Curriculum Year End Report 2024-2025

Undergraduate Curriculum Committee, CMU Tech Curriculum Committee, and Graduate Curriculum Committee[1]

May 2025

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

UNDERGRADUATE CURRICULUM COMMITTEE - 2024-2025 MEMBERSHIP		
Department	**Member**	**Term Expires**
Art and Design	Evan Curtis	Spring 2025
Biological Sciences	Stephen Stern	Spring 2027
Business	Geoffrey Gurka	Spring 2027
Computer Science and Engineering	Sarah Lanci	Spring 2025
Health Sciences	Olga Grisak	Spring 2026
Kinesiology	Jeremy Hawkins	Spring 2026
Language, Literature, and Mass Communication	Cecilia Battauz	Spring 2026
Mathematics and Statistics	Lisa Driskell	Spring 2025
Music	Andrew Bajorek	Spring 2025
Physical and Environmental Sciences	Joe Richards	Spring 2026
Social and Behavioral Sciences	Justin Gollob	Spring 2027
Teacher Education	Blake Bickham	Spring 2027
Theater	Scott Andrews	Spring 2025
Officers		
Chair	Sarah Lanci	
Vice Chair	Olga Grisak	
CMU Tech Chair	Wayne Smith	
Secretary (Non-voting)	Lisa Bessette	
Ex-Officio Members		
Vice President for Academic Affairs	Cher Hendricks	
Vice President for Academic Affairs Designee	Morgan Bridge	
Faculty Senate President	Stacie Schriener	
Essential Learning Committee Chair	Scott Andrews	
Catalog Description Reviewer	Johanna Varner	
Registrar	Robert Cackler	
Registrar's Office Designee	Maggie Bodyfelt	
Director of Financial Aid	John Stewart	
Library Representative	Jessie Hawks	
Academic Scheduling Manager	Janel Davis	
Student Representative		

Information and Business Items

August 29, 2024 Meeting

Announcements

- Chair Lanci facilitated the introductions of committee members.
- CIM is now open. Chair Lanci reminded the committee that CIM closes December 20 for all proposals. In order for course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 5th UCC meeting

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked the committee for their willingness to serve on the committee and expressed appreciation for their time.
- Registrar's Office - Janel Davis asked that departments not use topics courses for place holder courses for fall 2025. If the intention is to offer a new course beginning in fall 2025, please follow the deadlines for getting the course additions submitted to be included for fall registration.
- Financial Aid Associate Director Stewart - explained that his role on the curriculum committee is to ensure that we stay within guidelines for program additions, particularly certificates, to make them eligible for federal aid.
- Librarian Hawkes - Librarian Hawkes explained that her role on the committee is to ensure that the library has the necessary materials to support proposed courses and, if needed, to request additional budget to acquire any required resources.
- Catalog Description Reviewer Varner - Chair Lanci reported on behalf of Catalog Description Reviewer Varner that if you are changing a course description or proposing a new course, you should put the description into a Word document and email it to her. She will track changes and send it back to the proposal initiator for inclusion in the proposal.
- Essential Learning Scott Andrews - Nothing to report.

Old Business

- No old business.

Information Items

- Chair Lanci reviewed the important dates and deadlines for academic year 2024-2025, noting that the Executive Committee meets two weeks prior to the full committee to review proposals in queue. Please note that Executive Committee will wait to review course proposals if programs that are affected by those changes are not submitted at the same time with the courses. The important dates document is also posted on the Curriculum website.
- Chair Lanci reviewed the committee responsibilities and asked committee members to be ready to sign up for a category by the end of the meeting.
- Chair Lanci explained the curriculum process with a brief overview of CIM and the approval queues. She shared examples of justifications and stressed the importance of addressing all changes made in the justification of the proposal.
- Dr. Jeremy Hawkins presented the new process for proposing new programs. He explained that the goal is to ensure Academic Affairs is notified before a new program

is submitted in CIM for committee review and to streamline the process so that new program proposals can move through workflow without delay. Emailing jrhawkins@coloradomesa.edu will initiate this two-step process, which must occur **before** submitting a new program in CIM:

- Step One: The department requesting a new program must provide an initial pitch, addressing a list of specific questions related to the new program, such as content overlap. This pitch will be presented in a meeting with Cher Hendricks, Holly Teal, Jeremy Hawkins, Robert Cackler, Morgan Bridge, and Brigitte Sundermann.
- Step Two: The financial aspects of the new program proposal will be reviewed by Spencer Rockwell from Budget, who will examine projections and the courses required for the program.

New Business

- This year's focus is finishing CIM clean-up (SLOs, Topical Course Outline, Semester Offered, Engagement Minutes) on all 100-200 level courses.
- Continue clean-up on 300-400 level courses.
- Chair Lanci asked for committee members to volunteer for categories of proposal review. Committee members who were absent from the meeting were assigned to a category (see attached document on page 3 of the minutes).

September 26, 2024 Meeting

Announcements

- CIM is now open. Chair Lanci reminded the committee that CIM closes December 20th for all proposals. In order for course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 5th UCC meeting. Therefore, it needs to be to Executive Committee for review by November 21st.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked the committee for all their work getting course SLOs entered into CIM. This will be very helpful information for faculty to have allowing them to check SLOs and topical course outlines for any courses.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes – Nothing to report.
- Catalog Description Reviewer Varner - Chair Lanci reported on behalf of Catalog Description Reviewer Varner. Please send course descriptions to her ahead of time in a Word document. Also, she has already reviewed/edited the course descriptions for all the remaining 100- and 200-level courses that need CIM clean up. The department representatives are asked to pass this along to the faculty in their departments who will be working on the proposal modifications for these courses.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- The Executive Curriculum Committee is seeking input from departments to develop common course descriptions and SLOs for reserved course numbers (such as X97 Practicums or X99 Internships). Chair Lanci asked representatives to consider this and bring ideas to the next meeting. During the discussion, several ideas were brainstormed, including using the high-level descriptions from the curriculum manual for reserved courses. Suggestions included editing those course descriptions to begin with a noun-phrase and meet the 60-word limit and either listing N/A or providing a brief one-liner for the SLOs and topical course outlines. Chair Lanci will also gather input from Maggie Bodyfelt and Johanna Varner for the generic course descriptions.
- Librarian Hawkes is seeking faculty feedback to improve the library's assessments of new courses and programs, with the goal of making them more useful and effective. Discussion ensued and several suggestions were offered. The committee noted that it would be helpful to know how often available materials are checked out by students. Additionally, it was suggested that emailing the proposal initiator a form to specify any books they may want for the course could be beneficial.

October 24, 2024 Meeting

Announcements

- CIM is now open. Chair Lanci reminded the committee that CIM closes December 20th for all proposals. In order for course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 5th UCC meeting. Therefore, it needs to be to Executive Committee for review by November 21st.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Dr. Bridge reminded the committee to make Essential Learning courses a priority when advising students and to emphasize the importance of Essential Learning to them. If faculty is available, please attend the celebration of Essential Learning in the CTL on November 7th at 3:30 pm.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- The committee discussed the proposed changes to the Curriculum Policies and Procedures Manual regarding the verbiage for reserved course numbers. Stern moved, Gurka seconded, and the committee voted unanimously to approve the following verbiage:
  These courses exist for each course prefix at the appropriate levels, even though they may not appear in the Catalog. These courses may use a department Catalog description or the suggested course description found on the Manuals, Forms, and Instructions webpage. A department desiring a new course will submit a new course

form. If a department is changing a Catalog description/prerequisite/terms offered, etc., a Course Modification form will need to be submitted in CIM to the appropriate curriculum committee. If a department wishes to inactivate a course from the Catalog, a course inactivation must be submitted in CIM. In instances where a department's catalogued course does not match the numbering scheme given above in this section, the department is encouraged to propose a new course and inactivate the incorrectly numbered course to be consistent with the above numbering scheme.

Information Items

- No information items.

New Business

- No new business.

November 14, 2024 Meeting

Announcements

- Chair Lanci reminded the committee that CIM closes December 20th for all proposals. In order for course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 5th UCC meeting. Therefore, it needs to be to Executive Committee for review by November 21st.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Dr. Bridge reminded the committee as they are making changes if the change causes a change to another program, make sure that the correct department is submitting the change. For example, if an Art change is going to cause a Math program change, then Math faculty needs to be the one to submit the Math change into workflow.
- Registrar's Office - The Registrar's Office received its first batch of courses to finish processing, so committee members may begin seeing Final Approval emails coming through for those proposals very soon.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes - Librarian Hawkes thanked the committee for the advance notice given to her on any program and course additions.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- No new business.

December 5, 2024 Meeting

Announcements

- Chair Lanci reminded the committee that CIM closes December 20 for all proposals and not to rollback any proposal to initiators after this date, as they will no longer be able to resubmit them into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Nothing to report.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- The review timeline for UCC minutes will be shortened going forward. The committee will now have one business day to review the minutes and submit any necessary changes. This will ensure the minutes will be included as an agenda item for the next Faculty Senate meeting. Chair Lanci asked the committee to be ready to approve minutes on the Tuesday following upcoming UCC meetings.

New Business

- No new business.

January 23, 2025 Meeting

Announcements

- Chair Lanci reminded the committee that CIM closed December 20 for all proposals and asked that the committee not rollback any proposal to initiators, as they will no longer be able to resubmit them into workflow.
- Chair Lanci reminded committee members to check their queues in CIM and keep proposals moving through workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Dr. Bridge thanked the committee for submitting their proposals and reminded them that there are several more steps in the approval process before their courses and programs are finalized. After committee approval, the proposal must also be approved by Faculty Senate, the Board of Trustees, and the HLC). It is a lengthy process even after the curriculum committee marks a proposal as "approved."
- Registrar's Office - Maggie Bodyfelt reminded the committee that any new courses must fully complete the workflow before they can be added to the schedule. Please refrain from submitting the course as a Topics course, as this will not be allowed.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes - Jessie Hawkes thanked the committee for notifying the library whenever something new is proposed, allowing them to complete their preparation work. She also reminded the committee if they have any material requests for new or edited courses, they should send those requests to Jessie or their librarian liaison.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- The Executive Committee is seeking feedback from the departments. Now that CIM is closed, would anyone object to a mass clean-up of "old" proposals that were not submitted into workflow? Lisa Bessette will ensure any current proposals (those worked on this academic year) are saved as a Word document before shredding. Chair Lanci asked the representatives to check with their departments and be prepared to report back on this at the next meeting.

New Business

- No new business.

February 27, 2025 Meeting

Announcements

- Chair Lanci reminded the committee that CIM is closed for all proposals. Do not rollback any proposal to initiators, as they will no longer be able to resubmit them into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Dr. Bridge thanked the committee for all their work this year.
- Registrar's Office - Maggie Bodyfelt reported that the Registrar's Office is working hard to get all courses that were approved during the fall ready for Spring registration.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- There will be a few administrative updates to catalog descriptions that we would like to note. PHYS 131 will be updated to match the catalog description for PHYS 131L (comma added) and MUSP X47 courses will have the catalog descriptions updated to match MUSP 147z ("Development of self-discipline, leadership, and individual and ensemble performance." added.
- Proposals that were edited but never submitted to CIM will be shredded. Lisa Bessette will send a report to the committee that lists all proposals to be shredded prior to the next UCC meeting.

New Business

- No new business.

March 27, 2025 Meeting

Announcements

- No announcements.

Ex-Officio Reports

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

- Registrar's Office - Maggie Bodyfelt reported that the Registrar's Office has completed processing all courses approved up to the February UCC meeting, and those changes are now available for Spring registration.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- Lisa Bessette emailed the committee members reports of all proposals that will be shredded. Please reach out to her with any concerns.

Information Items

- No information items.

New Business

- Chair Lanci discussed responsibilities of Chair and Vice Chair and asked the committee to consider nominations for these positions. The election will take place at the April UCC meeting.

April 10, 2025 Meeting

Announcements

- No announcements.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Dr. Bridge thanked the committee for helping keep curriculum current and relevant.
- Registrar's Office - Maggie Bodyfelt reported that the Registrar's Office has been processing all approved courses and reminded the committee that program updates in DegreeWorks will not occur until June or July, after all approvals have been finalized.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Hawkes – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- Chair Lanci opened the floor for nominations for Chair and Vice Chair. Blake Bickham was nominated for Chair by Jeremy Hawkins, seconded by Scott Andrews, and the committee unanimously voted to elect Blake Bickham as Chair for AY 2025-2026. Chair Lanci opened the floor for nominations for Vice Chair. Olga Grisak volunteered to continue next year as Vice Chair. The committee unanimously voted to elect Olga Grisak as Vice Chair for AY 2025-2026.
- UCC Executive Committee is proposing the following change to Section IV. Policies Pertaining to Academic Programs in the Curriculum Policies and Procedures Manual. In

subsection A. Credit Hour requirements, the current wording specifies that all courses in an Associate program be specified in the Major (this is the Program Specific Requirements section in CIM). To help ensure inclusion of prerequisite courses, to allow for smoother transitions from Associate to Bachelor programs, and to more accurately reflect current practices, the committee proposes that the Curriculum Manual be updated to specify that courses in Associate programs be included in the Major or in the Foundation Courses.
Current: 7. For Associate programs, all courses and hours specified by a department must be included in the Major. For Bachelor programs, all courses and hours specified by a department must be included in the Major or in the Foundation Courses. Exemptions for PTO programs to name essential learning courses are explained in IV.C.2.f.

Proposed: 7. For Associate and Bachelor programs, all courses and hours specified by a department must be included in the Major or in the Foundation Courses. Exemptions for PTO programs to name essential learning courses are explained in IV.C.2.f.

The committee discussed the change and Stephen Stern moved, Jeremy Hawkins seconded, to table the change for further discussion at the first fall UCC meeting.

- Chair Lanci opened the floor for discussion regarding the inconsistent use of the terms "Program" and "Major" in the catalog. The committee did not express a strong preference of one term over the other and recommended removing the headings from catalog pages altogether, allowing the tab name "Overview" to serve as the heading.

Course and Program Changes

Proposal Overview

The Undergraduate Curriculum Committee reviews proposals related to 4-year degrees and certificates offered at the main campus. The total number of proposals considered by the UCC during the 2024-2025 academic year is shown in the following table:

Number of Undergraduate Curriculum Proposals, AY 24-25	
Proposal Type	**Number**
Course Addition	71
Course Modification	376
Course Reactivation	4
Course Deletion	100
Program Addition	5
Program Reactivation	0
Program Modification	79
Program Deactivation	5
Program Deletion	3
Total:	**643**

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

Number of Proposals Reviewed Per UCC Meeting, AY 24-25										
	Sep	**Oct**	**Nov**	**Dec***	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Total**
# of Proposals	29	52	69	186	123	96	88	0	0	643
* Deadline for inclusion of program and course changes in the next AY Calendar										

Proposal Details

The listing of curriculum proposals approved during the 2024-2025 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Undergraduate Curriculum Committee.

Academic Affairs – Course Modifications

Title	Credits	Committee Action	Motion | Second
UNIV 101: First Year College Success	**2**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Course description updated to reflect current course content. 2. Academic and student engagement minutes, typical semester offered, course outline, and SLOs updated and added since were missing from CIM. Topical course outline and SLOs aligned with current course content.

Change Item Description	Old	New
Course description for the catalog:	Assistance and guidance for students in maximizing their potential for success in college by promoting their academic growth. Emphasizes test taking, reading techniques, note taking, and memory as well as the following: critical thinking, stress management, utilization of campus resources, goal setting, relationship of academic planning to career goals, career exploration and other topics.	Preparation to maximize college success by promoting academic and collegiate knowledge and skills. Emphasis on developing skills for the high school transition, college success, inter- and intra-personal interactions, and transition to professional life. Topics include: note taking, testing strategies, reading techniques, memory, critical thinking, stress management, utilization of campus resources, academic planning, networking, and teamwork skills.

Art and Design – Program Modifications

Program	Degree	Committee Action	Motion | Second
3272: Art: Studio Art	**BFA**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Our students desperately need more experience, knowledge, and practice with the complex area of color theory, color mixing, and color design. ARTE 101 cannot focus enough on color theory and its application because the course is designed to spend a lot of time on other art elements such as line, shape, texture, value. Also, ARTE 101 is a general education course, so there are a lot of sections that are mostly filled with non-majors who have never had an art course before. The majors who are in those classes end up being bored with the basic level of content that the non-majors need. ARTE 101 is more suitable for non-majors and will be kept as an essential learning general elective. Removing ARTE 101 from this program and adding ARTE 104 (a course just for majors) allows students to get the line, shape, value, texture content in other required drawing, painting, and printmaking courses and addresses a curriculum weakness, increases rigor, and hopefully increases retention.

Change Item Description	Department Justification
List all proposed changes to the program:	We are adding ARTE 104 Color Theory and Design to the foundations requirements and taking out ARTE 101 2D Design.

3277: Studio Art	BA	Program Modification - Approved (2/27/25)	Stern | Bickham

UCC Discussion: 1.) Our studio art majors desperately need more knowledge and experience with the complex nature of color theory, color mixing, and color design. Switching ARTE 101 with ARTE 104 addresses this knowledge gap. 2.) Missing institutional SLO added to existing program SLO to align with institutional SLOs. 3.) Cleaned up Program Overview to specify Studio Art instead of Art and remove extra spaces.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Removed ARTE 101 2D Design and added ARTE 104 Color Theory and Design to the Foundation Courses and in the Suggested Course Plan. 2. Added Institutional SLO Quantitative Literacy to SLO 2. 3. Cleaned up Program Overview to specify Studio Art instead of Art and remove extra spaces.

3278: Art History	BA	Program Modification - Approved (1/23/25)	Stern | Bickham

UCC Discussion: 1-2.) Art History Core is being removed because it over-specifies courses that may not be able to be offered based on faculty expertise and availability. Moving those credits to upper-division art history coursework and general electives allows students to choose from current offerings to fulfill their program requirements. Comparable programs require less upper-level art history courses than we currently require. This still requires students to take enough upper-level art history courses to have a broad understanding of art history. 3.) Allow students to choose which 300- or 400-level courses they want to take rather than giving a specific list. A broad range of art history courses are taught and it is not necessary to limit student's choices to a specific list of courses, as offerings are diverse. Currently it is difficult to offer enough specific upper division art history courses over a four-year cycle for students to fulfill this requirement. 4.) Updated suggested course plan to reflect program changes and anticipated course offerings. 5.) ARTG 122 and ARTG 215 are being inactivated as part of the Graphic Design program overhaul. These courses are being replaced with ARTG 112 (Graphic Design I) and ARTG 120 (UX Design I) which has similar content and offers good options for students pursuing this Art History degree. 6.) The text "Excludes KINA Activity courses." is being removed because it is unnecessary and counter to the General Elective policies in the Catalog.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Removed Art History Core and increased the total number hours of Art History Upper Division courses from 12 to 18 credits. 2. Program Specific Requirements decreased from 45 to 39 and General Electives increased from 20 to 26 credits. 3. Broaden the choice of upper-level electives by allowing students to choose from any 300- or 400-level courses, rather than a specified list. 4. Updated suggested course plan. 5. Removed ARTG 122 (Design It) and ARTG 215 (Graphic Design I) in the Program Specific Requirements and replaced them with ARTG 112 (Graphic Design I) and ARTG 120 (UX Design I). 6. Removed the text "Excludes KINA Activity courses." from General Electives.

3284: Animation, Film, Photography and Motion Design	**BFA**	**Program Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Our program has grown significantly causing some classes to require two sections, which restricts the professors from offering more electives. Often an Animator will view an upper film class as something to check off degree works, and film students will view upper animation classes as the same. We've already turned one photo class into an elective to help alleviate this issue, now we will do the same with the film and animation classes. This allows students to choose a "track" (Film, Photo, or Animation) in their upper classes before creating a senior thesis. It is similar to what Studio Arts has in place, where students can specialize in one area.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Created OR options between the following Animation and Film classes: ARTA 323 or ARTA 426; and ARTA 324 or ARTA 326. This gives students a choice to specialize in one area in the upper-division classes. Change was made to the Program Specific Requirements, Suggested Course Plan, and SLO table. 2) Changed the Restricted Electives from "3 credits of upper-division ARTA, ARTG, or ARTS" to "9 credits of upper-division ARTA, ARTG, ARTS, ARTT, or ARTH" and updated the Suggested Course Plan.
Describe discussions about this proposal within the department and outcomes.	This was discussed at the 8/23/24 department meeting with the film and animation professor and Art Design department head. Everyone agreed to the program changes. No other departments are affected.

M200: Studio Art	**MNR**	**Program Modification - Approved (3/27/25)**	**Gurka | Bickham**

UCC Discussion: The Studio Art BA and BFA programs made the switch to replace ARTE 101 with ARTE 104 to provide students with more experience, knowledge, and practice with color theory, color mixing, and design. Keeping both ARTE 101 and ARTE 104 as options in the minor will give students who are seeking this minor flexibility without affecting quality of experience. ARTE 101 is more suitable for non-majors, and ARTE 104 is more suitable for art majors.

Change Item Description	Department Justification
List all proposed changes to the program:	Adding a choice of either ARTE 101 or ARTE 104 to the Program Specific Requirements.

M202: Art History	**MNR**	**Program Modification - Approved (9/26/24)**	**Driskell | Stern**

UCC Discussion: Rather than specify students complete ARTH 315 or ARTH 316, the requirement can be completed with any three hours of any upper-level art history courses. The students do not need to take either of these courses specifically to gain a broad understanding of art history.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Removed "ARTH 315 or ARTH 316" from list of Program-Specific Requirements. 2. Changed "Choose three hours from any upper-division ARTH courses" to " Choose six hours from any upper-division ARTH courses."

Describe discussions about this proposal within the department and outcomes.	Discussed with the Art Design department head, Eric Elliott, and the Art and Design Faculty Fall 2024, everyone agreed.

M203: Film Studies and Digital Production	**MNR**	**Program Modification - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: ARTA 223 is being replaced by ARTA 224. ARTA 223 is a motion design class, mostly After Effects, and doesn't relate to a minor in Film Studies, and it may be phased out of the BFA eventually. ARTA 224 Principles of Film is the first film class, so it is more appropriate for the minor. ARTA 224 is the prerequisite for ARTA 326 (a required course for the minor), so it makes more sense to have ARTA 224 required for the program instead of ARTA 223. SLO mapping was updated to ensure assessment is done in ARTA 224 instead of ARTA 223. Adding ARTA 421 Advanced Film balances the whole minor and allows for 3 upper-division ARTA options. There are 3 MASS COMM upper-division course options, THEATRE has 3 upper-division course options, and now ARTA will have 3 upper-division options instead of 2. ARTA 421 course outcomes align well with the overall minor and has historically been a popular class. No other departments are affected by these changes.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Replace ARTA 223 with ARTA 224 Principles of Film. 2. Add ARTA 421 Advanced Film I as one of the options for the 9 upper division credits. 3. Updated SLO mapping to replace ARTA 223 with ARTA 224.
Describe discussions about this proposal within the department and outcomes.	Spring 2024 - Faculty discussed and agreed to replace ARTA 223 with ARTA 224 Principles of Film. 8/12/24 - Faculty discussed and agreed to revising minor to fit within our new Animation, Film, and Photo BFA curriculum changes.

M204: Animation	**MNR**	**Program Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1-2) ARTA 327 may be phased out of the overall Animation, Film, and Photo BFA degree, and is not absolutely necessary for the minor. This will drop the minor to 18 credits, making it more appealing and feasible to complete for students. 3) Removed interdisciplinary designation. This is primarily an art program that has a theatre course, rather than a joint program between two departments. 4) Removed SLO mapping as minors do not need this part of the program form.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1)Remove ARTA 327 Sound Design and Post Production from required list. 2) Changed total hours from 21 to 18. 3) Removed interdisciplinary designation. 4) Removed SLO mapping.
Describe discussions about this proposal within the department and outcomes.	9/23/24 - Discussed removing ARTA 327 from the BFA with program faculty, who also thought it was a good idea since some of the topics are covered in other film courses, and other topics/assignments can easily be moved into other classes such as ARTA 123 and ARTA 225. Program faculty and department head approved this change. No other department is affected.

Art and Design – Program Inactivations			
Program	**Degree**	**Committee Action**	**Motion | Second**
3274: Graphic Design: Visual Design	**BFA**	**Program Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The original Graphic Design program is being inactivated and replaced due to the need for a more modern, flexible, and clearly structured curriculum that aligns with current industry standards and educational best practices. The previous program, which had been pieced together over the past 20 years, lacked cohesive course sequencing and consistency, resulting in a confusing and outdated structure for both students and faculty.The new program addresses these issues by introducing stackable credentials, offering multiple entry and exit points that give students the flexibility to earn certificates and an AA degree on their way to completing a BFA. This approach better supports student retention, career readiness, and lifelong learning. Additionally, the new program updates course numbers to align with the appropriate year of study, ensuring that students progress through the curriculum in a logical, developmental sequence.Course titles and content have been revised to accurately reflect what is being taught, reducing confusion and ensuring transparency for students, advisors, and potential employers. These changes also allow the program to be more responsive to evolving industry needs, such as incorporating skills in UX design, motion graphics, and digital production techniques.Overall, the new program structure provides a clearer pathway to graduation, improves the student experience, and equips graduates with the skills and credentials necessary to thrive in today's dynamic design industry.

Change Item Description	**Department Justification**
Program inactivation, no changes to report.	

M201: Graphic Design	**MNR**	**Program Inactivation - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: The original Graphic Design program is being inactivated and replaced due to the need for a more modern, flexible, and clearly structured curriculum that aligns with current industry standards and educational best practices. The change to the BFA resulted in changes to the minor. The previous program, which had been pieced together over the past 20 years, lacked cohesive course sequencing and consistency, resulting in a confusing and outdated structure for both students and faculty. Program Faculty and the ADH agreed to the deactivation, fall 2024.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Replaced ARTG 215 with ARTG 112 under Program Specific Courses. 2) Replaced ARTG 320 with ARTG 292 under Program Specific Courses. 3) Program Status Changed to Inactive.

