will learn to combine words to create appropriate medical conditions. Students will learn medical terms, spelling, and definitions related to major body systems, surgical procedures, and conditions associated with the operating room. | Exploration of word roots, prefixes, and suffixes used in medicine and healthcare. Students will learn medical terminology and definitions related to major body systems and procedures associated with the surgical setting. |
| Prerequisites:   | Admission to the Surgical Technology Program, Completion of Surgical Technology Foundation courses, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150   | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150  |
| Corequisites:  | SUTE 202, SUTE 204, and SUTE 206   | SUTE 202, SUTE 202L, SUTE 206, SUTE 210   |
| Lecture:   | 3  | 2   |

| <b>SUTE 202: Fundamentals in Surgical Technology</b>   |   |   |
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| <b>Approved (3-12-20) - Course Modification</b>  |   |   |
| <b>Lanci   Gurka</b>   |   |   |
| <b>UCC Discussion:</b> Course description, prerequisite, and co-requisite changes. No other discussion.              |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                     | Approaches to surgical technology. Students will learn tasks and responsibilities of the surgical technologist including the practice of sterile technique, surgical scrub, gown and glove, patient positioning, draping, and surgical prep on patients. Students will learn the practice of standard precautions in surgery. Skills will be practiced in a clinical setting. | Introduction to the scope and breadth of surgical technology. Students learn evidence-based practices to promote patient safety and to adhere to standards of practice in the surgical setting.   |
| Prerequisites:   | Admission to the Surgical Technology Program, Completion of Surgical Technology Foundation courses, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150  | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150  |
| Corequisites:  | SUTE 200, SUTE 204, and SUTE 206  | SUTE 200, SUTE 202L, SUTE 206, SUTE 210   |
| <b>SUTE 206: Pharmacology for Surgical Technology</b>  |   |   |
| <b>Approved (3-12-20) - Course Modification</b>  |   |   |
| <b>Lanci   Gurka</b>   |   |   |
| <b>UCC Discussion:</b> Credit hour, course description, prerequisite, and co-requisite changes. No other discussion. |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                     | Exploration of safe use of prescription and nonprescription drugs. Emphasis will be placed on the impact of safe drug use in promoting and maintaining health. The course will examine how drugs affect the body by changing many of its normal mechanisms and thereby contributing to potential health problems during surgery.  | Exploration of safe use of prescription and nonprescription drugs. Emphasis will be placed on the impact of safe drug use in promoting and maintaining health. The course will examine how drugs affect the body by changing many of its normal mechanisms, thereby contributing to potential health problems during surgery. |
| Prerequisites:   | Admission to the Surgical Technology Program, Completion of Surgical Technology Foundation courses, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150  | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150  |
| Corequisites:  | SUTE 200, SUTE 202, and SUTE 204  | SUTE 200, SUTE 202, SUTE 202L, SUTE 210   |
| Lecture:   | 2   | 3   |

| <b>SUTE 210: Safety and Equipment</b>  |   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Lanci   Seebach</b> |
|--|---|---|------------------------|
| <b>UCC Discussion:</b> Course name, course description, prerequisite, and co-requisite changes. No other discussion.                         |   |   |                        |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |                        |
| Course name:   | Safety in Surgical Technology   | Safety and Equipment  |                        |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Exploration of information to prepare, plan, detect and communicate safety and security in the surgical arena. Students will learn tasks and responsibilities of incident-management, all- hazard preparation, and components for personal, community, and institutional disaster planning. They will learn OSHA, CDC, and environmental safety and protection for their practice.                  | Exploration of hazard prevention in the surgical setting. Students learn to prepare, plan, detect and communicate safety and security principles. Students learn tasks and responsibilities of incident-management, all- hazard preparation, and components of personal, community, and institutional disaster planning. Evidence based practice guidelines, healthcare regulations and legal considerations are discussed. |                        |
| Prerequisites:   | SUTE 200, SUTE 202, SUTE 204, and SUTE 206  | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150  |                        |
| Corequisites:  | SUTE 212, SUTE 214, and SUTE 218  | SUTE 200, SUTE 202, SUTE 202L, and SUTE 206   |                        |
| <b>SUTE 212: Surgical Procedures I</b>   |   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Lanci   Seebach</b> |
| <b>UCC Discussion:</b> Credit hour, instructional activity, course description, prerequisite, and co-requisite changes. No other discussion. |   |   |                        |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |                        |
| Type of Instructional Activity:  | Laboratory: Academic/Clinical   | Lecture   |                        |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Exploration of specific surgical specialties including General Surgery, Obstetrics and Gynecologic, Genitourinary, Orthopedics, and Neurosurgical. This course introduces the student to the surgical specialties with a focus on a systems review of pathology in conjunction with specific procedures performed, specialized instrumentation, and surgical modalities of each surgical specialty. | Exploration of surgical specialties including, but not limited to, general surgery, obstetrics and gynecologic, genitourinary, orthopedics, and neurosurgical. This course introduces the student to specialized instrumentation and surgical modalities of each surgical specialty.  |                        |
| Prerequisites:   | SUTE 200, SUTE 202, SUTE 204, and SUTE 206  | SUTE 200, SUTE 202, SUTE 202L, SUTE 206, and SUTE 210   |                        |
| Corequisites:  | SUTE 210, SUTE 214, and SUTE 218  | SUTE 212L, SUTE 218, and SUTE 220   |                        |
| Lab:   | 3   |   |                        |
| Lecture:   |   | 4   |                        |

| <b>SUTE 218: Specialty Surgical Procedures</b>   |   |   |
|--|---|---|
| <b>Approved (3-12-20) - Course Modification</b>  |   |   |
| <b>Lanci   Seebach</b>   |   |   |
| <b>UCC Discussion:</b> Instructional activity, contact hour type, course description, prerequisite, and co-requisite changes. No other discussion. |   |   |
| Change Item Description  | Old   | New   |
| Type of Instructional Activity:  | Laboratory: Academic/Clinical   | Lecture   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Exploration of specific surgical specialties including plastic, pediatric, ophthalmic, vascular, orthopedic, neurosurgery, thoracic, and cardiac surgery. The student will focus on a systems review of pathology in conjunction with specific procedures performed, specialized instrumentation, and surgical modalities of each surgical specialty.   | Exploration of specific surgical specialties including, but not limited to, plastics, ophthalmic, vascular, thoracic, and cardiac surgeries. The student will focus on specific procedures performed, specialized instrumentation, and surgical modalities of each specialty. |
| Prerequisites:   | SUTE 200, SUTE 202, SUTE 204, and SUTE 206  | SUTE 200, SUTE 202, SUTE 202L, SUTE 206, and SUTE 210   |
| Corequisites:  | SUTE 210, SUTE 212, and SUTE 214  | SUTE 212, SUTE 212L, and SUTE 220   |
| Lab:   | 4   |   |
| Lecture:   |   | 4   |
| <b>SUTE 220: Surgical Clinical I</b>   |   |   |
| <b>Approved (3-12-20) - Course Modification</b>  |   |   |
| <b>Schultz-Ela   Seebach</b>   |   |   |
| <b>UCC Discussion:</b> Credit hours, course name, course description, prerequisite and co-requisite changes. No other discussion.                  |   |   |
| Change Item Description  | Old   | New   |
| Course name:   | Surgical Practicum I  | Surgical Clinical I   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Development of the student's individualized experience via practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participation in basic surgical procedures. This course will afford the student the opportunity to build on skills learned and actively participate in selected surgical procedures in the basic surgical specialties learned in Surgical Procedures 1. | Demonstration of basic surgical technology skills and abilities. Emphasis is placed on accrual of practice experiences necessary for national certification. Students participate in general surgical procedures through a variety of surgical cases.                         |
| Prerequisites:   | SUTE 210, SUTE 212, SUTE 214, and SUTE 218  | SUTE 200, SUTE 202, SUTE 202L, SUTE 206, and SUTE 210   |
| Corequisites:  | SUTE 230 and SUTE 240   | SUTE 212, SUTE 212L, and SUTE 218   |
| Credit hours:  | 4   | 2   |



| <b>SUTE 230: Surgical Clinical II      Approved (3-12-20) - Course Modification      Schultz-Ela   Seebach</b>                     |   |  |
|--|---|--|
| <b>UCC Discussion:</b> Credit hours, course name, course description, prerequisite and co-requisite changes. No other discussion.  |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Surgical Practicum II   | Surgical Clinical II   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                   | Development of the student's individualized experience via practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participation in basic surgical procedures learned in Surgical Procedures 2.  | Demonstration of surgical technology skills and abilities of increasing complexity. Emphasis is placed on accrual of practice experiences necessary for national certification. Students participate in complex procedures through a variety of surgical cases.                            |
| Prerequisites:   | SUTE 210, SUTE 212, SUTE 214, and SUTE 218  | SUTE 212, SUTE 212L, SUTE 218, and SUTE 220  |
| Corequisites:  | SUTE 220 and SUTE 240   | SUTE 240   |
| Credit hours:  | 4   | 3  |
| <b>SUTE 240: Surgical Clinical III      Approved (3-12-20) - Course Modification      Schultz-Ela   Seebach</b>                    |   |  |
| <b>UCC Discussion:</b> Course name, course description, contact hours, prerequisite and co-requisite changes. No other discussion. |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Surgical Practicum III  | Surgical Clinical III  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                   | Development of the student's individualized experience via practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participation in basic surgical procedures in specialty areas learned in Specialty Surgical Procedures. The student will prepare for the final competencies and prepare for transition to the work environment. | Demonstration of the roles and responsibilities of a surgical technologist. Emphasis is placed on preparation for minimally supervised practice and completion of the national certification exam. Students function in increasingly autonomous roles through a variety of surgical cases. |
| Prerequisites:   | SUTE 210, SUTE 212, SUTE 214, and SUTE 218  | SUTE 212, SUTE 212L, SUTE 218, and SUTE 220  |
| Corequisites:  | SUTE 220 and SUTE 230   | SUTE 230   |
| Lab:   | 4   | 8  |

| <b>Course Additions</b>  |  | <b>Health Science</b>    |
|--|--|--------------------------|
| <b>Proposal</b>  | <b>Committee Action</b>  | <b>Motion   Second</b>   |
| <b>NURS 244: Introduction to Adult Concepts of Health</b>  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Lohse   Elliott</b>   |
| <b>UCC Discussion:</b> Addition to Adult Health courses. No discussion.  |  |                          |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>Course is being added to introduce medical/surgical concepts earlier in the program (first semester of the program). Medical/surgical concepts are the backbone to nursing knowledge.   |                          |
| <b>NURS 244L: Introduction to Adult Concepts of Health Laboratory</b>  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Gurka   Seebach</b>   |
| <b>UCC Discussion:</b> Lab component to NURS 244.  |  |                          |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>This is a required lab to the didactic course NURS 244 Introduction to Adult Concepts of Health. Adding this lab and course to the existing AAS program allows students earlier medical-surgical nursing exposure, which is the foundation to general nursing practice. |                          |
| <b>NURS 255: Adult Concepts of Health III</b>  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Schlieff   Lanci</b>  |
| <b>UCC Discussion:</b> Introduced as part of the new final phase to coursework.  |  |                          |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>This course addition allows students to have adult health each semester, which will strengthen the program. The current curriculum has adult health only in semesters 2 & 3, which limits student exposure to both adult health concepts and clinical experience.       |                          |
| <b>NURS 255L: Adult Concepts of Health III Laboratory</b>  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Flanigan   Gurka</b>  |
| <b>UCC Discussion:</b> Lab component to NURS 255. No discussion.   |  |                          |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>Required lab for NURS 255, which will allow students to have adult health each semester, which strengthens the program.   |                          |
| <b>NURS 256: Capstone</b>  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Elliot   Schlieff</b> |
| <b>UCC Discussion:</b> Introduced as the newly expanded capstone portion of what used to be a leadership and capstone course. No discussion. |  |                          |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>Separated Capstone, NURS 256, from Leadership, NURS 254. Added co- and prerequisites because it is a new course.  |                          |

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| <b>NURS 256L: Capstone Laboratory</b>   |  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Lanci   Gillies</b>    |
| <b>UCC Discussion:</b> Lab component to NURS 256. No discussion.  |  |  |                           |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  |  | NURS 256L is the clinical course paired with NURS 256. NURS 256L was created to separate content from NURS 254L in order to separate Capstone from Leadership.   |                           |
| <b>NURS 457: Obstetrical Nursing</b>  |  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lanci   Gurka</b>      |
| <b>UCC Discussion:</b> Discussion about the evolution from NURS 459 to NURS 457 and 458. No other discussions.  |  |  |                           |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  |  | The current NURS 459 course, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that the current NURS 459 will be inactivated and a new course, NURS 457, will become Obstetrical Nursing and a new course, NURS 458, will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing. Since NURS 459 was 4 credits, 2 credits will go to NURS 457 and 2 credits will go to NURS 458. |                           |
| <b>NURS 458: Pediatric Nursing</b>  |  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lanci   Gurka</b>      |
| <b>UCC Discussion:</b> Discussion about the evolution from NURS 459 to NURS 457 and 458. No other discussions.  |  |  |                           |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  |  | The current NURS 459 course, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that the current NURS 459 will be inactivated and a new course, NURS 457, will become Obstetrical Nursing and a new course, NURS 458, will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing. Since NURS 459 was 4 credits, 2 credits will go to NURS 457 and 2 credits will go to NURS 458. |                           |
| <b>NURS 470L: Capstone</b>  |  | <b>Approved (12-12-19) - Course Addition</b>   | <b>Flanigan   Elliott</b> |
| <b>UCC Discussion:</b> This course will replace NURS 470, which is being deleted. The new NURS 470L will have the same content as NURS 470 but the title and number will better reflect that it is a lab/clinical course. |  |  |                           |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>  |                           |
| New Proposal: No differences to report  |  | This course was mislabeled as an academic class. It is a clinical laboratory course. We are changing the course number to correctly enable the course to have an appropriate number of students for clinical group. This course will replace NURS 470, which is being deleted. The new NURS 470L will have the same content as NURS 470 but the title and number will better reflect that it is a lab/clinical course.   |                           |

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| <b>SUTE 202L: Fundamentals in Surgical Technology Laboratory</b>   |   |  |
| <b>Approved (3-12-20) - Course Addition</b>  |   |  |
| <b>Lanci   Bardo</b>   |   |  |
| <b>UCC Discussion:</b> New course incorporates inactivated SUTE 204 content. Added to align with the didactic course, SUTE 202. No other discussion. |   |  |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |  |
| New Proposal: No differences to report   | This new course incorporates the same content as SUTE 204 and has been added so that a new course number could be used that aligns with the didactic course, SUTE 202. The course name has changed to "Fundamentals in Surgical Technology Laboratory" to align with the didactic course, SUTE 202. The course description has also been updated. As a result of the new course number, the co-requisites have changed. |  |

  

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| <b>SUTE 212L: Surgical Procedures I Laboratory</b>  |   |  |
| <b>Approved (3-12-20) - Course Addition</b>   |   |  |
| <b>Lanci   Bardo</b>  |   |  |
| <b>UCC Discussion:</b> SUTE 214 will be inactivated and this new number, SUTE 212L, will be used to align the lab with the didactic course number, SUTE 212. No other discussion. |   |  |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |  |
| New Proposal: No differences to report  | This course is equivalent to SUTE 214. SUTE 214 will be inactivated and this new number, SUTE 212L, will be used to align the lab with the didactic course number. The course name has changed to Surgical Procedures I Laboratory to align to the didactic course, SUTE 212. The additional credit hour was added to enhance the students learning in the laboratory and add important content consisting of application of skills of therapeutic interventions for surgical patients and identification of infection control strategies to promote patient safety. Because of all program changes and new course numbers, prerequisites and co-requisites also changed. |  |

  

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| <b>Course Inactivation</b>   |   |                            |
| <b>Health Science</b>  |   |                            |
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion   Second</b>     |
| <b>NURS 459: Family/Maternal/Child Nursing</b>   | <b>Approved (3-12-20) - Course Inactivation</b>   | <b>Schultz-Ela   Gurka</b> |
| <b>UCC Discussion:</b> Discussion about the evolution from NURS 459 to NURS 457 and 458. No other discussions. |   |                            |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                            |
| Delete Proposal: No differences to report  | The current NURS 459 course, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that the current NURS 459 will be inactivated and a new course, NURS 457, will become Obstetrical Nursing and a new course, NURS 458, will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing. |                            |

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| <b>NURS 470: Capstone</b>   |  | <b>Approved (12-12-19) - Course Inactivation</b> | <b>Flanigan   Elliott</b> |
| <b>UCC Discussion:</b> The new NURS 470L will have the same content as NURS 470 but the title and number will better reflect it is a lab/clinical course. |  |  |                           |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |  |                           |
| Delete Proposal: No differences to report   | This course is being inactivated as it is a clinical course, not a didactic course as the number implies. This is course cleanup. This course will be replaced by NURS 470L, which will have the same content as NURS 470 but the title and number will better reflect that it is a lab/clinical course. |  |                           |

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|--|---|---|----------------------|
| <b>SUTE 204: Basic Surgical Technology Skills Lab</b>  |   | <b>Approved (3-12-20) - Course Inactivation</b> | <b>Gurka   Lanci</b> |
| <b>UCC Discussion:</b> Course material moved to SUTE 202L laboratory course. No other discussions. |   |   |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |   |                      |
| Delete Proposal: No differences to report  | SUTE 204 will be inactivated and the new number SUTE 202L will be used to align the lab with the didactic course number. This new course incorporates the same content as SUTE 204 and has been added so that a new course number could be used that aligns with the didactic course, SUTE 202. |   |                      |

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| <b>SUTE 214: Surgical Procedures II</b>  |  | <b>Approved (3-12-20) - Course Inactivation</b> | <b>Gurka   Lanci</b> |
| <b>UCC Discussion:</b> Course material moved to SUTE 212L laboratory course. No other discussions. |  |   |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                      |
| Delete Proposal: No differences to report  | SUTE 214 will be inactivated and the new number, SUTE 212L, will be used to align the lab with the didactic course number. |   |                      |

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| <b>Program Modifications</b>   |  | <b>Kinesiology</b>                               |                            |
| <b>Proposal</b>  | <b>Committee Action</b>  | <b>Motion   Second</b>                           |                            |
| <b>M104: Exercise Science (MNR)</b>  |  | <b>Approved (3-12-20) - Program Modification</b> | <b>Schultz-Ela   Fritz</b> |
| <b>UCC Discussion:</b> Graduation requirement added. No other discussion.    |  |  |                            |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                            |
| List all proposed changes to the program:                                    | We are proposing a change from a current First Aid/CPR card to a card that is current upon graduation. This is being done so that students are qualified to apply for jobs in the field. |  |                            |
| Justify each proposed modification to the program:                           | The modification of current CPR card to current card upon graduation is being done for the student to be prepared for a job upon graduation (not requiring that they re-certify first).  |  |                            |
| Describe discussions about this proposal within the department and outcomes. | The Department of Kinesiology agreed on this change at the January, 2020 Department meeting.   |  |                            |

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|---|--|---|-----------------------|
| <b>3137: Kinesiology: K-12 Education (BA)</b>   |  | <b>Approved (3-12-20) - Program Modification</b>  | <b>Miller   Gurka</b> |
| <b>UCC Discussion:</b> Course options removed in favor of a required course, SLO update, program specific requirement added to course, course title changed, a course moved in course sequencing from year 3 to year 2, curriculum map updated. No other discussions. |  |   |                       |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                       |
| List all proposed changes to the program:   |  | Changed Kinesiology program outcome 6. Updated curriculum map. Deleted the option of taking KINA 101, KINA 102, or KINE 251. Students must take KINE 251. Changed suggested course outline. Added a program specific requirement of "B" or better in KINE 497. Changed title of KINE 265. In the course sequence, switched KINE 260 from the junior year to the sophomore year.   |                       |
| Justify each proposed modification to the program:  |  | Kinesiology program outcome 6 was changed to align with the new SHAPE America Standards for Beginning Physical Education Teachers. Deleted the option of taking KINA 101, KINA 102, or KINE 251. Students must take KINE 251. This also changed the program specific courses from "68-70" to 70. The suggested course sequence was changed (moved KINE 408 to senior year and KINE 401 to junior year). This accommodates the new prerequisite of KINE 301 before KINE 408. The requirement of a passing grade of B or higher was added to KINE 497 as a footnote in the program specific requirements. The appropriate changes were made to KINE 265 that reflect the changes of the entire Kinesiology department. KINE 250 was removed as an option as it is rarely offered. A required CPR card (that is current) at graduation was added (this is a requirement for going out into the schools for internships). This resulted in changes to foundation semester hours ("4-7" changed to 7) and a change in the course sequencing. In the course sequence, KINE 260 was switched from the junior year to the sophomore year. The KINE 260 class was switched with a 3-credit elective. (Continued in proposal) |                       |
| Describe discussions about this proposal within the department and outcomes.  |  | Discussed with teachers of the courses in Nov 2019. Discussed with Teacher Education in Nov 2019. Approved by email with Kinesiology department, Dec 2019.  |                       |

|   |  |   |                      |
|---|--|---|----------------------|
| <b>3138: Exercise Science (BS)</b>  |  | <b>Approved (3-12-20) - Program</b>   | <b>Lanci   Gurka</b> |
|   |  | <b>Modification</b>   |                      |
| <b>UCC Discussion:</b> SLO updates, course name change, graduation requirements change, foundation courses credit hour change, change in restrictive electives. Committee fixed a typo in the justification. No other discussion. |  |   |                      |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                      |
| List all proposed changes to the program:   |  | Update of student learning outcomes. Name change for KINE 26. The requirement for a student to have a current CPR card to graduate. Changed the credit hour count for Foundation Courses from 17-20 to 20. Removed BIOL 341/341L as a restrictive elective option and added BIOL 352/352L.  |                      |
| Justify each proposed modification to the program:  |  | Every undergraduate program in the Department of Kinesiology went through a program review over the last year. As a result of this review, programmatic student learning outcomes were revised and updated and a new assessment plan created. These changes need to be reflected in the program. The name for KINE 265 was changed to Emergency Care to more appropriately cover the content included therein. As a required course for Exercise Science, the program sheet needed to be updated accordingly. The Department of Kinesiology decided to change the requirement from KINE 265 or a current CPR card to KINE 265 and a CPR card because a current CPR card is required for most entry-level professionals and we believe the content covered in KINE 265 is an important aspect of the Exercise Science major. The Department of Biological Sciences developed BIOL 352/352L Human Physiology/Lab and we believe that it is a better fit than its predecessor. |                      |
| Describe discussions about this proposal within the department and outcomes.  |  | The changes were discussed at each Department of Kinesiology faculty meeting during the fall semester (8/26, 9/23, 10/28, and 11/18). A vote was taken in the 11/18 meeting to finalize the changes.  |                      |
| <b>3150: Fitness and Health Promotion (BS)</b>  |  | <b>Approved (3-12-20) - Program</b>   | <b>Gurka   Lanci</b> |
|   |  | <b>Modification</b>   |                      |
| <b>UCC Discussion:</b> SLO updated, course additions to program specific courses, foundation course requirement removed. No other discussion.   |  |   |                      |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                      |
| List all proposed changes to the program:   |  | SLO #3 was changed. Added KINE 403 or KINE 404, reduced KINE 499 from 6 credits to 3 credits. Removed the option of having a current CPR card OR taking a class.  |                      |
| Justify each proposed modification to the program:  |  | SLO #3 was changed to reflect feedback received during program review. Course changes were made to better prepare students to go into the industry upon graduation.   |                      |
| Describe discussions about this proposal within the department and outcomes.  |  | This was discussed by the Department of Kinesiology faculty via email correspondence fall 2019.   |                      |

| Program Additions   |  | Kinesiology                 |
|---|--|-----------------------------|
| Proposal  | Committee Action   | Motion   Second             |
| <b>Outdoor Recreation Industry Studies</b>  | <b>Approved (1-30-20) - Program Addition</b>   | <b>Schultz-Ela   Elliot</b> |
| <b>UCC Discussion:</b> Program Director Shrader discussed the importance of a program like this in the region and the state and that this program would be multifaceted preparing students for employment in this billion-dollar industry. Multiple departments were consulted and the curriculum reflects the skills needed for the outdoor recreation industry. |  |                             |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                             |
| Rationale and justification for the program demonstrating the demand, as evidenced by:  | The outdoor recreation industry is a \$62.5 billion-dollar industry in Colorado alone, employing about 511,000 Coloradans. Nationally, the outdoor recreation economy generates 7.6 million direct jobs, and \$887 billion in consumer spending. There has been growing effort to develop our outdoor recreation economy, and Colorado was one of the first states to establish an Office of Outdoor Recreation to nurture the industry. The industry demands a skilled workforce. Currently, employers in the outdoor recreation industry struggle to find applicants that have a holistic, multidisciplinary background as well as technical field skills. (Continued on Proposal) |                             |

| Course Modifications   |   | Kinesiology  |
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| Proposal   | Committee Action                                | Motion   Second  |
| <b>KINA 101: Beginning Swimming</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> Course descriptions and SLOs added to all KINA courses to help students choose the most appropriate activity course for their interests and abilities. No other discussion. |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   |   | Introduction to the basic swimming strokes and knowledge needed to prevent aquatic emergencies. Prepare students to acquire proper competitive swimming skills. Practice and develop the skills and knowledge of beginning swimming to promote lifelong physical activity. |
| Student learning outcomes:   |   |  |
| <b>KINA 102: Intermediate Swimming</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.  |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   |   | Continued development of swimming and water safety skills. Enhance swimming fitness and overall conditioning. Practice and develop the skills and knowledge of intermediate swimming to promote lifelong physical activity.  |
| Student learning outcomes:   |   |  |



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| <b>KINA 103: Springboard Diving</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Instruction of the basic techniques and mechanics of springboard diving. Develop proper competitive diving skills.                        |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of springboard diving to promote lifelong physical activity.                                |
| <b>KINA 104: Water Polo</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the basic skills and rules of water polo.   |
| Student learning outcomes:   |   | Progression of skills leading into full scrimmages.   |
|  |   | Practice and develop the skills and knowledge of water polo to promote lifelong physical activity.  |
| <b>KINA 105: Water Aerobics</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Conditioning program in the pool that emphasizes muscle tone, strength, flexibility, balance, coordination, and cardiovascular endurance. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of water aerobics to promote lifelong physical activity.                                    |

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| <b>KINA 106: Beginning Scuba</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to snorkeling techniques, scuba gear preparation, equipment maintenance, and 20 basic scuba skills. Designed to prepare students for a certification by helping them become safe, comfortable, and confident divers. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of beginning scuba to promote lifelong physical activity.   |
| <b>KINA 107: Advanced Scuba</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Advanced scuba skills and dives to expand safety, confidence, and enjoyment of scuba diving. Designed for certified scuba divers.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of advanced scuba to promote lifelong physical activity.  |
| <b>KINA 108: Canoeing</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the basic skills and safety of canoeing. Students will learn how to use the equipment involved, as well as how to scout the river.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of canoeing to promote lifelong physical activity.  |

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| <b>KINA 109: Kayaking</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to basic kayak and water reading skills. Students will learn kayaking safety, hazard evaluation, terminology, whitewater river reading skills, and paddling strokes.     |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of kayaking to promote lifelong physical activity.  |
| <b>KINA 110: River Rafting</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to whitewater rafting skills and knowledge. Students will learn about river trip planning, safety procedures, equipment, logistics, and minimizing environmental impact. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of river rafting to promote lifelong physical activity.   |
| <b>KINA 111: Rock Climbing</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the sport of rock climbing. Students will learn how to use equipment, tie knots, belay, communicate, basic climbing movements, and proper progression.                |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of rock climbing to promote lifelong physical activity.   |

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| <b>KINA 112: Hiking</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to hiking. Students will learn how to read a map, be safe while hiking, and properly prepare for a hike.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of hiking to promote lifelong physical activity.  |
| <b>KINA 115: Beginning Golf</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamentals, rules, and regulations of golf. Students will learn skills such as putting, chipping, and driving the ball, as well as proper golf etiquette.                               |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of beginning golf to promote lifelong physical activity.  |
| <b>KINA 115A: Disc Golf and Ultimate Frisbee</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> Course name change. See UCC Discussion for KINA101. No other discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course name:   | Disc Golf and Ultimate                          | Disc Golf and Ultimate Frisbee  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamental knowledge and skills of disc golf and ultimate frisbee. Students will learn the fundamental skills of throwing and catching, as well as the rules and strategies of the game. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Disc Golf and Ultimate Frisbee to promote lifelong physical activity.  |

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| <b>KINA 116: Intermediate Golf</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Development of the student's golf skills. Designed to refine the skills and strategies to ensure students can compete at an intermediate level.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate golf to promote lifelong physical activity.  |
| <b>KINA 117: Badminton</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamental knowledge and skills of badminton. Students will enhance their skills related to the various serves and shots including drop, lob, clear, and smash shots. Instruction will include an emphasis on the fundamental strategies and rules used in both singles and doubles play. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of badminton to promote lifelong physical activity.  |
| <b>KINA 118: Karate</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the history, culture, and practice of Okinawan Karate. Students will learn the basic terminology, warm-up procedure, and moving drills associated with the art of Karate.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Karate to promote lifelong physical activity.   |

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| <b>KINA 119: Archery</b>   |            |   |
| <b>Approved (3-12-20) - Course Modification</b>  |            |   |
| <b>Gurka   Flanigan</b>  |            |   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |            |   |
| <b>Change Item Description</b>   | <b>Old</b> | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |            | Introduction to the basic skills of archery. Students will learn about the safety, rules, equipment, and regulations associated with archery.   |
| Student learning outcomes:   |            | Practice and develop the skills and knowledge of archery to promote lifelong physical activity.   |
| <b>KINA 120: Backpacking</b>   |            |   |
| <b>Approved (3-12-20) - Course Modification</b>  |            |   |
| <b>Gurka   Flanigan</b>  |            |   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |            |   |
| <b>Change Item Description</b>   | <b>Old</b> | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |            | Introduction to the basics of backpacking. Foundational technical skills required to successfully and safely perform an overnight backpacking trip in a wilderness setting. Focuses on technical specifications and proper use of equipment, how to properly load and carry a backpack, campsite selection, camp cooking, water treatment and Leave No Trace etiquette. |
| Student learning outcomes:   |            | Practice and develop the skills and knowledge of backpacking to promote lifelong physical activity.   |
| <b>KINA 121: Beginning Tennis</b>  |            |   |
| <b>Approved (3-12-20) - Course Modification</b>  |            |   |
| <b>Gurka   Flanigan</b>  |            |   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |            |   |
| <b>Change Item Description</b>   | <b>Old</b> | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |            | Introduction to the basic skills of tennis. Topics include forehand, backhand, serve, and volley. Students will learn strategies, history, rules, and etiquette of tennis.  |
| Student learning outcomes:   |            | Practice and develop the skills and knowledge of beginning tennis to promote lifelong physical activity.  |

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| <b>KINA 121A: Pickleball</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamental knowledge and skills of pickleball. Students will enhance their skills related to the various serves and shots including drop, lob, clear, and smash shots. Instruction will also emphasize the fundamental strategies and rules used in both singles and doubles play. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of pickleball to promote lifelong physical activity.  |
| <b>KINA 122: Intermediate Tennis</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Development and refinement of the fundamentals of tennis. Students will learn advanced strokes and strategies that can be used to compete at an intermediate level.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate tennis to promote lifelong physical activity.   |
| <b>KINA 126: Fitness Walking</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Individualized approach to fitness walking. Students will gain knowledge about fitness principles and practices, as well as improve one's individual fitness levels.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of fitness walking to promote lifelong physical activity.   |

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| <b>KINA 127: Physical Conditioning</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to basic skills in physical conditioning and new fitness concepts. Students will gain knowledge on developing and executing an exercise program that combines strength training and cardiovascular endurance training.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of physical conditioning to promote lifelong physical activity.   |
| <b>KINA 128: Intermediate Weight Training</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Proper guidelines, principles, and techniques of weight lifting. Development of muscular strength, endurance, and power at an advanced level. Introduces Olympic lifting techniques. Continues development of individual weight training programs and advanced evaluation techniques. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate weight training to promote lifelong physical activity.  |
| <b>KINA 129: Weight Training</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to weight training principles and application with an individualized approach. Students will learn to design and implement a weight training program tailored to their own fitness goals.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of weight training to promote lifelong physical activity.   |



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| <b>KINA 133: Downhill Skiing</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the knowledge, techniques, equipment, and safety necessary for participating in downhill skiing. Students will learn about the safety, practice, and etiquette associated with the snow sport. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of downhill skiing to promote lifelong physical activity.  |
| <b>KINA 134: Snowboarding</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA101. No other discussion.                      |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the knowledge, techniques, equipment, and safety necessary for participating in snowboarding. Students will learn about the safety, practice, and etiquette associated with the snow sport.    |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of snowboarding to promote lifelong physical activity.   |
| <b>KINA 137: Fencing</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the basic skills and rules involved in fencing. Students will develop strategies for both attacking and defending using all three weapons (foil, saber, epee) of fencing.                      |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of fencing to promote lifelong physical activity.  |

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| <b>KINA 137A: Intermediate Fencing</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Development of basic fencing skills and strategies. Footwork and handwork skills will be developed to ensure students can compete at an intermediate level.                               |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate fencing to promote lifelong physical activity.  |
| <b>KINA 138: Step Aerobics</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Basic aerobic step patterns with the freedom of creativity. Students will learn choreographic terminology, as well as improve their cardiovascular fitness through aerobic step training. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of step aerobics to promote lifelong physical activity.   |
| <b>KINA 140: Snowshoeing</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to snowshoeing. Topics include on- and off-trail techniques for various terrains, recognition and treatment of cold injuries, risk management, and trip planning.            |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of snowshoeing to promote lifelong physical activity.   |

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| <b>KINA 142: Self-Defense</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Fundamental applications of Jujitsu, boxing, karate, wrestling, and Kung Fu. Students will learn the proper maneuvers for a variety of potential real-life combative situations.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of self-defense to promote lifelong physical activity.  |
| <b>KINA 143: Orienteering</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the science of orienteering. Emphasis on acquiring a respect for the environment by route finding in a “low-impact” manner and gaining the knowledge to comfortably navigate from a map.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of orienteering to promote lifelong physical activity.  |
| <b>KINA 144: Pilates</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the practice of Pilates. Students will learn low-impact mat exercises designed to develop whole body awareness and control for various fitness levels. Focus is on increasing core strength and stabilization, muscle balance, tone, coordination, and flexibility. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Pilates to promote lifelong physical activity.   |

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| <b>KINA 146: Indoor Cycling</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Basic concepts associated with indoor cycling. Emphasis on building cardiorespiratory endurance through structured, individually-paced indoor cycling workouts.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of indoor cycling to promote lifelong physical activity.   |
| <b>KINA 151: Adaptive Physical Activity</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Adaptive physical activity for students with a variety of disabilities, including both temporary and permanent injuries. Focus is on an individualized program that could include training and activity in muscle strength and endurance, flexibility, motor skills, swim skills, and/or cardiovascular endurance. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of adaptive physical activity to promote lifelong physical activity.   |
| <b>KINA 152: Softball</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamental skills of softball. Topics include the rules and regulations of the game and how to play each position on the field.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of softball to promote lifelong physical activity.   |

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| <b>KINA 156: Soccer</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the basic skills and techniques of soccer. Topics include rules, strategies, and the etiquette involved in a game situation.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of soccer to promote lifelong physical activity.  |
| <b>KINA 157: Adaptive Physical Activity II</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Activity course for students with temporary and permanent disabilities. This course continues with the development of individualized training and activities that improve one's muscular strength, muscular endurance, flexibility, motor skills, swimming skills, and/or cardiovascular endurance. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate adaptive physical activity to promote lifelong physical activity.   |
| <b>KINA 160A: Nordic Skiing</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to Nordic skiing techniques for groomed tracks and ungroomed snow conditions. Emphasizes speed control, efficient body movement, and safety. Covers basic winter survival techniques, proper clothing, and trail etiquette.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Nordic skiing to promote lifelong physical activity.   |

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| <b>KINA 161: Two-Person Outdoor Volleyball</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Exploration of the game of sand volleyball as a lifetime activity. Students build on their basic understanding of volleyball skills and game strategies.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of two-person outdoor volleyball to promote lifelong physical activity.   |
| <b>KINA 162: Volleyball</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction course of the fundamentals of volleyball including passing, serving, setting, and spiking. Students will learn rules and court strategies involved in the game and be able to demonstrate their skills in game-play. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of volleyball to promote lifelong physical activity.  |
| <b>KINA 163: Intermediate Volleyball</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Enhancement of basic skills of volleyball learned as a beginner volleyball player. Advanced techniques taught such as, blocking, setting, and hitting. Different strategies of offense and serving will be emphasized.            |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate volleyball to promote lifelong physical activity.   |

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| <b>KINA 164: Beginning Basketball</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamental skills of basketball. Acquaints the student with the knowledge and skills necessary to participate in the game of basketball while acquiring the necessary physical fitness to play the sport. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of beginning basketball to promote lifelong physical activity.   |
| <b>KINA 165: Intermediate Basketball</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Development of basketball skills and knowledge at an intermediate level. This course covers the implementation of set plays and skills through drills and game play.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of intermediate basketball to promote lifelong physical activity.  |
| <b>KINA 166: Flag Football</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the fundamental skills, rules, and strategies of flag football. Students will learn the safety and etiquette of the game.  |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of flag football to promote lifelong physical activity.  |

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| <b>KINA 166A: Touch Rugby</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the basic skills of touch rugby. This course emphasizes ball handling and attacking strategies. Students will learn the rules and the history of the game.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of touch rugby to promote lifelong physical activity.  |
| <b>KINA 167: Tai Chi</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to the ancient Chinese traditional martial art of Tai Chi as an effective way to reduce stress levels, improve health, and increase the ability to focus. Students will develop a relaxed sequence of moves that emphasize proper alignments and release muscular tension, aiding in preventing and recovering from injuries. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Tai Chi to promote lifelong physical activity.  |
| <b>KINA 168: Introduction to Yoga</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>  |
| <b>UCC Discussion:</b> Course name change. See UCC Discussion for KINA 101. No other discussion. |   |  |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>   |
| Course name:   | Hatha Yoga Relaxation I                         | Introduction to Yoga   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Fundamental poses for the practice of yoga, stress reduction techniques, and strength and flexibility development.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of beginning yoga to promote lifelong physical activity.   |



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| <b>KINA 169: Hatha Yoga &amp; Relaxation</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> Course name change. See UCC Discussion for KINA 101. No other discussion. |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course name:   | Hatha Yoga Relaxation II                        | Hatha Yoga Relaxation   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Participation in the practice of Hatha yoga, including the integration of mind-body, stress reduction techniques, strength and flexibility enhancement.   |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Hatha Yoga and Relaxation to promote lifelong physical activity.   |
| <b>KINA 170: Zumba</b>   | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> Course name change. See UCC Discussion for KINA 101. No other discussion. |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course name:   | Latin Rhythms                                   | Zumba   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Introduction to Zumba, Latin dance styles, through a variety of choreographed songs. Topics include basic information about aerobic training, how to perform basic Latin steps, and how to design a choreographed Latin-based dance routine.                      |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of Zumba to promote lifelong physical activity.   |
| <b>KINA 171: Adaptive Skiing/Snowboarding</b>  | <b>Approved (3-12-20) - Course Modification</b> | <b>Gurka   Flanigan</b>   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): |   | Adaptive snow sports for students with all types of disabilities. Students will develop knowledge, techniques, and an understanding of the safety involved in skiing/snowboarding. Specialized equipment will be available and customized depending on abilities. |
| Student learning outcomes:   |   | Practice and develop the skills and knowledge of adaptive skiing/snowboarding to promote lifelong physical activity.  |

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| <b>KINA 174: Social Dance</b>   |  |   |
| <b>Approved (3-12-20) - Course Modification</b>   |  |   |
| <b>Gurka   Flanigan</b>   |  |   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.  |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                      |  | Introduction to partner dancing in common styles of social dance. Styles for each course will be specific to instructor expertise.  |
| Student learning outcomes:  |  | Practice and develop the skills and knowledge of social dance to promote lifelong physical activity.  |
| <b>KINA 175: Snorkeling/Free Diving</b>   |  |   |
| <b>Approved (3-12-20) - Course Modification</b>   |  |   |
| <b>Gurka   Flanigan</b>   |  |   |
| <b>UCC Discussion:</b> See UCC Discussion for KINA 101. No other discussion.  |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                      |  | Introduction to snorkeling and free diving. Topics include how to handle the equipment and the physics involved in free diving. Takes basic snorkelers to an advanced level of knowledge, skills, and safety.   |
| Student learning outcomes:  |  | Practice and develop the skills and knowledge of snorkeling/free diving to promote lifelong physical activity.  |
| <b>KINE 265: Emergency Care</b>   |  |   |
| <b>Approved (3-12-20) - Course Modification</b>   |  |   |
| <b>Flanigan   Miller</b>  |  |   |
| <b>UCC Discussion:</b> Course name change, course description change, and course content change. No other discussion. |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course name:  | First Aid and CPR/AED for the Health Care Provider   | Emergency Care  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                      | Knowledge and skills required to meet the needs of first aid and CPR situations that lead to obtaining valid First Aid and CPR/AED for the Health Care Provider cards. | Knowledge and skills required to meet the needs of emergency care situations. Course leads to obtaining valid First Aid and CPR/AED for the Health Care Provider cards as well as experience associated with care and prevention of common injuries experienced by the physically active. |

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| <b>KINE 408: Methods of Teaching Physical Education in Secondary Schools</b>                                      | <b>Approved (1-30-20) - Course Modification</b>  | <b>Flanigan   Elliot</b>   |
| <b>UCC Discussion:</b> Updated/added to prerequisite, general updates to wording throughout. No other discussion. |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Prerequisites:  | EDUC 115, EDUC 215, and KINE 214   | EDUC 215, KINE 214, and KINE 301   |
| <b>KINE 497: Pre-Internship in Physical Education</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Lanci   Bardo</b>   |
| <b>UCC Discussion:</b> Course description change. No other discussion.  |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                  | K-12 physical education majors study teaching and standard-based education in a physical education setting. One hundred twenty laboratory hours required.  | Standards-based education and teaching practices in a K-12 physical education setting. |
| <b>Course Additions</b>   |  |  |
| <b>Proposal</b>   | <b>Committee Action</b>  | <b>Motion   Second</b>   |
| <b>KINA 108A: Stand Up Paddle Boarding</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Course added to enhance outdoor recreation options in KINA courses. No other discussions.  |  |  |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |  |
| New Proposal: No differences to report  | This course will be a recommended course for the new Outdoor Recreation Industry Studies major. This course will enhance our outdoor options.  |  |
| <b>KINA 111A: Rock Climbing II</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Course added to enhance outdoor recreation options in KINA courses. No other discussions.  |  |  |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |  |
| New Proposal: No differences to report  | This course is being proposed to meet the requirements of the new Outdoor Recreation Industry Studies major. It also offers students the opportunity to advance their skills in rock climbing beyond the current rock-climbing course. |  |
| <b>KINA 123A: Racquet Sports</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Combination of KINA racquet sport courses. No other discussion.                            |  |  |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |  |
| New Proposal: No differences to report  | This course no longer had adequate courts to offer racquetball alone, therefore it was decided to combine multiple racquet sports that can be taught in the rec center adjacent to the racquetball courts.                             |  |

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| <b>KINA 131A: Aerobics</b>   | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Combination of KINA high and low-impact aerobics courses. No other discussion.                    |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report   | This course was created to replace both high- and low-impact aerobics to be inclusive of all abilities in one course. High-impact aerobics (KINA 132) and low-impact aerobics (KINA 131) are being removed. Therefore, this course will meet the needs of students interested in low or high-impact aerobics. Appropriate modifications will be provided in the instruction. |                          |
| <b>KINA 135A: Backcountry Winter Travel</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Course added to enhance outdoor recreation options in KINA courses. No other discussions.         |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report   | This course is designed to be a part of the new OREC program. It will include multiple forms of winter travel, which is not currently offered in the activity course offerings.  |                          |
| <b>KINA 169A: Flow Yoga</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Course added to enhance options in KINA courses. No other discussions.                            |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report   | This course will cover a different form of yoga than what has previously been offered.   |                          |
| <b>KINA 180V: Varsity Sport Participation</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Lohse   Flanigan</b>  |
| <b>UCC Discussion:</b> Combination of all varsity sports courses. No other discussion.                                   |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report   | To make the varsity activity course offerings more feasible for the Department of Kinesiology, the faculty determined that one section of varsity athletics could be offered to athletes of all varsity sports.  |                          |
| <b>OREC 205: Foundations of Outdoor Recreation Industry Studies</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> New foundational course for new program. Covers overview of industry topics. No other discussion. |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report   | This is the foundational course for the Outdoor Recreation Industry Studies degree program. It provides an overview of current industry practices, policies, career options, legislation, and economic impact.   |                          |

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| <b>OREC 305: Outdoor Industry Business</b>  |  |                          |
| <b>Approved (3-12-20) - Course Addition</b>   |  | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers aspects of businesses in the outdoor industry. No other discussion.                        |  |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report  | This is an in-depth look at the outdoor industry business sector. Covers aspects of businesses in the outdoor industry from service and product development, including finance, marketing, sales, profitability, and corporate social responsibility as well as innovation and entrepreneurship.   |                          |
| <b>OREC 311: Avalanche Rescue Techniques and Theory</b>   |  |                          |
| <b>Approved (3-12-20) - Course Addition</b>   |  | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers technical survival skills involving winter recreation. No other discussion.                |  |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report  | This course covers technical survival skills involving winter recreation. This includes assessing risk, both in weather and snow conditions, route finding, and human factors involved when in the backcountry.  |                          |
| <b>OREC 312: Swiftwater Rescue Techniques and Theory</b>  |  |                          |
| <b>Approved (3-12-20) - Course Addition</b>   |  | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers all aspects of taking a group into a river environment. No other discussion                |  |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report  | This course covers all aspects of taking a group into a river environment. It will include trip planning, assessment of both river conditions and human factors, as well as technical rescue skills.   |                          |
| <b>OREC 313: Rock Climbing Instructor and Rope Rescue</b>   |  |                          |
| <b>Approved (3-12-20) - Course Addition</b>   |  | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers aspects of taking a group rock climbing in an outdoor environment. No other discussion.    |  |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report  | This course covers aspects of taking a group rock climbing in an outdoor environment. It includes an in-depth understanding of all technical equipment, as well as high-angle rescue and a comprehensive trip plan. Also included is an assessment of human factors, weather, and rock conditions. |                          |
| <b>OREC 315: Professional Outdoor Guide</b>   |  |                          |
| <b>Approved (3-12-20) - Course Addition</b>   |  | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers aspects of the guiding profession in the outdoor recreation industry. No other discussion. |  |                          |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report  | This course covers aspects of the guiding profession in the outdoor recreation industry. This includes planning, budgeting, and permitting, as well as organizing all gear needed. Safety, risk management, and leadership will be the foundation of this course.                                  |                          |

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| <b>OREC 350: Community Health and the Outdoor Recreation Industry</b>  |   | <b>Approved (3-12-20) - Course Addition</b> | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers Nature RX/Outdoor RX movements and importance of outdoor recreation to community health. No other discussion. |   |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |   |                          |
| New Proposal: No differences to report   | This course covers tenants of the Nature RX and Outdoor RX movements and explores the concept that outdoor recreation is essential to community health. |   |                          |

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| <b>OREC 405: Outdoor Recreation Leadership, Programming, Education, and Assessment</b>                               |   | <b>Approved (3-12-20) - Course Addition</b> | <b>Flanigan   Miller</b> |
| <b>UCC Discussion:</b> Course covers aspects of outdoor education (leadership and programming). No other discussion. |   |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |   |                          |
| New Proposal: No differences to report   | This course covers all aspects of outdoor education, including shared goals, outcomes, and challenges of the group. The course will also cover responsible use in the outdoors, risk management, environmental impacts, and technical skills such as gear selection and orienteering. Leadership and programming will be the foundation of this course. |   |                          |

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| <b>Course Inactivation</b>   |   | <b>Kinesiology</b>       |
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion   Second</b>   |
| <b>KINA 113: Beginning Bowling</b>   | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> Kinesiology faculty met and reviewed all KINA courses to update curricular offerings. KINA courses were removed based on liability, what has been offered recently, overlapping content, access to facilities and equipment, and other course specific reasons as addressed in the course justifications. |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  | This course has not been offered for many years due to not having access to bowling facilities. |                          |

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| <b>KINA 114: Intermediate Bowling</b>               |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | This course has not been offered for many years due to not having access to bowling facilities. |   |                          |

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| <b>KINA 118A: Karate II</b>                         |  |  | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |  |   |                          |
| <b>Change Item Description</b>                      |  | <b>Department Justification</b>  |   |                          |
| Delete Proposal: No differences to report           |  | The course has not been offered in many years, and as most students are no longer required to take two activity courses, it doesn't make sense to offer Level II in certain activities.  |   |                          |
| <b>KINA 123: Racquetball</b>                        |  |  | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |  |   |                          |
| <b>Change Item Description</b>                      |  | <b>Department Justification</b>  |   |                          |
| Delete Proposal: No differences to report           |  | Since there are limited courts available for racquetball (less than the minimum students required to offer the course), it was determined that this course should no longer be offered. KINA 123A, which focuses on multiple racquet sports, will replace this course. |   |                          |
| <b>KINA 124: Intermediate Racquetball</b>           |  |  | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |  |   |                          |
| <b>Change Item Description</b>                      |  | <b>Department Justification</b>  |   |                          |
| Delete Proposal: No differences to report           |  | The facilities are no longer available for this course.  |   |                          |
| <b>KINA 125: Handball</b>                           |  |  | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |  |   |                          |
| <b>Change Item Description</b>                      |  | <b>Department Justification</b>  |   |                          |
| Delete Proposal: No differences to report           |  | The facilities are no longer available for this course.  |   |                          |
| <b>KINA 130: Fitness</b>                            |  |  | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |  |   |                          |
| <b>Change Item Description</b>                      |  | <b>Department Justification</b>  |   |                          |
| Delete Proposal: No differences to report           |  | Duplicate content was being taught in multiple courses which was not the intent of these courses. It was decided that it would be most appropriate to proceed with only offering KINA 127, and to inactivate KINA 130 and KINA 136.                                    |   |                          |
| <b>KINA 131: Low-Impact Aerobics</b>                |  |  | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |  |   |                          |
| <b>Change Item Description</b>                      |  | <b>Department Justification</b>  |   |                          |
| Delete Proposal: No differences to report           |  | After review of the activity courses, it was determined by the faculty in the Kinesiology department that this course should be replaced by "Aerobics" (new course KINA 131A). This was decided at the November, 2019 Department meeting.                              |   |                          |

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| <b>KINA 132: High-Impact Aerobics</b>               | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | This course is no longer necessary due to the new course proposed (KINA 131A). High-impact aerobics is being removed because it will be included in KINA 131A.   |                          |
| <b>KINA 135: Telemark Skiing</b>                    | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | There is no demand for the course and it has not been offered in many years.   |                          |
| <b>KINA 136: Body Shaping</b>                       | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | This course is outdated in terminology and content duplicates other course content. We are inactivating KINA 130 and KINA 136, and keeping KINA 127.   |                          |
| <b>KINA 139: In-Line Skating</b>                    | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | The facilities and equipment are not available to offer this course.   |                          |
| <b>KINA 141: Mountain Biking</b>                    | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | Due to the liability and safety concerns associated with this course, it was determined that it should no longer be offered.   |                          |
| <b>KINA 145: Wrestling</b>                          | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | The demand for the course has been too low to continue offering the course.  |                          |
| <b>KINA 147: Track and Field</b>                    | <b>Approved (1-30-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |  |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report           | This course has not been offered for over five years and duplicates content in other courses. For example, KINA 126 Fitness Walking, KINA 127 Physical Conditioning, and KINA 131A Aerobics all share duplicate content with KINA 147. |                          |



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| <b>KINA 148: Gymnastics</b>                         |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | This course has never been offered, and equipment/facilities are not available.   |   |                          |
| <b>KINA 149: Broomball</b>                          |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | This course has not been offered for over five years and adequate facilities and equipment are not available.               |   |                          |
| <b>KINA 150: Adaptive Aquatics</b>                  |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | This course has not been offered for over five years and duplicates content in other courses (KINA 151 and 157).            |   |                          |
| <b>KINA 153: Adaptive Aquatics II</b>               |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | Due to duplicate content, it is no longer necessary to offer this course. KINA 151 and 157 will include aquatic adaptation. |   |                          |
| <b>KINA 154: Beginning Ice Hockey</b>               |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | Facilities are not available to offer this course.  |   |                          |
| <b>KINA 155: Beginning Ice Skating</b>              |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | Facilities are not available to offer this course.  |   |                          |
| <b>KINA 158: Speedball</b>                          |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113. |   |   |                          |
| <b>Change Item Description</b>                      | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report           | This course has not been offered for over five years and equipment is not available.  |   |                          |

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| <b>KINA 159: Aikido</b>  |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113.  |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | This course has never been offered.   |                          |
| <b>KINA 176: Horseback Riding</b>  |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UDD Discussion:</b> See discussion for KINA 113.  |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | Due to not having access to facilities, concerns regarding liability, and the course not being offered in the past five years, it was determined to stop offering the course. |                          |
| <b>KINA 180A: Varsity Men's Football</b>   |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> All varsity KINA courses are being removed. All varsity sports will use a single course name and number, KINA 180V. |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit.   |                          |
| <b>KINA 180B: Varsity Men's Basketball</b>   |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A.   |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit.   |                          |
| <b>KINA 180C: Varsity Men's Baseball</b>   |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A.   |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit.   |                          |
| <b>KINA 180D: Varsity Men's Swimming</b>   |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A.   |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit.   |                          |
| <b>KINA 180E: Varsity Men's Tennis</b>   |  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A.   |  |   |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report  |  | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit.   |                          |