Art and Design – Program Additions			
Program	**Degree**	**Committee Action**	**Motion | Second**
: Digital Photography	**PCT**	**Program Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: This program embodies the principles of personalized education, where students can explore their creative potential in an intimate, supportive environment, with relatively small class sizes. The certificate program supports the well-being and vibrancy of the community by forming partnerships with local organizations, galleries, and cultural institutions. Through collaborations,

students can showcase their work at various downtown galleries, CMU's 437CO Gallery, and The Art Center, contribute to community art projects, and engage with the public, thereby strengthening the bond between the university and its surrounding community.

Change Item Description	Department Justification
New program proposal: no changes to report	

: Film Photography **PCT** **Program Addition - Approved (3/27/25)** **Stern | Bickham**

UCC Discussion: This program embodies the principles of personalized education, where students can explore their creative potential in an intimate, supportive environment, with relatively small class sizes. The certificate program supports the well-being and vibrancy of the community by forming partnerships with local organizations, galleries, and cultural institutions. Through collaborations, students can showcase their work at various downtown galleries, CMU's 437CO Gallery, and The Art Center, contribute to community art projects, and engage with the public, thereby strengthening the bond between the university and its surrounding community. As a professional certificate it provides opportunities to community members, artists, and teachers to refresh, update, and learn new skills.

Change Item Description	Department Justification
New program proposal: no changes to report	

: Graphic Design **BFA** **Program Addition - Approved (1/23/25)** **Stern | Bickham**

UCC Discussion: The new graphic design degree is a more streamlined and efficient program that will replace the current one, offering students a clearer and more focused pathway to success. In addition to simplifying course sequencing, the program introduces stackable credentials, allowing students to earn certifications at various stages of their education, enhancing their professional qualifications even before graduation. This new structure also provides the opportunity to pursue an AA degree alongside multiple specialized certificates, making the program more flexible and accessible while still delivering a comprehensive and rigorous education in graphic design.

Change Item Description	Department Justification
New program proposal	See UCC Discussion above.

: Graphic Design **AA** **Program Addition - Approved (1/23/25)** **Stern | Bickham**

UCC Discussion: The proposed AA in Graphic Design is designed to complement and build upon existing art and design programs at Colorado Mesa University by offering a more targeted and career-focused track. While CMU's current offerings include foundational art courses, such as Two-Dimensional Design and Digital Art and Design, these do not provide the specific, intensive focus on graphic design needed to prepare students for immediate entry-level employment. The AA program fills this gap by:

• Emphasizing Professional Readiness: The AA in Graphic Design is structured around skills in graphic design, UX, motion design, illustration, and typography—ensuring graduates leave with a well-rounded, practical skill set.

• Offering Stackable Credentials: Unlike general art programs, the AA degree incorporates stackable credentials, allowing students to gain certificates in key design areas, which increases their employability even if they do not complete a four-year degree.

• Shortened, Accessible Pathway: The two-year structure provides a faster path to the workforce, supporting students who need a flexible, accelerated route to acquire industry-relevant skills.

Change Item Description	Department Justification
New program proposal	See UCC Discussion above.

Art and Design – Course Modifications

Title	Credits	Committee Action	Motion | Second
ARTA 123: Lights! Camera! Action!	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour Lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 222: Principles of Digital Photography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive

discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour Lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 223: Image and Motion	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 hour) and 2 credits Art Studio (4 hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 224: Principles of Film	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 hour) and 2 credits Art Studio (4 hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 225: Principles of Animation	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 322: Intermediate Photography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 323: Character Design and Story Concepts	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 324: Animation Production	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity. Course hours will be split with 1 credit hour lecture (1 hour) and 2 art studio credits (4 hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 326: Intermediate Filmmaking	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Remove ARTA 223 as prerequisite. The content in ARTA 223 is not necessary for ARTA 326. 2) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	**Old**	**New**
Prerequisites:	ARTA 222, ARTA 223, ARTA 224, and ARTA 225	ARTA 222, ARTA 224, and ARTA 225

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 327: Sound Design and Post-Production	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 421: Advanced Filmmaking I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 422: Advanced Photography and Studio Lighting	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour Lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 423: Advanced Filmmaking II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 424: Animation, Film, and Photography Studio I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Remove ARTA 322 and 323 from prerequisites. These are now electives and the content isn't necessary to have before taking ARTA 424. Added ARTA 222 or ARTS 225 to give students a choice between two courses that will provide a good foundation for ARTA 424. 2) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	**Old**	**New**
Prerequisites:	ARTA 322, ARTA 323, ARTA 324, and ARTA 326	ARTA 222 or ARTS 225; and ARTA 324 or ARTA 326

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 425: Animation, Film, and Photography Studio II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 426: Advanced Motion Studio	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 hour) and 2 credits Art Studio (4 hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTA 427: Portfolio and Demo Reel	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 hour) and 2 credits Art Studio (4 hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTE 101: Two-Dimensional Design-GTAH1	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: To more accurately reflect how this course is currently taught, the instructional type is being modified from 1 Lecture hour/4 Studio hours to 2 Lecture hours/2 Studio hour. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Discussion	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour Lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two). 1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes, 1 credit of studio = 1500 academic engagement minutes and 750 student prep minutes; total is 3000 academic engagement minutes and 3750 student prep minutes.

ARTE 102: Three-Dimensional Design-GTAH1	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: To more accurately reflect how this course is currently taught, the instructional type is being modified from 1 Lecture hour/4 Studio hours to 2 Lecture hours/2 Studio hour. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Discussion	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credit Art Studio (4 contact hours) for contact hour leading to 3750 minutes (750* 1 credit plus 1500* 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two)1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes, 1 credit of studio = 1500 academic engagement minutes and 750 student prep minutes; total is 3000 academic engagement minutes and 3750 student prep minutes.

ARTE 103: Digital Art and Design-GTAH1	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1) Distribution of academic engagement/student prep minutes and contact hours was clarified. 2) Minor capitalization changes were made to the course description. 3) Removed several SLOs because they did not accurately reflect course content.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Mixed Method instructional activity has been chosen because this foundation art classes is a mix of 2 credits lecture and 1 credit studio time. Most classes consist of teachers doing lectures and demos for the first part of the class and then students using any extra class time to work on projects with faculty guidance.	2 credits of lecture = 2 lecture contact hours, 1500 academic engagement minutes and 3000 student prep minutes, 1 credit of art studio = 2 field/studio/other contact hours,1500 academic engagement minutes and 750 student prep minutes; total is 3000 academic engagement minutes and 3750 student prep minutes.

ARTE 118: History of Art, Prehistory to Renaissance-GTAH1	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Typical semester offered, engagement and preparation minutes, course SLOs, Essential Learning SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

ARTE 119: History of Art, Renaissance to Present-GTAH1	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Typical semester offered, engagement and preparation minutes, course SLOs, Essential Learning SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

ARTE 294: Sophomore Seminar	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: Removed ARTH 220 as a prerequisite because it is not necessary for the successful completion of this course.

Change Item Description	**Old**	**New**
Prerequisites:	ARTH 220	

ARTG 221: Graphic Design II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites and corequisites are being changed to facilitate stackable credentials and provide more flexible access points for students entering the degree program. ARTG 112 provides sufficient foundation for this course and ARTG 220 and ARTG 222 are no longer needed as corequisites, based upon current course content.3. Course description updated to reflect current course content.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.
Prerequisites:	ARTE 101, ARTE 102, and ARTG 215	ARTG 112
Corequisites:	ARTG 220 and ARTG 222	

ARTG 222: Illustration Principles	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites and corequisites are being updated to facilitate student success in the course and also to allow for stackable credentials and provide more flexible access points for students entering the degree program. ARTG 112 is a more appropriate prerequisite because ARG 215 is being inactivated. The content of 215 is being taught in 112. ARTG 220 and ARTG 222 are no longer needed as corequisites because they negatively affect the new stackable credential course planning and the content is not necessary to be taken at the same time as this course. 3. Course title was updated from "Illustration I" to "Illustration Principles" to remove the progression with other courses, adding course sequencing flexibility to students in the program. To be able to offer the certificate programs, the numbers in the course titles need to be removed. Principles was added to make it clear this is a foundational course for all future illustration courses. The content of the course is not changing. 3) Course description, course outline and SLOs updated to reflect current course content.

Change Item Description	Old	New
Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.
Prerequisites:	ARTG 215	ARTG 112
Corequisites:	ARTG 220 and ARTG 221	

ARTG 223: Commercial Typography and Sign Painting	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) SLOs and Topical Course outline were added, as information was not initially entered in CIM.

Change Item Description	Old	New

Explain distribution of minutes:	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTG 290: UX Design II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisite is being changed from ARTG 220 to ARTG 120, because ARTG 220 is being inactivated and replaced with ARTG 120. This change will also help facilitate stackable credentials and provide more flexible access points for students entering the degree program.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTG 301: Digital Illustration	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Instructional Activity is being changed from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio contact hours) to Mixed Instructional Method. The distribution of credits and contact hours for the new Mixed Instructional Method is 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prereqs were changed to specify only ARTG 222 to provide adequate foundation for this and future courses. 3) Typical semester offered, topical course outline, and SLOs were added as this information did not transfer when CIM was implemented.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	ARTG 215, ARTG 221, and ARTG 222	ARTG 222

ARTG 321: Advanced Typography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Instructional activity is changing from Lecture/Lab: Voc/Tech (with 1 lecture and 4 studio contact hours) to Mixed Instructional Method format with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5

to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) Changes were made to the course description to better reflect contemporary course content and how the course is currently being taught. 3) Typical semester offered, topical course outline, and SLOs were updated. Info did not transfer when CIM was implemented. 4) Prereq was changed from ARTG 320 to ARTG 292 since ARTG 320 is being inactivated and replaced by ARTG 292.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog:	Explore traditional and contemporary forms of typography and compositions through letterpress and hand rendering approaches.	Exploration of traditional and contemporary forms of typography and compositions through letterpress, hand-rendering approaches, catalog layout, and large-format type. Emphasis on developing advanced typographic compositions that blend historical and modern techniques for both small- and large-scale projects.
Prerequisites:	ARTG 320	ARTG 292

ARTG 333: Illustration Methods	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Instructional activity is being changed from Lecture/Lab: Voc/Tech (with 1 lecture and 4 studio contact hours) to Mixed Instructional Method. The distribution of credits for this Mixed Instructional Method is 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven

class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites are being updated to remove ARTG 221 to facilitate stackable credentials and provide more flexible access points for students entering the degree program. 3) Academic engagement and student prep minutes, topical course outline, typical semester offered, and SLOs were updated. Information did not transfer when CIM was implemented. 4) The course title was changed from "Illustration II" to "Illustration Methods" to remove the number since a progression is no longer needed with the new program. The addition of the word 'methods' indicates to students that this is a course specific to illustration methods rather than just another course in a numbered sequence. The content of this course did not change with the title change.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	ARTG 221 and ARTG 222	ARTG 222
Course name:	Illustration II	Illustration Methods

ARTG 334: Package Design	3	Course Modification - Approved (12/5/24)	Gurka | Stern

UCC Discussion: 1)The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites are being updated to require ARTG 321 and ARTH 324. These prereqs provide upper-division students a broader foundation as they advance through the 4-year program and enter more technical courses. 3) Typical semester offered was updated to align with new program structure.

Change Item Description	Old	New

Explain distribution of minutes:	Art Design classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.
Prerequisites:	ARTG 221	ARTG 321 and ARTH 324

ARTG 337: Illustration Exploration	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Instructional activity is being changed from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio contact hours) to Mixed Instructional Method. The distribution of credits and contact hours for this new Mixed Instructional Method format is 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites are being updated from ARTG 333 to ARTG 222 to facilitate stackable credentials and provide more flexible access points for students entering the degree program. 3) Course title changed from "Illustration III" to "Illustration Exploration" to remove the progression and allow students more flexibility in the program. The word 'exploration' was included to better convey to students that this course focuses on individual direction after having ARTG 222 under their belt. The content of this course is not changing with the title change. 4) Topical outline, typical semester offered, and SLOs were filled in. This information did not transfer when CIM was implemented. 5) Course description updated to better reflect current course content.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	ARTG 333	ARTG 222
Course name:	Illustration III	Illustration Exploration

Course description for the catalog:	Storytelling through traditional and contemporary illustration medium. Emphasis placed on developing concepts, execution, and professional practices.	Exploration of storytelling through traditional and contemporary illustration media. Emphasis on developing original concepts, refining execution techniques, and applying professional practices for both print and digital illustrations.

ARTG 360: Sketchbook	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The instructional activity is changing from Art Studio (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites of ARTG 226 was specified to better prepare students for this course content and the future illustration certificate that will be created in the near future. 3) Typical semester offered, topical outline, and SLOs were filled in. Info did not transfer when CIM was implemented. 4) Repeatability was changed from a repeat limit of 1 to 2 so students can progress further in this skill set and go deeper in the content.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Art Studio	Mixed Instructional Method
Prerequisites:	ARTS 151 and ARTG 222	ARTG 226
Repeat limit	1	2

ARTG 373: Screen Printing for Graphic Design	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The instructional activity is changing from Art Studio (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering

course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) ARTG 360 was specified as a prereq because ARTG 373 is now a required course for BFA Graphic Design majors. ARTG 360 will ensure the students are adequately prepared for their upper-division coursework in the program. 3) Topical outline, typical semester offered, and SLOs were updated. Info did not transfer when CIM was implemented. 4) Repeatability was changed from a repeat limit of 1 to 2 so students can progress further in this skill set and go deeper in the content.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Art Studio	Mixed Instructional Method
Prerequisites:	ARTG 221	ARTG 360
Repeat limit	1	2

ARTG 401: Digital Painting	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisite was changed from ARTG 301 to ARTG 222 to facilitate stackable credentials and provide more flexible access points for students entering the degree program. ARTG 222 provides the appropriate foundation for students progressing in the program. 3) Topical outline, typical semester offered, and SLOs were updated. Info did not transfer when CIM was implemented. 4) Course description updated to better reflect current course content.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	ARTG 301	ARTG 222

Course description for the catalog:	Introduction to the language of digital painting. Fundamental skills of proportion, perspective, and color mixing. Translating light and color into a digital space. Perceptual problem solving in the practical application of digital painting.	Introduction to the fundamentals of digital painting, focusing on proportion, perspective, and color theory. Emphasis on translating light and color into a digital space, with an exploration of digital tools and techniques. Students will develop perceptual problem-solving skills through the practical application of digital painting methods.

ARTG 406: UX Design IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisite was changed from ARTG 405 to 305 because 405 is being inactivated and the content is shifting to 305. 3) Course description changed to better reflect current course content. While wording is different, underlying course content remains the same.4) Typical semester offered was updated to fall and spring to reflect that the course can be offered both semesters, depending on student need.

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

Explain distribution of minutes:	Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.
Prerequisites:	ARTG 405	ARTG 305
Course description for the catalog:	Investigation, analysis and application of User Experience, and emerging website design trends.	Self-directed projects in User Experience design, which will explore advanced methods and techniques.

ARTG 421: Contemporary Letterpress **3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The mixed instructional method more accurately reflects how the class is taught and aligns with the structure of ARTG 210 Introduction to Letterpress (which is offered on Fridays and has a different contact hour format compared to all other ARTG/ARTA/ARTS courses). Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. 2) Topical outline, typical semester offered, and SLOs were updated. Info did not transfer when CIM was implemented. 3) Repeatability is changing from a repeat limit of 1 to 2 to allow students to further develop their skills and go deeper into the content.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Art Studio	Mixed Instructional Method
Repeat limit	1	2

ARTG 427: Lab Assistant **1-3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Added justification for repeatability (previously missing). 2) Academic engagement and student prep minutes, topical outline, and SLOs were updated. Info did not transfer when CIM was implemented. 3) Typical semester offered was updated to fall and spring to accurately reflect course offerings.

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

Please provide justification for repeatability:		This course can be repeated to allow lab assistants the opportunity to get hands-on experience with different technologies. Students taking this course serve the entire graphic design population at CMU and allowing them to repeat this course builds their skill set and makes them more employable.
Please indicate the semester(s) in which the course will typically be offered:	Fall	Fall Spring

ARTG 437: Illustration Synthesis	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisite of ARTG 222 was specified as the sole requirement. ARTG 337 is now an elective and was removed from the list of prereqs. 3) Course title was updated from "Illustration IV" to "Illustration Synthesis" to remove the progression and allow students more flexibility in the program. The word 'synthesis' was added to make it clear to students that advanced work is done in this course, rather than have a number that is less clear. Course content in this course did not change with the title change. 4) Topical outline, typical semester offered, and SLOs were updated. Info did not transfer when CIM was implemented.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	ARTG 337 or permission of instructor	ARTG 222
Course name:	Illustration IV	Illustration Synthesis

ARTG 493: Portfolio Development	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) The instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture

contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2) The prerequisites changed from "ARTG 405 and ARTG 406" to ARTG 350. ARTG 405 is being inactivated and is being replaced by 305 and ARTG 406 is no longer required (instead, its offered as an elective). ARTG 350 as a single prereq provides adequate foundational knowledge for all remaining upper-division coursework. 3) Typical semester offered, topical course outline, and SLOs were updated. Information did not transfer when CIM was implemented. 4) Course description updated to better reflect current course content. 5) Repeatability was changed from a max of 15 credits to a limit of 2 to be consistent with other ARTG courses.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Prerequisites:	ARTG 405 and ARTG 406	ARTG 350
Course description for the catalog:	Development of portfolio materials to be used for gaining employment. Emphasis placed on current industry professional practices including presentation formats, resume development, contracts, and salary negotiations.	Development of professional portfolio materials for securing employment in the design industry. Emphasis on current industry practices, including portfolio presentation formats, resume building, contract negotiations, and salary discussions. The course prepares students to showcase their work effectively and navigate the job market with confidence.
Repeat limit		2

ARTG 499: Internship	**1-3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Prereqs are changing from ARTG 450 to ARTG 350 because ARTG 450 is being inactivated and the content in that course moved to ARTG 350. 2) Academic engagement and student prep minutes, typical semester offered, topical outline, and SLOs were updated. Information did not transfer when CIM was implemented.

Change Item Description	**Old**	**New**
Prerequisites:	ARTG 450	ARTG 350

ARTH 220: History of Modern Art	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Bickham**

UCC Discussion: 1)ARTE 101, ARTE 102, ARTE 118, and ARTE 119 were removed as prerequisites. This course focuses on a specific moment in art history so while having a broad knowledge of art history from the lower division courses is helpful, it isn't necessary for the understanding of the material and success in this specific class. It will also make it more accessible for non-majors to elect to take the course, which would increase enrollment. 2) Removed fall from the list of terms typically offered to accurately reflect when the course is taught. 3) Made minor administrative changes to the topical course outline and SLOs.

Change Item Description	Old	New
Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Spring
Prerequisites:	ARTE 101, ARTE 102, ARTE 118, and ARTE 119	

ARTH 315: Nineteenth-Century Art	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Bickham**

UCC Discussion: 1) ARTE 118 and ARTE 119 were removed as prerequisites. This course focuses on a specific moment in art history so while having a broad knowledge of art history from the lower division courses is helpful, it isn't necessary for the understanding of the material and success in this specific class. It will also make it more accessible for non-majors to elect to take the course, which would increase enrollment. 2) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Prerequisites:	ARTE 118 and ARTE 119	

ARTH 318: Development of Contemporary Art	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Bickham**

UCC Discussion: 1) ARTE 118 and ARTE 119 were removed as prerequisites. This course focuses on a specific moment in art history so while having a broad knowledge of art history from the lower division courses is helpful, it isn't necessary for the understanding of the material and success in this specific class. It will also make it more accessible for non-majors to elect to take the course, which would increase enrollment. 2) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Course description was updated to meet requirement of <60 words.

Change Item Description	Old	New
Prerequisites:	ARTE 118 and ARTE 119	
Course description for the catalog:	Health and psychology are intertwined in a variety of ways. This course examines what it means to be healthy and look at the connection between behavior and both physical health and illness and mental health and illness.	Examination of what it means to be healthy. Investigation of the connection between behavior, illness, and both physical and mental health.

ARTH 321: Gothic and Northern Renaissance Art and Architecture	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Bickham**

UCC Discussion: 1) ARTE 118 and ARTE 119 were removed as prerequisites. This course focuses on a specific moment in art history so while having a broad knowledge of art history from the lower division courses is helpful, it isn't necessary for the understanding of the material and success in this specific class. It will also make it more accessible for non-majors to elect to take the course, which would increase enrollment. 2) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Minor edits to catalog description to enhance clarity.

Change Item Description	Old	New
Prerequisites:	ARTE 118 and ARTE 119	

ARTH 400: Art Theory	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Bickham**

UCC Discussion: ARTE 118; ARTE 119; and ARTH 315 or ARTH 316 were removed as prerequisites and "any 300-level ARTH course" was added. ARTE 118 and ARTE 119 are not needed, as their broadness in nature does not specifically prepare students for ARTH 400. ARTH 315 and 316 have been removed as prerequisites because any 300-level ARTH course should be adequate to prepare students for ARTH 400.

Change Item Description	Old	New
Prerequisites:	ARTE 118; ARTE 119; and ARTH 315 or ARTH 316	any 300-level ARTH course

ARTS 151: Foundation Drawing I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Change the Instructional Activity to Mixed Instructional Method. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement.2) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

ARTS 152: Foundation Drawing II: Figure Drawing	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Change the Instructional Activity to Mixed Instructional Method. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better

outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. 2) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

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ARTS 225: Introduction to Photography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1. The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 2. Engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 241: Beginning Hand Building	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical course outline was updated to more accurately reflect course content.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credit Art Studio (4 contact hours) for contact hour leading to 3750 minutes (750* 1 credit plus 1500* 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two)1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 242: Beginning Wheel Throwing	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credit Art Studio (4 contact hours) for contact hour leading to 3750 minutes (750* 1 credit plus 1500* 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two)1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 252: Mixed Media Drawing	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) SLOs changed to better reflect 200 level course. 3) Topical course outline was modified to clarify course content.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credit Art Studio (4 contact hours) for contact hour leading to 3750 minutes (750* 1 credit plus 1500* 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two)1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 274: Printmaking: Intaglio and Relief	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is being changed from Lecture/Lab: Vocational/Technical to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Semesters offered, Topical Course Outline, and SLOs were added, as information did not transfer over when CIM was implemented.

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

ARTS 275: Printmaking: Screen Printing and Lithography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline and SLOs were added, as information did not transfer over when CIM was implemented.

Change Item Description	Old	New
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 291: Painting I: Introduction to Painting	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4.A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour Lecture (1 contact hour) and 2 credits Art Studio (4 contact hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 Credit Lecture = 1 Lecture contact hr, 750 engagement min, 1500 prep min2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 325: Intermediate Photography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Adding ARTA 222 as an optional prerequisite. The content in ARTA 222 is very helpful to students taking ARTS 325 and offers an alternative to students who don't want to take ARTS 225. 2) Engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students

will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	Old	New
Prerequisites:	ARTE 101 and ARTS 225	ARTE 101; and ARTS 225 or ARTA 222
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 335: Digital Alternative Processes	3	Course Modification - Approved (12/5/24)	Gurka | Stern

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline and SLOs were added, as information did not transfer over when CIM was implemented. 3) Course description minor edits for clarity.

Change Item Description	Old	New

Explain distribution of minutes:	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 336: Photography Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline and SLOs were added, as information did not transfer over when CIM was implemented.

Change Item Description	**Old**	**New**
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 342: Throwing Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credit Art Studio (4 contact hours) for contact hour leading to 3750 minutes (750* 1 credit plus 1500* 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two)1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 344: Throwing Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

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

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credit Art Studio (4 contact hours) for contact hour leading to 3750 minutes (750* 1 credit plus 1500* 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two)1 Credit Lecture = 1 Lecture Contact hr, 750 engagement min, 1500 prep min.2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min.	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 351: Drawing Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Cleaned up topical course outline and SLOs to more accurately reflect course content.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 352: Drawing Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Edited topical course outline to fit outline format which more clearly shows course topics.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 353: Visual and Conceptual Thinking I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 354: Intermediate Life Drawing	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) SLO changed to better reflect 300 level course.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 365: Painting II: Methods and Materials	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 370: Printmaking: Intermediate Lithography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) SLO changed to better reflect 300 level.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 371: Printmaking Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 372: Printmaking Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 375: Printmaking: Advanced Screen Printing	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 376: Printmaking: Advanced Intaglio and Relief	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline and SLOs were added as information was transferred over when CIM was implemented.3) Course description was updated to align with Curriculum guidelines.

Change Item Description	**Old**	**New**
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

Course description for the catalog:	Advanced intaglio and relief techniques, history, and concepts will be explored. These will include monoprinting, mezzotint, and various digital technologies and techniques such as CNC (computer navigated control) routing, and kento registration techniques. Research projects into other printmaking techniques will be done on individual basis. Emphasis will be on demonstration of technical development, conceptual growth, craftsmanship, and studio participation.	Exploration of advanced intaglio and relief techniques, history, and concepts. These will include: monoprinting, mezzotint, and various digital technologies and techniques such as CNC (computer navigated control) routing and kento registration techniques. Research projects into other printmaking techniques will be done on individual basis. Emphasis will be on demonstration of technical development, conceptual growth, craftsmanship, and studio participation.

ARTS 384: Ceramic Sculpture Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 388: Ceramic Sculpture Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Edited topical course outline to fit outline format, which more clearly shows course content.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 391: Painting Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Minor change from "yourself" to "themselves" in topical course outline for clarity.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 392: Painting Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Update course description, topical course outline, and SLOs to align with Curriculum guidelines and to better reflect current course content.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

Course description for the catalog:	Further investigation of techniques and material in individual painting medium. Personal artistic influences identified tools to aid individual artistic direction. Individual and group critiques are ongoing. End of semester artwork presented in public space and documented digitally.	Further investigation of various painting techniques, tools, media, and materials dependent on individual artistic direction. Personal artistic influences identified to aid individual artistic direction. Individual and group critiques are ongoing.

ARTS 425: Advanced Studio Photography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) Engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

Change Item Description	**Old**	**New**
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 435: Wet Alternative Processes	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline and SLOs were added as information was not transferred over when CIM was implemented.