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| <b>KINA 180H: Varsity Men's Soccer</b>               |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 180J: Varsity Men's Golf</b>                 |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 180K: Varsity Men's Track and Field</b>      |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 180M: Varsity Men's Wrestling</b>            |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 180N: Varsity Men's Lacrosse</b>             |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 180P: Varsity Men's Cross Country</b>        |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 180Q: Varsity Men's Hockey</b>               |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |

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| <b>KINA 181B: Varsity Women's Basketball</b>         |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 181D: Varsity Women's Swimming</b>           |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 181E: Varsity Women's Tennis</b>             |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 181F: Varsity Women's Volleyball</b>         |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 181G: Varsity Women's Softball</b>           |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 181H: Varsity Women's Soccer</b>             |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |
| <b>KINA 181J: Varsity Women's Golf</b>               |   | <b>Approved (1-30-20) - Course Inactivation</b> | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |   |                          |

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| <b>KINA 181K: Varsity Women's Track Field</b>        | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 181M: Varsity Women's Wrestling</b>          | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 181N: Varsity Women's Lacrosse</b>           | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 181P: Varsity Women's Cross Country</b>      | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 181R: Varsity Women's Sand Volleyball</b>    | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 182A: Varsity Coed Cheerleading</b>          | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 182B: Varsity Coed Cycling</b>               | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |

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| <b>KINA 182C: Varsity Coed Rodeo</b>                 | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 182D: Varsity Coed Alpine Skiing</b>         | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 182E: Varsity Coed Nordic Skiing</b>         | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |
| <b>KINA 182F: Varsity Coed Triathlon</b>             | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> See discussion for KINA 180A. |   |                          |
| <b>Change Item Description</b>                       | <b>Department Justification</b>   |                          |
| Delete Proposal: No differences to report            | The general varsity athletic credit (new course KINA180V) will replace the sport-specific credit. |                          |

| <b>Course Modifications Mathematics and Statistics</b>           |   |   |
|--|---|---|
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion   Second</b>  |
| <b>MATH 110: College Mathematics-GTMA1</b>                       | <b>Approved (3-12-20) - Course Modification</b>                         | <b>Schultz-Ela   Gurka</b>  |
| <b>UCC Discussion:</b> Prerequisite change. No other discussion. |   |   |
| <b>Change Item Description</b>                                   | <b>Old</b>  | <b>New</b>  |
| Prerequisites:   | MATC 091 or equivalent or appropriate mathematics placement test score  | MATC 090 or equivalent or appropriate mathematics placement test score              |
| <b>MATH 113: College Algebra-GTMA1</b>                           | <b>Approved (3-12-20) - Course Modification</b>                         | <b>Gurka   Miller</b>   |
| <b>UCC Discussion:</b> Prerequisite change. No other discussion. |   |   |
| <b>Change Item Description</b>                                   | <b>Old</b>  | <b>New</b>  |
| Prerequisites:   | MATC 091 or equivalent, or appropriate mathematics placement test score | MATC 091 or MATC 092 or equivalent, or appropriate mathematics placement test score |

| Program Modifications   |   | Music                 |
|---|---|-----------------------|
| Proposal  | Committee Action  | Motion   Second       |
| <b>3253: Music: Liberal Arts (BA)</b>   | <b>Approved (3-12-20) - Program Modification</b>  | <b>Lanci   Elliot</b> |
| <b>UCC Discussion:</b> Addition of language specifying Music Department standards for courses and program. Committee corrected an error in program specific courses credit hours. No other discussion.                                  |   |                       |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                       |
| List all proposed changes to the program:   | The following addition of language specifying Music Department standards for courses and program: Students must pass all music courses with a “C” or better and maintain a 2.0 cumulative GPA or higher in coursework in this area. Addition of clarifying language that students must complete eight semesters of lessons, two at each academic level.   |                       |
| Justify each proposed modification to the program:  | Music Department standards must be met and maintained; therefore, this language must be included in the program sheet. Clarification of lesson requirements to ensure Degreeworks does not count a 2-credit lesson for the full requirement at a given academic level.  |                       |
| Describe discussions about this proposal within the department and outcomes.  | This was discussed and approved by the full Music Department faculty on January 22, 2020.   |                       |
| <b>3281: Music with Elective Studies in Business (BM)</b>   | <b>Approved (3-12-20) - Program Modification</b>  | <b>Gurka   Elliot</b> |
| <b>UCC Discussion:</b> Course credit hour/content changes, course additions, required and elective course choice changes, general and program specific requirement credit hour changes, course sequencing changes. No other discussion. |   |                       |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                       |
| List all proposed changes to the program:   | 1. Reflects credit hour and content changes submitted for: MUSA 363 Music Industry and Marketing and MUSA 365 Entrepreneurship for Creatives.   2. Reflects the addition of the following new courses: MUSA 367 Arts Management and MUSA 312 Electronic Music.   3. Changes are made in required classes and elective choices to provide flexibility for students based upon their area of interest.   4. Reflects a change from 1 to 2 credit hours for MUSA 311   5. General Electives changed from 3 to 6 credit hours and Program Specific Requirements changed from 57 to 54 credit hours   6. Changes were made in the course sequencing. |                       |
| Justify each proposed modification to the program:  | 1. Credit hours and content changes were made to accommodate the creation of the new courses referenced in 2.   2. These new courses have been added to reflect important areas of study required in the music industry.   3. Balancing electives will insure proper credit hour requirements within the 120-hour limit.   4. See Course Modification justification for MUSA 311   5. This change was made to provide more flexibility in the program   6. Course sequencing changes were needed to account for the changes described above.  |                       |
| Describe discussions about this proposal within the department and outcomes.  | All changes discussed and approved by Music Faculty during Fall 2019 semester.  |                       |

|  |  |   |                        |
|--|--|---|------------------------|
| <b>3285: Music Performance - Instrumental Performance (BM)</b>   |  | <b>Approved (3-12-20) - Program Modification</b>  | <b>Gurka   Seebach</b> |
| <b>UCC Discussion:</b> Elective additions to program specific courses, credit hour correction to reflect changes to a course, increased credit hours in general electives, and course sequence modifications. No other discussion. |  |   |                        |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.          |  | <b>Department Justification</b><br>1. Creating an elective list of music business courses including the previously required MUSA 363 and MUSA 365 and the newly created MUSA 312 and MUSA 367. Students will be required to select two of these courses.   2. Reflects a change from 1 to 2 credit hours for MUSA 311   3. General Electives increased from 4 credits to 5 credits   4. Changes were made in the course sequencing.<br>1. These changes are proposed to provide students with more flexibility according to their area of interest and include the newly created music business courses in electronic music and arts management.   2. See Course Modification justification for MUSA 311   3. General Electives were increased since Program Specific Requirements decreased by an hour   4. Course sequencing changes were needed to account for the changes described above.<br>These changes were discussed by the full music department faculty and approved in the fall of 2019. |                        |

|  |  |   |                        |
|--|--|---|------------------------|
| <b>3286: Music Performance - Keyboard Performance (BM)</b>   |  | <b>Approved (3-12-20) - Program Modification</b>  | <b>Gurka   Seebach</b> |
| <b>UCC Discussion:</b> Elective additions to program specific courses, credit hour correction to reflect changes to a course, increased credit hours in general electives, and course sequence modifications. No other discussion. |  |   |                        |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.          |  | <b>Department Justification</b><br>1. Creating an elective list of music business courses including the previously required MUSA 363 and MUSA 365 and the newly created MUSA 312 and MUSA 367. Students will be required to select two of these courses.   2. Reflects a change from 1 to 2 credit hours for MUSA 311   3. General Electives changed from 3 to 6 credit hours and Program Specific Requirements changed from 57 to 56 credit hours   4. Changes were made in the course sequencing.<br>1. These changes are proposed to provide students with more flexibility according to their area of interest and include the newly created music business courses in electronic music and arts management.   2. See Course Modification justification for MUSA 311   3. This change was made to provide more flexibility in the program   4. Course sequencing changes were needed to account for the changes described above.<br>These changes were discussed by the full music department faculty and approved in the fall of 2019. |                        |



|   |   |  |                        |
|---|---|--|------------------------|
| <b>3287: Music Performance - Vocal Performance (BM)</b>   |   | <b>Approved (3-12-20) - Program Modification</b> | <b>Gurka   Seebach</b> |
| <b>UCC Discussion:</b> Elective additions to program specific courses, credit hour correction to reflect changes to a course, increased credit hours in general electives, course sequence modifications, removed inactive courses from restricted electives. No other discussion |   |  |                        |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |  |                        |
| List all proposed changes to the program:   | 1. Creating an elective list of music business courses including the previously required MUSA 363 and MUSA 365 and the newly created MUSA 312 and MUSA 367. Students will be required to select two of these courses.   2. Reflects a change from 1 to 2 credit hours for MUSA 311   3. The addition of 1 credit hour of General Electives because the Program Specific Requirements changed from 57 to 56 credit hours   4. Changes were made in the course sequencing   5. MUSP 350 and 450 removed from restricted electives since those courses were deactivated December 2019. |  |                        |
| Justify each proposed modification to the program:  | 1. These changes are proposed to provide students with more flexibility according to their area of interest and include the newly created music business courses in electronic music and arts management.   2. See Course Modification justification for MUSA 311   3. This change was made to provide more flexibility in the program   4. Course sequencing changes were needed to account for the changes described above.   5. MUSP 350 and 450 deactivated December 2019.  |  |                        |
| Describe discussions about this proposal within the department and outcomes.  | These changes were discussed by the full music department faculty and approved in the fall of 2019.   |  |                        |

| Course Modifications   |  | Music   |
|--|--|---|
| Proposal   | Committee Action   | Motion   Second   |
| MUSA 101: Concert Attendance   | Approved (11-14-19) - Course Modification  | Lanci   Seebach   |
| UCC Discussion: An error describing the repeatability of the class was corrected. Other language was updated for upcoming accreditation. |  |   |
| Change Item Description  | Old  | New   |
| Type of Instructional Activity:  | Lecture  | Music: Studio   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Required attendance at concerts to gain an appreciation for music and music performance. Majors must meet attendance requirements at approved music concerts and Recital Hour for eight semesters as a graduation requirement. | Exploration of repertoire, current trends in music, and career development through attendance at concerts and a weekly music forum. |
| Total completions  | 8  | 7   |

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|---|--|--|
| <b>MUSA 111: Music Technology</b>   | <b>Approved (12-12-19) - Modification</b>  | <b>Schlieff   Lanci</b>  |
| <b>UCC Discussion:</b> Co-requisite change and instructional type change. Upcoming accreditation discussed briefly.   |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Type of Instructional Activity:   | Lecture  | Laboratory: Academic/Clinical  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Introduction to computer applications in music. The course begins with a focus on basic computer operation and the installation of the various software programs that will be used in the course. The course will include an overview of the three basic music applications for computers: notation software, Computer Assisted Instruction (CAI) software, and sequencing software (including digital audio). | Introduction to music software programs that are widely accepted in the field of music.  |
| Corequisites:   | MUSA 114   |  |
| Lecture:  | 1  |  |
| Lab:  | 1  | 2  |
| <b>MUSA 113: Fundamentals of Theory</b>   | <b>Approved (11-14-19) - Course Modification</b>   | <b>Flanigan   Schlieff</b>   |
| <b>UCC Discussion:</b> Eliminated a co-requisite and updated other language for upcoming accreditation.   |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Required theory course for music minor and music theatre students. Harmonic principles of music, including scales, intervals, triads, and chords. Concurrent enrollment in MUSA 130 or prior knowledge of the keyboard required.   | Study of the fundamentals of music theory for music majors and music theater majors in preparation to begin the music theory sequence. Covers harmonic principles of music, including major and minor scales, intervals, triads, and chords. |
| <b>MUSA 114 Theory I- Introduction</b>  | <b>Approved (10-24-19) - Course Modification</b>   | <b>Schlieff   Seebach</b>  |
| <b>UCC Discussion:</b> Discussion covered the rigidity of the system and the need for flexibility in the system for students to take other courses. Hancock asked that justifications and changes be written clearly so they are clear to anyone reading them now or in the future. |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Banner Corequisites:  | Ear Training and Sightsinging I<br>Class Piano I   | Ear Training and Sightsinging I  |
| Prerequisites:  | Satisfactory score on theory placement examination;<br>concurrent enrollment in MUSA 116; concurrent enrollment in MUSA 130 or prior knowledge of the keyboard   | Satisfactory score on theory placement examination   |

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| <b>MUSA 115: Theory II-Diatonic Concepts</b>  | <b>Approved (11-14-19) - Course Modification</b>   | <b>Gurka   Seebach</b>  |
| UCC Discussion: Eliminated a co-requisite and updated other language for upcoming accreditation.  |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Continuation of MUSA 114, extending to all types of diatonic 7th chords, and their usages. Includes advanced rules of tonal harmonization. Concurrent enrollment in MUSA 131 or prior knowledge of the keyboard is required.   | Continuation of MUSA 114, extending to all types of diatonic 7th chords, and their usages. Includes advanced rules of tonal harmonization.  |
| Prerequisites:  | MUSA 114 or permission of instructor; concurrent enrollment in MUSA 117  | MUSA 114  |
| <b>MUSA 116: Ear Training and Sightsinging I</b>  | <b>Approved (11-14-19) - Course Modification</b>   | <b>Elliot   Gurka</b>   |
| UCC Discussion: Eliminated a co-requisite, included lab component language, and updated other language for upcoming accreditation. Discussion followed reiterating the need for date/semester information in "Describe discussions..." field in CIM. Field updated. |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Type of Instructional Activity:<br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Lecture<br>Skills developed in reading rhythms, sightsinging, and listening. Emphasis on beginning melodic, harmonic, and rhythmic dictation. To be taken concurrently with MUSA 114.  | Mixed Instructional Method<br>Development of skills of reading rhythms, sightsinging, and listening. Emphasis on beginning melodic, harmonic, and rhythmic dictation.   |
| Lecture:  | 2  | 1   |
| Lab:  | 1  | 2   |
| <b>MUSA 117: Ear Training and Sightsinging II</b>   | <b>Approved (11-14-19) - Course Modification</b>   | <b>Seebach   Schlieff</b>   |
| UCC Discussion: Eliminated a co-requisite, included lab component language, and updated other language for upcoming accreditation.  |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Type of Instructional Activity:<br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Lecture<br>Further development of skills in sightsinging, rhythmic recognition, advanced listening abilities, including dictation of melodic and harmonic intervals, chord progressions, and two, three, and four-part chorales. To be taken concurrently with MUSA 115. | Mixed Instructional Method<br>Further development of skills in sightsinging, rhythmic recognition, advanced listening abilities, including dictation of melodic and harmonic intervals, chord progressions, and two, three, and four-part chorales. |
| Lecture:  | 2  | 1   |
| Total Contact Hours:  | 2  | 3   |

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|--|---|--|
| <b>MUSA 214 Theory III – Chromatic Concepts</b><br><b>UCC Discussion:</b> No discussion.   | <b>Approved (10-24-19) - Course Modification</b>  | <b>Lanci   Schlieff</b>  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>The full use of chromaticism through secondary dominants, altered chords, Neapolitan and augmented sixth chords, and modulation techniques. Continues into 20th Century including the use of advanced chromaticism, serialism, and atonality. Includes advanced development of ear training and sightsinging. Emphasis on harmonic and rhythmic dictation. Continuation of MUSA 115 and MUSA 117. | <b>New</b><br>Full use of chromaticism through secondary dominants, altered chords, Neapolitan and augmented sixth chords, and modulation techniques. Continues into 20th Century including the use of advanced chromaticism. Includes advanced development of ear training and sightsinging.  |
| <b>MUSA 215 Theory IV – Twentieth Century Form and Analysis</b><br><b>UCC Discussion:</b> No discussion.                           | <b>Approved (10-24-19) - Course Modification</b>  | <b>Lanci   Schlieff</b>  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Study of various compositional approaches and techniques of the 20th Century, correlated with the study of musical form. Includes advanced development of ear training and sight singing. Emphasis on harmonic and rhythmic dictation. Continuation of MUSA 214.  | <b>New</b><br>Final components of Common Practice Period harmony, including augmented sixth and common-tone diminished seventh chords, then progressing into musical form. Study of 20th century techniques, including Impressionism, Expressionism, Neo-Classicism, Neo-Romanticism, Serialism and other atonal techniques. Jazz Theory will also be covered. |
| <b>MUSA 220 Music Appreciation-GTAH1</b><br><b>UCC Discussion:</b> No discussion.  | <b>Approved (10-24-19) - Course Modification</b>  | <b>Seebach   McKenney</b>  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Masterpieces of music, composers, and performers useful for the music student who has a weak background in the Masters.   | <b>New</b><br>Overview of the basic elements of music and of Western music history. Emphasis on listening to a variety of music with intellect and emotion, and above all, purposeful attention. Examples come mainly from the Western classical tradition, jazz, and popular music.   |

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| <b>MUSA 230: Class Piano III</b>   |  |  |
| <b>Approved (1-30-20) - Course Modification</b>  |  |  |
| <b>Elliot   Schlieff</b>   |  |  |
| <b>UCC Discussion:</b> MUSA 230 and MUSA 234 proposals are the continuation of changes covered in previously approved courses, including prerequisite changes, title changes, and instructional activity changes to more accurately reflect current standards. |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Type of Instructional Activity:  | Music: Studio  | Lecture  |
| Prerequisites:   | MUSA 130 and MUSA 131, or permission of instructor   | MUSA 130 and MUSA 131  |
| Field/Studio/Other:  | 2  |  |
| <b>MUSA 232: String Techniques and Materials</b>   |  |  |
| <b>Approved (11-14-19) - Course Modification</b>   |  |  |
| <b>McKenney   Lanci</b>  |  |  |
| <b>UCC Discussion:</b> The extra requirements for the course were outdated and no longer needed. The catalog description was updated.  |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course name:   | String Pedagogy and Materials  | String Techniques and Materials  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Study of violin, viola, cello, and string bass in a class situation. Emphasis is on fundamentals of playing techniques at an elementary level.                 | Study of violin, viola, cello, and string bass with emphasis on fundamental playing techniques and pedagogical approaches for teaching in schools. |
| Course abbreviated schedule name:  | String Pedagogy/Materials  | String Techniques/Materials  |
| Lab:   | 0  |  |
| <b>MUSA 233: Woodwind Techniques and Materials</b>   |  |  |
| <b>Approved (12-12-19) - Modification</b>  |  |  |
| <b>Elliott   Gurka</b>   |  |  |
| <b>UCC Discussion:</b> Description change. No discussion.  |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course name:   | Woodwind Pedagogy and Materials  | Woodwind Techniques and Materials  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Study of flute, oboe, clarinet, bassoon, and saxophone in a class situation. Emphasis is on fundamentals of playing techniques at an elementary level.         | Study of woodwind instruments with emphasis on fundamental playing techniques and pedagogical approaches for teaching in schools.                  |
| Course abbreviated schedule name:  | Woodwind Pedagogy/Materials  | Woodwind Techniques/Materials  |
| <b>MUSA 234: Brass Techniques and Materials</b>  |  |  |
| <b>Approved (1-30-20) - Course Modification</b>  |  |  |
| <b>Elliot   Schlieff</b>   |  |  |
| <b>UCC Discussion:</b> See discussion for MUSA 230. No other discussion.   |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course name:   | Brass Pedagogy and Materials   | Brass Techniques and Materials   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | A concentrated course to develop a knowledge of the brass instruments and to acquire sufficient skill to demonstrate good tone, technique, and breath control. | Study of brass instruments with emphasis on fundamental playing techniques and pedagogical approaches for teaching in schools.                     |
| Course abbreviated schedule name:  | Brass Pedagogy/Materials   | Brass Techniques/Materials   |

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|---|---|--|
| <b>MUSA 235: Percussion Techniques and Materials</b>  | <b>Approved (11-14-19) - Course Modification</b>  | <b>McKenney   Lanci</b>  |
| <b>UCC Discussion:</b> The extra requirements for the course were outdated and no longer needed. The catalog description was updated. |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course name:  | Percussion Pedagogy and Materials   | Percussion Techniques and Materials  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                      | The study of methods and materials for teaching beginning percussion in the public school. Includes practical instruction on the instruments utilized in the marching band, orchestra, and stage band.  | Study of percussion with emphasis on fundamental playing techniques and pedagogical approaches for teaching in schools.  |
| Course abbreviated schedule name:   | Percussion Pedagogy/Materials   | Percussion Techniques/Material   |
| <b>MUSA 240: Introduction to Music Education</b>  | <b>Approved (11-14-19) - Course Modification</b>  | <b>Lanci   Gillies</b>   |
| <b>UCC Discussion:</b> The extra requirements for the course were outdated and no longer needed. The catalog description was updated. |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                      | Includes historical survey of the profession. Observation of effective music teachers to determine successful classroom management systems and methods of instruction. 20 field experience hours integrated as a lab. Development of personal philosophies of music education following a study of philosophical trends in music education. | Survey of the history and pedagogical methods used in the profession. Includes in-class observations of effective music teachers to determine successful classroom management systems and methods of instruction. Students develop their personal philosophies of music education while exploring the career possibilities in music education. |
| Prerequisites:  | MUSA 115 and MUSA 117   |  |
| <b>MUSA 250 Beginning Conducting</b>  | <b>Approved (10-24-19) - Course Modification</b>  | <b>McKenney   Flanigan</b>   |
| <b>UCC Discussion:</b> Discussion reiterated the need for flexibility and clarification in justifications.                            |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                      | Basic concepts and techniques necessary to conduct music. Students will be expected to master patterns, fermatas, dynamics, etc. Observation of other conductors and score study is included. Required of all music majors.   | Development of basic techniques necessary for musical leadership. Students are expected to master fundamental patterns, fermatas, dynamics, etc. Includes observation of professional conductors.  |
| Prerequisites:  | MUSA 214  |  |
| Corequisites:   | MUSA 215  |  |

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|---|--|---|
| <b>MUSA 266 History of Popular Music-GTAH1</b><br><b>Approved (10-24-19) - Course Modification</b><br><b>Seebach   McKenney</b> |  |   |
| <b>UCC Discussion:</b> No discussion.   |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                | Differences in style, musical elements, lyrical content, and outstanding artists/writers in the areas of popular, rock, Country Western, and jazz idioms. Evolutionary aspects and social significance are introduced as background references. Guest lectures, class listening sessions, film strips, and music video augment the lecture sessions. Open to all students. | Introduction to musical and cultural roots of popular music. Focus is to engage listening skills at a higher level, identify elements of popular music, evaluate the intent of lyrics, differentiate between styles of popular music, and examine the social impact popular music has on society, and vice versa. |
| <b>MUSA 268: Beginning Jazz Improvisation</b><br><b>Approved (11-14-19) - Course Modification</b><br><b>Schlieff   McKenney</b> |  |   |
| <b>UCC Discussion:</b> The co-requisite was no longer necessary and removed.  |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Type of Instructional Activity:   | Lecture/Lab: Vocational/Tech   | Laboratory: Academic/Clinical   |
| Prerequisites:  | MUSA 115 or permission of instructor   | MUSA 115  |
| Corequisites:   | MUSA 214 or permission of instructor   |   |
| Lecture:  | 1  |   |
| Total Contact Hours:  | 3  | 2   |
| <b>MUSA 303: Symphonic Literature</b><br><b>Approved (11-14-19) - Course Modification</b><br><b>Lohse   Gurka</b>               |  |   |
| <b>UCC Discussion:</b> No discussion.   |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                                | Survey of music from early instrumental to present-day compositions. Emphasis on composers' styles, orchestras, conductors; chamber orchestra music also included.   | Survey of symphonic music from early instrumental to present-day compositions. Emphasis on composers' styles, orchestras, conductors; chamber orchestra music also included.  |
| Prerequisites:  | MUSA 215   | MUSA 214  |

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| <b>MUSA 311: Advanced Music Technology</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Lanci</b>   |  |  |
| <b>UCC Discussion:</b> Course description and credit hour changes. No other discussion.  |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Application of advanced technological tools in music recording, editing, composition, and production, including audio components and connections; digital audio multi-track recording, synthesis, sequencing, sampling, and editing; and microphone techniques.                    | Application of advanced technological tools in music including recording, editing, production, and sound reinforcement.  |
| Credit hours:  | 1  | 2  |
| Lab:   | 2  |  |
| Lecture:   |  | 2  |
| <b>MUSA 317: Applied Orchestration and Arranging</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Lanci</b>   |  |  |
| <b>UCC Discussion:</b> Course description, instructional activity, prerequisite, and credit hour changes. No other discussion.   |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Type of Instructional Activity:  | Lecture/Lab: Vocational/Tech   | Mixed Instructional Method   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Choral and instrumental arranging; instrumentation, scoring, and analysis of harmonic styles of various composers. Students are required to compose and arrange original works.  | Choral and instrumental arranging; instrumentation, scoring, and analysis of harmonic styles of various composers. Arrangement of works for various combinations of instruments. |
| Prerequisites:   | MUSA 215   | MUSA 214   |
| Lecture:   | 1  | 1.5  |
| Lab:   | 2  | 1  |
| <b>MUSA 326 Music History and Literature I</b>   |  |  |
| <b>Approved (10-24-19) - Course Modification</b>   |  |  |
| <b>Gurka   Seebach</b>   |  |  |
| <b>UCC Discussion:</b> Approval pending edit for verification of "Ancient music." That verification has since been made. The change to the course prerequisite prevents underclassmen from registering for upper-division courses. |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Literature and styles of the master composers of music through the Ancient, Medieval, Renaissance, and Baroque periods. Course work is designed for the music major, utilizing a lecture and listening laboratory format and one scholarly research paper of the student's choice. | Literature and styles of the master composers of music through the Medieval, Renaissance, and Baroque periods.   |
| Prerequisites:   | MUSA 114   | MUSA 214   |