Change Item Description	Old	New
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 436: Photography Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline and SLOs were added as this information was not transferred over when CIM was implemented.

Change Item Description	Old	New

Explain distribution of minutes:	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 443: Throwing Workshop III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Minor edits to SLOs for clarity.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 444: Throwing Workshop IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 451: Drawing Workshop III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Edited topical course outline to fit outline format, which more clearly shows course content.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 452: Drawing Workshop IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Minor edits to topical course outline and SLOs for clarity and to distinguish outcomes for a 400-level course.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 453: Visual and Conceptual Thinking II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 470: Advanced Lithography	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 471: Printmaking Workshop III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 472: Printmaking Workshop IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 473: Printmaking Workshop V	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Minor edit to topical course outline to rephrase an item from learning outcome verbiage to content verbiage for consistency.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 474: Throwing Workshop V	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time.

Change Item Description	**Old**	**New**
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 484: Ceramic Sculpture Workshop III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is being changed from Art Studio (with 1 lecture and 4 studio contact hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented. 3) Prerequisite changed from ARTS 384 to ARTS 388 to ensure students are progressing through the courses in the correct order. ARTS 388 is Ceramic Sculpture Workshop II which should be taken before ARTS 484 Ceramic Sculpture Workshop III. ARTS 384 (Ceramic Sculpture Workshop I) is a prerequisite for ARTS 388.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Art Studio	Mixed Instructional Method
Explain distribution of minutes:		Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.
Prerequisites:	ARTS 384	ARTS 388

ARTS 488: Ceramic Sculpture Workshop IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is being changed from Art Studio (with 1 lecture and 4 studio contact hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Art Studio	Mixed Instructional Method

ARTS 491: Painting Workshop III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Minor edits to topical outline and SLOs for clarity.

Change Item Description	Old	New
Explain distribution of minutes:	Course hours will be split with 1 credit hour lecture (1 contact hour) and 2 credits Art Studio (4 Contact Hours) for contact hours leading to 3750 minutes (750*1 credit plus 1500 * 2 credits) for academic engagement. Student preparation will be 3000 minutes (1500 plus 750 times two).1 credit lecture= 1 lecture contact hr, 750 engagement min, 1500 prep min2 credit art studio= 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min	Course is 2 credits lecture and 1 credit art studio. 2 credits of lecture = 1500 academic engagement minutes and 3000 student prep minutes and 2 lecture contact hours. 1 credit of art studio = 1500 academic engagement minutes and 750 student prep minutes and 2 field/studio/other contact hours. Total is 3000 academic engagement minutes and 3750 student prep minutes and 4 weekly contact hours.

ARTS 492: Painting Workshop IV	**1-3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To more accurately reflect how this course is currently taught, the instructional type is being modified from 1/3 Lecture and 2/3 Art Studio to 2/3 Lecture and 1/3 Art Studio (0.67-2 credits of Lecture and 0.33-1 credit of Art Studio). A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Minor edits to topical course outline for clarity.

Change Item Description	Old	New

Explain distribution of minutes:	Course hours will be 1/3 Lecture (0.33-1 lecture contact hour) and 2/3 Art Studio (1.33-4 field/studio/other contact hours) for a total of 1.66-5 total contact hours.0.33-1 Credit Lecture = 0.33-1 Lecture contact hr, 250-750 engagement min, 500-1500 prep min0.67-2 Credits Art Studio = 1.33-4 Field/Studio/Other contact hrs, 1000-3000 engagement min, 500-1500 prep min	Credits are split 2/3 Lecture and 1/3 Art Studio, or 0.67-2 credits lecture and 0.33-1 credit Art Studio.0.67-2 credits Lecture = 0.67-2 lecture contact hours, 500-1500 engagement minutes, 1000-3000 prep minutes0.33-1 credit Art Studio = 0.67-2 studio contact hours, 500-1500 engagement minutes, 250-750 prep minutes Total is 1.33-4 contact hours, 1000-3000 engagement minutes, and 1250-3750 prep minutes.

ARTT 270: Sculpture I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 371: Sculpture/Construction I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 372: Sculpture/Construction II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 380: Bronze/Casting I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 381: Bronze/Casting II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is being changed from Lecture/Lab: Vocational/Technical to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 471: Sculpture/Construction III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, yhe instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 472: Sculpture/Construction IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 475: Sculpture Workshop I	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information did not transfer over when CIM was implemented.

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

ARTT 476: Sculpture Workshop II	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented. 3) Updated course description to reflect current course content.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog:	Emphasis placed on finishing sculpture representative of BFA direction. Sculpture focused and finished for professional presentation, independent work via student/professor contact.	Completion of sculpture representative of BFA direction. Sculpture focused and finished for professional presentation. Independent work via student/professor contract.

ARTT 480: Bronze/Casting III	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 481: Bronze/Casting IV	**3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is changing from Lecture/Lab: Vocational/Tech (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a

better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented. 3) Edits to catalog description to distinguish it from ARTT 472, which had an identical description.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog:	Thematic concepts for development of a BFA exhibit explored. Independent work via professor contract.	Exploration of thematic concepts specific to metal casting techniques for development of a BFA exhibit. Independent work via professor contract.

ARTT 483: Bronze Workshop I | **3** | **Course Modification - Approved (12/5/24)** | **Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is being changed from Lecture/Lab: Vocational/Technical to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

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ARTT 484: Bronze Workshop II | **1-3** | **Course Modification - Approved (12/5/24)** | **Gurka | Stern**

UCC Discussion: 1) To better align with how this course is currently taught, the instructional activity is being changed from Lecture/Lab: Vocational/Technical to Mixed Instructional Method with 2/3 lecture credits and 1/3 art studio credit (0.67-2 credits of Lecture and 0.33-1 credit of Art Studio). A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Topical Course Outline, semesters offered, and SLOs were added as information was not transferred over when CIM was implemented.

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

ARTT 496: Topics:	**1-3**	**Course Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) To more accurately reflect how this course is typically taught, the instructional type is being modified from 1-3 credits Lecture to 1-3 credits Mixed Instructional Method. Contact hours are changing from 1-3 lecture to .33-2 lecture and .33-2 art studio. A lighter emphasis on lecture is a better fit to allow instructors time to introduce topics, and allow students to complete the majority of hands-on assignments outside of class, receive instructor feedback, and incorporate any changes based on instructor feedback at a later date. Academic Engagement minutes are used by the instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time. 2) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Type of Instructional Activity:	Lecture	Mixed Instructional Method

Art and Design – Course Additions

Title	Credits	Committee Action	Motion | Second
ARTA 250: Films for Filmmakers	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: Film students have a great need to not only learn and discuss film history, but to do so from a filmmaking perspective. A dedicated elective course will provide a space for them to watch films together and talk about how they can draw from and emulate what's come before in their own work. This course will also expand common references, allowing them to better collaborate when producing their films.

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

ARTA 320: Stop Motion Animation	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: Stop motion is another facet of the Animation field, and our program has had multiple students show interest in and produce short stop motion animation. This would be an elective, and relates to our other disciplines animation, film, photography, painting, and sculpture since it utilizes many of the same principles, technology, and tools. LAIKA is a major US animation studio based in Portland, OR and focuses only on Stop Motion. Aardman based in the UK focuses on stop motion films like Wallace and Grommit and often hires international animators. Many short form series and commercials utilize stop motion, such as Robot Chicken on Adult Swim.

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

ARTA 328: Experimental Video and Animation	**1**	**Course Addition - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Offer an exciting elective that can stay updated with industry trends and technology without having to propose new classes through UCC every semester or over-schedule current classes with more content, such as fitting in new advancements in generative AI Art. This allows more flexibility, allowing students to spend more time exploring AI Art or 3D animation if desired. The course allows professors to explore their own research and scholarship alongside students. The content and techniques in this course are important, but do not quite fit in the curriculum of the main courses.

Not all students are interested in the topics, but each topic relates to and can enhance the main curriculum and projects - everything covered in this course can be applied to projects in other classes, such as 3D animation (which we do not have a dedicated course for now). One credit is sufficient for these topics, as a studio course, students will complete the majority of work outside of class. Class time will be used for lectures, demonstrations, guidance, feedback, and critique.

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

ARTA 428: Concept and Environment Art	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: We are offering this course as a Topics, Fall 2024. It filled up incredibly fast with 30 students. As our program grows, our demand for new and specialized classes increases. We currently have approximately 132 majors, and approximately 10 Animation/Film minors. Our upper division classes are becoming electives so that students can choose a track to focus on in their Junior and Senior year, such as Animation, Film, or Photography. Concept Art serves as the cornerstone of character design, environment creation, and narrative development across various creative fields such as film, animation, video games, and comics. In animation, film, and the games industry concept art is important in helping sell ideas to studios, producers, and investors. Along with a script, it can sometimes be the initial exploration of an idea.

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

ARTA 429: Screenplay Adaptation	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: As a film and animation BFA, it is necessary students understand the structure and format of screenwriting. I have advised students to take ENGL 389 Screenwriting, however not all students are able to fit it into their schedules. In order to not overlap with ENGL 389, I want to offer a course specifically on adapting pre-existing material. This is an important facet to the creative industries, as the majority of films, TV, and games are based on books and other source material, and the Academy Awards even offers an Oscar for Best Adapted Screenplay.

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

ARTA 430: Creature Design	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: As our program grows, our demand for new classes and specialized classes increases. We currently have approximately 132 majors, and approximately 6 Animation/Film minors. Our upper division classes are becoming electives so that students can choose a track to focus on in their Junior and Senior year, such as Animation, Film, or Photography. The course has been a popular Topics course and has been taught the maximum number of times under a Topics course number so it's being proposed as a permanent course. This may be a rotational elective, meaning it will be offered every other year, or every odd or even year, and switched out with another rotating elective. Creature design is a huge component in the preproduction phase in the creation of films, video games, and animation and relates to toy design, comics and graphic novels, etc. This content will be valuable to students as they develop their skillsets, giving them potential to specialize in creature design in their future jobs.

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

ARTA 435: Advanced Cinematography	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: Enrollment in the film courses of the Animation, Film, and Photography program has blossomed in the last five years. More importantly, the quality of work that students are producing has increased significantly, leading to our students' films playing in festivals and raising awareness of our program. All of this has led to students wanting more instruction on specific topics, with "cinematography" being one of the most requested. An Advanced Cinematography course would allow students the time to delve more deeply into the subject after learning the basics in ARTA 224 Principles of Film, including shooting on 16mm film, rather than strictly digital. This course will be offered as an upper-division elective.

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

ARTE 104: Color Theory and Design	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: This course will specifically focus on the complex concepts and practices of color theory as applied to art and design disciplines. Art and Design majors have been asking for this for quite some time. We finally have the pieces in place to make it a part of our foundations curriculum.

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

ARTE 470: Studio Assistant and Teaching Aide	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: This course is being created so the animation program doesn't need to use ARTE 498, which is a course number reserved for thesis/dissertation courses. This is being proposed as ARTE 470 so it doesn't use a reserved course number. This class is set up as a 2 credit Lecture 1 credit Studio to align with all other ARTX courses.

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

ARTG 112: Graphic Design I	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: ARTG 215 covered graphic design software. That course is being inactivated and replaced by this course, ARTG 112, to offer the content at the 100 level. Program Faculty need to have the number appropriate for level of the class. The class previously was a 200-level class, even though it was taught at the freshman level. One of the goals is to streamline incoming freshman when advising. It is more appropriate to advise incoming freshmen into a 100-level course. This change will align the course number with the level of instruction.

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

ARTG 120: UX Design I	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) This course was previously ARTG 220 and is being proposed as a new course, ARTG 120, to align the content with the appropriate course level. Program Faculty need to have the number appropriate for level of the class. The class previously was a 200-level class, even though it was taught at the freshman level. One of the goals is to streamline incoming freshman when advising. It is more appropriate to advise incoming freshmen into a 100-level course. This change will align the course number with the level of instruction. 2) Instructional method, academic engagement and student prep minutes, prerequisites and coreqs, topical outline, SLOs, and course description were updated from ARTG 220 to better reflect how the course should be taught.

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

ARTG 226: Motion Graphics	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: The decision to add a new motion design class ARTG 226 and remove the illustration course ARTG 333 from the BFA Graphic Design program reflects the evolving demands of the graphic design industry. Motion design has become a critical skill in modern visual communication, with increasing emphasis on digital content creation, animation, and interactive media across various platforms. This change will better equip students with relevant skills for careers in web design, social media, advertising, and multimedia production.

While traditional illustration remains valuable, it is covered through foundational art and design courses. Replacing it with a motion design class provides students with more contemporary and marketable skills, aligning the program with industry trends and ensuring graduates are prepared for the growing need for motion-based content in today's creative landscape.

ARTG 226 is similar to inactivated courses ARTG 224 and ARTG 326, however the content taught in those courses is no longer current enough to be relevant to today's graphic design skills. Previously, there was a stair-step of motion design courses, and now, with the new stackable credential programming, only one motion design course is needed at the lower-division level. The content is different enough from existing courses that a new course number needed to be proposed.

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

ARTG 292: Letterforms and Typography	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) This course was previously listed as ARTG 320, but the content was more appropriate as a 200-level course. Program faculty must ensure that course numbers reflect the appropriate level of instruction. This class was previously designated as a 300-level course, despite being taught at the sophomore level. Changing it to a 200-level course will better align the course number with the actual level of instruction and provide more opportunities for stackable credentials, enhancing flexibility for students in the program.

2) ARTG 215 was removed from prereqs because it is being inactivated and only require ARTG 221 to provide an appropriate foundation.

3) Changes to the course title, description, topical outline, and SLOs were made to more accurately reflect course content and ensure information in CIM is complete and correct.

4) The distribution of credits and contact hours for the Mixed Instructional Method format is being changed from 1 lecture credit (1 lecture contact hour) and 2 art studio credits (4 studio contact hours) to 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. We are changing the balance of the Mixed Media Instructional

Activity from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields.

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

ARTG 305: UX Design III	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) Content previously taught in ARTG 405 will now be taught in 305 because the content is more appropriate for junior-level students. ARTG 405 is being inactivated. Changes were made to course description, course outline, and SLOs to better reflect content currently taught. 2) The prerequisites for ARTG 405 were ARTG 290, ARTG 301, and ARTG 320. These are replaced with just ARTG 290, which is adequate foundational knowledge for this upper-division course. This change also facilitates stackable credentials and provides more flexible access points for students entering the degree program.

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

ARTG 327: Advanced Motion Graphics	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: This course is being proposed so students have an upper-division elective option for a motion design course. This is a course that students have demanded, it was previously taught as a course in the animation program. They inactivated their courses so this course will meet current student demand.

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

ARTG 350: Identity Design	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) This course was previously ARTG 450. That content is now being taught in this course, ARTG 350 to cover the content earlier so the students can see identity content before brand design. This aligns with course sequencing in other Graphic Design programs. 2)While ARTG 450 had Lecture/Lab: Voc/Tech as the instructional activity, ARTG 350 will be Mixed Instructional Method. This changes contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement.

3) Course description, outline, and SLOs were updated from ARTG 450 to more accurately reflect the course content which will better prepare students for brand design (ARTG 438). 4) The prerequisites are being updated to require ARTG 321 and ARTH 324. These prereqs provide upper-division students a broader foundation as they advance through the 4-year program and enter more technical courses.

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

ARTG 438: Brand Design	3	Course Addition - Approved (12/5/24)	Stern | Gurka

UCC Discussion: 1) This course is replacing ARTG 338. This course is being proposed to align the numbering with the new ARTG 350. The sequencing of identity and brand design are being swapped (students should see content on identity before discussing/learning about brand design) so this course is being proposed as a 400-level course intended to be taken after ARTG 350. This change provides stronger sequencing and better supports the development of the student's portfolio. 2) While prior course ARTG 338 used Mixed Instructional Method with 1 credit lecture/2 credits art studio, ARTG 438 will be 2 credits lecture/1 credit art studio. This changes contact hours from 1 lecture/4 Studio to 2 Lecture/2 studio. Following extensive discussions in the Art and Design Department on how to facilitate student learning more effectively, we have revised the class structure to better support flexible student learning by balancing lecture and studio time. These changes better reflect how we currently teach and will create better outcomes for our students. Instructors will use academic engagement lecture minutes for covering course content, demonstrating techniques, and introducing upcoming assignments, and the studio time will be dedicated to feedback and critique fostering a collaborative environment for constructive improvement. This higher-impact model aligns with industry and professional standards, emphasizing the importance of self-directed work outside of class and enhancing Student Learning Outcomes through targeted, purpose-driven class time. With 24-hour access to lab facilities, students will complete the majority of assignments outside of class to allow for independent learning, better preparing them for their professional fields. 3) Topical outline and SLOs were updated from ARTG 338 to more accurately reflect course content.

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

ARTS 489: Ceramic Sculpture Workshop V	3	Course Addition - Approved (1/23/25)	Stern | Bickham

UCC Discussion: 1) Current ARTS 498, Ceramic Sculpture Workshop V is under the thesis/dissertation reserved course number. The Art Department is inactivating ARTS 498 to be replaced with this new course number, ARTS 489. 2) The instructional activity is changing from Art Studio (with 1 lecture and 4 studio credit hours) to Mixed Instructional Method with 2 lecture credits (2 lecture contact hours) and 1 art studio credit (2 studio contact hours). This reduces total weekly contact hours from 5 to 4. A heavier emphasis on lecture is a better fit since students can complete the majority of hands-on assignments outside of class, receive Instructor feedback, and incorporate any changes based on Instructor feedback at a later date. Academic Engagement minutes are used by the Instructor to cover course content, conduct demonstrations, and prepare the student for the subsequent assignment that they will complete on their own time

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

Art and Design – Course Inactivations			
Title	**Credits**	**Committee Action**	**Motion | Second**
ARTG 122: Design It	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: Program faculty met and discussed that this class was no longer necessary when developing the new graphic design program. The goal was to develop stackable credentials, of which, this class was no longer needed.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
ARTG 201: Adobe Illustrator	**2**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**
UCC Discussion: ARTG 201 Adobe Illustrator has not been offered in nearly a decade, and we believe it is time to officially deactivate this course. Several factors contribute to this decision: (1) Access to Free Training Resources: Residents of Mesa County have access to free Adobe training through LinkedIn Learning, a comprehensive resource that provides up-to-date tutorials and skill-building opportunities. This widespread availability of high-quality, on-demand training reduces the need for a standalone course in Adobe Illustrator within our curriculum. (2) Shift in Course Utility: Historically, ARTG 201 served as a non-credit training option for non-majors seeking basic software skills and was occasionally used as an elective. However, with the evolution of our program, we now offer a variety of newer, more relevant electives that better align with industry trends and the needs of our students. These courses provide deeper, more comprehensive instruction that enhances the overall educational experience. (3) Program Relevance and Modernization: As part of our ongoing efforts to keep our program current and aligned with professional standards, it is essential to phase out outdated courses. Deactivating ARTG 201 allows us to focus resources on more advanced and relevant offerings, ensuring that our students receive the most valuable and applicable education possible.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
ARTG 202: Adobe Photoshop	**2**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**
UCC Discussion: ARTG 202 Adobe Photoshop has not been offered in nearly a decade, and we believe it is time to officially deactivate this course. Several factors contribute to this decision: (1) Access to Free Training Resources: Residents of Mesa County have access to free Adobe training through LinkedIn Learning, a comprehensive resource that provides up-to-date tutorials and skill-building opportunities. This widespread availability of high-quality, on-demand training reduces the need for a standalone course in Adobe Illustrator within our curriculum. (2) Shift in Course Utility: Historically, ARTG 202 served as a non-credit training option for non-majors seeking basic software skills and was occasionally used as an elective. However, with the evolution of our program, we now offer a variety of newer, more relevant electives that better align with industry trends and the needs of our students. These courses provide deeper, more comprehensive instruction that enhances the overall educational experience. (3) Program Relevance and Modernization: As part of our ongoing efforts to keep our program current and aligned with professional standards, it is essential to phase out outdated courses. Deactivating ARTG 202 allows us to focus resources on more advanced and relevant offerings, ensuring that our students receive the most valuable and applicable education possible.			
Change Item Description		**Old**	**New**

Delete Proposal: No differences to report

ARTG 203: Adobe InDesign	**2**	**Course Inactivation - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: ARTG 203 Adobe InDesign has not been offered in over a decade, and we believe it is time to officially deactivate this course. Several factors contribute to this decision: (1) Access to Free Training Resources: Residents of Mesa County have access to free Adobe training through LinkedIn Learning, a comprehensive resource that provides up-to-date tutorials and skill-building opportunities. This widespread availability of high-quality, on-demand training reduces the need for a standalone course in Adobe Illustrator within our curriculum. (2) Shift in Course Utility: Historically, ARTG 203 served as a non-credit training option for non-majors seeking basic software skills and was occasionally used as an elective. However, with the evolution of our program, we now offer a variety of newer, more relevant electives that better align with industry trends and the needs of our students. These courses provide deeper, more comprehensive instruction that enhances the overall educational experience. (3) Program Relevance and Modernization: As part of our ongoing efforts to keep our program current and aligned with professional standards, it is essential to phase out outdated courses. Deactivating ARTG 203 allows us to focus resources on more advanced and relevant offerings, ensuring that our students receive the most valuable and applicable education possible.

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

ARTG 215: Graphic Design I	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The justification for this request is that ARTG 215 Graphic Design I is being replaced with ARTG 112 Graphic Design I to better sequence the Graphic Design curriculum.

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

ARTG 220: UX Design I	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The justification for this request is that ARTG 220 UX Design I is being replaced with ARTG 120 UX Design I to better sequence the Graphic Design curriculum.

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

ARTG 320: Letterforms and Typography	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The justification for this request is that ARTG 320 Letterforms and Typography is being replaced with ARTG 292 Letterforms and Typography to better sequence the Graphic Design curriculum.

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

ARTG 338: Brand Design	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The justification for this request is that ARTG 338 Brand Design is being replaced with ARTG 438 Brand Design to better sequence the Graphic Design curriculum.

Change Item Description	Old	New
Delete Proposal: No differences to report		

ARTG 405: UX Design III	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The justification for this request is that ARTG 405 UX Design III is being replaced with ARTG 305 UX Design III to better sequence the Graphic Design curriculum.

Change Item Description	Old	New
Delete Proposal: No differences to report		

ARTG 450: Identity Design	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The justification for this request is that ARTG 450 Identity Design is being replaced with ARTG 350 Identity Design to better sequence the Graphic Design curriculum.

Change Item Description	Old	New
Delete Proposal: No differences to report		

ARTS 221: Metalsmithing	**3**	**Course Inactivation - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: This course has not been offered in many years. Sculpture classes like Metalsmithing were changed from ARTS prefix to an ARTT prefix over ten years ago. This class must have slipped through the cracks. I asked the sculpture professor if he wanted this course on the books still and he said no. The course is on a list of recommended electives for the Theatre Arts BFA, but no where else. Will reach out to Theatre and give them suggestions for alternatives. Art and Design faculty and ADH all agreed to inactivating this class in fall 2024.

Change Item Description	Old	New
Delete Proposal: No differences to report		

ARTS 321: Metalsmithing	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: This course has never been offered. Sculpture classes like Metalsmithing were changed from ARTS prefix to an ARTT prefix over ten years ago.

Change Item Description	Old	New
Delete Proposal: No differences to report		

ARTS 421: Metalsmithing	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: This course has never been offered. Sculpture classes like Metalsmithing were changed from ARTS prefix to an ARTT prefix over ten years ago.

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

ARTS 498: Ceramic Sculpture Workshop V	**3**	**Course Inactivation - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course was listed under the thesis/discussion reserved course number. So, this is being inactivated and a new course, ARTS 489, is being added in its place.

Change Item Discussion	**Old**	**New**
Delete Proposal: No differences to report		

Biological Sciences – Program Modifications

Program	**Degree**	**Committee Action**	**Motion | Second**
3409: Biological Sciences: Ecology, Evolution and Organismal Biolo	**BS**	**Program Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) BIOL 211, BIOL 211L, BIOL 333, BIOL 335, BIOL 335L, and BIOL 433 are being inactivated. They have not been offered in many years, there is no faculty member with expertise in these fields, and there is low student demand for these courses. Because the program allows many other courses as options in the Program Specific Requirements, these are being removed. 2) The new course BIOL 339 Winter Ecology fits in the list of options for "additional biology courses" in the program specific requirements. 3) Decouple BIOL 310 developmental and BIOL 310L as corequisites. Students can still take them together but the lab is optional.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Removed BIOL 211, BIOL 211L, BIOL 333, BIOL 335, BIOL 335L, and BIOL 433 from the Additional Biology Courses section of the Program-Specific Requirements, as these courses are being inactivated. 2) Added BIOL 339 Winter Ecology, a new course, to the list of Additional Biology Courses in the Program Specific Requirements. 3) Decouple BIOL 310 Developmental Biology and BIOL 310L as corequisites and added a footnote to the Program Specific Requirements to make it clear to students that BIOL 310L requires BIOL 310 to be taken concurrently, but BIOL 310 does not require BIOL 310L.

3410: Biological Sciences: Biology	**BS**	**Program Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) BIOL 211, BIOL 211L, BIOL 333, BIOL 335, BIOL 335L, and BIOL 433 are being inactivated. They have not been offered in many years, there is no faculty member with expertise in these fields, and there is low student demand for these courses. Because the program allows many

other courses as options in the Program Specific Requirements, these are being removed. 2) The new course BIOL 339 Winter Ecology fits in the list of options for "additional biology courses" in the program specific requirements. 3) Decouple BIOL 310 developmental and BIOL 310L as corequisites. Students can still take them together but the lab is optional.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removed BIOL 211, BIOL 211L, BIOL 333, BIOL 335, BIOL 335L, and BIOL 433 from the Additional Biology Courses section of the Program Specific Requirements, as these courses are being inactivated. 2) Added BIOL 339 Winter Ecology, a new course, to the list of Additional Biology Courses section in the Program Specific Requirements. 3) Decouple BIOL 310 developmental and BIOL 310L as corequisites and added a footnote to the Program Specific Requirements to clarify "BIOL 310L does not need to be taken concurrently with BIOL 310. It is an optional course as a supplement to BIOL 310."