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| <b>MUSA 327 Music History and Literature II</b> <b>Approved (10-24-19) - Course Modification</b> <b>Gurka   Seebach</b>  |  |   |
| <b>UCC Discussion:</b> Approval pending edit for verification of "Ancient music." That verification has since been made. The change to the course prerequisite prevents underclassmen from registering for upper-division courses. |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | <b>Old</b><br>Literature and styles of the master composers of music through the classic, romantic, and modern ages. Coursework is designed primarily for the music major, utilizing a lecture and listening laboratory format and one scholarly research paper of the student's choice. | <b>New</b><br>Literature and styles of the master composers of music through the classic, romantic, and modern ages.  |
| Prerequisites:   | MUSA 114   | MUSA 214  |
| <b>MUSA 340: Teaching Elementary and General Music: Methods, Principles, and Materials</b> <b>Approved (11-14-19) - Course Modification</b> <b>McKenney   Elliot</b>   |  |   |
| <b>UCC Discussion:</b> Prerequisite list was updated. "Describe discussions..." field updated with date/semester.  |  |   |
| <b>Change Item Description</b><br>Prerequisites:   | <b>Old</b><br>MUSA 215, MUSA 218, MUSA 240, and MUSA 250   | <b>New</b><br>MUSA 240  |
| <b>MUSA 350A: Advanced Conducting: Choral</b> <b>Approved (11-14-19) - Course Modification</b> <b>Seebach   McKenney</b>   |  |   |
| <b>UCC Discussion:</b> The course paired with this course was approved in the previous meeting. This course was updated to align with language in that course.   |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | <b>Old</b><br>More difficult techniques such as advanced meters, advanced score study, interpretive conducting and ensemble rehearsal techniques. Required of all music education majors.  | <b>New</b><br>Development of advanced techniques, such as score study, interpretive conducting, gestural vocabulary, and ensemble rehearsal techniques.                 |
| <b>MUSA 350B Advanced Conducting: Instrumental</b> <b>Approved (10-24-19) - Course Modification</b> <b>McKenney   Flanigan</b>   |  |   |
| <b>UCC Discussion:</b> Discussion reiterated the need for flexibility and clarification in justifications.   |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | <b>Old</b><br>More difficult techniques such as advanced meters, advanced score study, interpretive conducting and ensemble rehearsal techniques. Required of all music education majors.  | <b>New</b><br>Development of advanced techniques, score study, interpretive conducting, gestural vocabulary, ensemble rehearsal techniques, and rehearsal observations. |

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| <b>MUSA 363: Music Industry and Marketing</b>  | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Lanci</b>   |
| <b>UCC Discussion:</b> Credit hour change, course content change. No other discussion.           |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Credit hours:  | 3  | 2  |
| Lecture:   | 3  | 2  |
| <b>MUSA 365: Entrepreneurship for Creatives</b>  | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Lanci</b>   |
| <b>UCC Discussion:</b> Credit hour, description change. No other discussion.                     |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Preparation for aspiring musical creatives to build a career through entrepreneurial activities including business model development, project management strategy development, budgeting, and promotion, leading to a startup endeavor in the creative sector. | Preparation for aspiring creatives in a variety of disciplines to build a career through entrepreneurial activities including business model development, project management strategy development, budgeting, and promotion, leading to a startup endeavor in the creative sector.   |
| Credit hours:  | 3  | 2  |
| Lecture:   | 3  | 2  |
| <b>MUSA 368: Advanced Jazz Improvisation</b>   | <b>Approved (12-12-19) - Modification</b>  | <b>Gillies   Elliott</b>   |
| <b>UCC Discussion:</b> Description and prerequisite changes. No discussion.                      |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Advanced Improvisation is the continuation of Beginning Improvisation. Advanced theoretical concepts will be addressed with expansion of repertoire and improvisational patterns.  | Expansion upon the fundamental concepts presented in Beginning Jazz Improvisation. Topics addressed include chromaticism, harmony and scales in minor keys, diminished seventh chords and scales, rhythm changes, tritone substitutions, modal jazz, and improvisational patterns as applied to a variety of jazz standards. |
| Prerequisites:   | MUSA 268, MUSA 215, Class Piano IV/piano proficiency, or permission of instructor  | MUSA 214 and MUSA 268  |

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| <b>MUSA 426: The Music of World Cultures</b>  |   |   |
| <b>Approved (11-14-19) - Course Modification</b>  |   |   |
| <b>McKenney   Lanci</b>   |   |   |
| <b>UCC Discussion:</b> Discussion about changes made to prerequisites and course description.   |   |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):<br><br>Prerequisites:                                      | <b>Old</b><br>An exploration of music outside the Western Classical music tradition. Musical traditions include music of the Orient, Africa, India, and North and South American ethnic music. The course will also examine ethnic music from other world cultures such as Afro Cuban and Brazilian as well as blues and jazz music developed in the United States.<br>MUSA 215, MUSA 231 or piano proficiency, or permission of instructor | <b>New</b><br>Exploration of the methods and philosophies of ethnomusicology “the study of music making with perspectives from anthropology, sociology, history, linguistics, and cultural studies”. The course includes study of music from a variety of worldwide cultures.<br><br>MUSA 214                                 |
| <b>MUSA 440: Teaching Vocal Music K-12: Methods, Principles, and Materials</b>  |   |   |
| <b>Approved (12-12-19) - Modification</b>   |   |   |
| <b>Gurka   Elliott</b>  |   |   |
| <b>UCC Discussion:</b> Course description, abbreviation, and prerequisite changes. No discussion.   |   |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):<br><br>Course abbreviated schedule name:<br>Prerequisites: | <b>Old</b><br>Standards-based instruction of elementary and general music classes for Music Education majors. Training in concepts, methodology, and materials necessary to teach standards-based vocal music in public/private schools. Includes 30 hours of field experience.<br>Tch Voc/Mus K-12: Meth/Prin/Mat<br>MUSA 137, MUSL 137, or MUSP 150, MUSA 350A or MUSA 350B   | <b>New</b><br>Standards-based instruction of ensemble classes at the secondary level. Training in concepts, methodology, and materials necessary to teach standards-based vocal music in public/private schools.<br><br>Teaching Vocal Music K-12<br><br>MUSA 137 or MUSL 137 or MUSP 156 or MUSP 157 or MUSP 158 or MUSP 159 |

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| <b>MUSA 441: Teaching Instrumental Music K-12: Methods, Principles and Materials</b>                |  |   |
| <b>Approved (12-12-19) - Modification</b>   |  |   |
| <b>Lanci   Elliott</b>  |  |   |
| <b>UCC Discussion:</b> Course description, abbreviation, and prerequisite changes. No discussion.   |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):    | Designed for standards-based music curriculum for teaching instrumental music in the public schools. Activity will be centered on developing teaching competencies, administration of the music program, and methods, materials, equipment and technology needed for the instrumental music program. Includes 30 hours field experience.   | Standards-based music curriculum for teaching instrumental music in the public schools. Includes developing teaching competencies, administration of the music program, and methods, materials, equipment and technology needed for the instrumental music program.                                 |
| Course abbreviated schedule name:   | Tch Instr/Mus K-12   | Teaching Instr Music K-12   |
| Prerequisites:  | MUSA 350A or MUSA 350B   | MUSA 240  |
| <b>MUSL 138: Composition</b>  |  |   |
| <b>Approved (3-12-20) - Course Modification</b>   |  |   |
| <b>Elliot   Lanci</b>   |  |   |
| <b>UCC Discussion:</b> Instructional activity, and course description changes. No other discussion. |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Type of Instructional Activity:   | Music: Studio  | Music: Private Instruction  |
| 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 composition 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. An instructional fee is required. For first-year students. |

| <b>MUSL 238: Composition</b>  |  |  |
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| <b>Approved (3-12-20) - Course Modification</b>   |  | <b>Elliot   Lanci</b>  |
| <b>UCC Discussion:</b> Instructional activity, and course description changes. No other discussion. |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Type of Instructional Activity:   | Music: Studio  | Music: Private Instruction   |
| 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 composition 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. An instructional fee is required. For second-year students. |
| <b>MUSL 338: Composition</b>  |  |  |
| <b>Approved - Course Modification</b>   |  | <b>Elliot   Lanci</b>  |
| <b>UCC Discussion:</b> Instructional activity, and course description changes. No other discussion. |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Type of Instructional Activity:   | Music: Studio  | Music: Private Instruction   |
| 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 composition 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. An instructional fee is required. For third-year students.  |

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| <b>MUSL 438: Composition</b>  | <b>Approved (3-12-20) - Course Modification</b>  | <b>Elliot   Lanci</b>  |
| <b>UCC Discussion:</b> Instructional activity, and course description changes. No other discussion. |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Type of Instructional Activity:   | Music: Studio  | Music: Private Instruction   |
| 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 composition 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 up to four times at the 400 level. An instructional fee is required. For fourth-year students. |
| <b>MUSP 141: Symphony Orchestra</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course description change. No other discussion.                              |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):    | Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required.  | Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For first-year students.  |
| <b>MUSP 144: Jazz Ensemble</b>  | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course description change. No other discussion.                              |  |  |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):    | A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band.   | Performance of a variety of styles related to the jazz idiom in large and small ensembles. For first-year students.  |

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| <b>MUSP 145: Chamber Ensembles</b>   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course description and credit hour changes. No other discussion.          |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required.  | Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For first-year students.   |
| Field/Studio/Other:  | 2   | 2.5   |
| <b>MUSP 156: Vocal Arts Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Chamber Choir   | Vocal Arts Ensemble   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | CMU's flagship choral ensemble. Mid-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For first-year students.  |
| Prerequisites:   |   | Successful audition with director.  |
| <b>MUSP 157: Tenor/Bass Choir</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Male Choir  | Tenor/Bass Choir  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor.                               | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For first-year students. |
| Prerequisites:   | Taken in sequence   |   |

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| <b>MUSP 158: Soprano/Alto Choir</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Women's Chorus  | Soprano/Alto Choir  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with instructor. For first-year students. |
| Prerequisites:   | Permission of director  |   |
| <b>MUSP 162: Commercial Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course name and description changes. No other discussion.                 |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Combo   | Commercial Ensemble   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation.  | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For first-year students.   |
| <b>MUSP 241: Symphony Orchestra</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course description change. No other discussion.                           |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required.   | Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For second-year students.  |



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| <b>MUSP 244: Jazz Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course description change. No other discussion.   |  |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                 | <b>Old</b><br>A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band.   | <b>New</b><br>Performance of a variety of styles related to the jazz idiom in large and small ensembles. For second-year students.   |
| <b>MUSP 245: Chamber Ensembles</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Credit hours and course description changes. No other discussion.   |  |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                 | <b>Old</b><br>Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required.   | <b>New</b><br>Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For second-year students.   |
| Field/Studio/Other:  | 2  | 2.5  |
| <b>MUSP 256: Vocal Arts Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |  |  |
| <b>Change Item Description</b><br>Course name:<br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Chamber Choir<br>An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | <b>New</b><br>Vocal Arts Ensemble<br>CMU's flagship choral ensemble. Mid-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For second-year students. |
| Prerequisites:   |  | Successful audition with director.   |

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| <b>MUSP 257: Tenor/Bass Choir</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Male Choir  | Tenor/Bass Choir   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For second-year students.           |
| Prerequisites:   | Taken in sequence   |  |
| <b>MUSP 258: Soprano/Alto Choir</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Women's Chorus  | Soprano/Alto Choir   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts.   | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with the instructor. For second-year students. |
| Prerequisites:   | Permission of director  |  |
| <b>MUSP 262: Commercial Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name and description changes. No other discussion.                 |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Combo   | Commercial Ensemble  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation.  | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For second-year students.   |

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| <b>MUSP 341: Symphony Orchestra</b>  |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course description change. No other discussion.   |  |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                 | <b>Old</b><br>Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required.  | <b>New</b><br>Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For third-year students.  |
| <b>MUSP 344: Jazz Ensemble</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course description change. No other discussion.   |  |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                 | <b>Old</b><br>A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band.   | <b>New</b><br>Performance of a variety of styles related to the jazz idiom in large and small ensembles. For third-year students.  |
| <b>MUSP 345: Chamber Ensembles</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course description and credit hour changes. No other discussion.  |  |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):                 | <b>Old</b><br>Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required.   | <b>New</b><br>Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For third-year students.  |
| Field/Studio/Other:  | 2  | 2.5  |
| <b>MUSP 356: Vocal Arts Ensemble</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |  |  |
| <b>Change Item Description</b><br>Course name:<br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Chamber Choir<br>An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | <b>New</b><br>Vocal Arts Ensemble<br>CMU's flagship choral ensemble. Medium-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For third-year students. |
| Prerequisites:   |  | Successful audition with director.   |

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| <b>MUSP 357: Tenor/Bass Choir</b>  |   |  |
| <b>Approved (3-12-20) - Course Modification</b>  |   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Male Choir  | Tenor/Bass Choir   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For third-year students.      |
| Prerequisites:   | Taken in sequence   |  |
| <b>MUSP 358: Soprano/Alto Choir</b>  |   |  |
| <b>Approved (3-12-20) - Course Modification</b>  |   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes. No other discussion.  |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Women's Chorus  | Soprano/Alto Choir   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts.   | Campus-wide choir open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with instructor. For third-year students. |
| Prerequisites:   | Permission of director  |  |
| <b>MUSP 362: Commercial Ensemble</b>   |   |  |
| <b>Approved (3-12-20) - Course Modification</b>  |   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name and description changes. No other discussion.                 |   |  |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Combo   | Commercial Ensemble  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation.  | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For third-year students.  |

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| <b>MUSP 441: Symphony Orchestra</b>  |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course description change. No other discussion.                                 |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):       | Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required.  | Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For fourth-year students.   |
| <b>MUSP 444: Jazz Ensemble</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course description change. No other discussion.                                 |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):       | A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band.   | Performance of a variety of styles related to the jazz idiom in large and small ensembles. For fourth-year students.   |
| <b>MUSP 445: Chamber Ensembles</b>   |  |  |
| <b>Approved (3-12-20) - Course Modification</b>  |  |  |
| <b>Gurka   Elliot</b>  |  |  |
| <b>UCC Discussion:</b> Course description, credit hour, and co-requisite changes. No other discussion. |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):       | Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. | Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For fourth-year students.   |
| Field/Studio/Other:  | 2  | 2.5  |
| Corequisites:  |  | Like all music ensembles, students register for each level 2 times, once in the fall and once in the spring. Each semester the ensemble prepares different literature. 400-level ensembles may be repeated for an additional year to provide further performing opportunities for students who do not graduate in 4 years. |

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| <b>MUSP 456: Vocal Arts Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes.                       |   | No other discussion.   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Chamber Choir   | Vocal Arts Ensemble  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | CMU's flagship choral ensemble. Medium-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For fourth-year students.   |
| Prerequisites:   |   | Successful audition with director.   |
| <b>MUSP 457: Tenor/Bass Choir</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes.                       |   | No other discussion.   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Male Choir  | Tenor/Bass Choir   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor.                               | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For fourth-year students.       |
| Prerequisites:   | Taken in sequence   |  |
| <b>MUSP 458: Soprano/Alto Choir</b>  | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name, description, and prerequisite changes.                       |   | No other discussion.   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>   |
| Course name:   | Women's Chorus  | Soprano/Alto Choir   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts.   | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with instructor. For fourth-year students. |
| Prerequisites:   | Permission of director  |  |

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| <b>MUSP 462: Commercial Ensemble</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course name and description changes. No other discussion.                 |  |  |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>   |
| Course name:   | Combo  | Commercial Ensemble  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation. | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For fourth-year students. |

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| <b>Course Additions</b>  | <b>Music</b>   |                        |
| <b>Proposal</b>  | <b>Committee Action</b>  | <b>Motion   Second</b> |
| <b>MUSA 122: Class Guitar</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Elliot   Miller</b> |
| <b>UCC Discussion:</b> New course built from a section of private lessons. No other discussion.  |  |                        |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                        |
| New Proposal: No differences to report   | New course will take the place of one of the existing sections of MUSL 131 that has been designated in the past as a group guitar class but does not appropriately conform to the Music Private Instruction type of instructional activity for the MUSL designation.   |                        |
| <b>MUSA 312: Electronic Music</b>  | <b>Approved (3-12-20) - Course Addition</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> New course that covers composition or live performance of electronic music topics not covered in existing music technology courses. No other discussion.  |  |                        |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                        |
| New Proposal: No differences to report   | Students in the BM with Elective Studies in Business currently take Music Technology and Advanced Music Technology. Time in the course does not allow for exploration of composing contemporary electronic music or using electronic music in live performance. A great deal of contemporary commercial music is created using electronic music, and live performance in all genres is increasingly relying on electronics. This course will give our students skills to apply in these areas. |                        |
| <b>MUSA 367: Arts Management</b>   | <b>Approved (3-12-20) - Course Addition</b>  | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Addresses need for arts administrator/manager training. Course partially created with content from MUSA 363 and MUSA 365 (those courses moving from 3 credits to 2 credits). No other discussion. |  |                        |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                        |
| New Proposal: No differences to report   | This course addresses the need for training as an arts manager/administrator, an important 21st century career path in the fine and performing arts. Some content was taken from MUSA 363 Music Industry and Marketing as well as MUSA 365 Entrepreneurship for Creatives for more in-depth study in this growing career field.  |                        |

| <b>Course Inactivation</b>  |   | <b>Music</b>               |
|---|---|----------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b>     |
| <b>MUSA 128 Workshop in Music</b>   | <b>Approved (10-24-19) - Course Inactivation</b>  | <b>Flanigan   Schlieff</b> |
| <b>UCC Discussion:</b> Discussion noted that it was last offered in 1992.   |   |                            |
| <b>Change Item Description</b><br>Proposal justification for inactivation:  | <b>Department Justification</b><br>The music department does not plan to offer this course.   |                            |
| <b>MUSA 228 Workshop in Music</b>   | <b>Approved (10-24-19) - Course Inactivation</b>  | <b>Flanigan   Schlieff</b> |
| <b>UCC Discussion:</b> Discussion noted that it was last offered in 1992.   |   |                            |
| <b>Change Item Description</b><br>Proposal justification for inactivation:  | <b>Department Justification</b><br>The music department does not plan to offer this course.   |                            |
| <b>MUSA 328 Workshop in Music</b>   | <b>Approved (10-24-19) - Course Inactivation</b>  | <b>Flanigan   Schlieff</b> |
| <b>UCC Discussion:</b> Discussion noted that it was last offered in 1992.   |   |                            |
| <b>Change Item Description</b><br>Proposal justification for inactivation:  | <b>Department Justification</b><br>The music department does not plan to offer this course.   |                            |
| <b>MUSA 428 Workshop in Music</b>   | <b>Approved (10-24-19) - Course Inactivation</b>  | <b>Flanigan   Schlieff</b> |
| <b>UCC Discussion:</b> Discussion noted that it was last offered in 1992.   |   |                            |
| <b>Change Item Description</b><br>Proposal justification for inactivation:  | <b>Department Justification</b><br>The music department does not plan to offer this course.   |                            |
| <b>MUSP 150: Concert Choir</b>  | <b>Approved (12-12-19) - Inactivation</b>   | <b>Gillies   Schlieff</b>  |
| <b>UCC Discussion:</b> Course not taught since 2016. No discussion.         |   |                            |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report | <b>Department Justification</b><br>MUSP 150, 250, 350, and 450 haven't been offered since Spring 2016. The Choir Program is undergoing wholesale revision to provide appropriate opportunities for all students. MUSP 157, 257, 357, and 457 OR 158, 258, 358, and 458 are better for students who do not wish to audition. |                            |
| <b>MUSP 250: Concert Choir</b>  | <b>Approved (12-12-19) - Inactivation</b>   | <b>Lanci   Elliot</b>      |
| <b>UCC Discussion:</b> Course not taught since 2016. No discussion.         |   |                            |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report | <b>Department Justification</b><br>MUSP 150, 250, 350, and 450 haven't been offered since Spring 2016. The Choir Program is undergoing wholesale revision to provide appropriate opportunities for all students. MUSP 157, 257, 357, and 457 OR 158, 258, 358, and 458 are better for students who do not wish to audition. |                            |



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| <b>MUSP 350: Concert Choir</b>                                      | <b>Approved (12-12-19) - Inactivation</b>  | <b>Gurka   Elliott</b>    |
| <b>UCC Discussion:</b> Course not taught since 2016. No discussion. |  |                           |
| <b>Change Item Description</b>                                      | <b>Department Justification</b>  |                           |
| Delete Proposal: No differences to report                           | MUSP 150, 250, 350, and 450 haven't been offered since Spring 2016. The Choir Program is undergoing wholesale revision to provide appropriate opportunities for all students. MUSP 157, 257, 357, and 457 OR 158, 258, 358, and 458 are better for students who do not wish to audition. |                           |
| <b>MUSP 450: Concert Choir</b>                                      | <b>Approved (12-12-19) - Inactivation</b>  | <b>Schlieff   Gillies</b> |
| <b>UCC Discussion:</b> Course not taught since 2016. No discussion. |  |                           |
| <b>Change Item Description</b>                                      | <b>Department Justification</b>  |                           |
| Delete Proposal: No differences to report                           | MUSP 150, 250, 350, and 450 haven't been offered since Spring 2016. The Choir Program is undergoing wholesale revision to provide appropriate opportunities for all students. MUSP 157, 257, 357, and 457 OR 158, 258, 358, and 458 are better for students who do not wish to audition. |                           |

| <b>Program Modifications</b>  | <b>Physical and Environmental Sciences</b>   |                        |
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| <b>Proposal</b>   | <b>Committee Action</b>  | <b>Motion   Second</b> |
| <b>1464: Sustainability Practices (PCT)</b>   | <b>Approved (3-12-20) - Program Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Change in course credit hours and course numbers (ENVS 278 to ENVS 378 and ENVS 278L to ENVS 378L). No other discussion. |  |                        |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                        |
| List all proposed changes to the program:   | 1. Changing ENVS 278 from 2 credit hours to ENVS 378 and 3 credit hours   2. Changing ENVS 278 L from 2 credit hours to ENVS 378 L and 1 credit hour   |                        |
| Justify each proposed modification to the program:  | We propose modifying ENVS 278 and ENVS 278 L to upper division (ENVS 378 and ENVS 378 L) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. We propose modifying the credit hours for ENVS 278 (ENVS 378) lecture and lab from a 2 credit hour lecture + 2 credit hour lab to a 3 credit hour lecture and a 1 credit hour lab. This modification does not change the total credit hours students would earn taking the lecture and lab (4 credit hours). The justification for this change is that it more accurately reflects the amount of time students spend in the lab and lecture portions of this course. |                        |
| Describe discussions about this proposal within the department and outcomes.  | These changes were discussed and agreed to with the instructor of the course (Robyn Wilson), and the three full-time faculty of the Environmental Science and Technology program (Freddy Witarasa, Tamera Minnick, and Deb Kennard) fall 2019.   |                        |

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| <b>1770: Geographic Information Science and Technology (PCT)</b>  |   |
| <b>Approved (3-12-20) - Program Modification</b>  |   |
| <b>Gurka   Elliot</b>   |   |
| <b>UCC Discussion:</b> Courses added to electives. No other discussion.   |   |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.     | <b>Department Justification</b><br>Adding GEOG 341 GIS for Social Scientists and GEOG 341L GIS for Social Scientist Lab to the electives list for this certificate program. GEOG 341 GIS for Social Scientists and GEOG 341L GIS for Social Scientist Lab are courses that were added for the 2018/2019 Year. These two courses were added to the GIST Minor but not to the GIST Certificate program. This request is being completed to also add these courses to the certificate program.<br>These changes were discussed with Dr. Verner Johnson, GIS Program Director and Dr. Russ Walker in 2018, (then Department Head of Physical and Environmental Sciences). The discussion was repeated with Dr. Johnson on October 14, 2019 when it was discovered the change had not been accomplished for the certificate program.   |
| <b>3443: Environmental Science and Technology (BS)</b>  |   |
| <b>Approved (3-12-20) - Program Modification</b>  |   |
| <b>Seebach   Gurka</b>  |   |
| <b>UCC Discussion:</b> Credit hour and course number corrections for re-numbered courses, added footnote for special permission request info in program specific courses. No other discussion.                            |   |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes. | <b>Department Justification</b><br>1. Changing ENVS 278 from 2 credit hours to ENVS 378 and 3 credit hours   2. Changing ENVS 278 L from 2 credit hours to ENVS 378 L and 1 credit hour   3. Added footnote to BIOL 107/L that students can ask instructor to waive prerequisites.<br>We propose modifying ENVS 278 and ENVS 278 L to upper division (ENVS 378 and ENVS 378 L) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. We propose modifying the credit hours for ENVS 278 (ENVS 378) lecture and lab from a 2 credit hour lecture + 2 credit hour lab to a 3 credit hour lecture and a 1 credit hour lab. This modification does not change the total credit hours students would earn taking the lecture and lab (4 credit hours). The justification for this change is that it more accurately reflects the amount of time students spend in the lab and lecture portions of this course. The added footnote does not change current practice but informs students more directly.<br>These changes were discussed and agreed to with the instructor of the course (Robyn Wilson), and the three full-time faculty of the Environmental Science and Technology program (Freddy Witorsa, Tamera Minnick, and Deb Kennard). ENVS 278/L is also an option for the Sustainability Practices certificate, which is also offered through the Environmental Science and Technology program. No other departments are affected. |

| <b>Course Modifications</b>   |  |   |
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| <b>Physical and Environmental Sciences</b>  |  |   |
| <b>Proposal</b>   | <b>Committee Action</b>  | <b>Motion   Second</b>  |
| <b>ENVS 370: Renewable Energy</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Elliot   Flanigan</b>  |
| <b>UCC Discussion:</b> Course description and prerequisite changes. No other discussion.            |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):    | An introduction to renewable energy resources from a technical perspective with an emphasis on sustainability. Topics include an introduction to the concepts of energy and power, units of measure, sources and forms of energy, uses of energy, energy efficiency, electricity, solar thermal and photovoltaics, bioenergy, hydropower, tidal power, wave power, wind power, geothermal, hydrogen, efficient building design and integration of renewables with current energy supplies. | Introduction to renewable energy resources from a technical perspective with an emphasis on sustainability. Includes concepts of energy and power, units of measure, sources and forms of energy, uses of energy, energy efficiency, electricity, solar thermal and photovoltaics, bioenergy, hydropower, tidal power, wave power, wind power, geothermal, hydrogen, efficient building design, and integration of renewables with current energy supplies. |
| Prerequisites:  |  | MATH 113 or higher  |
| <b>GEOL 404: Geophysics</b>   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Gurka   Elliot</b>   |
| <b>UCC Discussion:</b> Course description clarification, prerequisites change. No other discussion. |  |   |
| <b>Change Item Description</b>  | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):    | Exploration for mineral and petroleum and preliminary investigation of sites for engineering and environmental projects with emphasis on refraction and reflection seismic, gravity, magnetic, electrical, electromagnetic ground-penetrating radar and radioactive methods. Laboratory: interpretation of data, computer applications, and field trips. Four lectures and one two-hour laboratory per week.   | Exploration for mineral and petroleum and preliminary investigation of sites for engineering and environmental projects with emphasis on refraction and reflection seismic, gravity, magnetic, electrical, electromagnetic ground-penetrating radar, and radioactive methods.   |
| Prerequisites:  | GEOL 202, GEOL 204, GEOL 112, GEOL 112L, and PHYS 112; calculus is recommended but not required  | GEOL 202; GEOL 204; GEOL 112/GEOL 112L; and either PHYS 111/PHYS 111L or PHYS 131/ PHYS 131L. PHYS 112/PHYS 112L and MATH 151 are recommended but not required.   |

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| <b>GEOL 404L: Geophysics Laboratory</b>   | <b>Approved (3-12-20) - Course Modification</b>   | <b>Gurka   Elliot</b>  |
| <b>UCC Discussion:</b> Course description clarification, prerequisites change. No other discussion. |   |  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):    | Lab component required for GEOL 404.  | Exploration for mineral and petroleum and preliminary investigation of sites for engineering and environmental projects with emphasis on refraction and reflection seismic, gravity, magnetic, electrical, electromagnetic ground-penetrating radar and radioactive methods. |
| Prerequisites:  | GEOL 202, GEOL 204, GEOL 112, GEOL 112L, and PHYS 112; calculus is recommended but not required | GEOL 202; GEOL 204; GEOL 112/GEOL 112L; and either PHYS 111/PHYS 111L or PHYS 131/ PHYS 131L. PHYS 112/PHYS 112L and MATH 151 are recommended but not required.  |

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| <b>Course Additions</b>  | <b>Physical and Environmental Sciences</b>   |                          |
| <b>Proposal</b>  | <b>Committee Action</b>  | <b>Motion   Second</b>   |
| <b>ENVS 378: Permaculture Design</b>   | <b>Approved (3-12-20) - Course Addition</b>  | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> New course to replace ENVS 278. No other discussion.  |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report                                       | This proposal is primarily to change an existing course (ENVS 278) from a lower-division to upper division (ENVS 378) course, which requires a course addition (ENVS 378) and course deletion (ENVS 278). We propose changing ENVS 278 to upper division (ENVS 378) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. |                          |
| <b>ENVS 378L: Permaculture Design Laboratory</b>                             | <b>Approved (3-12-20) - Course Addition</b>  | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> New course to replace ENVS 278L. No other discussion. |  |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |                          |
| New Proposal: No differences to report                                       | This proposal is primarily to change an existing course (ENVS 278) from a lower-division to upper division (ENVS 378) course, which requires a course addition (ENVS 378) and course deletion (ENVS 278). We propose changing ENVS 278 to upper division (ENVS 378) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. |                          |

| Course Inactivation  |  | Physical and Environmental Sciences  |                          |
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| Proposal   |  | Committee Action   | Motion   Second          |
| <b>ENVS 278: Permaculture Design</b>   |  | <b>Approved (3-12-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> Course content and assignments more closely aligned with upper-division courses, new ENVS 378 will replace ENVS 278. No other discussion.   |  |  |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report  |  | We propose changing this course from lower-division (ENVS 278) to upper division (ENVS 378) credits, which requires a course deletion and new course proposal. We would like to make this change because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program.  |                          |
| <b>ENVS 278L: Permaculture Design Laboratory</b>   |  | <b>Approved (3-12-20) - Course Inactivation</b>  | <b>Flanigan   Elliot</b> |
| <b>UCC Discussion:</b> Course content and assignments more closely aligned with upper-division courses, new ENVS 378L will replace ENVS 278L. No other discussion. |  |  |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                          |
| Delete Proposal: No differences to report  |  | We propose changing this course from lower-division (ENVS 278L) to upper division (ENVS 378L) credits, which requires a course deletion and new course proposal. We would like to make this change because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program.  |                          |
| Program Modifications  |  | Social and Behavioral Sciences   |                          |
| Proposal   |  | Committee Action   | Motion   Second          |
| <b>M701: Criminal Justice</b>  |  | <b>Approved (1-30-20) - Program Modification</b>   | <b>Elliot   Schlieff</b> |
| <b>UCC Discussion:</b> Course addition. No other discussion.   |  |  |                          |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                          |
| List all proposed changes to the program:  |  | Addition of the newly proposed course CRMJ 380 - Crisis Intervention in Criminal Justice to the list of the minor's Restricted Electives. The minor's SLOs are being established.  |                          |
| Justify each proposed modification to the program:   |  | The newly proposed course addition is applicable to all three components of the criminal justice system (i.e., policing, courts, and corrections) and provides information and skills, such as communications skills and deescalation techniques. The SLOs modification is needed to establish SLOs for the minor along with their associated courses and assessments as they were not previously required. All attempts to locate any paperwork from the time when the minor was first established (i.e., 2007) to determine if any previous SLOs, courses, and assessment measures were preexisting met with negative results. |                          |
| Describe discussions about this proposal within the department and outcomes.   |  | The addition of the newly proposed course to the minor's Restricted Elective offerings were discussed with all faculty members of the criminal justice program and all agreed that it would be a good addition to the list of courses offered. These discussions occurred on several occasions, the last of which was on 10/21/2019 with Drs. Reece, Dreiling, Delaney, Santos, and Watters. The new SLOs were discussed and agreed to on 11/15/19 by Drs. Reece, Dreiling, Delaney, Santos, and Watters.  |                          |

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| <b>M715: Forensic Anthropology</b>   |  | <b>Approved (1-30-20) - Program</b>   | <b>Lanci   Elliot</b> |
|  |  | <b>Modification</b>   |                       |
| <b>UCC Discussion:</b> Course changes and additions. No other discussion.    |  |   |                       |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>   |                       |
| List all proposed changes to the program:                                    |  | Delete FOAN 350 Forensic Anthropology. Delete ARKE 300 Human Evolution. Add ANTH 331 Forensic Anthropology.   |                       |
| Justify each proposed modification to the program:                           |  | We are changing the FOAN prefix to ANTH to bring cohesion to the Applied Anthropology and Geography program; thus, the change from FOAN350 to ANTH331. ARKE 300 is being deactivated from the AAG course rotation as (1) when taught it will be taught as an ANTH course, and (2) it is a low priority course for the program with the current number of students; it is not required for either federal jobs or graduate school. It is deleted from the minor as the other courses are (1) more relevant to forensic work, and (2) it is not useful to the student have a deactivated course on the program sheet.   |                       |
| Describe discussions about this proposal within the department and outcomes. |  | This was discussed with program faculty, John Seebach, Tammy Parece, and Melissa Connor in September 2019. It was discussed with Department Head Jessica Herrick at a program meeting 09/17/2019. There was no disagreement about the prefix change. As the curriculum committee did not feel that the above statement implied consensus on the deactivation of ARKE300, the AAG program met again on 12/3/2019. Discussion included agreement that ARKE courses will, over time, be changed to ANTH and so will be deactivated. Priority for activation/creation of equivalent ANTH courses are as outlined above - courses that are required for application for federal jobs as an archaeologist, or required for graduate school. Three out of three faculty agreed to deactivate the course. Minutes from the meeting were kept on a voice recorder and are available should any wish to hear. |                       |

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| <b>M716: Forensic Investigation - Psychology (MNR)</b>                            |  | <b>Approved (12-12-19) -</b>  | <b>Elliott   Gillies</b> |
|   |  | <b>Program Modification</b>   |                          |
| <b>UCC Discussion:</b> Changes in courses/requirements because of prefix changes. |  |   |                          |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                          |
| List all proposed changes to the program:   |  | Delete FOAN280 Crime Scene Processing. Delete FOAN280L Crime Scene Processing Lab. Add CRMJ280 Crime Scene Processing. Add CRMJ280L Crime Scene Processing Lab  |                          |
| Justify each proposed modification to the program:                                |  | We are working to move the "FOAN" forensic anthropology prefix to "ANTH" to make the new Applied Anthropology and Geography major more comprehensive, and the changes will be coming in gradually. However, it makes more sense to move Crime Scene Processing to Criminal Justice than Anthropology.   |                          |
| Describe discussions about this proposal within the department and outcomes.      |  | This was discussed with program faculty, John Seebach, Tammy Parece, and Melissa Connor in September 2018. It was discussed with Department Head Jessica Herrick at a program meeting 09/17/2019. There was no disagreement that it was a good idea that crime scene processing belongs in CRMJ. Melissa Connor discussed the idea with Criminal Justice program coordinator, John Reece, April 10, 2019 and again in the fall on September 11, 2019. |                          |

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| <b>M717: Forensic Investigation - Criminal Justice (MNR)</b>  |  | <b>Approved (12-12-19) - Program Modification</b>   | <b>Flanigan   Gillies</b>   |
| <b>UCC Discussion:</b> Changes in courses/requirements because of prefix changes. Additional change made and approved to requirements during meeting. |  |   |                             |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                             |
| List all proposed changes to the program:   |  | Change FOAN350 to ANTH331. Change FOAN280 to CRMJ280. Change FOAN280L to CRMJ280L   |                             |
| Justify each proposed modification to the program:  |  | This is part of a comprehensive change to move the "FOAN" forensic anthropology prefix to "ANTH" to make the new Applied Anthropology and Geography major more comprehensive; these prefix changes will be coming in gradually. However, it makes more sense to move Crime Scene Processing to Criminal Justice than Anthropology.  |                             |
| Describe discussions about this proposal within the department and outcomes.  |  | Program faculty agreed that the shift to CRMJ makes perfect sense. Melissa Connor discussed the idea with Criminal Justice program coordinator John Reece April 10, 2019 and again in the fall on September 11, 2019, and Reece was in agreement.   |                             |
| <b>M725: Archaeology (MNR)</b>  |  | <b>Approved (3-12-20) - Program Modification</b>  | <b>Schultz-Ela   Elliot</b> |
| <b>UCC Discussion:</b> Course addition to and deletions from program. No other discussion.  |  |   |                             |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                             |
| List all proposed changes to the program:   |  | 1. ARKE 300 is being deleted from the curriculum   2. ARKE 301 is being deleted from the curriculum   3. ARKE 302 is being deleted from the curriculum   4. ANTH 222 is being added to the curriculum   |                             |
| Justify each proposed modification to the program:  |  | 1, 2, 3. ARKE 300, 301 and 302 are being deleted from the curriculum for the purposes of creating a solid two-year course rotation for all ARKE courses, with the further stipulation that only one upper division course can be taught per semester. Currently the program has too many upper division courses for a two-year rotation. The deleted classes were marked as expendable for different reasons. ARKE 300 overlaps to some degree with ANTH 231/L. ARKE 301 and 302 are being replaced by ANTH 222.   4. This course is being reactivated and will replace ARKE 301 and 302. |                             |
| Describe discussions about this proposal within the department and outcomes.  |  | ADH Herrick and Applied Anthropology faculty met on September 17, 2019 and again on December 3, 2019 to discuss the Applied Anthropology curriculum. The purpose of the meeting was to pare ARKE offerings down into a two-year rotation. The course deletions and reactivation of ANTH 222 came out of that discussion. The changes were discussed on December 3. All changes were made by unanimous decision of program faculty and approved by ADH Herrick.  |                             |

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| <b>1710: Cultural Resource Management (PCT)</b><br><b>Approved (3-12-20) - Program Modification</b><br><b>Elliot   Gurka</b><br><b>UCC Discussion:</b> Added/deleted elective options. No other discussions.              |  |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes.     | <b>Department Justification</b><br>1. Removing ARKE 300, ARKE 301 and ARKE 302 as elective choices.   2. Add ANTH 222 to the list of available electives.<br>1. These courses are being deleted from the curriculum and will no longer be taught.   2. ANTH 222 is being added to the curriculum and will take the place of ARKE 301 and ARKE 302.<br>The discussions concerning this set of changes took place at two meetings on September 17 and December 3, 2019. Participants were Herrick, Connor, Parece and Seebach. The need for a two-year rotation was discussed and ARKE 300, 301 and 302 were marked for deletion. Connor suggested the content of ARKE 300 overlapped with that of ANTH 231/L and could be deleted. ARKE 301 and 302 will be substituted for a single class, ANTH 222, World Prehistory.   |
| <b>3701: Criminal Justice - POST Academy (BAS)</b><br><b>Approved (1-30-20) - Program Modification</b><br><b>Schlieff   Elliot</b><br><b>UCC Discussion:</b> Course changes and additions. No other discussion.           |  |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes. | <b>Department Justification</b><br>Change FOAN280 to CRMJ280. Change FOAN280L to CRMJ280L. Change FOAN350 to ANTH331. Add new course CRMJ 380 - Crisis Intervention to the Theory subgroup of Criminal Justice Electives. Add new course CRMJ 435 - White-Collar Crime to the Policing subgroup of Criminal Justice Electives. SLO information updated in the new CIM software system to complete the section. No substantive changes made to the SLOs.<br>FOAN 280, Crime Scene Processing and the associated lab best belong within criminal justice, not Forensic Anthropology. FOAN350 was deleted and replaced with ANTH331. CRMJ Additions: The addition of the two newly created courses to the program are required as part of the course creation process. The CRMJ 380 course covers all three subareas of the criminal justice system (i.e., policing, courts, and corrections), which is why it was determined it should be placed in the Theory group of criminal justice electives. The CRMJ 435 course specifically relates to the policing area of the criminal justice system, which is why it was determined it should be placed in the Policing group of criminal justice electives.<br>FOAN Changes: These changes were discussed with John Reece, Program Coordinator for Criminal Justice approximately April 17, 2019. It was discussed again with him in September 2019 after a separate meeting where it was discussed with Applied Anthropology and Geography faculty (Drs. Connor, Seebach and Parece). It was discussed with SBS Department Head Dr. Herrick on 9/17/2019. All agreed that the changes made sense. CRMJ Additions: The new courses and their placement in the program were discussed amongst Drs. Reece, Dreiling, Delaney, Santos, and Watters on multiple occasions with the most recent being 10/21/19. The course additions and their placement were discussed with SBS Department Head Dr. Herrick on 11/15/19. |



| 3706: Criminal Justice   |  | Approved (1-30-20) - Program Modification  | Elliot   Gurka |
|--|--|--|----------------|
| <b>UCC Discussion:</b> Course changes and additions. No other discussion.    |  |  |                |
| Change Item Description  |  | Department Justification   |                |
| List all proposed changes to the program:                                    |  | Change FOAN280 to CRMJ280. Change FOAN280L to CRMJ280L. Change FOAN350 to ANTH331. Add new course CRMJ 380 - Crisis Intervention to the Theory subgroup of Criminal Justice Electives. Add new course CRMJ 435 - White-Collar Crime to the Policing subgroup of Criminal Justice Electives. SLO information updated in the new CIM software system to complete the section. No substantive changes made to the SLOs.   |                |
| Justify each proposed modification to the program:                           |  | FOAN Changes: In creating the major last year of Applied Anthropology and Geography, we are trying to move the courses from the prefix "FOAN" into the more inclusive "ANTH". Crime Scene Processing and the associated lab; however, best belongs in criminal justice. FOAN350 was deactivated and replaced with ANTH331. CRMJ Additions: The addition of the two newly created courses to the program are required as part of the course creation process. The CRMJ 380 course covers all three subareas of the criminal justice system (i.e., policing, courts, and corrections), which is why it was determined it should be placed in the Theory group of criminal justice electives. The CRMJ 435 course specifically relates to the policing area of the criminal justice system, which is why it was determined it should be placed in the Policing group of criminal justice electives. |                |
| Describe discussions about this proposal within the department and outcomes. |  | FOAN Changes: These changes were discussed with John Reece, Program Coordinator for Criminal Justice approximately April 17, 2019. It was discussed again with him in September 2019 after a separate meeting where it was discussed with Applied Anthropology and Geography faculty (Drs. Connor, Seebach and Parece). It was discussed with SBS Department Head Dr. Herrick on 9/17/2019. All agreed that the changes made sense. CRMJ Additions: The new courses and their placement in the program were discussed amongst Drs. Reece, Dreiling, Delaney, Santos, and Watters on multiple occasions with the most recent being 10/21/19. The course additions and their placement were discussed with SBS Department Head Dr. Herrick on 11/15/19.  |                |

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| <b>3724: Psychology: Counseling Psychology (BA)</b>                          |  | <b>Approved (11-14-19) - Program Modification</b>  | <b>Lanci   Elliot</b> |
| <b>UCC Discussion:</b> No discussion   |  |  |                       |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                       |
| List all proposed changes to the program:                                    |  | 1. PSYC 216L Research Methods Laboratory should be inactivated/deleted   2. PSYC 216 Research Methods three-credit hours should be changed to four-credit hours   3. PSYC 345 Abnormal Child Psychology should be added as a new three-credit hour upper division elective course  |                       |
| Justify each proposed modification to the program:                           |  | Deletion of PSYC 216L and modification of PSYC 216 discussed and passed UCC during November 2020 meeting. The addition of PSYC 345 will be discussed at UCC in March 2020. Pending its acceptance, it needs to be added to the program as a new three-credit hour upper division elective course.  |                       |
| Describe discussions about this proposal within the department and outcomes. |  | The Department Head and Psychology faculty discussed the organization and restructure of Research Methods and Lab. The prerequisite will now require PSYC 216 (4-credit hours). An ad-hoc committee was created with four psychology faculty members. Research was conducted to evaluate the format of similar courses at other Colorado Universities. Chelsie Hess, Jeremy Tost, Crystal Baker, Jenny Peil communicated weekly Fall 2018. The new structure was proposed at the psychology discipline meeting January 30th and all faculty agreed. Abnormal Child Psychology course was developed Summer 2019 as a new online course and was reviewed and approved August 28, 2019. |                       |

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| <b>3726: Psychology (BA)</b>  |  | <b>Approved (11-14-19) - Program Modification</b>   | <b>McKenney   Seebach</b> |
| <b>UCC Discussion:</b> Concern over the language used in the SLOs was brought up. Explained as possible need to meet accreditation needs. |  |   |                           |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                           |
| List all proposed changes to the program:   |  | 1. PSYC 216L Research Methods Laboratory should be inactivated/deleted   2. PSYC 216 Research Methods three-credit hours should be changed to four-credit hours   3. PSYC 345 Abnormal Child Psychology should be added as a new three-credit hour upper division elective course   |                           |
| Justify each proposed modification to the program:  |  | The modifications to PSYC 216 (to 4 credit hours) and the deactivation of PSYC 216L were discussed and passed during the November 2020 meeting of UCC. The addition of PSYC 345 requires its addition to the Restricted Elective List.  |                           |
| Describe discussions about this proposal within the department and outcomes.  |  | The Department Head and Psychology faculty discussed the organization and restructure of Research Methods and Lab. The prerequisite will now require PSYC 216 (4-credit hours). An ad-hoc committee was created with four psychology faculty members. Research was conducted to evaluate the format of similar courses at other Colorado Universities. Chelsie Hess, Jeremy Tost, Crystal Baker, Jenny Peil communicated weekly Fall 2018. The new structure was proposed at the psychology discipline meeting January 30th and all faculty agreed. Abnormal Child Psychology was developed summer 2019 as a new online course and was reviewed and approved August 28, 2019. |                           |

| 3780: Applied Anthropology and Geography (BA)   |  | Approved (3-12-20) - Program Modification   | Flanigan   Elliot |
|---|--|---|-------------------|
| <b>UCC Discussion:</b> Course additions/deletions, updated SLOs. Committee corrected MATH 110 credit hours and corrected formatting in program specific courses. No other discussion. |  |   |                   |
| Change Item Description   |  | Department Justification  |                   |
| List all proposed changes to the program:   |  | 1. Replace FOAN350 with ANTH331; Replace FOAN 280 with CRMJ 280; Replace FOAN 280L with CRMJ 280L   2. Remove ARKE 300, ARKE 301 and ARKE 302 from the list of electives.   3. Reactivate ANTH 222 and add it to the list of electives   4. Updated Program SLOs  |                   |
| Justify each proposed modification to the program:  |  | 1. This degree was built from courses with four separate prefixes (ANTH, ARKE, FOAN, GEOG) and where appropriate we are making prefix changes to create a more cohesive program. The ANTH and CRMJ prefix will also be better recognized by other institutions, as ARKE and FOAN are unique to CMU.   2. These classes are being deleted from the curriculum. ARKE 300, Human Evolution, has a certain amount of content overlap with ANTH 231/L, Introduction to Biological Anthropology.   3. ARKE 301 and 302 are being replaced by ANTH 222, World Prehistory.   4. Program SLOs updated to better reflect program goals and content.   |                   |
| Describe discussions about this proposal within the department and outcomes.  |  | The need for a common prefix was discussed by program faculty, John Seebach, Tammy Parece, and Melissa Connor in September 2018. The course deletions and addition were discussed with ADH Jessica Herrick at a program meeting 09/17/2019. Herrick stressed the necessity of a two-year course rotation for all Applied Anthropology courses and requested the number of ARKE classes be reduced accordingly. The three courses being deleted were chosen for different reasons: ARKE 300 shares some overlap with ANTH 231/L, while ARKE 301 and 302 are being replaced by ANTH 222. Though this will curtail the depth of content available to students in the upper division courses, ANTH 222 suffices at the undergraduate level in our interdisciplinary program. A meeting was held on 12/3/2019 to further discuss the deletion of ARKE 300. Melissa Connor, Tammy Parece, John Seebach (all AAG faculty), and Jessica Herrick (SBS DH) attended. We decided unanimously to go forward with the course deletion. |                   |

| Course Modifications   |  | Social and Behavioral Sciences  |  |
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| Proposal   | Committee Action   | Motion   Second   |  |
| ANTH 222: World Prehistory-GTSS3   | Approved (3-12-20) - Course Modification   | Seebach   Elliot  |  |
| UCC Discussion: ANTH 222 reactivation to replace inactivated courses ARKE 301 and ARKE 302. Enables Applied Anthropology and Geography program to configure courses into a set two-year rotation. No other discussion. |  |   |  |
| Change Item Description  | Old  | New   |  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Basic theory and method will be described. Prehistory includes human origins, Stone Age hunters, domestication of animals, the rise of agriculture and the emergence of civilizations. | Exploration of human cultural evolution as documented through global archaeology. Topics to be discussed include foraging and early agriculture, the rise of complex states, and the origin of civilization in both the eastern and western hemispheres.  |  |
| Essential Learning Student Learning Outcomes:  |  | 1. Produce effective arguments and summaries in written English.   4. Critically examine and evaluate an argument.   5. Demonstrate investigative and analytical thinking skills to solve problems. Students will have to summarize information during written exams and in-class projects (such as write-to-learn activities). Topics could range from the basics of our hominin ancestry to the spread of Homo sapiens to all corners of the globe. |  |
| Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 1.   |  | Competing anthropological explication of the modes and tempos of culture change, particularly when assessing more complex political units, is rife in world prehistory. Students will be asked to weigh the fit between competing theories and the archaeological evidence. Topics could include, for example, the transition from foraging to agriculture, or the establishment and legitimacy of elites in social hierarchies.                      |  |
| Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 4.   |  | In short written pieces, students will be asked to compare the ways of life in two geographic regions and argue for why they think cultures in those regions developed in the way they did. Akin to SLO 4, students could investigate and compare the symbology of pyramids in Egypt and Guatemala, or the gendered division of labor among the Hopi and Neolithic Europeans.   |  |
| Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 5.   |  |   |  |

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| <b>CRMJ 330: Intimate Partner Violence</b>   |   |   |
| <b>Approved (12-12-19) - Modification</b>  |   |   |
| <b>Gurka   Elliott</b>   |   |   |
| <b>UCC Discussion:</b> Title and description changes. No discussion.   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course name:   | Domestic Violence   | Intimate Partner Violence   |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | Exploration of intimate and domestic violence through a life-course perspective. Child abuse and neglect, intimate partner violence, and elder abuse and neglect considered. Criminal justice responses and prevention efforts critically examined. | Exploration of intimate partner violence including contributing individual, structural, and cultural factors, as well as various offender patterns and typologies. Examines why victims stay in abusive relationships, the consequences of intimate partner violence, and various system responses. |
| Course abbreviated schedule name:  | Domestic Violence   | Intimate Partner Violence   |
| <b>FOAN 480: Professional Issues in Forensic Science</b>   |   |   |
| <b>Approved (1-30-20) - Course Modification</b>  |   |   |
| <b>Elliot   Seebach</b>  |   |   |
| <b>UCC Discussion:</b> Justification was corrected during the meeting. Prerequisite change. No other discussion.                                     |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Prerequisites:   | FOAN 280, FOAN 280L, and junior or senior standing  | CRMJ 280/CRMJ 280L or FOAN 232/FOAN 232L; and junior or senior standing.  |
| <b>PSYC 216: Research Methods in Psychology</b>  |   |   |
| <b>Approved (11-14-19) - Course Modification</b>   |   |   |
| <b>Seebach   Elliott</b>   |   |   |
| <b>UCC Discussion:</b> Modification to include lab time as part of the course to eliminate need of the lab course. It was also changed to 4 credits. |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Course abbreviated schedule name:  | Research Methods in Psyc  | Research Methods in Psychology  |
| Corequisites:  | PSYC 216L   |   |
| Credit hours:  | 3   | 4   |
| Lecture:   | 3   | 4   |
| Total Contact Hours:   | 3   | 4   |
| <b>PSYC 411: Human Sexuality</b>   |   |   |
| <b>Approved (12-12-19) - Course Modification</b>   |   |   |
| <b>Elliott   Gillies</b>   |   |   |
| <b>UCC Discussion:</b> Change in prerequisite. It was mentioned that this will change suggested course sequencing.                                   |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Prerequisites:   | PSYC 150, STAT 215, and PSYC 216/PSYC 216L  | PSYC 216  |

|  |   |  |
|--|---|--|
| <b>PSYC 420: Personality</b>   | <b>Approved (12-12-19) - Course Modification</b>  | <b>Gillies   Elliott</b>                             |
| <b>UCC Discussion:</b> Change in prerequisite. No discussion.  |   |  |
| <b>Change Item Description</b><br>Prerequisites:   | <b>Old</b><br>PSYC 216, recommend PSYC 400  | <b>New</b><br>PSYC 216; PSYC 400 is recommended      |
| <b>PSYC 430: Biopsychology</b>   | <b>Approved (12-12-19) - Course Modification</b>  | <b>Elliott   Gurka</b>                               |
| <b>UCC Discussion:</b> Change in prerequisite. No discussion.  |   |  |
| <b>Change Item Description</b><br>Prerequisites:   | <b>Old</b><br>Junior or senior standing, PSYC 216, and PSYC 216L  | <b>New</b><br>Junior or senior standing and PSYC 216 |
| <b>Course Additions</b>  |   |  |
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion   Second</b>                               |
| <b>ADAP 460: Advanced Addictions Practice</b>  | <b>Approved (3-12-20) - Course Addition</b>   | <b>Elliot   Gurka</b>                                |
| <b>UCC Discussion:</b> New course needed to meet Colorado Addiction Counselor III (CAC III) certification requirements. No other discussion.   |   |  |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>Needed for Colorado Addiction Counselor III (CAC III) certification. Offer this class to students so they can meet the CAC III level certification requirements and expand the addictions program to meet the growing community need.  |  |
| <b>ADAP 470: Addictions Clinical Supervision</b>   | <b>Approved (3-12-20) - Course Addition</b>   | <b>Elliot   Gurka</b>                                |
| <b>UCC Discussion:</b> New course needed to meet Colorado Addiction Counselor III (CAC III) certification requirements. No other discussion.   |   |  |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>This class is needed for Colorado Addiction Counselor III (CAC III) certification. This class helps students meet the CAC III level certification requirements and expand the addictions program to meet the growing community need.   |  |
| <b>ANTH 331: Forensic Anthropology</b>   | <b>Approved (12-12-19) - Course Addition</b>  | <b>Flanigan   Elliott</b>                            |
| <b>UCC Discussion:</b> Change in course prefix and number. Replaces FOAN 350. Discussion covered FOAN courses becoming ANTH courses over time. Importance of updating all affected courses and programs impacted by any proposed modifications reiterated. |   |  |
| <b>Change Item Description</b><br>New Proposal: No differences to report   | <b>Department Justification</b><br>In creating the major last year of Applied Anthropology and Geography, we are trying to move the courses from the prefix "FOAN" into "ANTH". This is the same course as FOAN350 Forensic Anthropology, which will be deleted. The prerequisites for FOAN 350 were FOAN 232 or ANTH 231; the new prerequisites of ANTH 202 or FOAN 232 will allow students flexibility to take the course earlier and to allow students from both CRMJ and ANTH to take the course. |  |