3412: Biological Sciences: Secondary Education **BS** **Program Modification - Approved (1/23/25)** **Driskell | Bickham**

UCC Discussion: 1) X97 is a reserved course number for practicum courses. EDUC 497 and EDUC 497D are lecture courses and have been for at least the past 17 years.
The course proposals of EDUC 480 and EDUC 480D will replace these two courses and bring the course number in alignment with university curriculum policy and more accurately establish the course as a lecture course. 2) When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Inactivating EDUC 497 and EDUC 497D and creating EDUC 480 and EDUC 480D to replace these two courses (this replacement was made in the Secondary Education Requirements section of the Program Specific Requirements). Updated the Suggested Course Plan accordingly. 2) Added "Critical Thinking" to Program Outcome #7.

3414: Biological Sciences: Cellular, Molecular and Developmental B **BS** **Program Modification - Approved (12/5/24)** **Gurka | Stern**

UCC Discussion: 1) BIOL 211, BIOL 211L, BIOL 333, BIOL 335, BIOL 335L, and BIOL 433 are being inactivated. They have not been offered in many years, there is no faculty member with expertise in these fields, and there is low student demand for these courses. Because the program allows many other courses as options in the Program Specific Requirements, these are being removed. 2) The new course BIOL 339 Winter Ecology fits in the list of options for "additional biology courses" in the program specific requirements. 3-4) BIOL 310L is not required for graduate health science programs and to give both students and faculty flexibility, the lab is now optional. The credits in the Additional Biology Courses section was adjusted from 13 to 14 credits to accommodate the 1-credit decrease from the removal of BIOL 310L from the Required Related Study Area.

Change Item Description	Department Justification

List all proposed changes to the program:	1) Removed BIOL 211, BIOL 211L, BIOL 333, BIOL 335, BIOL 335L, and BIOL 433 from the Additional Biology Courses section of the Program Specific Requirements, as they are being inactivated. 2) Added BIOL 339 Winter Ecology, a new course, to the list of additional biology courses. 3) Decoupled BIOL 310 and BIOL 310L so that the lab is optional. This involved removing BIOL 310L in the Required Related Study Area section of the Program Specific Requirements and adding it to the Additional Biology Courses section as a listed option and updating the Suggested Course Plan accordingly. 4) Changed the text in the Additional Biology Courses section from "Select 13 semester hours from the following lists" to "Select 14 semester hours from the following lists"

Biological Sciences – Course Modifications

Title	Credits	Committee Action	Motion | Second
BIOL 106: Principles of Animal Biology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**
UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) The prereq of "instructor permission" was removed to comply with CMU curriculum policies.			
Change Item Description		**Old**	**New**
Prerequisites:		BIOL 105 or permission of instructor	BIOL 105

Title	Credits	Committee Action	Motion | Second
BIOL 106L: Principles of Animal Biology Laboratory	**1**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**
UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) The prereq of "instructor permission" was removed. 3) Course description was updated to align with CMU curriculum policies and include more than lab component as previously written.			
Change Item Description		**Old**	**New**
Prerequisites:		BIOL 105 or permission of instructor	BIOL 105
Course description for the catalog:		Lab component required for BIOL 106.	Broad morphological, physiological, and ecological features of principal phyla of animals and relationships between them.

BIOL 217: Forensic Entomology	**2**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) The course description was updated and edited for clarity.

Change Item Description	Old	New
Course description for the catalog:	Basic procedure and considerations in using insect evidence in crime scene investigations and the determination of post mortem interval using insects. Two-hour lecture and one two-hour lab per week.	Introduction to entomology in forensic science, focusing on how insects aid in crime scene investigations. Topics include: insect taxonomy, lifecycles, ecological roles, and forensic analysis, including estimating time of death, the influence of environmental factors on decomposition, and the legal implications of entomological evidence.

BIOL 217L: Forensic Entomology Laboratory	**1**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) The course description for the lab was updated to match the course description for lecture.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 217.	Introduction to entomology in forensic science, focusing on how insects aid in crime scene investigations. Topics include: insect taxonomy, lifecycles, ecological roles, and forensic analysis, including estimating time of death, the influence of environmental factors on decomposition, and the legal implications of entomological evidence.

BIOL 302: Cellular Biology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

BIOL 310: Developmental Biology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Course description and outline and SLOs are being updated to reflect the approach of new instructor. Course content is not significantly changing. 2) Removing BIOL 310L as a required coreq because BIOL 310L is now optional. This allows more flexibility for students and flexibility in how the lab is taught. Students in lecture do not have to take lab, but students in lab do need to take the lecture.

Change Item Description	Old	New
Corequisites:	BIOL 310L	

BIOL 310L: Developmental Biology Laboratory	**1**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Course description and outline and SLOs are being updated to reflect the approach of new instructor. Course content is not significantly changing. 2) BIOL 310L is now an optional lab for BIOL 310. This allows more flexibility for students and flexibility in how the lab is taught. Students in lecture do not have to take lab, but students in lab do need to take the lecture.

Change Item Description	Old	New
Course description for the catalog:	Embryonic growth and development of plants and animals. Errors in normal development, cancer, aging, and related topics.	Exploration of embryonic growth and mechanisms of tissue differentiation in multicellular organisms. Emphasis on gene regulation, cell signaling, developmental patterning, and organ system formation in embryos. Optional lab component for BIOL 310.

BIOL 315: Epidemiology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Added BIOL 209/209L or BIOL 105/105L as prerequisites because it is difficult to understand 300-level biology without any previous biology course. While we have been teaching this course without requiring prerequisite knowledge, students who have not had a previous rigorous biology course are not prepared for the load or study strategies required for an upper division biology course. By accepting both BIOL 105 and BIOL 209, we are more likely to assure student success while still keeping the course open to a wide swath of students including, but not limited to, biology, biochemistry, kinesiology, pre-nursing, radiological science, surg tech students. 2) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Edited catalog description for clarity.

Change Item Description	Old	New
Prerequisites:		BIOL 105/BIOL 105L or BIOL 209/BIOL 209L

Course description for the catalog:	Characteristic patterns of communicable disease occurrence as related to individuals, geographic location, and time; factors affecting disease occurrence, the nature of vital statistics, sampling procedures, and study design. An independent project is required.	Characteristic patterns of disease occurrence, as related to individuals, geographic location, and time. Factors affecting disease occurrence, the nature of vital statistics, sampling procedures, and study design.

BIOL 320: Plant Systematics	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Minor edits to course description for clarity. 3) Semicolons added to list of prereqs to improve clarity.

Change Item Description	**Old**	**New**
Course description for the catalog:	Systematic botany encompassing principles of classification, nomenclature, and evaluation of current classifications of angiosperms.	Systematics of the flowering plants, including classification, nomenclature, and phylogenetic relationships.

BIOL 321: Taxonomy of Grasses	**2**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Minor edits to course description for clarity. 3) Removed "or permission of instructor" from prereq per current curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	A study of the grass family and grass-like plants (sedges and rushes) dealing with the evolution, classification, and identification of these plants. Two lectures and two two-hour laboratories per week.	Identification, classification, anatomy, ecology, and evolution of the grass, sedge, and rush plant families.

BIOL 321L: Taxonomy of Grasses Laboratory	**2**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was

implemented). 2) Minor edits to course description for clarity. 3) Removed "or permission of instructor" per curriculum manual.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 321.	Identification, classification, anatomy, ecology, and evolution of the grass, sedge, and rush plant families.

BIOL 322: Plant Identification	**2**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Minor edits to course description for clarity.

Change Item Description	Old	New
Course description for the catalog:	Identification of the local flora. Basic plant anatomy and morphology. Includes evolutionary relationships of major plant groups as well as environmental, ecological, and historical constraints on plant distribution.	Identification of the local flora, including plant anatomy and morphology as well as environmental, ecological, and historical constraints on plant distribution.

BIOL 322L: Plant Identification Laboratory	**2**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Added course description to meet Curriculum guidelines and match BIOL 322.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 322.	Identification of the local flora, including plant anatomy and morphology as well as environmental, ecological, and historical constraints on plant distribution.

BIOL 331: Insect Biology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description changed to align with Curriculum guidelines.

Change Item Description	Old	New

Course description for the catalog:	Insect taxonomy, evolution, ecology, and physiology. Insect collection required. Three lectures and two two-hour laboratories per week.	Insect taxonomy, evolution, ecology, and physiology.

BIOL 331L: Insect Biology Laboratory **2**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Changed lab course description to match the lecture course description.

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for BIOL 331.	Insect taxonomy, evolution, ecology, and physiology.

BIOL 336: Fish Biology **3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edits to course description to meet curriculum guidelines and improve clarity. 3) Removed "or permission of instructor" from prerequisites to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Study of the anatomy and physiology of fish. Topics include ecology, fish diseases, and marine and freshwater fishery techniques. Field trips may be offered.	Study of the diversity of fishes, including evolution, morphology, physiology, ecology, and conservation.
Prerequisites:	BIOL 106/BIOL 106L or permission of instructor	BIOL 106/BIOL 106L

BIOL 336L: Fish Biology Laboratory **1**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edits to course description to meet curriculum guidelines and improve clarity. 3) Removed "or permission of instructor" from prerequisites to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for BIOL 336.	Study of the diversity of fishes, including evolution, morphology, physiology, ecology, and conservation.
Prerequisites:	BIOL 106/BIOL 106L or permission of instructor	BIOL 106/BIOL 106L

BIOL 338: Small Mammal Biology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Typical semester offered was changed from fall and summer to just fall because the department does not plan to offer this course in summer terms.

Change Item Description	Old	New
Please indicate the semester(s) in which the course will typically be offered:	Fall Summer	Fall

BIOL 343: Immunology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Course description was edited to remove pedagogical elements.

Change Item Description	Old	New
Course description for the catalog:	Immune system of animals with emphasis on human immune response. Includes the immune organs and both cellular and humoral responses. An independent research project is required.	Immune system of animals, with emphasis on human immune response. Includes the immune organs and both cellular and humoral responses.

BIOL 344: Forensic Molecular Biology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

BIOL 344L: Forensic Molecular Biology Laboratory	**1**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description on this lab changed to match course description of corequisite course to align with curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 344.	Molecular biology and genetics used in forensic investigations, including the genetic basis of diversity and DNA typing techniques.

BIOL 350: Microbiology	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2. Course description was updated to more accurately reflect course content and comply with catalog description requirements.

Change Item Description	Old	New
Course description for the catalog:	Growth, morphology, metabolism, genetics and ecology of microorganisms. Includes aspects of industrial microbiology, clinical microbiology, and genetic engineering. Three lectures and one three-hour laboratory per week.	Survey of major types of microorganisms, with emphasis on molecular biology of growth, morphology, metabolism, genetics, and ecology of microorganisms. Includes aspects of industrial microbiology, clinical microbiology, and genetic engineering. Labs cover growth, quantification, and identification of microorganisms through a variety of methods, including microscopy and molecular techniques.

BIOL 350L: Microbiology Laboratory	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2. Course description was updated to more accurately reflect course content and comply with catalog description requirements.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 350.	Survey of major types of microorganisms, with emphasis on molecular biology of growth, morphology, metabolism, genetics, and ecology of microorganisms. Includes aspects of industrial microbiology, clinical microbiology, and genetic engineering. Labs cover growth, quantification, and identification of microorganisms through a variety of methods, including microscopy and molecular techniques.

BIOL 371L: Laboratory Investigations in Cellular and Molecular Biology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description was modified slightly for clarity. 3) Removed "or permission of instructor" from prereq per current curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Laboratory exercises and experiments that highlight important topics in cellular and molecular biology. The mechanics of laboratory science are introduced with an emphasis on modern techniques, hypothesis development, data analysis and scientific communication. Two three-hour laboratories per week.	Laboratory exercises and experiments that highlight important topics in cellular and molecular biology. The mechanics of laboratory science are introduced with an emphasis on modern techniques, hypothesis development, data analysis, and scientific communication.
Prerequisites:	BIOL 301/BIOL 301L and CHEM 132/CHEM 132L or permission of instructor	BIOL 301/BIOL 301L and CHEM 132/CHEM 132L

BIOL 385: Nature and Philosophy of Science	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Minor edits to course description for clarity and to meet Curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Central concepts on the nature of scientific knowledge including philosophical tenets that distinguish science from technology as well as distinguish science from pseudoscience. May not be used in the Additional Biology Courses categories for the Biology Concentration.	Central concepts on the nature of scientific knowledge, including philosophical tenets that distinguish science from technology and from pseudoscience.

BIOL 403: Evolution	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added. 2) Course description was revised to more

accurately reflect course content and clarify the term unifying theory in biology. 3) Students need to have both BIOL208/L and BIOL301/L. BIOL403 is our upper-level evolution course (BIOL208 is an introduction to evolution that all majors are required to take). It should not have been listed as only as "strongly recommended" in the past. As an upper-level course, the lower-level introductory course is necessary.

Change Item Description	Old	New
Course description for the catalog:	Organismal and molecular evolution emphasizing its importance as the unifying theory in biology. Evolution of natural selection on genetic structure of populations.	Exploration of current and classical ideas in evolutionary biology. Emphasis on the phylogenetic structure of biological organization, evolution of major biological innovations in the context of geologic time, how evolutionary forces influence the genetic composition of populations, and the interactions between developmental, molecular, and evolutionary biology.
Prerequisites:	BIOL 301/BIOL 301L, with BIOL 208/BIOL 208L strongly recommended	BIOL 208/BIOL 208L and BIOL 301/BIOL 301L

BIOL 405: Advanced Ecological Methods	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description changed to remove pedagogy to align with Curriculum guidelines. 3) Removed "STAT 301 recommended" from prereq list because the course content does not actually prepare students. This is an old prereq and is being updated to reflect current content and preparation needs.

Change Item Description	Old	New
Course description for the catalog:	Examination of quantitative methods in population, community, and ecosystems ecology. Extensive writing, computer work and field trips are required. Three lectures and two two-hour laboratories per week.	Quantitative methods in population, community, and ecosystems ecology.
Prerequisites:	BIOL 105/BIOL 105L; and BIOL 106/BIOL 106L and BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L; STAT 301 is recommended	BIOL 105/BIOL 105L; and BIOL 106/BIOL 106L and BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L

BIOL 405L: Advanced Ecological Methods Laboratory	**2**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description of lab changed to match corequisite course per Curriculum guidelines. 3) Removed "STAT 301 recommended" from prereq list because the course content does not actually prepare students. This is an old prereq and is being updated to reflect current content and preparation needs.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 405.	Quantitative methods in population, community, and ecosystems ecology.
Prerequisites:	BIOL 105/BIOL 105L; and BIOL 106/BIOL 106L and BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L; STAT 301 is recommended	BIOL 105/BIOL 105L; and BIOL 106/BIOL 106L and BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L

BIOL 406: Plant-Animal Interactions	**3**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) BIOL 406 is Plant Animal Interactions - BIOL 331 (Insect Bio) was deemed to be an unnecessary prerequisite. While some plant-animal interactions involve insects, not all of them do and Insect Bio (BIOL 331/331L) is not offered every semester which could create an unnecessary barrier for students who want to take BIOL 406.

Change Item Description	Old	New
Prerequisites:	BIOL 105/BIOL 105L; BIOL 106/BIOL 106L, BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L; and BIOL 208/BIOL 208L; BIOL 331/BIOL 331L is recommended	BIOL 105/BIOL 105L; BIOL 106/BIOL 106L, BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L; and BIOL 208/BIOL 208L

BIOL 407: Tropical Field Biology	**3-5**	**Course Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) BIOL 331/331L was removed as a recommended prereq. BIOL 331 (Insect Bio) was deemed to be an unnecessary prerequisite. While some tropical field biology topics involve insects, not all of them do and Insect Bio (BIOL 331/331L) is not offered every semester which could create an unnecessary barrier for students who want to take BIOL 407. 3) Course description was modified to improve clarity, more accurately reflect what is taught in the course, and remove pedagogical elements. 4) Instructional type was changed from Lecture/Lab to Mixed Method (2/3 lecture and 1/3 lab) to allow

for flexibility in how the course content is delivered to students and flexibility in how they engage with the content. The need for flexibility is based on the various field locations for the course and the faculty teaching it.

Change Item Description	Old	New
Prerequisites:	BIOL 105/BIOL 105L; and BIOL 106/BIOL 106L and BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L; and BIOL 208/BIOL 208L; BIOL 331/BIOL 331L is recommended	BIOL 105/BIOL 105L; and BIOL 106/BIOL 106L and BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L; and BIOL 208/BIOL 208L
Course description for the catalog:	Field research techniques, ecology and natural history in lowland and montane tropical rainforests of Ecuador. Ten nine-hour labs and fifteen two-hour lectures conducted at biological field stations in Ecuador.	Field research techniques, ecology, and natural history in tropical ecosystems. Conducted at international field locations.
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

BIOL 408: Desert Ecology	3	Course Modification – Approved (1/23/25)	Hawkins | Bickham

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) The prereq was edited to remove "or permission by instructor" per curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	BIOL 208/BIOL 208L, and junior or senior standing or permission of instructor	BIOL 208/BIOL 208L, and junior or senior standing

BIOL 409: Gross Human Anatomy	2	Course Modification - Approved (1/23/25)	Hawkins | Bickham

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edited catalog description for clarity. 3) Removed developmental aspect of the course title as this is covered in a separate course (BIOL 310). The instructors are not changing any content in the course. Embryology and development will still be taught but are minor components of the course so did not warrant emphasis in the description or title. Our developmental biology course (BIOL310) has always covered that area in depth.4) Removed permission of instructor from prereqs per curriculum guidelines.

Change Item Description	Old	New

Course description for the catalog:	Gross anatomy, embryology, radiological and cross-sectional anatomy of the human body via lectures, demonstrations, and dissections of the human cadaver. Emphasis on thorax, abdomen, and extremities. Two lectures and two 2-hour laboratories per week.	Gross anatomy and cross-sectional anatomy of the human body via lectures, demonstrations, and dissections of the human cadaver.
Course name:	Gross and Developmental Human Anatomy	Gross Human Anatomy
Prerequisites:	BIOL 209/BIOL 209L, or permission of instructor	BIOL 209/BIOL 209L

BIOL 409L: Gross Human Anatomy Laboratory	**2**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edited catalog description to match the lecture component. 3) Removed developmental aspect of the course title as this is covered in a separate course (BIOL 310). The instructors are not changing any content in the course. Embryology and development will still be taught but are minor components of the course so did not warrant emphasis in the description or title. Our developmental biology course (BIOL310) has always covered that area in depth. 4) Permission of instructor removed per curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for BIOL 409.	Gross anatomy and cross-sectional anatomy of the human body via lectures, demonstrations, and dissections of the human cadaver.
Course name:	Gross and Developmental Human Anatomy Laboratory	Gross Human Anatomy Laboratory
Prerequisites:	BIOL 209/BIOL 209L, or permission of instructor	BIOL 209/BIOL 209L

BIOL 410: Human Osteology	**3**	**Course Modification – Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Updated catalog description to match current curriculum requirements and better reflect current course content.

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

Course description for the catalog:	Study of the human skeleton, including osteology and bone detail, biological variation, animal skeletal comparisons, pathology, forensics, and proper handling of human skeletal material. Laboratory emphasizes analysis and identification of human skeletal material. Three lectures and one two-hour laboratory per week.	Study of the human skeleton, including osteology and bone detail, biological variation, animal skeletal comparisons, pathology, forensics, and proper handling, analysis, and identification of human skeletal material.

BIOL 410L: Human Osteology Laboratory	**1**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Updated catalog description to match BIOL 410 and align with curriculum requirements.

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for BIOL 410.	Study of the human skeleton, including osteology and bone detail, biological variation, animal skeletal comparisons, pathology, forensics, and proper handling, analysis, and identification of human skeletal material.

BIOL 413: Herpetology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description was updated to comply with curriculum policies and more accurately reflect course content. 3) Permission of instructor was removed from list of prereqs to comply with curriculum policies.

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

Course description for the catalog:	Classification, evolution, morphology and ecology of amphibians and reptiles. Overnight or weekend field trips may be required. Three lectures and one two-hour laboratory per week.	Introduction to the biology of amphibians and reptiles, focusing on their evolution, physiology, ecology, and natural history. Lab emphasizes identification of local species, field techniques, and skills in the scientific method, data interpretation, and critical thinking.
Prerequisites:	BIOL 208/BIOL 208L, and upper division standing or permission of instructor	BIOL 208/BIOL 208L, and upper division standing

BIOL 413L: Herpetology Laboratory	**1**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course description was updated to match corequisite course. 3) Permission of instructor was removed from list of prereqs to comply with curriculum policies.

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for BIOL 413.	Introduction to the biology of amphibians and reptiles, focusing on their evolution, physiology, ecology, and natural history. Lab emphasizes identification of local species, field techniques, and skills in the scientific method, data interpretation, and critical thinking.
Prerequisites:	BIOL 208/BIOL 208L, and upper division standing or permission of instructor	BIOL 208/BIOL 208L, and upper division standing

BIOL 414: Freshwater Ecology	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed upper division standing and added BIOL 208 and BIOL 208L to help standardize the prerequisites among upper division courses in biology. BIOL208 is typically taken the semester before students reach upper division standing and is a needed prerequisite for the course. 3) Removed permission of instructor from list of prereqs to align with curriculum guidelines. 4) Updated course description to more accurately reflect course content.

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

Prerequisites:	Upper division standing or permission of instructor	BIOL 208/BIOL 208L
Course description for the catalog:	Classification, life history, and ecology of aquatic animals. Overnight and/or weekend field trips may be required. Three lectures and one two-hour laboratory or three-hour field trip per week.	Study of freshwater ecosystems, including physiography, biogeochemistry, and ecology.

BIOL 414L: Freshwater Ecology Laboratory	**1**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed upper division standing and added BIOL 208 and BIOL 208L to help standardize the prerequisites among upper division courses in biology. BIOL208 is typically taken the semester before students reach upper division standing and is a needed prerequisite for the course. 3) Removed permission of instructor from list of prereqs to align with curriculum guidelines. 4) Updated course description to match the corequisite lecture course.

Change Item Description	**Old**	**New**
Prerequisites:	Upper division standing or permission of instructor	BIOL 208/BIOL 208L
Course description for the catalog:	Lab component required for BIOL 414.	Study of freshwater ecosystems, including physiography, biogeochemistry, and ecology.

BIOL 415: Tropical Ecosystems	**2**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prerequisites, per curriculum guidelines.

Change Item Description	**Old**	**New**
Prerequisites:	BIOL 105/BIOL 105L, and BIOL 106/BIOL 106L or BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L, and BIOL 208/BIOL 208L, or permission of instructor	BIOL 105/BIOL 105L, and BIOL 106/BIOL 106L or BIOL 107/BIOL 107L, or BIOL 108/BIOL 108L, and BIOL 208/BIOL 208L

BIOL 418: Wildlife Management	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was

implemented). 2) Edits to course description to meet requirements and improve clarity. 3) Changed prerequisites BIOL 208/208L further prepare students for the course. The previous prerequisites BIOL105, BIOL106 or BIOL107 are the prerequisites for BIOL208 and as such no longer needed to be listed. 4) Removed permission of instructor to align with curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	Examination of wildlife biology and management. Topics covered include managing habitat, mammals, birds, fish, and other small animals. Three one-hour lectures per week.	Principles and practices of wildlife science and management. Topics addressed include: population dynamics, game species management and harvest, non-game species conservation and management, habitat management, policies and regulations, and socioeconomics.
Prerequisites:	BIOL 105/BIOL 105L and BIOL 106/BIOL 106L or BIOL 107/BIOL 107L, and BIOL 208/BIOL 208L or permission of instructor	BIOL 208/BIOL 208L

BIOL 418L: Wildlife Management Laboratory	**2**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edited course title from Wildlife Field Techniques to Wildlife Management Laboratory, to better align with lecture title. 3) Edit course description to meet format requirements. 4) Changed prerequisites BIOL 208/208L further prepare students for the course. The previous prerequisites BIOL105, BIOL106 or BIOL107 are the prerequisites for BIOL208 and as such no longer needed to be listed. 5) Removed permission of instructor to align with curriculum guidelines.

Change Item Description	Old	New
Course name:	Wildlife Field Techniques	Wildlife Management Laboratory
Course description for the catalog:	Lab component required for BIOL 418.	Principles and practices of wildlife science and management. Topics addressed include: population dynamics, game species management and harvest, non-game species conservation and management, habitat management, policies and regulations, and socioeconomics.

Prerequisites:	BIOL 105/BIOL 105L and BIOL 106/BIOL 106L or BIOL 107/BIOL 107L, and BIOL 208/BIOL 208L or permission of instructor	BIOL 208/BIOL 208L

BIOL 425: Molecular Genetics	**3**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

BIOL 431: Animal Parasitology	**3**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) The course description was edited to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Common and important parasites of domestic animals and man. Ecology, epidemiology, diagnosis, and control are discussed with examples from the Protozoa, Trematoda, Cestoda, Nematoda, and Arthropoda. An independent research project is required. Three lectures and one two-hour laboratory per week.	Common and important parasites of domestic animals and man. Ecology, epidemiology, diagnosis, and control are discussed, with examples from the Protozoa, Trematoda, Cestoda, Nematoda, and Arthropoda.

BIOL 431L: Animal Parasitology Laboratory	**1**	**Course Modification - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) The course description was changed to match BIOL 431 per curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for BIOL 431.	Common and important parasites of domestic animals and man. Ecology, epidemiology, diagnosis, and control are discussed, with examples from the Protozoa, Trematoda, Cestoda, Nematoda, and Arthropoda.

BIOL 441: Endocrinology	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2. Minor edits to course description for clarity.

Change Item Description	Old	New
Course description for the catalog:	Anatomy and physiology of the endocrine system of vertebrates.	Anatomy and physiology of the endocrine system of vertebrates, including hormone function at a range of biological levels, from molecular to whole organism.

BIOL 442: Pharmacology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

BIOL 450: Mycology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edits were made to the course description for clarity and to better reflect course content. 3) Removed prereq of "or permission of instructor" to comply with current curriculum policies.

Change Item Description	Old	New
Course description for the catalog:	Fungi, with emphasis on comparative morphology and development, classification, physiology, genetics, and ecological relationships. Importance of fungi in industry, agriculture, and medicine. Three lectures and two two-hour laboratories per week.	Identification and classification of local fungal and fungus-like species. Study of key morphological, physiological, and ecological traits across major phyla, with emphasis on their roles in industry, agriculture, and medicine.

BIOL 450L: Mycology Laboratory	**2**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course Description changed to match course BIOL 450 Mycology to meet Curriculum guidelines. 3) Removed prereq of "or permission of instructor" to comply with current curriculum policies.

Change Item Description	Old	New
Course description for the catalog:	Lab component required for BIOL 450.	Identification and classification of local fungal and fungus-like species. Study of key morphological, physiological, and ecological traits across major phyla, with emphasis on their roles in industry, agriculture, and medicine.

BIOL 483: Senior Thesis	2	Course Modification - Approved (10/24/24)	Stern | Gurka

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed instructor permission to meet Curriculum guidelines. 3) Updated course description for clarity and to better reflect course content.

Change Item Description	Old	New
Course description for the catalog:	Students prepare an in-depth thesis elaborating on a major conceptual issue(s) in biology. The purpose of the thesis is to ascertain the student's ability to collect a broad array of information and integrate this into a logical conceptual framework that traverses organizational levels of living systems. The thesis topic must be approved by the instructor.	In-depth thesis elaborating on major conceptual issues in biology. Students will integrate primary literature into a logical, conceptual, and synthetic framework.

Biological Sciences – Course Additions

Title	Credits	Committee Action	Motion | Second
BIOL 339: Winter Ecology	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: The inclusion of a Winter Ecology course in the undergraduate biology curriculum addresses a critical need to expose students to the dynamics of seasonal ecosystems. While many biology courses focus on ecological processes during temperate growing seasons, relatively little attention is given to the winter period, despite its profound influence on organisms, ecosystems, and ecological theory. Winter presents unique physiological, behavioral, and ecological challenges for both terrestrial and aquatic species, offering an essential perspective on the adaptability and resilience of life.

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

Biological Sciences – Course Inactivations			
Title	**Credits**	**Committee Action**	**Motion | Second**
BIOL 211: Ecosystem Biology	**4**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**
UCC Discussion: Course is being inactivated as part of an effort to clean up the list of biology courses. This course has not been offered in ~10 years. The department does not plan to offer this course in the future.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
BIOL 211L: Ecosystem Biology Laboratory	**1**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**
UCC Discussion: Course is being inactivated as part of an effort to clean up the list of biology courses. This course has not been offered in ~10 years. The department does not plan to offer this course in the future.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
BIOL 333: Marine Biology	**3**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**
UCC Discussion: This course has not been offered since Fall 2022, there is no faculty member with expertise in this field, and there is low student demand for this course.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
BIOL 335: Invertebrate Zoology	**3**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**
UCC Discussion: This course has not been offered in many years, there is no faculty member with expertise in this field, and there is low student demand for this course.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
BIOL 335L: Invertebrate Zoology Laboratory	**1**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**
UCC Discussion: This course has not been offered in many years, there is no faculty member with expertise in this field, and there is low student demand for this course.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			

BIOL 433: Marine Invertebrate Communities	**3**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**

UCC Discussion: This course has not been offered in many years, there is no faculty member with expertise in this field, and there is low student demand for this course.

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

Business – Program Modifications

Program	**Degree**	**Committee Action**	**Motion | Second**
3104: Accounting: General Accounting	**BS**	**Program Modification - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: 1.) CISB 205 will provide students with higher level skills, particularly in working with spreadsheets and databases. 2.) BUGB 349 is going to be inactivated; the replacement course is BUGB 351.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Change 1: Replace CISB 101 with CISB 205 as a Foundation Course. CISB 101-Business Information Technology: Introduction to computing and software, including computing systems in a business environment and applicable software. (no prerequisites) CISB 205-Advanced Business Software: Use of electronic spreadsheets and database management software. Lectures, demonstrations, and hands-on projects. Developing customized applications with macros in spreadsheets. Creating tables, reports, forms, and queries to creating appropriate relationships and developing customized database software applications. (no prerequisites) Change 2: Replace BUGB 349 with BUGB 351. BUGB 349-Legal Environment of Business: Legal framework of business including foundations of the American legal system, anti-trust law, property law, contracts and sales, negotiable instruments, agency relationships, torts, labor law, international business law and the social environment of business. BUGB 351-Business Law I: Law and legal reasoning. Court systems, constitutional law, business ethics, torts, criminal law, intellectual property, privacy, internet and cyber law. Contracts, sales, product liability, and agency and employment law.

3108: Accounting: Public Accounting	BS	Program Modification - Approved (2/27/25)	Gurka | Bickham

UCC Discussion: 1.) CISB 205 will provide students with higher level skills, particularly in working with spreadsheets and databases. 2.) BUGB 349 is going to be inactivated; the replacement course is BUGB 351.

Change Item Description	Department Justification
List all proposed changes to the program:	Change 1: Replace CISB 101 with CISB 205 as a Foundation Course. CISB 101-Business Information Technology: Introduction to computing and software, including computing systems in a business environment and applicable software. (no prerequisites) CISB 205-Advanced Business Software: Use of electronic spreadsheets and database management software. Lectures, demonstrations, and hands-on projects. Developing customized applications with macros in spreadsheets. Creating tables, reports, forms, and queries to creating appropriate relationships and developing customized database software applications. (no prerequisites) Change 2: Replace BUGB 349 with BUGB 351. BUGB 349-Legal Environment of Business: Legal framework of business including foundations of the American legal system, anti-trust law, property law, contracts and sales, negotiable instruments, agency relationships, torts, labor law, international business law and the social environment of business. BUGB 351-Business Law I: Law and legal reasoning. Court systems, constitutional law, business ethics, torts, criminal law, intellectual property, privacy, internet and cyber law. Contracts, sales, product liability, and agency and employment law.

3125: Business Administration: Finance	BBA	Program Modification - Approved (1/23/25)	Hawkins | Bickham

UCC Discussion: 1) Inclusion of FINA 300 Personal Finance and FINA 310 Risk Management in the finance nucleus will strengthen our Finance concentration. In addition, FINA 310 Risk Management is listed as one of the required courses of Actuarial Science (AS) concentration in the Mathematics and Statistics department. 2) FINA 425 Portfolio Management and FINA 426 Advanced Portfolio Management are no longer offered and should be removed from the finance nucleus. 3) Hours increased due to the additions/subtractions above. 4) Course sequencing updated to reflect course additions and subtractions above.

Change Item Description	Department Justification
List all proposed changes to the program:	1) FINA 300 Personal Finance (1 credit) and FINA 310 Risk Management (3 credits) are added to the finance nucleus. 2) FINA 425 (2 credits) and FINA 426 (2 credits) removed and replaced with FINA 420 Security Analysis and Portfolio Management (3 credits) in the finance nucleus. 3) Total hours in program-specific requirements increased from 46 to 49 and general elective credits changed from 16

to 13. Total hours remained the same.
4) Course sequencing updated.

3165: Computer Information Systems	**BS**	**Program Modification - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: BUGB 349 is going to be inactivated; the replacement course is BUGB 351.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Replace BUGB 349 with BUGB 351 in the Program Specific Requirements and Suggested Course Plan. BUGB 349-Legal Environment of Business: Legal framework of business including foundations of the American legal system, anti-trust law, property law, contracts and sales, negotiable instruments, agency relationships, torts, labor law, international business law and the social environment of business. BUGB 351-Business Law I: Law and legal reasoning. Court systems, constitutional law, business ethics, torts, criminal law, intellectual property, privacy, internet and cyber law. Contracts, sales, product liability, and agency and employment law.

Business – Course Modifications

Title	**Credits**	**Committee Action**	**Motion | Second**
ACCT 202: Principles of Managerial Accounting	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	**Old**	**New**

ACCT 401: Governmental & Nonprofit Accounting	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Added Non profit accounting to the title and catalog description to better reflect course content. The title of the textbook in use (and has been for years) is Accounting for Governmental Nonprofit Entities. The course covers accounting for both governmental and nonprofit entities. This change better describes the course. 2) Topical outline, SLOs, typical semester offered, and academic preparation and student engagement minutes were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course name:	Governmental Accounting	Governmental Nonprofit Accounting

ACCT 473: Fraud Legalities	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) Changing the prerequisite to simply BUGB 351 as BUGB 349 is going to be inactivated; the replacement course is BUGB 351. 2.) Modifying SLOs to align with senior level course.

Change Item Discussion	Old	New
Prerequisites:	BUGB 349 or BUGB 351	BUGB 351

ACCT 475: Fraud Examination	3	Course Modification - Approved (2/27/25)	Stern | Bickham

UCC Discussion: 1.) Changing the prerequisite in part from BUGB 349 or BUGB 351 to simply BUGB 351 as BUGB 349 is going to be inactivated; the replacement course is BUGB 351. 2.) Modifying SLOs to align with senior level course.

Change Item Discussion	Old	New
Prerequisites:	BUGB 349 or BUGB 351; ACCT 470; ACCT 471; and Senior Standing	BUGB 351; ACCT 470; ACCT 471; and Senior Standing

BUGB 231: Survey of Business Law	3	Course Modification - Approved (10/24/24)	Stern | Gurka

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

BUGB 352: Business Law II	3	Course Modification - Approved (11/14/24)	Stern | Bickham

UCC Discussion: 1.) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Minor grammatical changes to course description for clarity. 2.) Removed "or permission of instructor" from prerequisites, per current curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	BUGB 351 or permission of instructor	BUGB 351

ECON 201: Principles of Macroeconomics-GTSS1	3	Course Modification - Approved (11/14/24)	Stern | Bickham

UCC Discussion: Removing the prerequisite would give students greater flexibility in planning their coursework and following the recommended sequence. This course is accessible to freshmen. I surveyed universities in Colorado in Spring 2024 and found that all allow freshmen to enroll. Most universities do not require a prerequisite for ECON 201 with the expectation of the occasional algebra/English course. Two common issues with the current prerequisite are: 1. Students who are a credit or two short of being classified as sophomores but are in their third semester at CMU often need overrides to enroll. Some students may assume they cannot take the course and delay enrollment, potentially affecting their graduation timeline. 2. Students often postpone taking ECON 201 and ECON 202 until their junior or senior years. This delay can prevent them from exploring economics earlier and applying foundational knowledge in their upper-division courses.

Change Item Description	Old	New
Prerequisites:	Sophomore Standing	

ECON 202: Principles of Microeconomics-GTSS1	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: The prerequisite is intended to enforce a specific sequence for economics courses. However, ECON 201 and ECON 202 cover distinct content areas and do not build on each other. Although there is some overlap in basic concepts like supply and demand for about 2 to 3 weeks, the courses diverge significantly. ECON 202 addresses topics such as efficiency, elasticities, price determination, and market failures, which do not depend on ECON 201's content on GDP, unemployment, investment, and the business cycle. According to my research, only one university in Colorado requires students to take these courses in sequence, which is the reverse of our current order. In most Principles of Economics textbooks, microeconomics is presented before macroeconomics. Eliminating the prerequisite would offer students more flexibility and help them complete their requirements on time. Here are two main issues with the current prerequisite: 1. Course Availability: Macro is typically offered in the fall, while micro is offered in the spring. Online sections for these courses fill up quickly, causing potential delays of up to a year for students to complete the sequence. We often grant overrides to allow students to take ECON 202 first to avoid such delays. 2. Grade Requirements: Students who earn a D in ECON 201 cannot enroll in ECON 202. While this issue affects a small number of students, it forces them to retake a course with material they may not need, delaying their progress. Currently, students must achieve a C in ECON 201 but can graduate with a D in ECON 202. Removing this prerequisite would align grade requirements between the two courses and improve consistency. (The exception applies to students in economics or programs requiring upper-division economics courses.)

Change Item Description	Old	New
Prerequisites:	ECON 201	

ECON 343: Intermediate Microeconomic Theory	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Update to SLOs. The changes better reflect the content taught in the course and simplify, streamline, and update the language used. 2.) Addition of MATH 113 as a prerequisite. This course requires a lot of algebra, so this will ensure students have completed math before enrolling. Students are required to take MATH 113 for the degree, and this change will only enforce ordering. 3.) Update the Topical course outline to simplify the main topics instead of a week-by-week outline.

Change Item Description	Old	New
Prerequisites:	ECON 201 and ECON 202	ECON 201, ECON 202, and MATH 113

FINA 320: Fundamentals of Investments	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The catalog description and SLOs were updated to incorporate the application of data analytics into FINA 320. Data analytics is widely used in in the industry and this addition will better help prepare students.

Change Item Description	Old	New

Course description for the catalog:	Introduction to the theory and practices of investment valuation and management. Topics include: risk and return, investor objectives and strategies, the types and characteristics of investment instruments, the process of buying and selling securities, investment valuation and yields, and portfolio management.	Introduction to the theory and practices of investment valuation and management. Application of data analytics in the investment process. Topics include: risk and return, investor objectives and strategies, the types and characteristics of investment instruments, the process of buying and selling securities, investment valuation and yields, and portfolio management.

FINA 431: International Financial Management	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The catalog description and SLOs were updated to incorporate the application of data analytics into FINA 431. Data analytics is widely used in in the industry and this additional content will better help prepare students.

Change Item Description	**Old**	**New**
Course description for the catalog:	Theory and practices of financial management in an international product and capital marketplace. Topics include: the international flow of funds, exchange rate determinants and risk hedging, international arbitrage and interest rate parity, purchasing power parity and the international Fisher effect, instruments of international trade financing, multinational capital budgeting, multinational costs of capital, and multinational capital structure.	Theory and practices of financial management in international product and capital marketplaces. Application of data analytics to financial datasets. Topics include: international flow of funds, exchange rate determinants and risk hedging, international arbitrage and interest rate parity, purchasing power parity and the international Fisher effect, instruments of international trade financing, and multinational capital budgeting, costs of capital, and capital structure.

HMGT 299: Internship	**1-12**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) HMGT 200 was a prerequisite for HMGT 299. We are no longer teaching HMGT 200 (Management and Supervisory Skills for the Hospitality Industry) and the course is no longer necessary as a prerequisite to HMGT 299. It is currently listed as a prerequisite for HMGT 299 (Hospitality Internship). Therefore, we will remove prerequisite HMGT 200 from the HMGT 299. We also removed the GPA requirement as this is not enforceable in the registration system. 2) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical

course outline were added (info was not transferred when CIM was implemented). 3) Changed repeat policy. This is an internship class. The general structure remains the same. However, the experience would differ if the student repeats the course depending on where they are placed to complete the internship. Students may take up to 15 hours of credit since the experience will differ based upon the placement. Internships provide valuable hands-on learning opportunities for Hospitality students.

Change Item Description	Old	New
Prerequisites:	HMGT 200, GPA of 2.00 or higher, or permission of instructor	Permission of instructor
Please provide justification for repeatability:		This is an internship class. The general structure remains the same. However, the experience would differ if the student repeats the course depending on where they are placed to complete the internship.
Please explain change in repeatability:		Students may take up to 15 hours of credit since the experience will differ based upon the placement. Internships provide valuable hands-on learning opportunities for Hospitality students.

HRMA 371: Human Resource Management	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Updated the student learning outcomes to more closely align with the Society of Human Resource Management‘s (SHRM) Body of Applied Skills and Knowledge (BASK). Our program is currently aligned with the SHRM recommended curriculum and these updates will ensure the most up-to-date information.

Change Item Discussion	Old	New

HRMA 372: Employee Recruitment and Selection	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Updated the student learning outcomes to more closely align with the Society of Human Resource Management‘s (SHRM) Body of Applied Skills and Knowledge (BASK).2) Updated the terms typically offered from fall/summer to fall/spring. When the HRMA program went fully online, the semester offerings were changed. This edit is updating the typical semester to reflect when this course is actually taught.

Change Item Discussion	Old	New
Please indicate the semester(s) in which the course will typically be offered:	Fall Summer	Fall Spring

HRMA 474: Training and Development	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Updated the student learning outcomes to more closely align with the Society of Human Resource Management‘s (SHRM) Body of Applied Skills and Knowledge (BASK). 2) Updated the terms typically offered from fall/spring to just fall. When the HRMA program went fully online, the semester offerings were changed. This edit is updating the typical semester to reflect when this course is actually taught.

Change Item Discussion	Old	New
Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Fall

HRMA 475: Compensation and Reward Systems	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Updated student learning outcomes to more closely align with the Society of Human Resource Management‘s (SHRM) Body of Applied Skills and Knowledge (BASK).

Change Item Discussion	Old	New

HRMA 478: Advanced Human Resource Management	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Updated the student learning outcomes to more closely align with the Society of Human Resource Management‘s (SHRM) Body of Applied Skills and Knowledge (BASK).Reformatted topical course outline to be more clear.

Change Item Discussion	Old	New

Business – Course Additions

Title	Credits	Committee Action	Motion | Second
BUGB 300: Essential Excel Skills for Business	**1**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is being created to give students seeking BBA degrees working knowledge of Excel to prepare them to be successful entry-level business professionals. This course will be an upper-division, one-credit-hour elective for students with basic Excel experience who want to learn common Excel skills that every graduate of a business degree should master. While this course is open to students in any discipline, it is primarily intended for BBA majors. It is worth noting that CMU does not currently have a 1-credit Excel course that teaches higher-level content. The Community Education Center has Excel courses, but those do not include the higher-level topics that will be taught in this course.

Change Item Discussion	Old	New
New Proposal: No differences to report		

CISB 301: Digital Forensics	**3**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: CISB 221 Introduction to Digital Forensics is changing to a 3xx--level course (CISB 301) to reinforce its position as a critical component of the upper-division cybersecurity curriculum and aligns with industry and academic standards.

Many universities in Colorado offer digital forensics courses at the 300-level or higher, further supporting the justification for this change:
i. Metropolitan State University of Denver offers a 300-level course titled CIS 3680: Digital Forensics as part of their Computer Information Systems (CIS) program.
ii. University of Colorado Denver includes CRJU 3320: Digital Forensics in their Criminal Justice program.
iii. Colorado Technical University, based in Colorado Springs, offers digital forensics coursework that typically falls within the 300-level range, particularly in their cybercrime or information technology-related programs.
Renumbering CISB 221 will thus aid in the course transfer process between state institutions.

The change enhances the academic rigor of the course and makes the certificate program more appealing to students looking for advanced studies in cybersecurity, and upper division elective credits.

Change Item Discussion	Old	New
New Proposal: No differences to report		

Business – Course Inactivations

Title	Credits	Committee Action	Motion | Second
BUGB 349: Legal Environment of Business	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The content and book of BUGB 349 and 351 is basically the same. The following programs have BUGB 349 as a requirement. Public and General Accounting, Construction Management, and Computer Information Systems. In preparing this proposal, each of the stakeholders in those areas were consulted about the replacement. Each of stakeholders were in favor of replacing BUGB 349 with additional sections of BUGB 351 to meet overall demand in each area.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Title	Credits	Committee Action	Motion | Second
CISB 221: Introduction to Digital Forensics	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: We propose inactivating CISB 221: Intro to Digital Forensics and switch it with CISB 301 to meet the accreditation and certificate requirements, which mandate a minimum number of upper-division course hours. • CISB 301 is an available upper-division course number. • CISB 221 covers advanced topics in cybersecurity, necessitating an upper-division course number. Replacing CISB 221 with a 300-level course aligns with industry norms and reflects the increasing complexity and scope of digital forensics. Many universities in Colorado offer digital forensics courses at the 300-level or higher, further supporting the justification for this change: i. Metropolitan State University of Denver offers a 300-level course titled CIS 3680: Digital Forensics as part of their Computer Information Systems (CIS) program. ii. University of Colorado Denver includes CRJU 3320: Digital Forensics in their Criminal Justice program. iii. Colorado Technical University, based in Colorado Springs, offers digital forensics coursework that typically falls within the 300-level range, particularly in their cybercrime or information technology-related programs. Replacing CISB 221 with CISB 301 will thus aid in the course transfer process between state institutions. Updating the course number to 301 reinforces its position as a critical component of the upper-division cybersecurity curriculum and aligns with industry and academic standards. The change enhances the academic rigor of the course and makes the certificate program more appealing to students looking for advanced studies in cybersecurity, and upper division elective credits.

Change Item Description	Old	New
Delete Proposal: No differences to report		

FINA 425: Portfolio Management	**2**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: FINA 420 Security Analysis and Portfolio Management is substituted for FINA 425 and FINA 426 because FINA 420 require students who actively involves in Student Investment Advisory Committee to prepare for a portfolio performance report and present it to stakeholders (CMU Board of Trustees) for learning purposes. FINA 420 students will take a leading role in the CMU Finance Club voting and selecting securities for the CMU Student-Managed Investment Fund. Students who have taken FINA 425 will not need to take FINA 420.

Change Item Description	Old	New
Delete Proposal: No differences to report		

FINA 426: Advanced Portfolio Management	**2**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: FINA 420 Security Analysis and Portfolio Management is substituted for FINA 425 and FINA 426 because FINA 420 require students who actively involves in Student Investment Advisory Committee to prepare for a portfolio performance report and present it to stakeholders (CMU Board of Trustees) for learning purposes. FINA 420 students will take a leading role in the CMU Finance Club voting and selecting securities for the CMU Student-Managed Investment Fund. Students who have taken FINA 426 will not need to take FINA 420.

Change Item Description	Old	New
Delete Proposal: No differences to report		

HMGT 102: Travel Industry II	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet.

Change Item Description	Old	New
Delete Proposal: No differences to report		

HMGT 199: Employment Concepts	**1**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet.

Change Item Description	Old	New
Delete Proposal: No differences to report		

HMGT 200: Management and Supervisory Skills for the Hospitality Industry	**3**	**Course Inactivation - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: HMGT 200 will be removed in an effort to clean up courses that were approved years ago and not currently used, we are going to inactivate them from CIM instead of updating the SLOs.

Change Item Discussion	**Old**	**New**
Delete Proposal: No differences to report		

HMGT 201: Management in the Travel Industry I	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet. This course has never been offered.

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

HMGT 211: Travel Destinations	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet. This course has never been offered.

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

HMGT 215: Computerized Reservations	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet. This course has never been offered.

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

HMGT 217: Hotel Operations	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet.

Change Item Description	Old	New
Delete Proposal: No differences to report		

HMGT 218: Housekeeping Operations	3	Course Inactivation - Approved (11/14/24)	Stern | Bickham

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet. This course has never been offered.

Change Item Description	Old	New
Delete Proposal: No differences to report		

HMGT 241: Food and Beverage Operations	3	Course Inactivation - Approved (11/14/24)	Stern | Bickham

UCC Discussion: This deactivation aims to clean up courses that were approved years ago and not currently used. This will allow us to focus on improving enrollment for the AAS program in the future and reactivate these courses when and if they are needed. This course is not currently required on any program sheet. This course has never been offered.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Computer Science and Engineering – Program Modifications

Program	Degree	Committee Action	Motion | Second
1364: Cybersecurity	PCT	Program Modification – Approved (11/14/24)	Stern | Bickham

UCC Discussion: Campus wide we have standardized on Cybersecurity (cybersecurity) to refer to the program and center. This is bringing the certificate in-line with that naming scheme. Filled in SLO mapping as required.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Updated title and abbreviated program name to Cybersecurity. 2) Updated learning outcomes 4 and 5 to change cyber security to cybersecurity and filled in the courses and assessment columns. 3) Filled in SLO mapping.
Describe discussions about this proposal within the department and outcomes.	CSCI faculty and the CSE department head discussed this change in Fall 2024 and all responding parties agreed to the changes to make it consistently named.

1703: Data Science	PCT	Program Modification – Approved (1/23/25)	Stern | Bickham

UCC Discussion: STAT 435: Time Series will be inactivated by the Dept of Math and Stat so it is being removed from the program. The STAT 435 course was never offered and other suitable courses remain in the elective list so there is no effect on the program.

Change Item Description	Department Justification

List all proposed changes to the program:	Remove STAT 435: Times Series from the list of concentration electives. and hence from the course sequencing.

3180: Construction Management	**BS**	**Program Modification – Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) CONC 101 - Construction Safety Regulations (Course delivered by CMU Tech) no longer offers the OSHA 10-hour as an outcome of the course. 2) Allow CM Student to have more control over the courses required under the ESSL Social and Behavioral Sciences. 3) Business department is inactivating BUGB 349. BUGB 351 will be a satisfactory replacement. Updated suggested course sequencing to accommodate fall as typical semester offered for BUGB 351. 4) MATH 114 is replacing MATH 130 in this program. This new course, MATH 114: Trigonometry and Analytic Geometry, is intended to phase in to replace MATH 130: Trigonometry. This new course will eliminate some of the analytical trigonometry topics, such as proving trig identities, in favor of analytical geometry topics more suitable for Construction Management majors.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Remove "Graduates of the Construction Management program will possess an OSHA 10-hour safety card upon graduation." from the Program Overview. 2. Under the ESSL Social and Behavioral Science requirement, change the requirement from ECON 201 and ECON 202 to "Select one other Social and Behavioral Science Course" to allow the CM student to choose one or the other to fulfill three of the six credit hour requirement, thus allowing students to choose any Social and Behavioral Science course approved by the University for the ESSL requirement to fulfill the other three credit hours. 3. Remove the BUGB 349 - Legal Environment of Business from program requirement and replace with BUGB 351 - Business Law I. Updated suggested course sequencing accordingly. 4. Remove MATH 130 from the Foundation Courses and replace it with MATH 114 and update the Suggested Course Plan accordingly.

M451: Cybersecurity	**MNR**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: CISB 221 Introduction to Digital Forensics is being inactivated and replaced with CISB 301 Digital Forensics thus the reason for the change to Cybersecurity Minor.
Many universities in Colorado offer digital forensics courses at the 300-level or higher, further supporting the justification for this change:
i. Metropolitan State University of Denver offers a 300-level course titled CIS 3680: Digital Forensics as part of their Computer Information Systems (CIS) program.
ii. University of Colorado Denver includes CRJU 3320: Digital Forensics in their Criminal Justice program.
iii. Colorado Technical University, based in Colorado Springs, offers digital forensics coursework that typically falls within the 300-level range, particularly in their cybercrime or information technology-related programs.
Renumbering CISB 221 to CISB 301 will thus aid in the course transfer process between state institutions.