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|---|--|---|--------------------------|
| <b>CRMJ 280: Crime Scene Processing</b>   |  | <b>Approved (1-30-20) - Course Addition</b>   | <b>Gurka   Lanci</b>     |
| <b>UCC Discussion:</b> A continuation of prefix and number changes from FOAN to ANTH and CRMJ. No other discussion. |  |   |                          |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report  |  | In creating the major last year of Applied Anthropology and Geography, we are trying to move the courses from the prefix "FOAN" into the more inclusive "ANTH". Crime Scene Processing, however, best belongs in criminal justice. Additionally, course description is updated to reflect current and recent content.   |                          |
| <b>CRMJ 280L: Crime Scene Processing Laboratory</b>   |  | <b>Approved (1-30-20) - Course Addition</b>   | <b>Gurka   Lanci</b>     |
| <b>UCC Discussion:</b> A continuation of prefix and number changes from FOAN to ANTH and CRMJ. No other discussion. |  |   |                          |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report  |  | In creating the major last year of Applied Anthropology and Geography, we are trying to move the courses from the prefix "FOAN" into the more inclusive "ANTH". Crime Scene Processing and the associated lab course, however, best belongs in criminal justice. We also updated the course description to reflect current and recent course content.   |                          |
| <b>CRMJ 380: Crisis Intervention in Criminal Justice</b>  |  | <b>Approved (1-30-20) - Course Addition</b>   | <b>Schlieff   Elliot</b> |
| <b>UCC Discussion:</b> Initially a topics course that is now becoming an approved course. No other discussion.      |  |   |                          |
| <b>Change Item Description</b>  |  | <b>Department Justification</b>   |                          |
| New Proposal: No differences to report  |  | The criminal justice program does not have a course specific to the issue of crisis intervention within the criminal justice community. While some sub-topic areas covered in this course (i.e., use of force, domestic violence, victims, mental illness, and suicide) are discussed in other criminal justice courses, they are discussed only tangentially or from other perspectives that does not focus on crisis communications, intervention, and de-escalation. The included topical course outline illustrates the breadth of crisis intervention as a contemporary issue in the criminal justice community, demonstrates the need to have it as a standalone course. Crisis intervention training has become a priority throughout the criminal justice community in recent years. Accordingly, exposing our students to such material as part of their university studies will better prepare them for careers in the criminal justice community and make them more marketable in all three areas of the criminal justice system (i.e., policing, courts, and corrections). Finally, the course was taught in the spring semester of 2019 as an in-class contemporary issues in criminal justice course. It was well attended and received, with 31 registered students and a 4.80 average student course evaluation score. These numbers demonstrate the future success of the course as an option for students. The intent is to present the course in multiple modalities in the future to present students with the greatest number of course options. |                          |

|  |  |   |                         |
|--|--|---|-------------------------|
| <b>CRMJ 435: White-Collar Crimes</b>   |  | <b>Approved (1-30-20) - Course Addition</b> | <b>Seebach   Elliot</b> |
| <b>UCC Discussion:</b> Initially a topics course that is now becoming an approved course. No other discussion.   |  |   |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                         |
| New Proposal: No differences to report   | The criminal justice program lacks a course specific to white-collar crime, which is an important and growing area of crime and criminal investigation. White-collar crime is an expanding issue for law enforcement; therefore, there is a need for a long-term course addition rather than simply covering it as a short-term topics course. The intent is to present the course in multiple modalities in the future to present students with the greatest number of course options.  |   |                         |
| <b>PSYC 345: Abnormal Child Psychology</b>   |  | <b>Approved (3-12-20) - Course Addition</b> | <b>Lanci   Elliot</b>   |
| <b>UCC Discussion:</b> Student and department demand-driven course working with children and families. No other discussion.  |  |   |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                         |
| New Proposal: No differences to report   | This course was requested from student feedback and department demand. Many students graduate with a degree in psychology or psychology/counseling and transition into a career working directly with children and families. Students need to have general knowledge of what constitutes normal developmental trajectories and gain familiarity with the diagnostic criteria, etiology, correlations, developmental courses, and treatment of child and adolescent disorders.  |   |                         |
| <b>Course Inactivation</b>   |  | <b>Social and Behavioral Sciences</b>       |                         |
| <b>Proposal</b>  | <b>Committee Action</b>  | <b>Motion   Second</b>                      |                         |
| <b>ARKE 300: Human Evolution</b>   | <b>Approved (12-12-19) - Course Inactivation</b>   | <b>Lohse   Elliot</b>                       |                         |
| <b>UCC Discussion:</b> There are 2-3 weeks of overlap with ANTH 231/L, which treats the study of human evolution as a subfield of Biological Anthropology. Submitted in order to create a solid two-year course rotation for ARKE classes. |  |   |                         |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                         |
| Proposal justification for inactivation:   | As noted on the other deletions (ARKE 301 and 302), this is being submitted in order to create a solid two-year course rotation for ARKE classes. ARKE 300 is a course exploring the archaeology of human evolution. As such, it covers the evolution of technology, the evolution of behavioral modernity, and asks students to critically evaluate the archaeological evidence (tools, faunal remains, site structure, geography, etc.) for interpretations about the evolution of our species and our ancestors. ANTH 231 is an introduction to Biological Anthropology. While the overlap is minimal, content is not driving these deletions. As noted on the other deletions (ARKE 301 and 302), this is being submitted in order to create a solid two-year course rotation for ARKE classes. (More in Course Inactivation Proposal) |   |                         |



|  |   |                          |
|--|---|--------------------------|
| <b>ARKE 301 The Emergence of Human Culture</b><br><b>UCC Discussion:</b> No discussion.  | <b>Approved (10-24-19) - Course Inactivation</b>  | <b>Elliot   Schlieff</b> |
| <b>Change Item Description</b><br>Proposal justification for inactivation:   | <b>Department Justification</b><br>Because of the chronic problem of low enrollments in ARKE's upper division courses, Jessica Herrick wants us to offer only one such course per semester. Thus, the material reason for the deletions is the current inability to teach all listed ARKE courses within a standard two-year rotation. We decided to collapse these two courses into a new course in order to address this problem. ARKE 301 and 302 together cover the topic of world prehistory in an in-depth way, and we will unavoidably lose some material, but they can reasonably be collapsed into a single course (ANTH 222). |                          |
| <b>ARKE 302 From Domestication to States</b><br><b>UCC Discussion:</b> No discussion.  | <b>Approved (10-24-19) - Course Inactivation</b>  | <b>Elliot   Schlieff</b> |
| <b>Change Item Description</b><br>Proposal justification for inactivation:   | <b>Department Justification</b><br>It is unavoidable that we will lose half of the content of the proposed deletions in the replacement course ANTH 222. The material reason for the deletions, however, is the current inability to teach all listed ARKE courses within a standard two-year rotation. ARKE 300, 301 and 302 are being deleted in order to ease this problem. ARKE 301 and 302 together cover the topic of world prehistory in an in-depth way, but could reasonably be collapsed into a single course (ANTH 222).   |                          |
| <b>ARKE 320: Colorado Archaeology</b><br><b>UCC Discussion:</b> Agenda amended. ARKE faculty requested this course be removed from consideration. No longer a candidate for inactivation. No other discussion.                 | <b>Removed from Agenda</b>  | <b>Lanci   Seebach</b>   |
| <b>Change Item Description</b>   | <b>Department Justification</b><br>Agenda amended. ARKE faculty requested this course be removed from consideration.  |                          |
| <b>FOAN 280: Crime Scene Processing</b><br><b>UCC Discussion:</b> Part of a proposed prefix change for FOAN courses (now CRMJ 280). All courses/programs impacted by FOAN changes need to have curriculum proposals submitted. | <b>Approved (12-12-19) - Inactivation</b>   | <b>Lanci   Gillies</b>   |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report  | <b>Department Justification</b><br>In creating the major last year of Applied Anthropology and Geography, we are trying to move the courses from the prefix "FOAN" into the more inclusive "ANTH". Crime Scene Processing, however, best belongs in criminal justice; new course CRMJ 280/L will be replacing FOAN 280/L.   |                          |

|  |   |                       |
|--|---|-----------------------|
| <b>FOAN 280L: Crime Scene Processing Laboratory</b>  | <b>Approved (12-12-19) - Inactivation</b>   | <b>Gurka   Lanci</b>  |
| UCC Discussion: Part of a proposed prefix change for FOAN courses (now CRMJ 280).                              |   |                       |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                       |
| Delete Proposal: No differences to report  | See justification for FOAN 280.   |                       |
| <b>FOAN 350: Forensic Anthropology</b>   | <b>Approved (11-14-19) - Course Inactivation</b>  | <b>Gurka   Elliot</b> |
| UCC Discussion: This course is being renamed using the current and common course prefix and numbering systems. |   |                       |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                       |
| Proposal justification for inactivation:   | "We are applying a common prefix and course numbering system to all current ARKE and FOAN courses. FOAN 350 will be replaced by ANTH 331 to reflect this change."   |                       |
| <b>PSYC 216L: Research Methods in Psychology Laboratory</b>  | <b>Approved (11-14-19) - Course Inactivation</b>  | <b>Elliot   Lohse</b> |
| UCC Discussion: No discussion  |   |                       |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                       |
| Proposal justification for inactivation:   | The activities better align with the classroom modality, not requiring the added time and space of a formal lab. Students have a prereq of STAT 215 which eliminates the need for the computer lab component of PSYC 216. The objective for the course is specialized knowledge in psychology, written and oral communication, and critical thinking in psychological areas of analysis. These objectives are better aligned with the four-credit hour course that allows the time and course space to teach and discuss these concepts. The additional classroom hour proposed here will now be used for the application activities relevant to the research process. The new four-credit hour Research Methods course will now use the four hours to align the course to other research method courses across the state of Colorado that are four-credit hours with no lab component. |                       |

| Course Modifications   |  | Teacher Education   |
|--|--|---|
| Proposal   | Committee Action   | Motion   Second   |
| <b>EDUC 440: Methods of Teaching Language and Literacy: EC</b><br><b>UCC Discussion:</b> Course description, prerequisite, instructional and credit hour changes to correct possible CIM migration issue. No other discussion.     | <b>Approved (3-12-20) - Course Modification</b>  | <b>Miller   Gurka</b>   |
| <b>Change Item Description</b><br>Type of Instructional Activity:<br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):<br><br>Prerequisites:<br><br>Field/Studio/Other:<br>Lecture: | <b>Old</b><br>Lecture/Lab: Vocational/Tech<br>Survey of current research in early/emergent language and literacy, including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum, and ongoing assessment in instruction. Includes a minimum of 50 hours of field experience. Admission to the Teacher Education Program and EDUC 340; may be taken concurrently with EDUC 451<br>2.6 | <b>New</b><br>Lecture<br>Survey of current research in early/emergent language and literacy, including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum, and ongoing assessment in instruction. Includes a minimum of 40 hours of field experience. Admission to the Teacher Education Program; EDUC 340 or EDUC 341<br>3 |
| <b>EDUC 442: Integrating Literacy Across the Curriculum: Secondary and K-12 Art</b><br><b>UCC Discussion:</b> Co-requisite removal. No other discussion.   | <b>Approved (3-12-20) - Course Modification</b>  | <b>Miller   Gurka</b>   |
| <b>Change Item Description</b><br>Corequisites:  | <b>Old</b><br>EDUC 497   | <b>New</b>  |
| <b>EDUC 475: Classroom Management for K-12 Educators</b><br><b>UCC Discussion:</b> Prerequisite changes. No other discussion.  | <b>Approved (3-12-20) - Course Modification</b>  | <b>Miller   Gurka</b>   |
| <b>Change Item Description</b><br>Prerequisites:   | <b>Old</b><br>EDUC 341 or EDUC 342, EDUC 343, EDUC 441, EDUC 451, and EDUC 461, or permission of instructor  | <b>New</b><br>EDUC 342 or EDUC 440  |

| Course Modifications  |   | Theatre Arts   |
|---|---|--|
| Proposal  | Committee Action  | Motion   Second  |
| <b>THEA 102: Introduction to Theatre Technology: Stagecraft</b><br><b>UCC Discussion:</b> A credit hour adjustment to better align with class needs and general language updates throughout the proposal were made. | <b>Approved (11-14-19) - Course Modification</b>  | <b>Lanci   McKenney</b>  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Course abbreviated schedule name:   | Intro Scenic Tech   | Intro to Stagecraft  |
| Credit hours:   | 2   | 3  |
| Lecture:  | 1   | 3  |
| Lab:  | 2   |  |
| <b>THEA 103: Introduction to Theatre Technology: Costume</b><br><b>UCC Discussion:</b> No discussion.   | <b>Approved (11-14-19) - Course Modification</b>  | <b>Elliot   Seebach</b>  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Credit hours:   | 2   | 3  |
| Lecture:  | 1   | 3  |
| Lab:  | 2   |  |
| <b>THEA 104: Introduction to Theatre Technology: Lighting</b><br><b>UCC Discussion:</b> No discussion.  | <b>Approved (11-14-19) - Course Modification</b>  | <b>Flanigan   Gurka</b>  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Type of Instructional Activity:   | Lecture/Lab: Vocational/Tech  | Lecture  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):  | Introduction to basic lighting safety and procedures of hang, focus, color and circuitry. | Introduction to basic lighting shop safety, organization of materials, electrical repair, and basic hang and focus techniques. |
| Credit hours:   | 2   | 3  |
| Lecture:  | 1   | 3  |
| Lab:  | 2   |  |
| <b>THEA 105: Introduction to Theatre Technology: Sound Technology</b><br><b>UCC Discussion:</b> No discussion.  | <b>Approved (11-14-19) - Course Modification</b>  | <b>McKenney   Gurka</b>  |
| <b>Change Item Description</b>  | <b>Old</b>  | <b>New</b>   |
| Type of Instructional Activity:   | Lecture/Lab: Vocational/Tech  | Lecture  |
| Credit hours:   | 2   | 3  |
| Lecture:  | 1   | 3  |
| Lab:  | 2   |  |

| THEA 130: Script Analysis  |  | Approved (11-14-19) - Course Modification   | Lohse   Seebach     |
|--|--|---|---------------------|
| UCC Discussion: A credit hour adjustment to better align with class needs and general language updates throughout the proposal were made.  |  |   |                     |
| 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):   | Introduction to practical analysis for enhancing the move from script to performance. Familiarizes students with script analysis techniques useful to the collaborative theatrical team. | Introduction to practical analysis of theatrical texts. Familiarizes students with script analysis techniques useful in production and performance studies. |                     |
| Lecture:   | 2  | 3   |                     |
| Lab:   | 2  |   |                     |
| Total Contact Hours:   | 4  | 3   |                     |
| THEA 202: Elements of Theatrical Design  |  | Approved (11-14-19) - Course Modification   | Quesenberry   Lanci |
| UCC Discussion: Contact hours were corrected to correlate with the number of actual contact hours the course was providing. THEA 202 will become the prerequisite for all other design courses through the department. |  |   |                     |
| Change Item Description  | Old  | New   |                     |
| Course name:   | Theatrical Design Studio I   | Elements of Theatrical Design   |                     |
| Course abbreviated schedule name:  | Theatrical Design Studio I   | Elements of Theatrical Design   |                     |
| Prerequisites:   | THEA 102, THEA 103, THEA 104, THEA 105, or ARTA 123 or ARTE 101 or ARTG 122  |   |                     |
| Field/Studio/Other:  | 6  |   |                     |
| Total Contact Hours:   | 6  | 3   |                     |
| THEA 343: Scene Design   |  | Approved (11-14-19) - Course Modification   | Flanigan   Elliot   |
| UCC Discussion: Contact hours were corrected to correlate with the number of actual contact hours the course was providing. THEA 202 will become the prerequisite for all other design courses through the department. |  |   |                     |
| Change Item Description  | Old  | New   |                     |
| Type of Instructional Activity:  | Laboratory: Academic/Clinical  | Lecture   |                     |
| Prerequisites:   | THEA 243 or permission of instructor   | THEA 202  |                     |
| Lab:   | 0  |   |                     |
| Field/Studio/Other:  | 0  |   |                     |
| Total Contact Hours:   | 3,6  | 3   |                     |

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| <b>THEA 344: Lighting Design</b>   |                                      | <b>Approved (11-14-19) - Course Modification</b> | <b>McKenney   Elliot</b> |
| <b>UCC Discussion:</b> The name of the course was corrected to align with the content of the course. |                                      |  |                          |
| <b>Change Item Description</b>   | <b>Old</b>                           | <b>New</b>                                       |                          |
| Course name:   | Advanced Stage Lighting              | Lighting Design                                  |                          |
| Type of Instructional Activity:  | Lecture/Lab: Vocational/Tech         | Lecture  |                          |
| Course abbreviated schedule name:  | Advanced Stage Lighting              | Lighting Design                                  |                          |
| Prerequisites:   | THEA 244 or permission of instructor | THEA 202   |                          |
| Lecture:   | 2                                    | 3  |                          |
| Lab:   | 0                                    |  |                          |
| Field/Studio/Other:  | 2                                    |  |                          |
| Total Contact Hours:   | 4                                    | 3  |                          |

|  |   |                        |  |
|--|---|------------------------|--|
| <b>Course Additions</b>  |   | <b>Theatre Arts</b>    |  |
| <b>Proposal</b>  | <b>Committee Action</b>   | <b>Motion   Second</b> |  |
| <b>THEA 313: Rendering for Theatre</b>                                       | <b>Approved (1-30-20) - Course Addition</b>   | <b>Gurka   Elliot</b>  |  |
| <b>UCC Discussion:</b> Program required a course specific to art in theatre. |   |                        |  |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                        |  |
| New Proposal: No differences to report                                       | This course serves as a continuation of development for theatre design artists. Some of the techniques and mediums used in this class will be introduced in other design classes, but due to time are not thoroughly explored and practiced. This class will help student create a more substantial portfolio for presentation of applied skills. |                        |  |

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|--|---|------------------------|--|
| <b>THEA 340: Costume Design</b>        | <b>Approved (1-30-20) - Course Addition</b>   | <b>Seebach   Gurka</b> |  |
| <b>UCC Discussion:</b> No discussion.  |   |                        |  |
| <b>Change Item Description</b>         | <b>Department Justification</b>   |                        |  |
| New Proposal: No differences to report | While there is student interest, there is not currently a dedicated class in costume design. The creation of this class will fill the niche of offering a focused design option in each of the design areas (scenic, lighting, sound, costume). |                        |  |

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| <b>THEA 342: Sound Design</b>          | <b>Approved (1-30-20) - Course Addition</b>  | <b>Lanci   Fritz</b> |  |
| <b>UCC Discussion:</b> No discussion.  |  |                      |  |
| <b>Change Item Description</b>         | <b>Department Justification</b>  |                      |  |
| New Proposal: No differences to report | Same course as THEA 400, which has been deactivated, and adjusting course number to one that is more appropriate to the Design/Tech course sequencing. |                      |  |

| <b>Course Inactivation</b>  |   | <b>Theatre Arts</b>      |
|---|---|--------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b>   |
| <b>THEA 203: Theatrical Design Studio II</b><br><b>UCC Discussion:</b> THEA 203, 303, 404 are being removed from course rotation in lieu of the newly proposed design specific courses (THEA 340, 342, 343, and 344). | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Gurka   Elliot</b>    |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report   | <b>Department Justification</b><br>This course is being removed from our course rotation in lieu of the newly proposed design specific courses (THEA 340, 342, 343, and 344) beginning in the Fall of 2020. |                          |
| <b>THEA 303: Theatrical Design Studio III</b><br><b>UCC Discussion:</b> See discussion for THEA 203.  | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Gurka   Elliot</b>    |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report   | <b>Department Justification</b><br>This course is being removed from our course rotation in lieu of the newly proposed design specific courses (THEA 340, 342, 343, and 344) beginning in the Fall of 2020. |                          |
| <b>THEA 400: Sound Design for Theatre</b><br><b>UCC Discussion:</b> Design courses will all be moving to 300 level courses.   | <b>Approved (11-14-19) - Course Inactivation</b>  | <b>Elliot   McKenney</b> |
| <b>Change Item Description</b><br>Proposal justification for inactivation:  | <b>Department Justification</b><br>The Theatre Department is creating a 300-level course (THEA 342) for this topic and the existing 400 level offering is no longer applicable.                             |                          |
| <b>THEA 404: Theatrical Design Studio IV</b><br><b>UCC Discussion:</b> See discussion for THEA 203.   | <b>Approved (1-30-20) - Course Inactivation</b>   | <b>Gurka   Elliot</b>    |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report   | <b>Department Justification</b><br>This course is being removed from the course rotation in lieu of the newly proposed design specific courses (THEA 340, 342, 343, and 344) beginning in the Fall of 2020. |                          |

## WCCC Curriculum Membership 2019-2020

| Group/Department       | Representative          | Term Expires |
|------------------------|-------------------------|--------------|
| Group A                | Wayne Smith             | 2022         |
| Group B                | Joe Quesenberry         | 2021         |
| Group C                | Michael Carsten         | 2021         |
| Group D                | Karrie Stanfill         | 2022         |
| At Large               | Jason Roberson          | 2022         |
| UCC Vice-Chair         | Sarah Lanci/Lucy Graham |              |
| WCCC Chair             | Wayne Smith             |              |
| WCCC Vice-Chair        | Joe Quesenberry         |              |
| Secretary, non-voting: | Bonnie Aman             |              |

### Ex-Officio Members

|   |                  |
|---|------------------|
| Vice President of Academic Affairs (VPAA) | Kurt Haas        |
| Designee for VPAA                         | Morgan Bridge    |
| Registrar (or designee)                   | Maggie Bodyfelt  |
| Library Representative                    | Laureen Cantwell |
| WCCC Student Representative               | Vacant           |
| Course Description Evaluator              | Johanna Varner   |
| Director of Financial Aid                 | Curt Martin      |

## Meeting Dates

The WCCC Curriculum Committee met on the following dates:

|                    |           |
|--------------------|-----------|
| August 31, 2019    | Cancelled |
| September 24, 2019 | Training  |
| October 15, 2019   |           |
| November 12, 2019  | Cancelled |
| December 10, 2019  | Cancelled |
| January 14, 2020   |           |
| February 11, 2020  |           |
| March 10, 2020     | Cancelled |
| April 14, 2020     | Cancelled |



## **Information and Business Items**

### **August 13, 2019**

Cancelled

### **September 24, 2019**

#### New Business

- A. Introduction of New Members
- B. CIM Overview
- C. Director of Instruction, Christi Hein – Expected Curriculum Proposals

### **October 15, 2019**

#### New Business

Motion: To create an additional program group and title it Group D, update the program list to reflect the current programs, and regroup programs into four categories. This will keep the committee at six (6) including one elected faculty representative from each group, 1 at large representative, and the vice chair or designee from the Undergraduate Curriculum Committee. The committee is not making changes to the non-voting ex officio members. (Carsten/Quesenberry)

Discussion – The Colorado Community College System has divided Colorado CTE programs into six industry sectors. The WCCC Curriculum Committee is taking those sectors and combining them to make four groupings, which should serve to divide current and future programs into specific sectors.

Group A – Agriculture, Natural Resources & Energy, Hospitality, Human Services & Education

Group B – STEM, Arts, Design & Information Technology, Business, Marketing & Public Administration

Group C – Skilled Trades & Technical Sciences

Group D – Health Science, Criminal Justices & Public Safety

### **November 12, 2019**

Cancelled

### **December 10, 2019**

Cancelled

### **January 14, 2020**

#### Old Business

Motion: To approve the minutes from the May 20, 2019 meeting. (Carsten/Quesenberry). No Discussion. The committee voted unanimously to approve the minutes.

## **February 11, 2020**

### Old Business

Approve Minutes from January 14, 2020 meeting. Motion: To approve the minutes from the January 14, 2020 meeting. (Carsten/Quesenberry). No Discussion. The committee voted unanimously to approve the minutes.

### Information Items

Update on planned proposals:

1. FSWM has submitted changes to the AAS as well as course changes.
2. TECI has submitted changes to the Information and Communication Technology AAS and will be proposing course additions.
3. MET – Michael Carlton has submitted changes to the Mechanical Engineering AAS which is running through main campus.

## **March 10, 2020**

Cancelled

## **April 14, 2020**

Cancelled

## Western Colorado Community College Course and Program Changes

The listing of approved curriculum proposals made during the 2019-2020 academic year for WCCC programs begins on the next page.

| <b>Number of WCCC Curriculum Proposals, AY 19-20</b> |               |
|--|---------------|
| <b>Proposal Type</b>                                 | <b>Number</b> |
| Course Addition                                      | 0             |
| Course Modification                                  | 9             |
| Course Reactivation                                  | 0             |
| Course Deletion                                      | 0             |
| Program Addition                                     | 1             |
| Program Reactivation                                 | 0             |
| Program Modification                                 | 2             |
| Program Deactivation                                 | 0             |
| Program Deletion                                     | 0             |
| <b>Total:</b>  | <b>12</b>     |

| <b>Number of Proposals Reviewed Per WCCC CC Meeting, AY 19-20</b>              |            |            |            |            |            |             |            |            |              |              |
|--|------------|------------|------------|------------|------------|-------------|------------|------------|--------------|--------------|
|  | <b>Sep</b> | <b>Oct</b> | <b>Nov</b> | <b>Dec</b> | <b>Jan</b> | <b>Feb*</b> | <b>Mar</b> | <b>Apr</b> | <b>May**</b> | <b>Total</b> |
| <b># of Proposals</b>  | 0          | 0          | 0          | 0          | 3          | 9           | 0          | 0          | 0            | 12           |
| * Deadline for inclusion of program and course changes in the next AY Calendar |            |            |            |            |            |             |            |            |              |              |
| **UCC executive subcommittee action  |            |            |            |            |            |             |            |            |              |              |

### Proposal Details

The listing of curriculum proposals approved during the 2019-2020 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Western Colorado Community College Curriculum Committee.