The change enhances the academic rigor of the course and makes the certificate program more appealing to students looking for advanced studies in cybersecurity, and upper division elective credits.

Change Item Description	Department Justification
List all proposed changes to the program:	Remove CISB 221 Introduction to Digital Forensics and replace it with CISB 301 Digital Forensics in the SLO table and Program Specific Requirements.

Computer Science and Engineering – Course Modifications

Title	Credits	Committee Action	Motion | Second
CSCI 104: Intro to Computer Hardware	**1**	**Course Modification - Approved**	**Stern | Bickham**

UCC Discussion: 1) Added academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs. This information did not transfer when CIM was implemented. 2) Minor edits were made to the catalog description for readability.

Change Item Description	Old	New
Course description for the catalog:	Computer hardware introduction. Includes purchase, maintenance and repair of computer hardware (desktops, laptops, servers and mobile devices, wired and wireless network hardware) in individual and corporate settings.	Computer hardware introduction. Includes purchasing, maintenance, and repair of computer hardware, including desktops, laptops, servers and mobile devices, and wired and wireless network hardware in individual and corporate settings.

CSCI 110: Beginning Programming	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1) Changed pre-req from "MATH 110 or higher" to "MATC 092 or MATH 110 or higher" to include students on the calculus track. MATH 110 is not required for majors requiring calculus. This causes problems for students who eventually need to take calculus but don't place into MATH 119 or MATH 119A. If these students don't place high enough on the ALEKS placement exam, they need to take MATC 092, then retake the ALEKS. Modifying the prereq for CSCI 110 to include MATC 092 allows students to get into a programming class their first semester while ensuring they're making progress toward their math requirements. 2) Minor cleanup on Topical Outline to remove unnecessary elements.

Change Item Description	Old	New
Prerequisites:	MATH 110 or higher (may be taken concurrently)	MATC 092 or MATH 110 or higher (may be taken concurrently)

CSCI 110L: Beginning Programming Laboratory	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1) Changed pre-req from "MATH 110 or higher" to "MATC 092 or MATH 110 or higher" to include students on the calculus track. MATH 110 is not required for majors requiring calculus. This causes problems for students who eventually need to take calculus but don't place into

MATH 119 or MATH 119A. If these students don't place high enough on the ALEKS placement exam, they need to take MATC 092, then retake the ALEKS. Modifying the prereq for CSCI 110 to include MATC 092 allows students to get into a programming class their first semester while ensuring they're making progress toward their math requirements. 2) Minor cleanup on Topical Outline to remove unnecessary elements.

Change Item Description	Old	New
Prerequisites:	MATH 110 or higher (may be taken concurrently)	MATC 092 or MATH 110 or higher (may be taken concurrently)

CSCI 206: Progressive Web App Development | **3** | **Course Modification - Approved (1/23/25)** | **Stern | Bickham**

UCC Discussion: 1) Changed course title from Web Page Design to Progressive Web App Development. The course content is not changing. The title is being updated to more accurately reflect current terminology for this work. This is a fundamental course in the Web application development sequence: CSCI 106, CSCI 206, and CSCI 306. The change in the title is intended to reflect the changing technology that allows development of a web application even if the website is not available (for example, how Google Docs or Office 365 works when you are not connected to Wifi or the Internet). When the course was first developed, only web pages existed, but now we're in a world with web applications beyond standard web pages. The content of this course has included progressive web applications for years, the title is now being updated to modern terminology. The titles for CSCI 106 and 306 will be updated next year. 2) Course description was cleaned up to include progressive web applications. 3) Topical course outline and SLOs were modified to match course content more accurately.

Change Item Description	Old	New
Course name:	Web Page Design II	Progressive Web App Developmnt
Course description for the catalog:	Exploration of the technologies for creating websites. Topics include using JavaScript, HTML, and CSS in the creation of functional websites while developing relevant skills. Continuation of CSCI 106.	Practical use of the technologies for creating active websites. Includes design and construction of a progressive web application. Continued coverage of CSCI 106 technologies, including HTML, CSS, and libraries like bootstrap/angular.

CSCI 333: Unix Operating Systems | **3** | **Course Modification - Approved (12/5/24)** | **Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes filled in (previously blank). 2) Typical semesters offered, SLOs and Topical Course Outline added (previously not transferred into CIM). 3) Updated course description to reflect course covers both Unix and Linux. 4) Updated course name for lower case Unix as UNIX is a trademark and Unix represents both Unix and Linux.

Change Item Description	Old	New

Course description for the catalog:	Introduction to systems programming with UNIX. Topics covered include elementary and advanced user commands, file handling, process control, library routines, device drivers, shell programming, and UNIX utilities.	Introduction to systems programming with Unix/Linux. Topics covered include: elementary and advanced user commands, file handling, process control, library routines, device drivers, shell programming, and Unix/Linux utilities.
Course name:	UNIX Operating Systems	Unix Operating Systems

CSCI 337: User Interface Design	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Typical semester offered, academic engagement and student prep minutes, topical course outline, and SLOs were entered. This information did not transfer when CIM was implemented.

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

CSCI 345: Video Game Design	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Added academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs. This information did not transfer when CIM was implemented. 2) Course description updated to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Exploration of game engine and development theory. Emphasis is on rendering, physics simulation, artificial intelligence, and optimization techniques used in the modern game construction. Students will develop at least three games during the semester.	Exploration of game engine and development theory. Emphasis is on rendering, physics simulation, artificial intelligence, and optimization techniques used in the modern game construction.

CSCI 405: Mobile Application Development	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Added typical semester offered, academic engagement and student preparation minutes, topical course outline, and SLOs. Info was not transferred when CIM was implemented. 2) Changed prereq from "CSCI 250, CSCI 337 or CSCI 206, or permission of instructor" to CSCI 250 and CSCI 260. The Computer Science program has changed and CSCI 206 Intermediate Web Page Design is no longer regularly offered. The CSCI 260 Introduction to Database is a reasonable replacement for mobile application development and the great many topics involved. CSCI 337 was removed because the content specific to that course isn't necessarily required. The content in CSCI 250 and 260 is more relevant, and keeping the prereq list smaller helps with student schedule flexibility. Permission of instructor removed to align with Curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	CSCI 250, CSCI 337 or CSCI 206, or permission of instructor	CSCI 250 and CSCI 260

CSCI 460: Database Design	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: Added academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs. This information did not transfer when CIM was implemented.

Change Item Description	Old	New

CSCI 486: Artificial Intelligence	**3**	**Course Modification – Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Added Python to the list of languages in the course description. The AI topic is rapidly evolving due to generative AI and large language models such as ChatGPT. It's important to keep the course content current and appealing to students who use AI daily. 2. Added student prep and academic engagement minutes, typical semester offered, SLOs, and topical course outline. Information was not transferred when CIM was implemented.

Change Item Description	Old	New
Course description for the catalog:	Introduction to artificial intelligence programming with study of topics such as knowledge representation, expert systems, solution space search, non-deterministic algorithms (neural nets, genetic algorithms), etc. Programs will be written in a selected AI programming language such as Lisp or Prolog.	Introduction to artificial intelligence programming, with study of topics such as knowledge representation, expert systems, solution space search, non-deterministic algorithms (neural nets, genetic algorithms), etc. Programs will be written in a selected AI programming language, such as Lisp, Prolog, and Python.

ENGR 225: Introduction to Manufacturing	**3**	**Course Modification - Approved (10/24/24)**	**Gurka | Stern**

UCC Discussion: MAMT 106 (Geometric Tolerancing) and its pre/co-req MAMT 105 (Print Reading and Sketching) contain content that students should see before taking ENGR 225, thus MAMT 106 is being added as a pre-req.

Change Item Description	Old	New
Prerequisites:	ENGR 224	MAMT 106 and ENGR 224

ENGR 345: Engineering Integration I	**3**	**Course Modification - Approved (10/24/24)**	**Gurka | Stern**

UCC Discussion: Removed MAMT 106 (Geometric Tolerancing) from the prereq list and added MAMT 102 (Machining Fundamentals). MAMT 102 is a more relevant course to include as a prereq.

Change Item Description	Old	New

Prerequisites:	ENGR 224, ENGR 263, MAMT 106, and CSCI 130	ENGR 224, ENGR 263, MAMT 102, and CSCI 130

Computer Science and Engineering – Course Additions

Title	Credits	Committee Action	Motion | Second
CIVE 387: Structured Research	**1-3**	**Course Addition - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course was previously listed as CIVE 397, but the X97 course number is reserved for Practicum. To align with the Curriculum Policies and Procedures Manual, CIVE 397 was inactivated and this new Structured Research course is being proposed under the X87 number, a number reserved for research courses.

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

Title	Credits	Committee Action	Motion | Second
CSCI 399: Internship	**1-3**	**Course Addition - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: Cleaning up Computer Science courses. CSCI 393 is currently listed as Internship, but X93 is a number reserved for culminating experiences. We are inactivating CSCI 393 and proposing CSCI 399 in its place to follow the reserved course numbering scheme.

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

Title	Credits	Committee Action	Motion | Second
ENGR 387: Structured Research	**1-3**	**Course Addition - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course was previously listed as ENGR 397, but the X97 course number is reserved for Practicum. To align with the Curriculum Policies and Procedures Manual, ENGR 397 was inactivated and this new Structured Research course is being proposed under the X87 number, a number reserved for research courses.

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

Title	Credits	Committee Action	Motion | Second
ENGR 487: Structured Research	**1-3**	**Course Addition - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course was previously listed as ENGR 497, but the X97 course number is reserved for Practicum. To align with the Curriculum Policies and Procedures Manual, ENGR 497 was inactivated and this new Structured Research course is being proposed under the X87 number, a number reserved for research courses.

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

Computer Science and Engineering – Course Inactivations

Title	Credits	Committee Action	Motion | Second
CIVE 397: Structured Research	**1-3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course is intended to be a structured research course, but the X97 course number is reserved for Practicum. To align with the Curriculum Policies and Procedures Manual, this course is being inactivated and a new Structured Research course is being proposed under the X87 number, a reserved number for research courses.

Change Item Description	Old	New
Delete Proposal: No differences to report		

CONM 264: Mechanical/Industrial Systems	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Course is being inactivated because it is no longer offered as part of any program. It has not been taught in over 8 years. This course is listed as a prereq for CONM 480, but that course is inactive so no additional course modifications need to be made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

CSCI 321: Assembly Language Programming	**3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course was last offered in 2009. It is not a listed requirement or option on any program, and the department does not plan to offer it in the future.

Change Item Description	Old	New
Delete Proposal: No differences to report		

CSCI 380: Operations Research	**3**	**Course Inactivation - Approved (1/23/25)**	**Hawkins | Bickham**

UCC Discussion: CSCI 380 has not been offered since 2003 and the department has no plans to offer it in the future. Content from this course is covered in other computer science courses.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EECE 237: Embedded Software Engineering	**3**	**Course Inactivation - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: EECE 237 has been replaced by EECE 337 Embedded Systems (effective Fall 2024). The department decided to make EECE 237 a 300-level course to reflect the rigorous content and maintain equality in the rigor since the course will be cross-listed as a 300-level computer science course (CSCI 322).

Change Item Description	Old	New
Delete Proposal: No differences to report		

ENGR 397: Structured Research	**1-3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course is intended to be a structured research course, but the X97 course number is reserved for Practicum. To align with the Curriculum Policies and Procedures Manual, this course is being inactivated and a new Structured Research course is being proposed under the X87 number, a number reserved for research courses.

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

ENGR 497: Structured Research	**1-3**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course is intended to be a structured research course, but the X97 course number is reserved for Practicum. To align with the Curriculum Policies and Procedures Manual, this course is being inactivated and a new Structured Research course is being proposed under the X87 number, a number reserved for research courses.

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

Health Sciences – Program Modifications

Program	**Degree**	**Committee Action**	**Motion | Second**
1612: Practical Nursing	**TCT**	**Program Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Requiring PSYC 150 instead of any Social and Behavioral Science course aligns with the other CMU nursing program requirements for students to be able to apply to more than one nursing program. Added a 10-year time limit on science courses to ensure student preparation in those courses building on the prior science class knowledge.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Added PSYC 150 as a required Social and Behavioral Sciences course in the Essential Learning Requirements and replaced "Social and Behavioral Science course" with PSYC 150 in First Year Fall Semester of the course plan. 2. Added the following to the Program Overview: "Science courses will be accepted if they are within the last 10 years." 3. Edited footnote 2 in Suggested Course Plan to update time limit on science courses from five to ten years.
Describe discussions about this proposal within the department and outcomes.	Discussed in meeting with faculty and in meeting with all nursing programs on August 29, 2024. All in attendance were in agreement.

1615: Nursing	**AAS**	**Program Modification – Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) Making this change helps to align it with what the other programs are requiring. This also helps when students apply to the program. They are able to apply for more than one program because they all have similar prerequisite course requirements. 2.) Students complained about having too many clinical courses in their final semester. Making this switch helps students prepare for their national boards by having NURS 249 (Pharmacology) in the last semester. Plus, it helps students learn

to talk to their clients by having a mental health course and clinical rotation in the 2nd semester. 3.) Added a 10-year time limit on science courses to ensure student preparation in those courses building on the prior science class knowledge.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Essential Learning Core course requirement of "one Social and Behavioral Sciences, History, Natural Sciences, Fine Arts, or Humanities" is being changed to be specific. The course now required will be PSYC 150. Suggested Course Plan was updated accordingly. 2. Changing the order of courses being taken in the Suggested Course Plan. NURS 249 will be moved from Second Year Spring Semester to Third Year Spring Semester and NURS 252/252L will be switched from Third Year Spring Semester to Second Year Spring Semester. 3. Added the statement "Science courses will be accepted if they have been taken within the last 10 years." to the Program Overview.

1651: Surgical Technology AAS | **Program Modification - Approved (3/27/25)** | **Stern | Bickham**

UCC Discussion: 1 and 2.) Changing the credit hours for SUTE 200 and SUTEL 212 aligns more consistently with the content being taught. This change also allows the students to more easily transfer their Medical Terminology credits to another degree program or institution. 3.) Changed the semester offered for SUTE 230 to accurately reflect when this course is being taught. 4.) Changed SUTE 240 credit hours from 4 to 3 so it is consistent with SUTE 220 and 230 credit hours. Therefore, contact hours are the same in all SUTE clinical courses. 5 and 6.) The total program credits will be congruent with the semester credit hours offered.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Changed SUTE 200 from 2 credits to 3 in the Program Specific Requirements and Suggested Course Plan. 2. SUTE 212L changed credit hours from 3 to 2 in the Program Specific Requirements and Suggested Course Plan. 3. Changed SUTE 230 from summer to spring semester in suggested course sequencing. 4. Changed SUTE 240 credit hours from 4 to 3 in the Program Specific Requirements and Suggested Course Plan. 5. Total program credit hours will change from 66 to 65 credits, verbiage was updated in the Institutional Degree Requirements. 6. Program Specific Requirement credit total changed from 36 to 35.

3610: Nursing: LPN to BSN BSN | **Program Modification - Approved (12/5/24)** | **Gurka | Stern**

UCC Discussion: 1) Updated BSN student learning outcomes with more appropriate leveling of verb use. We also updated them to include more discipline specific wording as we align our curriculum for the new accrediting body's competency requirements. 2) The course alignment and assessment were not in current alignment with our 3- & 6-year report. Made updates to ensure alignment. 3) To align with the PN prerequisite course. The PN program is now requiring PSYC 150 instead of an option in the

Social & Behavioral Science Essential Learning category. This is a typical requirement of nursing programs. Adding clarity allows for pre-nursing students to apply to multiple nursing programs and not be excluded as a pathway towards being a nurse. We have multiple pathways towards obtaining a BSN. This helps to align it better and create options for students to have multiple paths. In addition, we are requiring BIOL 250/250L. This course is a requirement for several states to sit for the national licensure exam (NCLEX-RN). This allows students to be able to practice in more states if they choose instead of needing to take another class after they graduate if they wanted to practice in the states that require microbiology. Having both of these as prerequisite courses for the LPN-BSN also helps align the LPN-BSN program with the BSNt program. This helps to ensure the BSN programs are more equivalent to accreditors as well. They are one program with two tracks (pathways) to get a BSN as a prelicensure nursing program. 4) Added a 10-year time limit on science courses to ensure student preparation in those courses building on the prior science class knowledge.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Revised BSN student learning outcomes. 2. Updated the courses and assessment to be aligned with the current 3- & 6-year report. 3. Essential Learning Core course requirement of "Social and Behavioral Sciences" is being changed to be specific. The course now required will be PSYC 150. Suggested Course Plan was updated accordingly. BIOL 250/250L was also specified as the required course for Natural Science and Lab and the course plan was updated accordingly. 4. Added 10-year time limit for science courses in the Program Overview.

3611: Nursing **BSN** **Program Modification - Approved (12/5/24)** **Gurka | Stern**

UCC Discussion: 1) Updated BSN student learning outcomes with more appropriate leveling of verb use. We also updated them to include more discipline specific wording as we align our curriculum for the new accrediting body's competency requirements. 2) The course alignment and assessment were not in current alignment with our 3- & 6-year report. Made updates to ensure alignment. 3) Added a 10-year time limit on science courses to ensure student preparation in those courses building on the prior science class knowledge.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Revised BSN student learning outcomes. 2. Updated the courses and assessment to be aligned with the current 3- & 6-year report. 3. Added 10-year limit to science courses in the Program Overview.

3613: Nursing: RN to BSN **BSN** **Program Modification - Approved (12/5/24)** **Gurka | Stern**

UCC Discussion: 1) Updated BSN student learning outcomes with more appropriate leveling of verb use. We also updated them to include more discipline-specific wording as we align our curriculum for the new accrediting body's competency requirements. 2) The course alignment and assessment were not in current alignment with our 3- & 6-year report. Made updates to ensure alignment.

Change Item Description	Department Justification

List all proposed changes to the program:	1. Revised BSN student learning outcomes. 2. Updated the courses and assessment to be aligned with the current 3- & 6-year report.

Health Sciences – Program Additions

Program	Degree	Committee Action	Motion | Second
: Diagnostic Medical Sonography	**PCT**	**Program Addition – Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: The proposed diagnostic medical sonography program will create new employment opportunities for certified healthcare professionals while addressing the growing demand for sonographers both locally and statewide. This 14-month certificate program offers students an affordable and time-efficient way to gain expertise in a new diagnostic imaging specialization.

Change Item Description	Department Justification
New program proposal: no changes to report	

Health Sciences – Program Deletions

Program	Degree	Committee Action	Motion | Second
1606: Magnetic Resonance Imaging	**PCT**	**Program Deletion - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: The teach out plan was implemented and all students completed the course work and graduated in spring 2022. Specifically, there was only one student in the last cohort, who graduated in spring 2022.

Change Item Description	Department Justification
Delete Proposal: No differences to report	

3622: Radiologic Sciences	**BAS**	**Program Deletion - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: The individual teach-out plans were created for the five students who were enrolled in the program at the time of deactivation. All students completed the coursework and the last student graduated in fall 2022.

Change Item Description	Department Justification
Delete Proposal: No differences to report	

Health Sciences – Course Modifications

Title	Credits	Committee Action	Motion | Second
NURS 248: Adult Concepts of Health I	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	Old	New

Corequisites:	NURS 248, NURS 249, and NURS 250/NURS 250L	NURS 248, NURS 252/NURS 252L and NURS 250/NURS 250L

NURS 248L: Adult Concepts of Health I Laboratory	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	**Old**	**New**
Corequisites:	NURS 248, NURS 249, and NURS 250/NURS 250L	NURS 248, NURS 252/NURS 252L and NURS 250/NURS 250L

NURS 249: Pharmacological Concepts II	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course was changed in the sequence of program progression. Therefore, the prerequisites and corequisites changed.

Change Item Discussion	**Old**	**New**
Prerequisites:	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	NURS 251/251L and NURS 253/253L
Corequisites:	NURS 248/NURS 248L and NURS 250/NURS 250L	NURS 255/NURS 255L and NURS 256/256L

NURS 250: Health Assessment for Nurses	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	**Old**	**New**
Corequisites:	NURS 248/NURS 248L, NURS 249, and NURS 250L	NURS 248/NURS 248L, NURS 252/NURS252L, and NURS 250L

NURS 250L: Health Assessment for Nurses Laboratory	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	**Old**	**New**

Corequisites:	NURS 248/NURS 248L, NURS 249, and NURS 250	NURS 248/NURS 248L, NURS 252/NURS 252L, and NURS 250

NURS 251: Adult Concepts of Health II	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in prerequisite courses for all 3rd semester courses.

Change Item Discussion	**Old**	**New**
Prerequisites:	NURS 248/NURS 248L, NURS 249, and NURS 250/NURS 250L	NURS 248/NURS 248L, NURS 252/NURS 252L, and NURS 250/NURS 250L

NURS 251L: Adult Concepts of Health II Laboratory	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in prerequisite courses for all 3rd semester courses.

Change Item Discussion	**Old**	**New**
Prerequisites:	NURS 248/NURS 248L, NURS 249, and NURS 250/NURS 250L	NURS 248/NURS 248L, NURS 252/NURS 252L, and NURS 250/NURS 250L

NURS 252: Mental Health Concepts in Nursing	**2**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: NURS 252 and NURS 252L were moved from Third Year Spring to Second Year Spring in the Suggested Course Plan. This course, Mental Health Nursing, is a course that is needed prior to the last semester of the program and is foundational knowledge that will translate over to future courses. This better aligns with the course progression in the BSN program too. Moving these courses also caused a change in prerequisites and corequisites.

Change Item Discussion	**Old**	**New**
Prerequisites:	NURS 251, NURS 251L, NURS 253, and NURS 253L	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L
Corequisites:	NURS 252L, NURS 255, NURS 255L, NURS 256, and NURS 256L	NURS 248/NURS 248L and NURS 250/NURS 250L

NURS 252L: Mental Health Concepts in Nursing Laboratory	**2**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: NURS 252 and NURS 252L were moved from Third Year Spring to Second Year Spring in the Suggested Course Plan. This course, Mental Health Nursing, is a course that is needed

prior to the last semester of the program and is foundational knowledge that will translate over to future courses. This better aligns with the course progression in the BSN program too. Moving these courses also caused a change in prerequisites and corequisites.

Change Item Discussion	Old	New
Prerequisites:	NURS 251, NURS 251L, NURS 253, and NURS 253L	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L
Corequisites:	NURS 252, NURS 255, NURS 255L, NURS 256, and NURS 256L	NURS 248/NURS 248L and NURS 250/NURS 250L

NURS 253: Family Nursing Obstetrics and Pediatrics	**4**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in prerequisite courses for all 3rd semester courses.

Change Item Discussion	Old	New
Prerequisites:	NURS 248/NURS 248L, NURS 249, and NURS 250/NURS 250L	NURS 248/NURS 248L, NURS 252/NURS 252L, and NURS 250/NURS 250L

NURS 253L: Family Nursing Obstetrics and Pediatrics Laboratory	**2**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in prerequisite courses for all 3rd semester courses.

Change Item Discussion	Old	New
Prerequisites:	NURS 248/NURS 248L, NURS 249, and NURS 250/NURS 250L	NURS 248/NURS 248L, NURS 252/NURS 252L, and NURS 250/NURS 250L

NURS 255: Adult Concepts of Health III	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	Old	New
Corequisites:	NURS 252/NURS 252L, NURS 255L, and NURS 256/NURS 256L	NURS 249, NURS 255L, and NURS 256/NURS 256L

NURS 255L: Adult Concepts of Health III Laboratory	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: NURS 252 and NURS 252L were moved from Third Year Spring to Second Year Spring in the Suggested Course Plan. This course, Mental Health Nursing, is a course that is needed prior to the last semester of the program and is foundational knowledge that will translate over to future courses. This better aligns with the course progression in the BSN program too. Moving these courses also caused a change in prerequisites and corequisites.

Change Item Discussion	**Old**	**New**
Prerequisites:	NURS 251, NURS 251L, NURS 253, and NURS 253L	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L
Corequisites:	NURS 252, NURS 255, NURS 255L, NURS 256, and NURS 256L	NURS 248/NURS 248L and NURS 250/NURS 250L

NURS 256: Capstone	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	**Old**	**New**
Corequisites:	NURS 252/NURS 252L, NURS 255/NURS 255L, and NURS 256L	NURS 249, NURS 255/NURS 255L, and NURS 256L

NURS 256L: Capstone Laboratory	**2**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Moving NURS 252/252L from the 4th to the 2nd semester of the program and moving NURS 249 from the 2nd to the 4th semester required a change in corequisite courses for all 2nd semester and 4th semester courses.

Change Item Discussion	**Old**	**New**
Corequisites:	NURS 252, NURS 252L, NURS 255, NURS 255L, and NURS 256	NURS 249, NURS 255, NURS 255L, and NURS 256

NURS 300: Developing the Baccalaureate Role	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course outcomes were revised to update the verb alignment for an upper division course. 3. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course.

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

NURS 318: Health Assessment and Promotion	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	**Old**	**New**
Course description for the catalog:	Development of the knowledge necessary for completing health assessment across the life span. History taking, physical assessment skills, and principles of health promotion are utilized to develop appropriate interventions designed to assist clients with health promotion and prevention over the life span.	Development of knowledge necessary for completing health assessment using a holistic approach. History taking, physical assessment skills, and principles of health promotion are utilized to develop appropriate interventions designed to assist clients with health promotion, prevention, and anticipatory guidance over the life span.

NURS 318L: Health Assessment and Promotion Laboratory	**1**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Contact hours were corrected to match what is required for Laboratory courses. 2.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	**Old**	**New**
Course description for the catalog:	Application of techniques necessary for completing health assessments across the life span. Includes history taking, physical assessment skills, and principles of health promotion. Apply information to develop appropriate interventions designed to assist clients with health promotion and life style changes.	Application of techniques necessary for completing health assessments across the life span, including history taking, physical assessment skills, and principles of health promotion. Apply appropriate interventions to assist clients with health promotion, prevention, and lifestyle changes.