## Program Additions

| Proposal  | Committee Action                             | Motion  Second               |
|---|--|------------------------------|
| <b>: Early Childhood Education (AAS)</b><br><b>WCCC CC Discussion:</b> No discussion. | <b>Approved (2-11-20) - Program Addition</b> | <b>Carsten   Quesenberry</b> |

### Change Item Description

Rationale and justification for the program demonstrating the demand, as evidenced by:

### Department Justification

National trends indicate a 7% employment growth for childcare center directors. In Colorado this growth is higher because of the new full day Kindergarten and the increase in classroom assistants as more classrooms are inclusive. According to bls.gov, "Employment of preschool and childcare center directors is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. ... The demand for preschools, and consequently the directors who manage them, should remain strong due to the fact that early childhood education is widely recognized as important for a child's intellectual and emotional development."

Surveys were completed through informal discussion and requests from employers for students with director's certificates plus a two year degree, specifically, Head Start and School District Colorado Preschool Program administrators who indicated a desire for graduates with the ability to manage childcare center facilities.

Currently there is approximately a \$9 per hour difference in wages between an employee working in a child care preschool without a directors license compared to an employee who has both a director's license and a two-year degree. Median pay for a preschool and childcare center director was \$48,210 per year and/or \$23.18 per hour according to bls.gov.

Student demand has been demonstrated through current and past student inquiry. Graduates of the early childhood program go on to be employed in large and small child care centers, open up their own home care centers, work in public school settings, or use coursework as a foundation to continue into Early Childhood or elementary teacher license education. In addition, this program aligns with licensure requirements for early childhood teacher certification and childcare center director qualifications. This is supported by bls.gov which states, "The demand for preschools, and consequently the directors who manage them, should remain strong due to the fact that early childhood education is widely recognized as important for a child's intellectual and emotional development." ... This new AAS degree would have all of the currently required director's coursework including technical math. This degree will also house five classes (15 credits) in the state articulation agreement with the community colleges and several four-year universities.

| Program Modifications   |   |                               |
|---|---|-------------------------------|
| Proposal  | Committee Action  | Motion   Second               |
| <b>1122: Land Surveying and Geomatics (TCT)</b><br><b>WCCC CC Discussion:</b> No discussion.  | <b>Approved (1-14-20) - Program Modification</b>  | <b>Graham   Roberson</b>      |
| <b>Change Item Description</b><br>List all proposed changes to the program:<br><br>Justify each proposed modification to the program:<br><br>Describe discussions about this proposal within the department and outcomes. | <b>Department Justification</b><br>1. Add the following course: SURV 206 Property Law – Boundary (3cr)   2. Change the math requirements for the Post Baccalaureate Certificate to be: MATH 130 Trigonometry, and one of the following: MATH 121 Business Calculus, or MATH 135 Engineering Calculus I, or MATH 141 Analytical Geometry, or MATH 146 Calculus for Biological Sciences, or MATH 151 Calculus IGT-MA1. Or the equivalent of such courses.   3. SURV 298 – Internship/Capstone Project - Add Pre-requisite of: All other Post Baccalaureate Certificate course work must be completed.<br>1. This course covers additional concepts and principles of boundary law, more detailed coverage of the Public Land Survey System, and a review of Colorado Revised Statutes and AES Board Rules as they apply to surveying. It appears this course was inadvertently left out of the Post Baccalaureate Certificate program. Formalizing its inclusion in the PBC will correct the inadvertent exclusion when the program first began.   2. The thinking was that most Post Baccalaureate Certificate students would have a bachelor's degree in a similar type of program. The added math requirement would ensure those with a bachelor's degree have at least one higher-level math course. Those students with bachelor's in a non-technical field should be required to take, at a minimum, the math classes required of the AAS program.   3. This course is intended for the student to demonstrate their proficiency in the required surveying-specific knowledge to pass the Colorado exams through an internship and delivery of a capstone project on a mutually agreed upon topic.<br>1. A detailed memo and email were prepared for Dr. Christi Hein in the fall of 2019 to discuss various proposed changes to all of the Land Surveying and Geomatics programs and classes.   2. Several meetings and email exchanges were made in the spring of 2019 among Mr. Patton Massengill, Director of Instructions, Dr. Max McFarland and Dr. Lori Payne of the math department and myself deciding on these changes. These were then relayed to Dr. Lisa Driskell in the fall of 2019 via email as an email discussion.   3. A detailed memo and email were prepared for Dr. Christi Hein in the fall of 2019 to discuss various proposed changes to all of the Land Surveying and Geomatics programs and classes. |                               |
| <b>1334: Land Surveying and Geomatics (AAS)</b><br><b>WCCC CC Discussion:</b> No discussion.  | <b>Approved (1-14-20) - Program Modification</b>  | <b>Quesenberry   Roberson</b> |
| <b>Change Item Description</b><br>List all proposed changes to the program:   | <b>Department Justification</b><br>1. Change the Program Specific Degree Requirements under math to be: MATH 141 Analytical Geometry, or MATH 12 Business Calculus.   2. Change the Program Specific Degree Requirements under CADT to be CADT 106 instead of CADT 108.   |                               |

| Course Modifications   |   |  |
|--|---|--|
| Proposal   | Committee Action  | Motion  Second   |
| <b>SURV 100: Introduction to Surveying/Field Work</b><br><b>WCCC CC Discussion:</b> No discussion.                                 | <b>Approved (2-11-20) - Course Modification</b>   | <b>Quesenberry   Carsten</b>   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Introduction to the basics of geomatics, including how to evaluate survey data accuracy and assess data limitations. Expectations of data analysis for engineering designs, property surveys, and construction layout staking will also be covered.   | <b>New</b><br>Introduction to the common surveying units, the theory of significant figures, the basic theory of errors, and the use of surveying field notes. Topics also include the instrumentation and methodologies of measuring the common surveying units, such as differences in elevation, distances, angles, bearings, and azimuths. |
| Prerequisite:  |   | MATH 113 or higher   |
| Co-requisite:  |   | SURV 102   |
| <b>SURV 102: Surveying Calculations I</b><br><b>WCCC CC Discussion:</b> No discussion.   | <b>Approved (2-11-20) - Course Modification</b>   | <b>Quesenberry   Carsten</b>   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Introduction to the mathematical concepts required for proper surveying, including the application of algebraic principles, trigonometry functions, and other concepts that are necessary in this field and in which proficiency is required by state regulations. Course work will include theory, errors and analysis, differentiation and trigonometric leveling, angles and directions, coordinate systems and calculations, and other relevant material. | <b>New</b><br>Fundamental mathematical calculations and theories associated with measuring techniques taught in SURV 100 in order to calculate the horizontal and vertical relationship between points, lines, and areas based on plane geometry.  |
| Type of Instructional Activity:  | Lecture/Lab: Vocational/Tech  | Lecture  |
| Credit hours:  | 3   | 4  |
| Prerequisite:  |   | MATH 113 or higher   |
| Co-requisite:  |   | SURV 100   |

| <b>SURV 200: Advanced Surveying Field Work</b><br><b>WCCC CC Discussion:</b> No discussion.      |  |   |
|--|--|---|
| <b>Approved (2-11-20) - Course Modification</b><br><b>Quesenberry   Carsten</b>                  |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Introduction to surveying methodology, survey design, planning and observing, and real-time kinematics. Students will also explore geodesy, state plane coordinates and the concepts of least squares analysis of survey adjustments. The labs - either two 3-hour weekday labs or one 6-hour weekend lab - will enable students to understand and master the practical aspects of these important surveying elements. | Use of total station and robotic equipment, global positioning system (GPS) equipment, methods of construction staking, overall concepts of GPS, mapping surveys, mapping in general, photogrammetry, and an introduction to GIS  |
| Credit hours:  | 4  | 3   |
| Prerequisite:  |  | SURV 100 and SURV 102   |
| Co-requisite:  |  | SURV 205  |
| <b>SURV 203: Legal Aspects of Surveying</b><br><b>WCCC CC Discussion:</b> No discussion.         |  |   |
| <b>Approved (2-11-20) - Course Modification</b><br><b>Quesenberry   Carsten</b>                  |  |   |
| <b>Change Item Description</b>   | <b>Old</b>   | <b>New</b>  |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of records research and its importance in surveying, as well as understanding the public, private and quasi-public recorded and non-recorded record databases that establish land ownership and boundaries, easement boundaries, land-use rights and restrictions. Students will use these resources in applying surveying principles to both private and public lands.                                    | Introduction to the concepts of boundary control and legal principles. Topics include rights in land, Public Land System of Surveys, metes and bounds surveys, proportionate measurement, junior/senior title rights, retracement of original surveys, deed first/survey first, common and case law, ranking/prioritizing evidence, controlling monuments and corners, errors in legal descriptions and plats, record research, and case studies. |
| Type of Instructional Activity:  | Lecture/Lab: Vocational/Tech   | Lecture   |
| Co-requisite:  |  | SURV 204  |

|   |   |  |
|---|---|--|
| <b>SURV 204: Real Property Descriptions</b><br><b>Approved (2-11-20) - Course Modification</b><br><b>Quesenberry   Carsten</b><br><b>WCCC CC Discussion:</b> No discussion.                                 |   |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):<br><br>Type of Instructional Activity:<br>Co-requisite:                  | <b>Old</b><br>Exploration of historical and current issues relevant to writing land descriptions and using those descriptions for the practicing surveyor. Students will also gain a working knowledge of the relationship between written descriptions and field survey data, as well as how to interpret historic descriptions and the underlying principles of producing descriptions.<br>Lecture/Lab: Vocational/Tech | <b>New</b><br>Reading, writing, and interpreting property descriptions to be consistent with boundary law principles. Several areas of boundary law are reviewed, with an emphasis on the written legal documents that describe those properties.<br><br>Lecture<br>SURV 203   |
| <b>SURV 205: Advanced Surveying Computations/Calculations</b><br><b>Approved (2-11-20) - Course Modification</b><br><b>Quesenberry   Carsten</b><br><b>WCCC CC Discussion:</b> No discussion.               |   |  |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):<br><br>Type of Instructional Activity:<br>Prerequisite:<br>Co-requisite: | <b>Old</b><br>Introduction to advanced surveying computation concepts and procedures, including traverse error analysis, topographical surveying, mapping, and astronomical observations.<br><br>Lecture/Lab: Vocational/Tech   | <b>New</b><br>Review of horizontal curve concepts and calculations followed by advanced skills development. Topics include vertical curve calculations, volume calculations, an introduction to the concepts of least squares adjustments, an overview of astronomical observations, an introduction of control surveys and geodetic reductions, and an introduction of state plane coordinates and other map projections.<br>Lecture<br>SURV 100 and SURV 102<br>SURV 200 |



|  |  |   |
|--|--|---|
| <b>SURV 206: Property Law – Boundary Evidence</b><br><b>Approved (2-11-20) - Course Modification</b><br><b>Quesenberry   Carsten</b><br><b>WCCC CC Discussion:</b> No discussion.                      |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | <b>Old</b><br>Introduction to the foundational Common Law knowledge relevant to the surveying profession, practical application of that law, documentation of survey evidence, and the laws of boundary location.  | <b>New</b><br>Select topics of evidence and procedures for boundary location. Presents an introduction to the Public Land Survey System (Rectangular Survey System) of surveys used in the United States. Reviews Colorado Revised Statutes related to surveying and the Architects, Engineers, and Surveyor’s Board Rules (AES Board Rules). |
| Type of Instructional Activity:<br>Prerequisite:   | Lecture/Lab: Vocational/Tech   | Lecture<br>SURV 203 and SURV 204  |
| <b>SURV 207: Surveying Ethics: An Overview of Ethical Expectations</b><br><b>Approved (2-11-20) - Course Modification</b><br><b>Quesenberry   Carsten</b><br><b>WCCC CC Discussion:</b> No discussion. |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):   | <b>Old</b><br>Introduction to the surveyor's liability, statutes of limitation as applied to the profession, and the surveyor's role in court. Students will also understand the fundamental principles of real property law as applied to surveying with case studies reflecting common determinations of ownership and the surveyor's judiciary role in real property ownership. | <b>New</b><br>Overview of the ethical standards of the Professional Land Surveyor and insight into the numerous ethical choices faced by the Professional Land Surveyor.  |
| Type of Instructional Activity:  | Lecture/Lab: Vocational/Tech   | Lecture   |

|  |   |   |
|--|---|---|
| <b>SURV 298:<br/>Internship/Capstone Project</b>   | <b>Approved (1-14-20) - Course<br/>Modification</b> | <b>Carsten   Roberson</b>   |
| <b>WCCC CC Discussion:</b> Change the justification to explain why the instructional activity is being changed. A bachelor's degree cannot be listed as a pre-requisite and is unenforceable by the Registrar's Office. The Bachelor's degree could be listed as an admissions requirement. Motion was modified and accepted to approve the modification with the changes suggested. |   |   |
| <b>Change Item Description</b>   | <b>Old</b>  | <b>New</b>  |
| Type of Instructional Activity:  | Lecture   | Internship/Practicum  |
| Lecture:   | 4   |   |
| Total Contact Hours:   | 4   | 12  |
| Prerequisites:   |   | SURV 100, SURV 102, SURV 200, SURV 203, SURV 204, SURV 205, SURV 206, SURV 207, STAT 200, MATH 130, and one of the following: MATH 141, MATH 121, MATH 135, MATH 146, or MATH 151 |

## 2019-2020 Graduate Curriculum Committee Year-End Report

### 2019-2020 Membership

| Department                                   | Member           | Term End |
|--|------------------|----------|
| Art and Design                               | Eli Hall         | 2021     |
| Biological Sciences                          | Paul Hampton     | 2020     |
| Business                                     | Kyle Stone       | 2022     |
| Computer Sciences and Engineering            | Scott Bevill     | 2020     |
| Health Sciences                              | Bridget Marshall | 2020     |
| Kinesiology                                  | Kristin Heumann  | 2021     |
| Languages, Literature and Mass Communication | Jason Reddoch    | 2021     |
| Mathematics and Statistics                   | Phil Gustafson   | 2021     |
| Music  | Jun Watabe       | 2021     |
| Physical and Environmental Sciences          | Vacant           | 2022     |
| Social and Behavioral Sciences               | Jeremy Tost      | 2020     |
| Teacher Education                            | Cynthia Chovich  | 2022     |
| Theatre Arts                                 | Amanda Benzin    | 2021     |

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#### Officers

|            |                 |
|------------|-----------------|
| Chair      | Kristin Heumann |
| Vice Chair | Amanda Benzin   |

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#### Non-Voting Ex-Officio Members

|                                      |                 |
|--------------------------------------|-----------------|
| VP of Academic Affairs (or designee) | Morgan Bridge   |
| Registrar                            | Holly Teal      |
| Registrar's Office Designee          | Maggie Bodyfelt |
| Library Representative               | Barbara Borst   |
| Director of Graduate Programs        | Tim Pinnow      |
| Chair, Graduate Advisory Committee   | Tim Pinnow      |
| Director of Financial Aid            | Curt Martin     |
| Academic Scheduling Manager          | Janel Davis     |
| Catalog Description Reviewer         | Johanna Varner  |
| Graduate Student Representative      | Vacant          |

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#### Minutes Secretary

|                  |               |
|------------------|---------------|
| Academic Affairs | Aaron Osborne |
|------------------|---------------|

## **Information and Business Items**

**October 14, 2019 (originally set for September 11, 2019)**

### Announcements

Chair Heumann encouraged anyone with graduate curriculum changes to get the changes in as soon as possible since the process does take time. She also stated the deadlines going forward will need to be met and future meeting dates will remain as posted on the website.

### Unfinished Business

Aaron Osborne was introduced and welcomed. He is the Special Projects Coordinator in Academic Affairs who will work with the Curriculum Committee.

### Curriculum Proposals

Courses must be added before the program is added. The courses will then be available for inclusion into the program.

Before the committee reviewed the meeting curriculum proposals, Ann McDonald gave a brief overview of the Occupational Therapy proposal. She stated it is a three-year full-time program. OTD is a 100-year old occupation with no OTD programs in Colorado and with only 34 other institutions offering OTD Programs. She also stated there are over 40,000 student applications to OT Programs each year.

**November 13, 2019**

### Announcements

There is a Curriculum Policy Manual change needed which UCC will propose. This is just an informational item for GCC. The Music: Studio hours need changed to 2.5 contact hours for one credit hour base minimum per CDHE policy. Currently, the CMU Curriculum Manual states 2.0 contact hours for one credit hour base minimum.

Last spring it was announced that the GCC Chair would receive one course release per year to facilitate the GCC Chair duties. This was not recorded in the minutes last spring. The Committee agreed that it had been announced and the release was appreciated as more graduate programs are developed and under development at CMU. Chair Heumann also announced that she will be termed out after this year. In the April meeting, a new chair will need to be elected.

There is a subcommittee working on definitions, numbering and hour requirements for certain instructional activity types like internships/practicums, field instruction. Currently, there is little guidance provided for faculty/departments to use. A specific curriculum number for theses and dissertations is also under discussion. Once there is a rough draft, the draft will come to GCC for input and review.

The need to review the graduate student learning outcomes was discussed. In working with the Occupational Therapy Doctorate, it was apparent that the current graduate SLOs did not align with the OTD SLOs. Discussion followed on the difference between types of doctorates. HLC language for doctorates was distributed as well as the current CMU Graduate SLOs. A subcommittee will work on revising/developing professional doctorate-level SLOs and then bring the proposal to GCC

for review and input at the next meeting, if time allows based on the number of graduate proposals submitted.

#### New Business

Discussion focused on the use of CIM. It was reported that CIM was easy to use and let you know what information was needed. Some frustration was expressed with the workflow and preapprovals before entering workflow. Chair Heumann and UCC Chair Hancock will be meeting to discuss a new deadline schedule and work process that better matches the new CIM workflow process.

#### Information Items

Chair Heumann announced the last date for GCC curriculum review will be Mid-February. Please encourage everyone to submit their proposals as soon as possible.

### **February 12, 2020**

#### Announcements

Chair Heumann discussed that she is term limited and will have completed her term on GCC this spring. A chair will need to be elected. She strongly suggested that the Chair be a tenured faculty. Amanda Benzin has agreed to remain on as Vice-Chair. Tim Pinnow reminded the committee there is a one course release per academic year for the Chair position. Elections will need to occur at the April meeting.

#### Unfinished Business

The revised Graduate SLOs were presented and discussed. Chair Heumann asked committee members to insure their ADH and Program Directors review the proposed SLOs and provide their comments before the next meeting. These will be voted on in March.

#### New Business

Chair Heumann presented proposed time tables for use with the new CIM system. She encouraged committee members to work with their departments in addressing the time it will take to get proposals through the system. It was also discussed that all proposals should be placed in CIM so that all correspondence about proposals is shown. Benzin moved and Marshall seconded. The motion carried. The new proposed tables will be updated to reflect next years' dates and included in the GCC curriculum materials.

#### Informational Items

The CIM templates for new programs was demonstrated. Please encourage faculty to use these templates. The templates make the process easier for faculty and also insures consistency for the catalog.

The number of CIM emails was discussed. Stone stated he has his CIM emails directed to a folder. It was also discussed that CIM emails can go to "Other" which means these emails may not be seen by those in workflow.

### **March 11, 2020**

#### Announcements

Chair Heumann announced that elections for a new GCC Chair will need to be held at the April meeting. She is term-limited and will go off GCC this spring.

### Unfinished Business

Graduate SLOs approval was discussed. It was moved by Chovich and seconded by Stone to approve the Professional SLOs as presented last meeting. Discussion followed to clarify that graduate certificates do need to include SLOs. However, only 2-3 SLOs are needed.

### Informational Items

The curriculum process was discussed. Faculty Senate must approve all curriculum changes. Consequently, even though a course/program has been approved at GCC, it can take at least two more months for classes to move into the scheduling software.

## **April 8, 2020**

### Announcements

A huge thank you to Dr. Heumann for her leadership this year. Her willingness to provide needed input, use and educate others on the new curriculum process and provide the leadership needed for the CIM transition is very much appreciated.

### Unfinished Business

It was moved by Chair Heumann and seconded by Stone that Dr. Scott Bevill be nominated to serve as GCC Chair for the coming year. After a unanimous vote, Scott Bevill will serve as the 2020-2021 GCC Chair. It was moved by Chair Heumann and seconded by Stone that Amanda Benzin be nominated to serve as GCC Vice-Chair for the coming year. After a unanimous vote, Amanda Benzin will serve as the GCC Vice-Chair for 2020-2021.

A beginning draft of Course Description Definitions to be included in the Curriculum Manual was distributed for discussion. The goal would be that new course additions follow the stated course descriptions. Please review carefully, solicit input from your departments and provide feedback to AVPAA Bridge. The same information will be shared with UCC this week. The definitions will be voted on early fall for inclusion in the Curriculum Manual.

Utilizing a Reserved Number for Thesis/Dissertation was discussed. Definitions for these courses also need to be crafted. After discussion, it was suggested that this conversation be continued in the Graduate Studies Advisory Council (GSAC) so that the course descriptions in the Curriculum Manual align with the Graduate Handbook. AVPAA Bridge will ask this item be included on the next GSAC agenda.

### New Business

A process to use when Programs/Courses are changing SLOs only and/or minor revisions to course descriptions was discussed. It was suggested that these changes could be received and approved at GCC Exec Committee, with the Exec Committee, when needed, taking the course/program proposal to the full GCC Committee. AVPAA Bridge will take this suggestion to UCC for their input as well. This will need a GCC vote this fall.

The final Curriculum Report will be emailed early summer for review. Chair Heumann reiterated that this will need to be approved by GCC and then sent on to Faculty Senate for their approval as well.

### Information Items

AVPAA Bridge stated that CIM Focus Groups will occur early summer to gather feedback on the new software system. If you are interested, please volunteer.

The Curriculum Manual yearly revisions will be moved to fall to allow for one full cycle of CIM usage before changes are made to the manual.

Dr. Stone stated that he has been working with his department to raise awareness of the necessity of getting in curriculum proposals in the fall. This then facilitates course availability for the following fall scheduling. Dr. Heumann asked that the timeline also be shared to continue to educate faculty on the time involved in the curriculum process.

## Graduate Curriculum Committee Course and Program Changes

The listing of approved curriculum proposals made during the 2019-2020 academic year for GCC programs begins on the next page.

| <b>Number of WCCC Curriculum Proposals, AY 19-20</b> |               |
|--|---------------|
| <b>Proposal Type</b>                                 | <b>Number</b> |
| Course Addition                                      | 48            |
| Course Modification                                  | 4             |
| Course Reactivation                                  | 0             |
| Course Deletion                                      | 2             |
| Program Addition                                     | 2             |
| Program Reactivation                                 | 0             |
| Program Modification                                 | 5             |
| Program Deactivation                                 | 1             |
| Program Deletion                                     | 0             |
| <b>Total:</b>  | <b>62</b>     |

| <b>Number of Proposals Reviewed Per WCCC CC Meeting, AY 19-20</b>              |            |            |            |            |            |             |            |            |              |              |
|--|------------|------------|------------|------------|------------|-------------|------------|------------|--------------|--------------|
|  | <b>Sep</b> | <b>Oct</b> | <b>Nov</b> | <b>Dec</b> | <b>Jan</b> | <b>Feb*</b> | <b>Mar</b> | <b>Apr</b> | <b>May**</b> | <b>Total</b> |
| <b># of Proposals</b>  | 16         | 18         | 1          | 0          | 0          | 18          | 6          | 3          | 0            | 62           |
| * Deadline for inclusion of program and course changes in the next AY Calendar |            |            |            |            |            |             |            |            |              |              |
| **GCC executive subcommittee action  |            |            |            |            |            |             |            |            |              |              |

### Proposal Details

The listing of curriculum proposals approved during the 2019-2020 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Graduate Curriculum Committee.



| Program Modifications   |  | Business               |
|---|--|------------------------|
| Title   | Committee Action   | Motion   Second        |
| <b>8100: Business Administration (MBA)</b>  | <b>Approved (3-11-20) - Program Modification</b>   | <b>Marshall   Tost</b> |
| <b>GCC Discussion:</b> Stone discussed changes, stating changes were primarily clean-up and clarification of the 3+2 requirements. In order for GCC to review program requirements, this information needs to remain on the program sheet. GSAC will discuss and bring back to GCC. No other discussions. |  |                        |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                        |
| List all proposed changes to the program:   | 1. Update Student Learning Objectives (SLO). 2. Add MBA Internship class (BUGB 599) as an option for electives. 3. Remove footnote #1 at the end of Program Specific Requirements regarding Thesis option. 4. Changed 3+2 GPA requirements from 3.00 to 3.25.  |                        |
| Justify each proposed modification to the program:  | 1. The MBA SLO's were modified Spring 2019 by the MBA faculty and approved by Dr. Bridge (AVPAA). 2. The reactivation of BUGB 599 internship will allow many of our non-traditional MBA students (3+2, newly graduates, etc.) to pursue an internship that provides practical experience. This course will be allowed for 3-credit maximum satisfying of the 6-credit elective requirement. 3. The Thesis option was removed AY19-20 but this footnote was missed during the revision process. 4. Originally, the GPA requirement for 3+2 students was 3.5 and was lowered to 3.0 a number of years ago. The MBA Committee has been evaluating the performance of many of our 3+2 students and over the past 2 years as there has been an increase with 3+2 students struggling to rise to the Master level work expected within the 3+2 program. This was discussed with the Accounting faculty and as a group, it was decided to increase the GPA to 3.25. The 3+2 students are not required to take the GRE/GMAT therefore we are very dependent on their GPA and performance in other ACCT classes and the faculty sponsorship recommendation. |                        |
| Describe discussions about this proposal within the department and outcomes.  | 1. The SLO's were voted and approved unanimously by all MBA Committee faculty 3/4/2019. 2. The BUGB 599 Internship course was first discussed with Mr. Pinnow (Graduate Director) Fall 2019 and with his approval, this was voted on and approved unanimously by the MBA Committee 9/11/2019. 3. No approvals necessary...cleaning up from previous program change. 4. The 3+2 GPA increase proposal was submitted to the MBA Committee and approved on 11/22/19.  |                        |

| Course Modifications   |   | Business               |
|--|---|------------------------|
| Proposal   | Committee Action                                | Motion   Second        |
| <b>BUGB 599: Internship</b>  | <b>Approved (2-12-20) - Course Modification</b> | <b>Chovich   Stone</b> |
| <b>GCC Discussion:</b> Changed course to 3 hours and not repeatable, elective course in MBA. Discussion to remove the 9-credit hour prerequisite and place the prerequisite in the MBA Handbook. Changes made and approved. No other discussion. |   |                        |
| <b>Change Item Description</b>   | <b>Old</b>                                      | <b>New</b>             |
| Repeatable for credit:   | Yes   | No                     |
| Repeatable Values  | 9   |                        |
| Credit hours:  | 1-3   | 3                      |
| Field/Studio/Other:  | 3-9   | 9                      |
| Total Contact Hours:   | 3-9   | 9                      |

  

| Program Inactivation                                  |   | Health Science        |
|---|---|-----------------------|
| Proposal  | Committee Action  | Motion   Second       |
| <b>8611: Nursing: Advanced Nursing Practice (MSN)</b> | <b>Approved (11-13-19) - Program Inactivation</b>   | <b>Hall   Chovich</b> |
| <b>UCC Discussion:</b> No discussion.                 |   |                       |
| <b>Change Item Description</b>                        | <b>Department Justification</b>   |                       |
| Justify change in status:                             | The Master of Science in Nursing-Family Nurse Practitioner (MSN-FNP) track was developed and approved by the Board of Trustees to begin the academic year 2019-2020. The MSN-FNP track replaces this track - Advanced Nursing Practice. There has not been any demand for the Advanced Nursing Practice track for the past three years. |                       |