NURS 320: Health Assessment and Promotion for the Nurse	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course. 5. Academic engagement minutes, student preparation minutes, and semesters in which the course will typically be offered were added as they were previously not in CIM. This was done to have complete information in CIM.

Change Item Description	**Old**	**New**
Course description for the catalog:	Apply knowledge necessary for completing a child, adult, and geriatric client health assessment. Use history taking and physical assessment skills to develop appropriate interventions designed to assist clients with health promotion and lifestyle changes. Apply principles of health promotion through the life span in a variety of settings.	Application of professional knowledge, skills, and attitudes necessary for completing child, adult, and geriatric client health assessments. Utilization of information from a physical assessment to develop appropriate interventions to assist clients with health promotion and lifestyle changes. Application of principles for health promotion through the life span in a variety of settings is emphasized.

NURS 320L: Health Assessment and Promotion for the Nurse Laboratory	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course. 5. Academic engagement minutes, student preparation minutes, and semesters in which the course is offered were added as they were previously not in CIM. This was done to have complete information in CIM.

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

Course description for the catalog:	Application of knowledge necessary for completing a child, adult, and geriatric client health assessment. Use of history-taking and physical assessment skills to develop appropriate interventions designed to assist clients with health promotion and lifestyle changes. Application of principles of health promotion through the lifespan in a variety of settings.	Application of knowledge necessary to complete child, adult, and geriatric client health assessments. Focus on history taking and physical assessment skills to develop appropriate interventions designed to assist clients with health promotion and lifestyle changes. Integration of health promotion principles throughout the life span in various settings will be emphasized.

NURS 329: Adult Health	**4**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives. 4.) The title was changed from Advanced Adult Health I to Adult Health, so progression from a lower-level class in first semester (NURS 329/329L) to a higher level class in third semester (NURS 429/429L) can be seen in the name.

Change Item Description	**Old**	**New**
Course description for the catalog:	Exploration of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the nursing care needs of adults across the life span.	Exploration of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the nursing care needs of adult clients to achieve optimal functioning within various clinical settings. Emphasis on critical thinking skills, communication, the nursing process, prioritization, and teaching/learning strategies related to diverse adult clients with various health conditions.
Course name:	Advanced Adult Health I	Adult Health

NURS 329L: Adult Health Clinical	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Contact hours corrected to match requirements for Laboratory courses. 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description and matches the corequisite course. 3.) The title was changed from Advanced Adult Health I Laboratory to Adult Health Clinical to match the didactic class progression from 1st semester (NURS 329/329L) to third semester (NURS 429/429L). 4.) The word "laboratory" in the title was changed for "clinical" courses that are true clinical courses and discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for NURS 329.	Utilization of critical thinking and clinical judgement throughout the nursing process. Integrates previous learning to assist clients and families in achieving optimal functioning in various health care settings. Focusing on the role of the professional registered nurse as a care provider, teacher, manager, professional, and advocate to meet the nursing needs of diverse adult populations in clinical settings.
Course name:	Advanced Adult Health I Laboratory	Adult Health Clinical

NURS 333: Pharmacology for the RN	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 3.) The course name was changed from Basic Concepts of Pharmacology II to Pharmacology for the RN to show progression from their practical nurse (PN) pharmacology to the complex decision making related to pharmacology for the RN.

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

Course description for the catalog:	Exploration of advanced concepts of pharmacology within nursing with an emphasis on nursing process, drug doses, calculations, relevant assessments, and patient teaching.	Exploration of concepts of advanced pharmacology for a variety of body systems and disorders. Emphasis on making clinical decisions for patients related to safe medication administration, potential complications, complex dosage calculations, relevant assessments, effective treatments, and accurate client teaching.
Course name:	Basic Concepts of Pharmacology II	Pharmacology for the RN

NURS 350: Health Assessment Across the Lifespan	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	**Old**	**New**
Course description for the catalog:	Introduction to the basic skills of history taking and physical assessment of individuals through the lifespan. Emphasis on knowledge and skills necessary for conducting a systematic or focused health assessment and determining areas in which to implement health promotion activities. Foundation courses required. See program sheet for details.	Introduction to the basic skills of history taking and physical assessment of individuals across the lifespan, with a focus on the well adult. Emphasis on knowledge, skills, and attitudes necessary for conducting and documenting a systematic or focused health assessment.

NURS 350L: Health Assessment Across the Lifespan Laboratory	**1**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Contact hours updated to match requirements for Laboratory courses. 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	Old	New
Course description for the catalog:	Application of knowledge and clinical skills in obtaining a health history and performing a physical examination of individuals across the lifespan. Focus is on the practice and refinement of psychomotor, communication, and critical thinking skills with an emphasis on privacy, confidentiality, and safety. Foundation courses required. See program sheet for details.	Application of the basic skills of history taking, physical assessment of individuals, and documentation, with a focus on the adult client. Communication and assessment skills are developed. Students obtain health histories, perform physical and psychosocial assessments, establish a database, and formulate initial nursing plans using the nursing process.

NURS 353: Foundation of Nursing Practice	**4**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	Old	New
Course description for the catalog:	Introduction to the fundamentals of nursing practice and the knowledge required to implement patient-centered care through the lifespan in a variety of settings. Focus is on safety, basic nursing care, assessment, communication, documentation, and quality care.	Introduction to the fundamentals of nursing practice and the knowledge required to implement patient-centered care through the lifespan in a variety of settings. Focus is on evidence-based practice, safety, concepts basic to nursing care, the nursing process, communication, and quality care.

NURS 353L: Foundations of Nursing Practice Laboratory	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 3.) Contact hours were corrected.

Change Item Description	Old	New
Course description for the catalog:	Application of fundamental concepts and evidenced-based nursing skills in settings that provide safe learning opportunities. Sites include clinical labs, simulation labs, and an array of local healthcare facilities.	Application of fundamental concepts and evidenced based nursing skills in a variety of settings. Emphasis on performing basic nursing skills, documentation, and professional development as a student nurse. Focus is on providing safe care for diverse adult populations.

NURS 370: Pharmacology for Nurses I	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	Old	New
Course description for the catalog:	Introduction to drug therapy including specific drug classifications, terminology, theories and techniques of safe administration. Focus on nursing considerations, utilizing the nursing process, and becoming proficient at medication calculations. Major content includes the basic concepts of pharmacology, commonly prescribed drugs, drug effects on body tissues, responses to drug therapy, and principles of therapy in various circumstances and populations. Foundation courses required. See program sheet for details.	Introduction to the principles of pharmacokinetics, pharmacodynamics, and safe medication administration. Focus on the nursing process for various drug therapy circumstances and populations.

NURS 372: Professional Development I: Nursing Theory, Roles and Ethics	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	Old	New
Course description for the catalog:	Introduction to knowledge, skills, and attitudes related to nursing practice. Emphasis on history of professional nursing, nursing theory, legal, ethical, and safety issues. Exploration of principles of communication, time management, and critical thinking as they relate to the professional nurse.	Introduction to knowledge, skills, and attitudes related to nursing practice. Exploration of nursing history, theory, legal, ethical, and patient safety issues related to the professional nursing role. Emphasis on critical thinking, patient advocacy, evidence-based practice, time-management, bias, caring, and development of the professional nurse.

NURS 373: Acute and Chronic Illness I	**4**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	Old	New
Course description for the catalog:	Application of the nursing process in care of individuals and families experiencing deviations from usual levels of wellness. Exploration of pathophysiology of moderate intensity and relative stability. Emphasis on identification of coping mechanisms of individuals and families to assist in health recovery, health promotion, and the adoption of strategies for illness prevention.	Application of the nursing process in the care of adult patients experiencing acute and chronic medical-surgical conditions, while advocating for patients' individual needs. Emphasis on pathophysiology, treatment, prevention of disease, and the use of evidence-based practice, clinical reasoning, and critical thinking skills. Cultural, spiritual, and psychosocial influences and safety are considered in the care of diverse patient populations.

NURS 373L: Acute and Chronic Illness I Clinical	**4**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development

throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives. 4.) Contact hours were adjusted as they were incorrect.

Change Item Description	Old	New
Course description for the catalog:	Application of nursing process in care of individuals and families in acute and chronic health care settings. Emphasis on patient safety, health promotion, multi-disciplinary health care and the uniqueness of individual response to disease. Development of essential skills of assessment, problem identification, goal setting, application of interventions, evaluation of outcomes, cultural sensitivity, and critical thinking skills.	Application of the nursing process to care for adults experiencing medical-surgical conditions in acute and chronic healthcare settings. Emphasis on factors influencing individual client responses to illness and treatment. Development of critical thinking, clinical reasoning, and the utilization of evidence-based practice to understand health promotion and disease/injury prevention concepts to provide safe, competent, and ethical care.

NURS 388: Mental Health Nursing	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 3.) Formatting of corequisites cleaned up.

Change Item Description	Old	New
Course description for the catalog:	Introduction to patient-centered, culturally sensitive approach to needs of individuals, families, and groups experiencing alterations in mental health across the lifespan. Emphasis on theoretical knowledge and evidence-based practice to promote, maintain and restore mental and emotional health. Exploration of use of self as a therapeutic tool, principles of therapeutic relationships and communication and a knowledge-base of psychopathology.	Introduction to inclusive, patient-centered approaches to meet the needs of individuals, families, and groups experiencing alterations in mental health across the lifespan. Emphasis on theoretical knowledge to promote, maintain, and recover mental and emotional health using evidence-based practice. Exploration of use of self as a therapeutic tool and the principles of therapeutic relationships to promote optimal client outcomes.

Corequisites:	NURS 373/NURS 373L, and NURS 388L and NURS 394	NURS 373/NURS 373L, NURS 388L, and NURS 394

NURS 388L: Mental Health Nursing Clinical	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Contact hours correct to match requirements of Laboratory course. 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 3.) Formatting of corequisite cleaned up.

Change Item Description	**Old**	**New**
Course description for the catalog:	Application of theory in care of clients with a wide-range of psychiatric and/or mental health disorders across the lifespan. Emphasis on the nurse's role in various treatment settings and current treatment modalities. Development of proficiency in mental health practice with diverse populations. Emphasis on therapeutic use of self with individuals and groups in a variety of community-based settings.	Application of theory to identify and maximize mental health outcomes of clients with a variety of mental health disorders. Emphasis on the nurse's role in various treatment settings. Utilizing an inclusive, interdisciplinary approach with clients. Development of proficiency in mental health care and education with diverse populations. Application of the safe therapeutic use of self with mental health clients.
Corequisites:	NURS 373/NURS 373L, and NURS 388 and NURS 394	NURS 373/NURS 373L, NURS 388, and NURS 394

NURS 400: Nursing Research	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	**Old**	**New**
Course description for the catalog:	Exploration of evidence-based practices related to outcomes within the health care setting. Research questions relevant to clinical practice are developed and pursued.	Exploration of evidence-based practices within health care as it relates to nurses and client outcomes.

NURS 408: Health Information Systems	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course. 5. Academic engagement minutes, student preparation minutes, and semesters in which the course is offered were added as they were previously not in CIM. This was done to have complete information in CIM. 6. Prereq was changed from "RN degree at the associate or diploma level; permission of instructor; application in to HITS program" to "Admission to the RN to BSN program" for consistency with other RN to BSN courses.

Change Item Description	**Old**	**New**
Course description for the catalog:	Explores the use of information systems in health care and nursing practice. Examines current trends and issues in using, designing, and implementing heath care information systems, healthcare information management, decision support and knowledge management applications in the context of challenges facing healthcare organizations today. Explores legal and ethical issues as related to the protection of the privacy, confidentiality, and security of information in health care environments, utility of wide array of personal health information management and social networking tools in communicating health-related information.	Introduction to information systems in health care and nursing practice. Exploration of legal and ethical issues, management, and social networking tools in communicating health-related information. Emphasis on current trends and issues in using, designing, and implementing health care information systems, healthcare information management, decision support, and knowledge management applications.
Prerequisites:	RN degree at the associate or diploma level; permission of instructor; application in to HITS program	Admission to the RN to BSN program

NURS 409: Quality Assessment and Improvement in Health Care Settings	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course. 5. Academic engagement minutes, student preparation minutes, and semesters in which the course is offered were added as they were previously not in CIM. This was done to have complete information in CIM. 6. Prereq was changed from "permission of instructor" to "Admission to RN to BSN program" to align with other courses in the program.

Change Item Description	Old	New
Course description for the catalog:	Review of outcomes-based quality assessment and improvement methods. Focuses on techniques of measuring quality of care, customer satisfaction, and safety. Implementation of quality management programs, and creating a culture supporting adherence to best practices and standards.	Review of outcomes-based quality assessment and improvement methods. Implementation of quality management programs and creating a culture supporting adherence to best practices and standards. Emphasis on healthcare quality improvement to ensure client safety.
Prerequisites:	Permission of instructor	Admission to the RN to BSN program

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NURS 410: Population Health Nursing	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course. 5. Academic engagement minutes, student preparation minutes, and semesters in which the course is offered were added as they were previously not in CIM. This was done to have complete information in CIM.

Change Item Description	Old	New

Course description for the catalog:	Exploration of theoretical basis for community and population health and the role of the nurse. Exploration of microsystems, applications of transitions of care, financing concepts in the community setting, and analysis of the health of populations. Emphasis on health promotion, disease prevention, using epidemiology, environmental health, health policy, aggregates, systems, populations, community assessment, and community interventions.	Exploration of theoretical basis for community and population health and the role of the nurse. Includes microsystems, applications of transitions of care, financing concepts in the community setting, and analysis of the health of populations. Emphasis on health promotion, disease prevention, using epidemiology, environmental health, health policy, aggregates, systems, populations, community assessment, and community interventions.

NURS 410L: Population Health Nursing Laboratory	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course outcomes were revised to update the verb alignment for an upper division course. 3. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course.

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

NURS 418: Gerontological Nursing and Chronic Illness	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course outcomes were revised to update the verb alignment for an upper division course. 3. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course.

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

NURS 421: Population Health	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development

throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	Old	New
Course description for the catalog:	Approaches to care and finance in the community care setting. Application of population risk reduction used to develop nursing interventions for high-risk aggregates.	Analysis of population health and the role of the nurse within the community setting.

NURS 421L: Population Health Clinical	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Corrected contact hours to match requirements of Laboratory courses. 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description and matches the coreq course NURS 421. 3.) The word "laboratory" was changed for "clinical" in the title of the courses that are true clinical courses which discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	Old	New
Course description for the catalog:	Lab component required for NURS 421.	Application of the role of the nurse within community settings. Emphasis on developing critical thinking, diversity, and variations between acute care and community health settings to improve health outcomes.
Course name:	Population Health Laboratory	Population Health Clinical

NURS 427: Mental Health	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description.

Change Item Description	Old	New

Course description for the catalog:	Exploration of psychosocial integrity with emphasis on the function and responsibility of nursing in promoting and maintaining mental health of individuals and families. This course emphasizes communication and caring through the application of the therapeutic relationship and nursing process in the care and treatment of common clinical conditions/disorders.	Introduction to the role of nursing in treating mental health and illness for individuals and families. Emphasis will be on the promotion of health and maintenance of persons with mental health disorders. Developing proficiency in the management of clients in various community setting will be prioritized.

NURS 427L: Mental Health Clinical	**1**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was updated to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 3.) Contact hours were corrected. 4.) The word "laboratory" was changed for "clinical" courses that are true clinical courses and discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	**Old**	**New**
Course description for the catalog:	Approaches to psychosocial integrity with emphasis on the function and responsibility of nursing in promoting and maintaining mental health of individuals and families. Students will develop proficiency in working with psychiatric clients in various settings in the community.	Exploration of the techniques of psychosocial integrity, with emphasis on the function and responsibility of the nurse in the promotion and maintenance of the mental health of individuals and families. Students will develop proficiency in working with psychiatric clients in various settings in the community.
Course name:	Mental Health Laboratory	Mental Health Clinical

NURS 429: Complex Adult Health	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development

throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives. 4.) The title was changed from Adult Health II to Complex Adult Health, to show progression from a lower-level class in first semester (NURS 329/329L) to a higher level class in the third semester (NURS 429/429L) can be seen in the name.

Change Item Description	Old	New
Course description for the catalog:	Exploration of the role of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the complex medical and surgical health care needs of critically ill adult clients. Students are expected to integrate previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings.	Exploration of the role of the registered nurse as a provider of care for critically ill adult clients. Emphasis on using data for clinical reasoning and decision-making when working with clients in complex health situation. The focus is on clients and families achieving optimal functioning and/or improving diverse client outcomes.
Course name:	Adult Health II	Complex Adult Health

NURS 429L: Complex Adult Health Clinical	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives. 4.) The title was changed from Adult Health II Laboratory to Complex Adult Health Clinical, to show progression from a lower-level class in first semester (NURS 329/329L) to a higher level class in the third semester (NURS 429/429L) can be seen in the name. 5. The word "Laboratory" was changed for "clinical" in course titles that are true clinical courses and discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	Old	New

Course description for the catalog:	Integration of previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings. In addition to inpatient acute care units, the student will rotate through the critical care areas of the health care facility.	Exploration of the role of the registered professional nurse as care provider, teacher, manager, professional, and advocate in meeting the complex medical and surgical health care needs of adult clients. Integration of previous learning to assist the client and family to achieve optimal functioning in various complex health care situations and settings will be emphasized.
Course name:	Adult Health II Laboratory	Complex Adult Health Clinical

NURS 430: Leadership for the RN	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The topical course outline was updated to reflect current course content. 3. The course outcomes were revised to update the verb alignment for an upper division course.4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course.

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

NURS 430L: Leadership for the RN Laboratory	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes were also revised to accurately reflect what a student should be able to do at the completion of the course.

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

Course description for the catalog:	Application of theory into practice while functioning in a leadership and management capacity. Clarification of short and long-term career goals and plans for other aspects of entry into practice. Development and evaluation of individual learning objectives throughout the practice experience. Application of theory in the role of a mentor in a practice setting.	Application of theory into practice while functioning in a leadership and management role. Exploration of leadership concepts, skills, and problem-solving in a practice setting. Emphasis on communication skills, mentoring, and the promotion of safety for care delivery.

NURS 431: High Risk Obstetrics and Pediatrics	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	**Old**	**New**
Course description for the catalog:	Exploration of advanced concepts in the care of the high-risk child-bearing family and for children with complex health problems from birth through adolescence. Emphasizes special needs and complications during the prenatal experience and altered functioning.	Exploration of advanced concepts in the care of the high-risk childbearing family and children with complex health problems, from birth through adolescence. Emphasis of the whole person, culturally diverse, individualized care for special needs and complications during the maternal and child experience.

NURS 431L: High Risk Obstetrics and Pediatrics Clinical	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives. 4.) The word "laboratory" was changed for "clinical" in course titles

that are true clinical courses and discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	Old	New
Course description for the catalog:	Application of advanced concepts in the care of the high-risk child-bearing family and for children with complex health problems from birth through adolescence. Emphasizes special needs and complications during the prenatal experience and altered functioning.	Application of advanced concepts in the care of the childbearing family and children with complex health problems, from birth through adolescence.
Course name:	High Risk Obstetrics and Pediatrics Laboratory	High Risk Obstetrics and Pediatrics Clinical

NURS 432: Capstone Leadership for the RN	**4**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Courses were last revised in 2021 and needed revision to align with the new Essential competencies as outlined by the American Association of Colleges of Nursing which was approved by CCNE, the accrediting agency for CMU BSN programs. 2. The course description was updated to ensure alignment with the new Essentials and for accuracy with what is being taught in the course. 3. The course outcomes were revised to update the verb alignment for an upper division course. 4. Course outcomes and topical course outline were also revised to accurately reflect what a student should be able to do at the completion of the course.

Change Item Description	Old	New
Course description for the catalog:	Exploration of the registered nurse's role in healthcare through lifelong learning. Students will evaluate how professional development affects patient care, quality, and safety. The course will provide structure to develop and implement a formal professional plan to exhibit competency as a Baccalaureate-prepared nurse in an ever-changing practice environment.	Development of the baccalaureate-prepared registered nurse to provide quality healthcare through lifelong learning and professional development and the impacts of quality on patient care and safety. Emphasis on goals for professional development, and the importance of lifelong learning to deliver high quality and safe client care in an ever-changing practice environment.

NURS 449: Leadership	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	Old	New
Course description for the catalog:	Exploration of leadership and management theory utilized in development of characteristics of a nurse leader. The role of the professional nurse as a change agent in shaping health care for the future is explored.	Introduction of leadership roles and management functions in using ethical and legal leadership skills to problem solve in today's health care organizations. Development of a nurse leader as a change agent in shaping health care.

NURS 449L: Leadership Clinical	**1**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives. 4.) The word "laboratory" was changed for "clinical" in course titles that are true clinical courses and discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	Old	New
Course description for the catalog:	Application of leadership and management theory utilized in development of characteristics of a nurse leader. The focus is on the exploration and analysis of contemporary nursing practice and current evidence-based practice as the basis for nursing care in the clinical setting.	Application of leadership roles and management functions in using ethical and legal leadership skills to problem solve in today's health care organizations. Focusing on the analysis of contemporary nursing practice as the basis for nursing care.
Course name:	Leadership Laboratory	Leadership Clinical

NURS 457: Obstetrical Nursing	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	Old	New
Course description for the catalog:	Introduction to nursing care of the childbearing family. Emphasis is on growth and developmentally appropriate management of the health needs of the mother and neonate. Exploration of psychological, psychosocial, and pathophysiological changes of the population. Application of nursing process to gather and analyze data and formulate interventions for the obstetrical patient and neonate within culturally diverse families.	Introduction to nursing care of the childbearing family. Exploration of physiological, psycho-social, and cultural, ethical, and legal considerations related to conception, pregnancy, birth, and newborn care. Emphasis is on appropriate management of the health and illness related needs of the childbearing family, including the woman's needs and complications during the prenatal, intrapartum, and postpartum period.

NURS 458: Pediatric Nursing	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 2.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	Old	New

NURS 459L: Obstetrical and Pediatric Nursing Clinical	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	Old	New

Course description for the catalog:	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.	Application of the nursing process in the care of diverse childbearing families. Practice interdisciplinary collaboration to establish developmentally appropriate, family-focused plans of care. Exploration of nursing care in labor and delivery, post-partum, newborn, and pediatrics, incorporating physiological, psychosocial, and pathophysiological conditions of the population, while identifying normal transitions of the childbearing process and community support for patients and families.

NURS 470L: Capstone Clinical	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Student learning outcomes and outlines in the LPN to BSN program have not been revised in greater than five years. The reason for course revisions is due to our accrediting body, Commission on Collegiate Nursing Education, who adopted the American Association of Colleges of Nursing's (AACN) new Essentials. These outline specific competencies that must be demonstrated within our curriculum. To ensure we are meeting these criteria, we have made the following course changes: 1.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 2.) The course topical outline was changed to reflect changes in the course description and course objectives. 3.) The word "laboratory" was changed for "clinical" in course titles that are true clinical courses and discerns the difference between lab and clinical courses. This helps accreditors to immediately know the difference for courses with direct patient care (clinical in the name of the course) and which are laboratory (indirect patient care) courses (laboratory in the name of the course).

Change Item Description	**Old**	**New**
Course name:	Capstone Laboratory	Capstone Clinical

NURS 472: Professional Development II: Health Informatics	**2**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

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

Course description for the catalog:	Exploration of information systems in health care and nursing practice. Exploration of current trends and issues in using, designing, and implementing health care information systems, healthcare information management, decision support, and knowledge management applications. Introduction of legal and ethical issues, management, and social networking tools in communicating health-related information.	Exploration of the use of information systems in health care and nursing practice as related to patient care delivery, safety, and quality outcomes. Examines the effect of electronic health records on health care organizations' quality outcomes and safety, health care providers, governmental agencies, and consumer health. Explores legal/ethical issues in health information technology related to privacy, confidentiality, and security.

NURS 473: Acute and Chronic Illness II	**4**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	**Old**	**New**
Course description for the catalog:	Application of critical thinking skills and the nursing process in caring for individuals in the acute care setting. Emphasis on disease pathophysiology, patient teaching, and continuity of care upon discharge. Exploration of coping mechanisms, adaptation, and implementation of health care strategies in acute illness.	Exploration of multi-system disease processes to provide optimal levels of functioning within and outside of the acute care setting. Emphasis on complex critically ill or injured clients in high-stress situations.

NURS 473L: Acute and Chronic Illness II Clinical	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) The course description was changed to reflect current nursing practice expectations. This change ensures the content being taught is reflected in the description. 2.) The student learning outcomes were changed to ensure they are appropriate for the level of the course. (i.e. Junior or Senior level nursing students). The verbs show scaffolded competency development

throughout our program. 3.) The course topical outline was changed to reflect changes in the course description and course objectives.

Change Item Description	Old	New
Course description for the catalog:	Application of theory to complete comprehensive assessments and plan care for patients in acute and critical care. Exploration of health problems in critical care, emergency, medical-surgical units, invasive procedure labs, renal dialysis, specialized healthcare teams, and other acute care clinical areas. Introduction of the high-fidelity simulation lab.	Application of theory to complete comprehensive assessments to plan care for critically ill or injured clients within and outside of the acute care setting. Exploration of health problems in critical care, emergency, medical-surgical units, invasive procedure labs, specialized healthcare teams, and other acute care clinical areas.

SUTE 200: Medical Terminology in Surgical Technology	**3**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) Changing the credit hours from 2 to 3 (and associated academic engagement and student prep minutes) aligns more consistently with the content being taught. This change also allows the students to more easily transfer their Medical Terminology credits to another degree program or institution. 2) Changed prereqs to specify only "Admission to the Surgical Technology Program". Admission to the program requires the previously listed prerequisites to be completed before the program starts, which makes these requirements redundant. 3) SLOs were changed to align with the current accreditation curriculum requirements.