  

| Program Additions   |  | Kinesiology         |
|---|--|---------------------|
| Proposal  | Committee Action   | Motion   Second     |
| <b>: Occupational Therapy (OTD)</b>   | <b>Approved (10-14-19) - New Program</b>   | <b>Hall   Stone</b> |
| <b>UCC Discussion:</b> Additional information was added to the program justification. In the program strengths, 106 hours was changed to reflect the correct hours of 103. Program admission requirements were changed to five prerequisite courses instead of five. The duplicate information in institution requirements general education and course sequencing will be removed immediately following the meeting. |  |                     |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                     |
| Rationale and justification for the program demonstrating the demand, as evidenced by:  | A SWOT analysis completed under the direction of Dr. Cynthia Pemberton (previous Vice President of Academic Affairs) in collaboration with community agencies in the Grand Junction area, indicated the extreme need for occupational therapists on the Western Slope. According to the Bureau of Labor & Statistics, the demand for occupational therapists is expected to grow 24% from 2016-2024. Student demand has increased nationwide as evidenced by the numbers of applications to programs to OTCAS (centralized application service) and competitive entrance rates into OT programs. |                     |

| <b>Course Modifications</b>  |  |   |
|--|--|---|
| <b>Proposal</b>  | <b>Kinesiology Committee Action</b>  | <b>Motion   Second</b>  |
| <b>PHAS 512: Clinical Medicine II</b>  | <b>Approved (4-8-20) - Course Modification</b>   | <b>Stone   Tost</b>   |
| <b>GCC Discussion:</b> Course description change. No other discussion.   |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Continuation of the clinical medicine course series, with an organ-system approach to common medical issues encountered in primary care. Focus is on the etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management specific to the following modules: Dermatology, Cardiovascular, Pulmonary, Genitourinary, Neurology, and Geriatrics. | <b>New</b><br>Continuation of the clinical medicine course series, with an organ-system approach to common medical issues encountered in primary care. Focus is on the etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis, and therapeutic interventions, and disease management specific to the following modules: Dermatology, Cardiovascular, Pulmonary, Genitourinary, Renal, Neurology, Geriatrics, and Rehabilitative care. |
| <b>PHAS 532: Clinical Reasoning II</b>   | <b>Approved (4-8-20) - Course Modification</b>   | <b>Stone   Gustafson</b>  |
| <b>GCC Discussion:</b> Course description change. No other discussion.   |  |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Continuation of clinical problem-solving and decision-making skills introduced in PHAS 531. Application of critical reasoning skills in case-based, small group collaboration to cover clinical medicine topics related to longitudinal care. Emphasis on enhancing interpersonal skills and application of evidence-based resources. Focus on the Physician Assistant professional role in team-based care.   | <b>New</b><br>Continuation of clinical problem-solving and decision-making skills introduced in PHAS 531. Application of critical reasoning skills in case-based, small group collaboration to cover clinical medicine topics related to chronic longitudinal care. Emphasis on enhancing interpersonal skills and application of evidence-based resources. Focus on the Physician Assistant professional role in team-based care.  |

|  |   |   |
|--|---|---|
| <b>PHAS 543: PA Professional Capstone</b>  | <b>Approved (4-8-20) - Course Modification</b>  | <b>Gustafson   Stone</b>  |
| <b>GCC Discussion:</b> Course description and credit hour changes. No other discussion.  |   |   |
| <b>Change Item Description</b><br>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | <b>Old</b><br>Synthesis of knowledge and skills in a scholarly project with direct application to quality improvement, health promotion, or community-based care. A written scholarly research paper is completed and a presentation is given relating findings to clinical practice. | <b>New</b><br>Synthesis of knowledge and skills in a scholarly project with direct application to quality improvement, health promotion, or community-based care. A written scholarly research paper is completed and a presentation is given relating findings to community health or clinical practice. |
| Field/Studio/Other:  | 0.5   | 1   |
| Total Contact Hours:   | 0.5   | 1   |

| <b>Course Additions</b>   | <b>Kinesiology</b>  |                         |
|---|---|-------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion  Second</b>   |
| <b>OCCU 610: Scholarship, Doctoral Studies and Research</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Stone   Benzin</b>   |
| <b>UCC Discussion:</b> OCCU 615 Co-requisite was missing. This was corrected and added to the proposal.   |   |                         |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course necessary for the student to learn 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. (Continued on proposal). |                         |
| <b>OCCU 611: Occupation Across the Lifespan</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Tost</b> |
| <b>UCC Discussion:</b> No Discussion.   |   |                         |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal).  |                         |
| <b>OCCU 612: Skills for Occupation-Based Practice I</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Stone   Tost</b>     |
| <b>UCC Discussion:</b> Discussion included talk about SLOs and the number of SLOs in the proposals. Bridge reported that McDonald had stated no SLOs could be changed or modified due to requirements outlined by the accrediting body. |   |                         |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal).  |                         |

|  |   |                           |
|--|---|---------------------------|
| <b>OCCU 613: Functional Anatomy and Physiology</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Tost   Gustafson</b>   |
| <b>UCC Discussion:</b> The committee decided topical course outlines need a period after the final outcome and SLOs need periods at the end of each SLO. This will be corrected as courses are approved.   |   |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                           |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 614: Occupation-Based Practice and Theory for Wellness</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Benzin   Gustafson</b> |
| <b>UCC Discussion:</b> "Well elderly" was questioned. McDonald stated that the wording was part of the article title and should not be changed.  |   |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                           |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 615: Occupation-Based Practice and Theory for Individuals IA</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Benzin   Gustafson</b> |
| <b>UCC Discussion:</b> Bodyfelt stated that additional information detailing the number of credits for lecture and the number of credits for lab would be helpful in the course description. Clarifying wording for lecture/lab credits was then included. |   |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                           |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 620: Brain, Behavior and Occupation</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Stone</b>  |
| <b>UCC Discussion:</b> No discussion.  |   |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                           |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 621: Functional Movement and Biomechanics</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Tost   Benzin</b>      |
| <b>UCC Discussion:</b> Lecture/lab clarifying information was included. No other discussion.   |   |                           |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                           |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>OCCU 622: Skills for Occupation-Based Practice II</b>                                     |  | <b>Approved (10-14-19) - New Course</b> | <b>Benzin   Stone</b>    |
| <b>UCC Discussion:</b> Lecture/lab clarifying information was included. No other discussion. |  |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal).  |   |                          |
| <b>OCCU 623: Occupation-Based Practice and Theory for Individuals IB</b>                     |  | <b>Approved (10-14-19) - New Course</b> | <b>Tost   Gustafson</b>  |
| <b>UCC Discussion:</b> No discussion.  |  |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal).  |   |                          |
| <b>OCCU 630: Scholarship and Evidence-Based Practice I</b>                                   |  | <b>Approved (10-14-19) - New Course</b> | <b>Gustafson   Stone</b> |
| <b>UCC Discussion:</b> A period was needed after "grant writing". No other discussion.       |  |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                          |
| Justification for this Proposal:   | This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course necessary for the student to learn 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. (Continued on proposal). |   |                          |
| <b>OCCU 631: Occupation-Based Practice and Theory for Individuals II</b>                     |  | <b>Approved (10-14-19) - New Course</b> | <b>Tost   Stone</b>      |
| <b>UCC Discussion:</b> Lecture/lab clarifying information was included. No other discussion. |  |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal).  |   |                          |
| <b>OCCU 632: Assistive Technology and Occupation</b>   |  | <b>Approved (10-14-19) - New Course</b> | <b>Gustafson   Stone</b> |
| <b>UCC Discussion:</b> No discussion.  |  |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |   |                          |
| Justification for this Proposal:   | This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course. (Continued on proposal).  |   |                          |

|   |   |                           |
|---|---|---------------------------|
| <b>OCCU 633: Telehealth, Occupation and Modalities</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Tost</b>   |
| <b>UCC Discussion:</b> No discussion.   |   |                           |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course. (Continued on proposal).  |                           |
| <b>OCCU 634: Doctoral Seminar I</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Benzin   Stone</b>     |
| <b>UCC Discussion:</b> No discussion.   |   |                           |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course. (Continued on proposal).  |                           |
| <b>OCCU 640: Scholarship and Evidence-Based Practice II</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Benzin   Gustafson</b> |
| <b>UCC Discussion:</b> No discussion.   |   |                           |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course necessary for the student to learn 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. (Continued on proposal). |                           |
| <b>OCCU 641: Leadership and Ethics in Occupational Therapy</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Benzin   Gustafson</b> |
| <b>UCC Discussion:</b> Academic engagement minutes were corrected to 1500. In the justification, the wording was changed to OT Doctorate from Doctor of OT. |   |                           |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program and OTD degree. Specific accreditation standards will be met by this course. (Continued on proposal).   |                           |
| <b>OCCU 642: Occupation-Based Practice and Theory for Populations</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Stone   Tost</b>       |
| <b>UCC Discussion:</b> Lecture/lab clarifying information was included. No other discussion.  |   |                           |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal).  |                           |

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|---|--|---------------------------|
| <b>OCCU 643: Professional Development Preparation</b><br><b>UCC Discussion:</b> The second sentence in SLO #8 was made into a separate SLO. It was discussed that course descriptions had already been approved.      | <b>Approved (10-14-19) - New Course</b>  | <b>Hall   Stone</b>       |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course. (Continued on proposal).                               |                           |
| <b>OCCU 644: Doctoral Seminar II</b><br><b>UCC Discussion:</b> No discussion.   | <b>Approved (10-14-19) - New Course</b>  | <b>Gustafson   Benzin</b> |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course. (Continued on proposal).                               |                           |
| <b>OCCU 650: Fieldwork Level IA and Seminar</b><br><b>UCC Discussion:</b> The course description was changed to remove "in" before interaction. Lecture/lab clarifying information was included. No other discussion. | <b>Approved (10-14-19) - New Course</b>  | <b>Hall   Tost</b>        |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 651: Fieldwork Level IB and Seminar</b><br><b>UCC Discussion:</b> Lecture/lab clarifying information was included. No other discussion.   | <b>Approved (10-14-19) - New Course</b>  | <b>Benzin   Stone</b>     |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 652: Fieldwork Level IC and Seminar</b><br><b>UCC Discussion:</b> SLO number 8 was combined with SLO number 7. Lecture/lab clarifying information was included. No other discussion.                          | <b>Approved (10-14-19) - New Course</b>  | <b>Stone   Benzin</b>     |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                           |
| <b>OCCU 653: Fieldwork Level ID and Seminar with Inter-Professional Education</b><br><b>UCC Discussion:</b> Lecture/lab clarifying information was included. No other discussion.                                     | <b>Approved (10-14-19) - New Course</b>  | <b>Benzin   Hall</b>      |
| <b>Change Item Description</b><br>Justification for this Proposal:  | <b>Department Justification</b><br>This course is part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards will be met by this course. (Continued on proposal).                               |                           |



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|--|--|---|--------------------------|
| <b>OCCU 654: Fieldwork Level IIA</b>   |  | <b>Approved (10-14-19) - New Course</b> | <b>Gustafson   Stone</b> |
| <b>UCC Discussion:</b> SLO number 10 was added to SLO number 9. SLO number 18 was added to SLO number 17.  |  |   |                          |
| <b>Change Item Description</b><br>Justification for this Proposal:   | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |   |                          |
| <b>OCCU 655: Fieldwork Level IIB</b>   |  | <b>Approved (10-14-19) - New Course</b> | <b>Benzin   Stone</b>    |
| <b>UCC Discussion:</b> Number of SLOs was discussed. Bridge reported that McDonald had stated no SLOs could be changed or modified due to requirements outlined by the accrediting body.                     |  |   |                          |
| <b>Change Item Description</b><br>Justification for this Proposal:   | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |   |                          |
| <b>OCCU 700: Capstone Seminar I</b>  |  | <b>Approved (10-14-19) - New Course</b> | <b>Tost   Hall</b>       |
| <b>UCC Discussion:</b> The capstone course was discussed. Changes may need to occur in the graduate handbook to better detail requirements of differing graduate programs, specifically accredited programs. |  |   |                          |
| <b>Change Item Description</b><br>Justification for this Proposal:   | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |   |                          |
| <b>OCCU 701: Capstone Seminar II</b>   |  | <b>Approved (10-14-19) - New Course</b> | <b>Stone   Tost</b>      |
| <b>UCC Discussion:</b> No discussion.  |  |   |                          |
| <b>Change Item Description</b><br>Justification for this Proposal:   | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |   |                          |
| <b>OCCU 702: Mentored Doctoral Experience IA</b>   |  | <b>Approved (10-14-19) - New Course</b> | <b>Stone   Tost</b>      |
| <b>UCC Discussion:</b> The course description was changed to add an "a" and remove "the".  |  |   |                          |
| <b>Change Item Description</b><br>Justification for this Proposal:   | <b>Department Justification</b><br>This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |   |                          |

|  |   |                          |
|--|---|--------------------------|
| <b>OCCU 703: Capstone Seminar III</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Stone   Gustafson</b> |
| <b>UCC Discussion:</b> No discussion.  |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                          |
| <b>OCCU 704: Capstone Seminar IV</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Hall</b>  |
| <b>UCC Discussion:</b> Course description "Capstone" changed to "capstone". No other discussion.   |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                          |
| <b>OCCU 705: Mentored Doctoral Experience IB</b>   | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Stone</b> |
| <b>UCC Discussion:</b> Engagement minutes were corrected. The justification was changed to per week and "the" was removed from the course description. |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. (Continued on proposal).  |                          |
| <b>OCCU 706: Capstone Seminar V</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Hall</b>  |
| <b>UCC Discussion:</b> Course description "Capstone" changed to "capstone". No other discussion.   |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. (Continued on proposal).  |                          |
| <b>OCCU 707: Capstone Project and Defense</b>  | <b>Approved (10-14-19) - New Course</b>   | <b>Gustafson   Hall</b>  |
| <b>UCC Discussion:</b> No Discussion   |   |                          |
| <b>Change Item Description</b>   | <b>Department Justification</b>   |                          |
| Justification for this Proposal:   | This course is required as part of the curriculum for the new Occupational Therapy Doctorate program. Specific accreditation standards required by ACOTE will be met by this course. (Continued on proposal). |                          |

| Program Additions   |   | Social and Behavioral Sciences |
|---|---|--------------------------------|
| Proposal  | Committee Action  | Motion   Second                |
| <b>Criminal Justice Leadership and Policy (MA)</b>  | <b>Approved (2-12-20) - New Program</b>   | <b>Marshall   Chovich</b>      |
| <b>GCC Discussion:</b> John Reece presented the new program. He stated it is a fully online program primarily for working professionals. No other discussion. |   |                                |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |                                |
| Program goals as they pertain to Colorado Mesa University's goals and objectives and Colorado Mesa University's Role and Mission.                             | The ultimate goal of the Master of Arts in Criminal Justice Leadership and Policy program is to ensure the highest quality of education by offering collective learning experiences that emphasize leadership, policy, and administration, which enable students to pursue numerous career paths and promotional opportunities within the criminal justice field. Graduates of the MCJLP program are well positioned to secure these employment and promotional advancements in policing, the courts system, corrections, or continuing graduate studies. (Continued in proposal) |                                |

| Course Additions  |  | Social and Behavioral Sciences |
|---|--|--------------------------------|
| Proposal  | Committee Action   | Motion   Second                |
| <b>CRMJ 511: Foundational Seminar</b>   | <b>Approved (2-12-20) - New Course</b>                                 | <b>Hall   Benzin</b>           |
| <b>GCC Discussion:</b> The importance of the trajectory of the courses in the new program was reiterated. Motion was to approve the following new CRMJ courses as a batch. Masters in CJLP changed to Master of Arts and approved on CRMJ 511 and 512. No other discussion. |  |                                |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                                |
| New Proposal: No differences to report  | New Course in Master of Arts in Criminal Justice Leadership and Policy |                                |
| <b>CRMJ 512: Public Policy Analysis</b>   | <b>Approved (2-12-20) - New Course</b>                                 | <b>Hall   Benzin</b>           |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion.  |  |                                |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                                |
| New Proposal: No differences to report  | New Course in Master of Arts in Criminal Justice Leadership and Policy |                                |
| <b>CRMJ 513: Ethics in Criminal Justice Leadership</b>  | <b>Approved (2-12-20) - New Course</b>                                 | <b>Hall   Benzin</b>           |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion.  |  |                                |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                                |
| New Proposal: No differences to report  | New Course in Master of Arts in Criminal Justice Leadership and Policy |                                |
| <b>CRMJ 514: Research Methods and Data Analysis</b>   | <b>Approved (2-12-20) - New Course</b>                                 | <b>Hall   Benzin</b>           |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion.  |  |                                |
| <b>Change Item Description</b>  | <b>Department Justification</b>  |                                |
| New Proposal: No differences to report  | New Course in Master of Arts in Criminal Justice Leadership and Policy |                                |

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| <b>CRMJ 515: Advanced Criminological Theory</b>                          |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |
| <b>CRMJ 516: Leadership in Criminal Justice</b>                          |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |
| <b>CRMJ 520: Budgeting and Finance in Criminal Justice</b>               |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |
| <b>CRMJ 521: Program Development and Evaluation</b>                      |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |
| <b>CRMJ 522: Strategic Planning for Criminal Justice Agencies</b>        |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |
| <b>CRMJ 523: Police Management and Administration</b>                    |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |
| <b>CRMJ 524: Legal Issues in Criminal Justice</b>                        |  | <b>Approved (2-12-20) - New Course</b> | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion. |  |  |                      |
| <b>Change Item Description</b>   | <b>Department Justification</b>  |  |                      |
| New Proposal: No differences to report                                   | New Course in Master of Arts in Criminal Justice Leadership and Policy |  |                      |

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| <b>CRMJ 525: Critical Issues in Corrections</b>  |  | <b>Approved (2-12-20) - New Course</b>   | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion.   |  |  |                      |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                      |
| New Proposal: No differences to report   |  | New Course in Master of Arts in Criminal Justice Leadership and Policy   |                      |
| <b>CRMJ 526: Contemporary Issues in Criminal Justice</b>   |  | <b>Approved (2-12-20) - New Course</b>   | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion.   |  |  |                      |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                      |
| New Proposal: No differences to report   |  | New Course in Master of Arts in Criminal Justice Leadership and Policy   |                      |
| <b>CRMJ 610: Master’s Capstone</b>   |  | <b>Approved (2-12-20) - New Course</b>   | <b>Hall   Benzin</b> |
| <b>GCC Discussion:</b> See discussion for CRMJ 511. No other discussion.   |  |  |                      |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                      |
| New Proposal: No differences to report   |  | New Course in Master of Arts in Criminal Justice Leadership and Policy   |                      |
| <b>Program Modifications</b>   |  | <b>Teacher Education</b>   |                      |
| <b>Proposal</b>  | <b>Committee Action</b>                          | <b>Motion   Second</b>   |                      |
| <b>7202: Education: Educational Leadership (EDLD)(GCT)</b>   | <b>Approved (3-11-20) - Program Modification</b> | <b>Stone   Marshall</b>  |                      |
| <b>GCC Discussion:</b> Chovich explained curriculum changes were primarily due to a credit hour change with EDLD 532 moving to a three-credit hour course. Committee edited the justification to match the content of the proposal, adjusted SLOs with the correct course number, removed the word "delete" from a course in the Program Specific Courses, and adjusted EDLD 532 credits in Suggested Course Plan. No other discussions. |  |  |                      |
| <b>Change Item Description</b>   |  | <b>Department Justification</b>  |                      |
| List all proposed changes to the program:  |  | EDLD 531 (1ch) and EDLD 530 (2ch) are being deleted with the curriculum being combined to create a three-credit course, EDLD 532.  |                      |
| Justify each proposed modification to the program:   |  | The long-term goal for the leadership program is to reduce the program's content courses to 24 hours (matching State requirements for a principal license), with primarily 3-hour courses. 1 and 2 hour courses are harder to staff and complicate the curriculum sequencing and course offerings. This specific change proposal is to delete EDLD 531 and EDLD 530, combining them to make EDLD 532, a 3-hour course. |                      |
| Describe discussions about this proposal within the department and outcomes.   |  | The Center for Teacher Education graduate studies committee, Program Coordinator Mark Schmalz, and Department Head Dr. Blake Bickham have discussed and approved this change.  |                      |

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|---|---|
| <b>7203: Education: Exceptional Learner/Special Education (EDSE)</b>  |   |
| <b>Approved (2-12-20) - Program Modification</b>  |   |
| <b>GCC Discussion:</b> Chovich explained that the changes to these proposals was primarily in the course sequencing. Students were struggling with the condensed timeframe. The new sequencing allows students to finish these programs in six semesters instead of four, which is beneficial to the students. The motion was to approve the 7203 and 8216 program modifications as a batch. No other discussion.                               |   |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |
| List all proposed changes to the program:   | Change to course sequence so that, with the exception of EDSE 515 and 520 (internships), courses will be taught every other year. Students will still be able to start any semester and rotate through. Instead of completing in 4 semesters, students will complete in 6, if enrolled consecutively.   |
| Justify each proposed modification to the program:  | The current course sequencing has proven to be too accelerated as most students take more than 4 semesters to complete because they are full time teachers. The new course sequencing will assist in increasing enrollment numbers for each course.   |
| Describe discussions about this proposal within the department and outcomes.  | The changes have been discussed and approved within the Center for Teacher Education graduate studies committee as well as between Dr. Ann Gillies, the program's coordinator, and Dr. Blake Bickham, the Academic Department Head.   |
| <b>8201: Education: Educational Leadership (EDLD)(MAEd)</b>   |   |
| <b>Approved (3-11-20) - Program Modification</b>  |   |
| <b>Stone   Chovich</b>  |   |
| <b>GCC Discussion:</b> Chovich explained these curriculum changes were primarily due to a credit hour change with EDLD 532 moving to a 3-credit hour course. Committee edited the justification so it matched the content of the proposal, adjusted SLOs with the correct course number, removed the word "delete" from a course in the Program Specific Courses, and adjusted EDLD 532 credits in Suggested Course Plan. No other discussions. |   |
| <b>Change Item Description</b>  | <b>Department Justification</b>   |
| List all proposed changes to the program:   | EDLD 531 (1ch) and EDLD 530 (2ch) are being deleted with the curriculum being combined to create a 3-credit course, EDLD 532.   |
| Justify each proposed modification to the program:  | The long-term goal for the leadership program is to reduce the program's content courses to 24 hours (matching State requirements for a principal license), with mostly 3-hour courses. 1 and 2 hour courses are harder to staff and complicate the curriculum sequencing and course offerings. This specific change proposal is to delete EDLD 531 and EDLD 530, combining them to make EDLD 532, a 3-hour course. |
| Describe discussions about this proposal within the department and outcomes.  | The Center for Teacher Education graduate studies committee, Program Coordinator Mark Schmalz, and Department Head Dr. Blake Bickham have discussed and approved this change.   |

|   |                                      |   |  |
|---|--------------------------------------|---|--|
| 8216: Education: Exceptional Learner/Special Education (EDSE)   |                                      | Approved (2-12-20) - Program Modification   |  |
| GCC Discussion: See 7203: Education: Exceptional Learner/Special Education (EDSE) discussion. No other discussion.  |                                      |   |  |
| Change Item Description   |                                      | Department Justification  |  |
| List all proposed changes to the program:   |                                      | Change to course sequence so that, with the exception of EDSE 515 and 520 (internships), courses will be taught every other year. Students will still be able to start any semester and rotate through. Instead of completing in 4 semesters, students will complete in 6 if enrolled consecutively.  |  |
| Justify each proposed modification to the program:  |                                      | The current course sequencing has proven to be too accelerated as most students take more than 4 semesters to complete because they are full-time teachers. The new course sequencing will assist in increasing enrollment numbers for each course.   |  |
| Describe discussions about this proposal within the department and outcomes.  |                                      | The changes have been discussed and approved within the Center for Teacher Education graduate studies committee as well as between Dr. Ann Gillies, the program's coordinator, and Dr. Blake Bickham, the Academic Department Head.   |  |
| Course Additions  |                                      | Teacher Education   |  |
| Proposal  | Committee Action                     | Motion   Second   |  |
| EDLD 532: School Finance and Legal Aspects of School Administration   | Approved (3-11-20) - Course Addition | Stone   Marshall  |  |
| GCC Discussion: Committee deleted the first sentence of the justification so it only included information that pertained to current program and course proposals. Committee also corrected wording in the Topical Course Outline. No other discussions. |                                      |   |  |
| Change Item Description   |                                      | Department Justification  |  |
| New Proposal: No differences to report  |                                      | The long-term goal for the leadership program is to reduce the program's content courses to 24 hours (matching State requirements for a principal license), with mostly 3-hour courses. 1 and 2 hour courses are harder to staff and complicate the curriculum sequencing and course offerings. This specific change proposal is to delete EDLD 531 (1ch) and EDLD 530 (2 ch), combining them into this 3-credit course EDLD 532. |  |

| <b>Course Inactivation</b>  |   | <b>Teacher Education</b> |
|---|---|--------------------------|
| <b>Proposal</b>   | <b>Committee Action</b>   | <b>Motion   Second</b>   |
| <b>EDLD 530: Legal Aspects of School Administration: Educational Policy and the Law</b><br><b>GCC Discussion:</b> Committee deleted the first sentence of the justification so it only included information that pertained to current program and course proposals. No other discussions. | <b>Approved (3-11-20) - Course Inactivation</b>   | <b>Stone   Chovich</b>   |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report   | <b>Department Justification</b><br>The long-term goal for the leadership program is to reduce the program's content courses to 24 hours (matching State requirements for a principal license), with mostly 3-hour courses. 1 and 2 hour courses are harder to staff and complicate the curriculum sequencing and course offerings. This specific change proposal is to delete EDLD 531 (1ch) and EDLD 530 (2 ch), combining them into this 3-credit course EDLD 532.  |                          |
| <b>EDLD 531: School Finance and Budgeting</b><br><b>GCC Discussion:</b> Committee deleted the first sentence of the justification so it only included information important to current program and course proposals. No other discussions.  | <b>Approved (3-11-20) - Course Inactivation</b>   | <b>Stone   Chovich</b>   |
| <b>Change Item Description</b><br>Delete Proposal: No differences to report   | <b>Department Justification</b><br>The long-term goal for the leadership program is to reduce the program's content courses to 24 hours (matching State requirements for a principal license), with mostly 3-hour courses. 1 and 2 hour courses are harder to staff and complicate the curriculum sequencing and course offerings. This specific change proposal is to delete EDLD 531 (1 ch) and EDLD 530 (2 ch), combining them into this 3-credit course EDLD 532. |                          |