Change Item Description	Old	New
Credit hours:	2	3
Prerequisites:	Admission to the Surgical Technology Program, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150	Admission to the Surgical Technology Program

SUTE 212: Surgical Procedures and Instrumentation I	**4**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) The course description was modified to reflect the current content outlined per accreditation standards. The instrumentation content has been added which is now reflected in the description. 2) The course title was changed to Surgical Procedures and Instrumentation I. The addition of "instrumentation" in the title more accurately reflects the content being taught. 3) SUTE 230 was added as a co-req. SUTE 212 is an 8-week course and SUTE 230 is taught in the last 4 weeks of the spring semester, but because spring registration doesn't differentiate between first mod/second mod, the courses need to be listed as co-requisites so students don't run into registration issues.

Change Item Description	Old	New
Course name:	Surgical Procedures I	Surgical Procedures and Instrumentation I
Course description for the catalog:	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.	Exploration of surgical specialties, including but not limited to: general surgery, obstetrics and gynecologic, genitourinary, ear, nose, throat, oral, maxillofacial, pediatrics, and plastics. This course introduces the student to specialized instrumentation, surgical modalities, and a systems review of pathology, in conjunction with specific procedures performed for each surgical specialty.
Corequisites:	SUTE 212L, SUTE 218, and SUTE 220	SUTE 212L, SUTE 218, SUTE 220, and SUTE 230

SUTE 212L: Surgical Procedures and Instrumentation I Laboratory	**2**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) The course description was modified to reflect the current content outlined per accreditation standards. The instrumentation content has been added which is now reflected in the description. 2) The course title was changed to Surgical Procedures and Instrumentation I Lab to match the lecture. The addition of "instrumentation" in the title more accurately reflects the content being taught. 3) Changing the credit hours from 3 to 2 (and associated contact hours, academic engagement, and student prep minutes) to better align the course content and associated workload with the contact hours. 4) SUTE 230 was added as a co-req. SUTE 212/212L is an 8-week course and SUTE 230 is taught in the last 4 weeks of the spring semester, but because spring registration doesn't differentiate between first mod/second mod, the courses need to be listed as co-requisites so students don't run into registration issues.

Change Item Description	Old	New
Course name:	Surgical Procedures I Laboratory	Surgical Procedures and Instrumentation I Laboratory

Course description for the catalog:	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, ear, nose, throat, oral, maxillofacial, pediatrics, and plastics. This course introduces the student to specialized instrumentation, surgical modalities, and a systems review of pathology, in conjunction with specific procedures performed for each surgical specialty.
Corequisites:	SUTE 212, SUTE 218, and SUTE 220	SUTE 212, SUTE 218, SUTE 220, and SUTE 230

SUTE 218: Surgical Procedures and Instrumentation II	**4**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) The course description was modified to reflect the current content outlined per accreditation standards. The instrumentation content has been added which is now reflected in the description. 2) The course title was changed to Surgical Procedures and Instrumentation II. The addition of "instrumentation" in the title more accurately reflects the content being taught. 3) SUTE 230 was added as a co-req. SUTE 218 is an 8-week course and SUTE 230 is taught in the last 4 weeks of the spring semester, but because spring registration doesn't differentiate between first mod/second mod, the courses need to be listed as co-requisites so students don't run into registration issues.

Change Item Description	**Old**	**New**
Course name:	Specialty Surgical Procedures	Surgical Procedures and Instrumentation II
Course description for the catalog:	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.	Exploration of specific surgical specialties, including but not limited to: orthopedic, neurological, emergency trauma, ophthalmic, vascular, thoracic, and cardiac surgeries. The student will focus on specific procedures performed, specialized instrumentation, and surgical modalities of each specialty.
Corequisites:	SUTE 212/SUTE 212L and SUTE 220	SUTE 212/SUTE 212L, SUTE 220, and SUTE 230

SUTE 230: Surgical Clinical II	3	Course Modification - Approved (3/27/25)	Stern | Gurka

UCC Discussion: 1) This course will be offered in spring semester instead of summer (beginning in 2026). 2) SUTE 240 was removed as a coreq because SUTE 230 is now taught in the spring instead of the summer. SUTE 240 remains as a summer offering so the two courses cannot be taken at the same time. 3) SUTE 212/SUTE 212L, SUTE 218, and SUTE 220 were moved from prereqs to coreqs. Those four courses are taken the first 8 weeks of Spring and SUTE 230 is taken the last 4 weeks of Spring. Because of how the registration system sees courses offered in the spring (regardless of first-mod/second-mod scheduling), having those courses listed as prereqs will prevent students from being able to sign up for SUTE 230. Moving these courses from the prereq field to the coreq field will remove registration issues while ensuring students take them before taking SUTE 230.

Change Item Description	Old	New
Semester(s) in which the course will typically be offered:	Summer	Spring
Corequisites:	SUTE 240	SUTE 212/SUTE 212L, SUTE 218, and SUTE 220
Prerequisites:	SUTE 212/SUTE 212L, SUTE 218, and SUTE 220	

SUTE 240: Surgical Clinical III	3	Course Modification - Approved (3/27/25)	Stern | Gurka

UCC Discussion: 1) Changed SUTE 240 credit hours from 4 to 3 so it is consistent with SUTE 220 and 230 credit hours. Contact hours were reduced along with academic engagement and student prep minutes. The contact hours are the same in all SUTE clinical courses. 2) SUTE 230 was moved from being a co-req to being a pre-req. Because SUTE 230 was moved from summer to spring term, and SUTE 240 remains in the summer term, SUTE 230 has to be completed before SUTE 240.

Change Item Description	Old	New
Credit hours:	4	3
Prerequisites:	SUTE 212/SUTE 212L, SUTE 218, and SUTE 220	SUTE 212/SUTE 212L, SUTE 218, SUTE 220, and SUTE 230
Corequisites:	SUTE 230	

Health Sciences – Course Additions

Title	Credits	Committee Action	Motion | Second
DMSO 400L: Introduction to Cardiac Sonography Laboratory	1	Course Addition - Approved (2/27/25)	Stern | Bickham

UCC Discussion: This course is required for a new Diagnostic Medical Sonography Program. The course covers the introduction to cardiac sonography procedures and includes the topics of exam room set-up, patient preparation and education, and body ergonomics. Various echocardiography settings and their influence on a sonographer's approach and preparation will be discussed. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements.

Change Item Discussion	Old	New
New Proposal: No differences to report		

DMSO 409: Sonography Clinical Experience I	**11**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course is an introduction to sonography clinical education in the clinical environment and provides hands-on training in performing sonographic procedures, providing patient care, assessment, and clinical safety. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements. The number of clinical hours is calculated in accordance with the clinical experience requirements for national certification eligibility.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

DMSO 410: Sonography Principles and Instrumentation I	**2**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course will provide an introduction to the physical principles of ultrasound in diagnostic medical sonography. Analysis of the interaction of ultrasound and matter, the operation of the transducers, and the Doppler concepts will be covered as well as skills associated with image acquisition and optimization. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

DMSO 411: Cardiac Sonography Procedures I	**2**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course will by the introduction to sonography of the heart. The topics of basic embryology, anatomy, physiology, conduction system, and great vessels will be explored. Basic scanning positions, techniques, image protocols, and modes will be discussed as well as the principles of hemodynamics, cardiac cycle, ventricular function for a normal heart, and abnormal pathology. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

DMSO 419: Sonography Clinical Experience II	**2**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. this course will be an exploration of sonography clinical education in the clinical environment and will provide hands-on training in performing sonographic procedures, providing competent patient care, assessment, and clinical safety. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements. The number of

clinical hours is calculated in accordance with the clinical experience requirements for national certification eligibility.

Change Item Discussion	Old	New
New Proposal: No differences to report		

DMSO 420: Sonography Principles and Instrumentation II	**1**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course will cover the physical principles of ultrasound in diagnostic medical sonography and analysis of the advanced scanning techniques, image artifacts, and processing. Skills associated with image optimization and quality assurance will also be developed. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements.

Change Item Discussion	Old	New
New Proposal: No differences to report		

DMSO 421: Cardiac Sonography Procedures II	**3**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course is an introduction to advanced cardiac sonography procedures. Topics of transesophageal echocardiograms, treadmill, bicycle, pharmacological stress echograms, intracardiac imaging, structural heart interventions, cardiac surgeries, and common adult congenital deformities will be explored. Criteria, protocols, scanning requirements, measurements, and quantifications will also be analyzed for each procedure. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements.

Change Item Discussion	Old	New
New Proposal: No differences to report		

DMSO 429: Sonography Clinical Experience III	**12**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course covers the advancement of sonography clinical education in the clinical environment. The course provides hands-on training in performing sonographic procedures, providing patient care, assessment, and clinical safety. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements. The number of clinical hours is calculated in accordance with the clinical experience requirements for national certification eligibility.

Change Item Discussion	Old	New
New Proposal: No differences to report		

DMSO 430: Sonography Registry Review	**2**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course will cover the synthesis of diagnostic medical sonography concepts, principles, and procedures and includes preparation for the national certification examinations. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

DMSO 439: Sonography Clinical Experience IV	**9**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: This course is required for the new Diagnostic Medical Sonography Program. This course will demonstrate competency in the sonography clinical education and provides hands-on training in performing sonographic procedures with a higher level of autonomy, providing advanced patient care, assessment, and clinical safety. The course content is based on the National Education Curriculum for Sonography (NEC) and reflects the current sonography standards and guidelines which are aligned with the accreditation (CAAHEP) and certification (ARDMS) agencies' requirements. The number of clinical hours is calculated in accordance with the clinical experience requirements for national certification eligibility.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

Kinesiology – Program Modifications

Program	**Degree**	**Committee Action**	**Motion | Second**
3132: Kinesiology: Adapted Physical Education	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) KINE 250 has not been offered in many years. The degree allows course credits to be earned by completing KINE 250 or KINE 265. The proposed update would not require any course changes since all students currently take KINE 265 meet the degree requirement. 2.) The current senior seminar course (KINE 494) does not provide adequate professional development for students. A newly proposed course (KINE 394) will allow for better preparing students to plan for careers and graduate studies in kinesiology as it includes more relevant content and is offered earlier in the curriculum. 3-4.) Course sequencing under "Suggested Course Plan" has been updated to reflect these changes. Sequencing has also been adjusted to fit individual course changes (adding KINE 301 as a co/prerequisite for KINE 303/303L). 5.) Added required program SLOs which were previously left blank and better aligned institutional SLOs to align with program SLOs. 6.) Edited credit hours for KINE 499 in suggested course plan from 6 to 4 to correct an error. 7.) Corrected the suggested course plan to show KINE 211 and KINE 251 as an 'or' in second year fall. Added 3 credits of general electives to second year spring to correct the credit total for general electives and to keep the program total at 120.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Remove KINE 250 from the list of Foundation Courses and updated the Suggested Course Plan accordingly. 2) Remove KINE 494 from the list of Required Core Courses in the Program Specific Courses and added KINE

	394 in its place. Updated the Suggested Course Plan accordingly. 3) Moved KINE 301 from Third Year Spring to Third Year Fall in the Suggested Course Plan. 4) Moved KINE 420 from Third Year Fall to Third Year Spring in the Suggested Course Plan. 5) Filled in the SLO program table and aligned institutional SLOs. 6) Edited credit hours for KINE 499 in suggested course plan from 6 to 4 to correct an error. 7) Corrected the suggested course plan to show KINE 211 and KINE 251 as an 'or' in second year fall. Added 3 credits of general electives to second year spring to correct the credit total for general electives and to keep the program total at 120.

3137: Kinesiology: K-12 Education	**BA**	**Program Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1 and 2.) The current senior seminar course (KINE 494) does not provide adequate professional development for students. A newly proposed course (KINE 394) will allow for better preparing students to plan for careers and graduate studies in kinesiology as it includes more relevant content and is offered earlier in the curriculum. 3.) Since two institutional SLOs were not included realigned program SLOs with institutional SLOs.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Remove KINE 494 from the Program Specific Requirements and Fourth Year Fall Semester in the Suggested Course Plan. 2) Add KINE 394 to the Program Specific Requirements and Third Year Fall Semester in the Suggested Course Plan. 3) Aligned program SLOs with institutional SLOs, changed the assessment location for SLO 1 from KINE 494 to 497, and updated the assessment for SLO 1.

3138: Exercise Science	**BS**	**Program Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1-2) The current senior seminar course (KINE 494) does not provide adequate professional development for students, so it is being replaced with a newly proposed course (KINE 394). More than 10% of the content is different AND we are offering it earlier. Content has been added to KINE 394 (mock interviews, researching graduate programs and jobs, asking for letters of recommendation) to enable students to prepare for life after graduation. KINE 494 doesn't include these components, so students haven't learned about these ideas that are fundamental to being successful professionals. Also, many of our students pursue professional programs (physical therapy, occupation therapy, physician associate). These programs require years of intentional planning to gain experiences to make students competitive applicants. This includes volunteering, work, and extracurricular experiences. Our faculty has noticed that many students don't become aware of these necessary "extra" things until they are at the end of their degrees when it's "too late." Therefore, having KINE 394 earlier in the curriculum will increase awareness of these activities that students should be doing throughout college. Additionally, some programs (like physical therapy, PT) have application cycles that open in the summer. Therefore, a student needs to begin their application for PT school a year before graduating. This means a student must be eligible for PT programs with only three

years of college completed. Eliminating KINE 494 and replacing it with KINE 394 will allow students the opportunity to learn more relevant content and to get this important professional content earlier in their program. 3) Sequencing has also been adjusted to accommodate the addition of KINE 301 as a co/prerequisite for KINE 303/303L - these are now suggested to be taken in the same semester (3rd Year Fall).

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removed KINE 494 and replaced it with KINE 394 in the Required Core Courses section of the Program Specific Requirements. 2) Course sequencing under "Suggested Course Plan" has been updated to remove KINE 494 from 4th Year Spring Semester and add KINE 394 to 3rd Year Fall Semester. 3) Course sequencing was also updated to add KINE 301 to 3rd Year Fall Semester. Sequencing has also been adjusted to fit individual course changes (adding KINE 301 as a co/prerequisite for KINE 303/303L).

3150: Fitness and Health Promotion **BS** **Program Modification - Approved (3/27/25)** **Stern | Gurka**

UCC Discussion: 1.) KINE 250 has not been offered in many years. The degree previously allowed course credits to be earned by completing KINE 250 or KINE 265. The proposed update to remove KINE 250 would not require any course changes since all students currently take KINE 265 meet the degree requirement. 2-3.) The current senior seminar course (KINE 494) does not provide adequate professional development for students so it is being replaced with a newly proposed course (KINE 394). More than 10% of the content is different AND we are offering it earlier. Content has been added to KINE 394 (mock interviews, researching graduate programs and jobs, asking for letters of recommendation) to enable students to prepare for life after graduation. KINE 494 doesn't include these components, so students haven't learned about these ideas that are fundamental to being successful professionals. Also, many of our students pursue professional programs (physical therapy, occupation therapy, physician associate). These programs require years of intentional planning to gain experiences to make students competitive applicants. This includes volunteering, work, and extracurricular experiences. Our faculty has noticed that many students don't become aware of these necessary "extra" things until they are at the end of their degrees when it's "too late." Therefore, having KINE 394 earlier in the curriculum will increase awareness of these activities that students should be doing throughout college. Additionally, some programs (like physical therapy, PT) have application cycles that open in the summer. Therefore, a student needs to begin their application for PT school a year before graduating. This means a student must be eligible for PT programs with only three years of college completed. Eliminating KINE 494 and replacing it with KINE 394 will allow students the opportunity to learn more relevant content and to get this important professional content earlier in their program. 4.) The option of "KINE 403 or KINE 404" was added to Fourth Year Spring Semester in the Suggested Course Plan. This has been a degree requirement but had been erroneously left out of the Suggested Course Plan.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removed KINE 250 as a listed option from the Foundation Courses leaving KINE 265 as a requirement. 2) Removed KINE 494 and added KINE 394 from Program Specific Requirements. 3) Course sequencing under "Suggested Course Plan" has been updated to remove KINE 250 (leaving only KINE 265 as a requirement in Second Year Fall Semester), and to

	remove KINE 494 from Fourth Year Fall Semester and add KINE 394 to Third Year Fall semester. 4) The option of "KINE 403 or KINE 404" was added to Fourth Year Spring Semester in the Suggested Course Plan.

3151: Outdoor Recreation Industry Studies	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) After four years of observing students and delving into the curriculum for ACCT 201 and MARK 335, we have determined that these courses do not have sufficient outcomes to remain on our program sheet. 2-3) Several meetings with the instructor of ENTR 401 has prompted us to add this course to the required curriculum of the OREC program. ENTR 401 DOES have a prerequisite (FINA 301), but the business department waives this requirement for non-majors. The business department plans to change the prereq for ENTR 401 next year (confirmed with Georgann Jouflas via email). OREC 494 was created and added to the Program Sheet in 2023-2024, and was not taught this year, due to the content being covered in OREC 396: Topics that is taught in Spring 2025. We'd like to inactivate OREC 494 because we will cover the content in OREC 400 (which was previously taught as OREC 396 a topics course). The trial run with the topics course proved to be the right move for the program in terms of effective delivery of important content, so OREC 400 is being added as a permanent offering in lieu of OREC 494.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Removing ACCT 201 (3 credits), MARK 335 (3 credits), and OREC 494 (1 credit). 2) Adding ENTR 401 (3 credits), OREC 400 (3 credits), and General Elective (1 credit). 3) Shifted three credits to Foundations Section (OREC 100, 112, and 135) in place of ACCT 201.

M104: Exercise Science	**MNR**	**Program Modification – Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The removed class (KINE 250 Lifeguard Training) is no longer offered and needs to be removed from the program sheet as an option. This resulted in shifting KINE 265 from a list where students could pick between KINE 250 and KINE 265 to requiring KINE 265.

Change Item Description	**Department Justification**
List all proposed changes to the program:	KINE 250 is being inactivated. The proposed change will remove KINE 250 Lifeguard Training from the program sheet and will leave KINE 265 as a required course.

M111: Outdoor Recreation Studies	**MNR**	**Program Modification – Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: This course has been taught as a topics course for three years, and we would like to convert it to a permanent course that Majors are required to take and Minors could take as an UD restricted elective. The trial run with the topics course proved to be the right move for the program in terms of effective delivery of important content, so OREC 400 is being added as a permanent offering in lieu of OREC 494.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Added OREC 400 to Restricted Electives.

Kinesiology – Course Modifications			
Title	**Credits**	**Committee Action**	**Motion | Second**
KINE 256: Methods of Creative Play, Dance, Gymnastics, and Literacy	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**
UCC Discussion: Course description needed to be updated and the SLOs, topical course outline, academic engagement, and student preparation minutes needed to be added since this information did not roll over when CIM was implemented.			
Change Item Description		**Old**	**New**
Course description for the catalog:		Instructional content (scope and sequence) and teaching methodology related to creative play, dance, gymnastics and literacy activities.	Instructional content (scope and sequence) and teaching methodology related to creative play, dance, gymnastics, and literacy activities.
KINE 297: Practicum	**1-2**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**
UCC Discussion: Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**
KINE 303: Physiology of Exercise	**3**	**Course Modification - Approved (3/27/25)**	**Stern | Bickham**
UCC Discussion: Added KINE 301 as a prerequisite that may be taken concurrently, as the course emphasizes data interpretation and presentation. Learning these skills will support success in KINE 303/303L. The information in KINE 301 is good for students to have beforehand, but it also complements the content in KINE 303, so students taking the two courses concurrently are adequately prepared. Allowing KINE 301 to be taken as a coreq also helps students maintain flexibility in their scheduling.			
Change Item Description		**Old**	**New**
Prerequisites:		KINE 213 and BIOL 209/BIOL 209L	KINE 213, BIOL 209/BIOL 209L, and KINE 301 (KINE 301 may be taken concurrently)
KINE 303L: Physiology of Exercise Laboratory	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Bickham**
UCC Discussion: Added KINE 301 as a prerequisite that may be taken concurrently, as the course emphasizes data interpretation and presentation. Learning these skills will support success in KINE 303/303L. The information in KINE 301 is good for students to have beforehand, but it also complements the content in KINE 303, so students taking the two courses concurrently are adequately prepared. Allowing KINE 301 to be taken as a coreq also helps students maintain flexibility in their scheduling.			
Change Item Description		**Old**	**New**

Prerequisites:	KINE 213 and BIOL 209/BIOL 209L	KINE 213, BIOL 209/BIOL 209L, and KINE 301 (KINE 301 may be taken concurrently)

KINE 403: Advanced Strength and Conditioning	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Adding KINE 309 as a prerequisite. KINE 309 includes foundational information about human anatomy (muscles and bones) in the context on movement. This knowledge is essential for designing effective strength and conditioning programs.

Change Item Discussion	**Old**	**New**
Prerequisites:	KINA 128 and KINE 303/KINE 303L	KINA 128, KINE 303/KINE 303L, and KINE 309

KINE 404: Clinical Exercise Physiology and Advanced Exercise Prescription	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Adding KINE 309 as a prerequisite. KINE 309 includes foundational information about human anatomy (muscles and bones) in the context on movement. This knowledge is essential for designing effective exercise programs for individuals with chronic diseases.

Change Item Discussion	**Old**	**New**
Prerequisites:	KINE 303/KINE 303L	KINE 303/KINE 303L and KINE 309

Kinesiology – Course Additions

Title	**Credits**	**Committee Action**	**Motion | Second**
KINE 394: Kinesiology Junior Seminar	**1**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: The current senior seminar course (KINE 494) does not provide adequate professional development for students so it is being replaced with a newly proposed course (KINE 394). More than 10% of the content is different AND we are offering it earlier. Content has been added to KINE 394 (mock interviews, researching graduate programs and jobs, asking for letters of recommendation) to enable students to prepare for life after graduation. KINE 494 doesn't include these components, so students haven't learned about these ideas that are fundamental to being successful professionals. Also, many of our students pursue professional programs (physical therapy, occupation therapy, physician assistant). These programs require years of intentional planning to gain experiences to make students competitive applicants. This includes volunteering, work, and extracurricular experiences. Our faculty has noticed that many students don't become aware of these necessary "extra" things until they are at the end of their degrees when it's "too late." Therefore, having KINE 394 earlier in the curriculum will increase awareness of these activities that students should be doing throughout college. Additionally, some programs (like physical therapy, PT) have application cycles that open in the summer. Therefore, a student needs to begin their application for PT school a year before graduating. This means a student must be eligible for PT programs with only three years of college completed. Eliminating KINE 494 and replacing it with KINE 394 will allow students the opportunity to learn more relevant content and to get this important professional content earlier in their program.

Change Item Discussion	Old	New
New Proposal: No differences to report		

Title	Credits	Committee Action	Motion | Second
OREC 400: Outdoor Industry Project Management	**3**	**Course Addition - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: OREC 396: Topics course has been offered Spring 2023, 2024, and 2025. We'd like to name this course OREC 400 and offer it permanently, as well as include the content from OREC 494.

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

Kinesiology – Course Inactivations

Title	Credits	Committee Action	Motion | Second
KINE 250: Lifeguard Training	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: This course is no longer offered (last offered Spring 2013).

Change Item Description	Old	New
Delete Proposal: No differences to report		

Title	Credits	Committee Action	Motion | Second
OREC 494: Outdoor Recreation Industry Studies Senior Seminar	**1**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: OREC 494 was added to the OREC program in 2023-2024, and did not offer it in the Fall of 2024 because the content of this course is being covered in OREC 396: Topics in Spring of 2025. After discussions with OREC Program Faculty, as well as Department of Kinesiology Undergraduate Faculty, we agreed that the best action is for us to convert our OREC 396: Topics course to an official course offered at CMU (OREC 400), required by OREC Majors and offered as a restricted elective for OREC Minors. This would offset the need for us to offer OREC 494 at all.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Languages, Literature, and Mass Communication – Program Modifications

Program	Degree	Committee Action	Motion | Second
1720: Editing and Technical Communication	**PCT**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) ARTG 203 is being inactivated due to lack of demand (the course has never been taught). The department does not intend to replace this option with any other course on this program sheet. Residents of Mesa County have access to free Adobe training through LinkedIn Learning, a comprehensive resource that provides up-to-date tutorials and skill-building opportunities. 2) The SLO map has learning outcomes listed, but has not included courses and assessments. That information has

been included and the curriculum map has been attached. 3) Added Main campus for the Intended Campus for Delivery to provide missing information in CIM.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Remove ARTG 203 from the list of Technology options and the affiliated footnote in the Program Specific Requirements. 2) Completed the SLO map. 3) Added Main campus as the Intended Campus for Delivery, as it was not previously listed.

3213: English: Secondary Education **BA** **Program Modification - Approved (12/5/24)** **Stern | Bickham**

UCC Discussion: 1) X97 is a reserved course number for practicum courses. EDUC 497 and EDUC 497A are lecture courses and have been for at least the past 17 years. The course proposals of EDUC 480 and EDUC 480A will replace these two courses and bring the course number in alignment with university curriculum policy and more accurately establish the course as a lecture course. 2) When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet. Other institutional outcomes were updated to reflect current SLO names. 3) Updated suggested course plan to reflect when courses were being offered. 4) Added course prefixes to SLO map to clarify that assessments are occurring in ENGL courses

Change Item Description	Department Justification
List all proposed changes to the program:	1) Inactivating EDUC 497 and EDUC 497A and creating EDUC 480 and EDUC 480A to replace these two courses (this replacement was made in the Secondary Education Requirements section of the Program Specific Requirements). Updated the Suggested Course Plan accordingly. 2) Updated institutional outcomes in SLO map. 3) Switched ENGL 355 from Third Year Fall Semester to Third Year Spring Semester and ENGL 421 from Third Year Spring Semester to Third Year Fall Semester in the Suggested Course Plan. Also moved ENGL 491 from Fourth Year Fall Semester to Third Year Spring Semester. 4) Added course prefixes to SLO map.

3247: Spanish: Hispanic Studies **BA** **Program Modification - Approved (3/27/25)** **Stern | Bickham**

UCC Discussion: 1.) Learning Outcomes, Courses, and Assessment were updated because the information was previously missing (did not transfer when CIM was implemented).
2.) The Curriculum map was updated because the information was not complete.
3.) Note on proficiency waiver added in the Foundation Courses section. This information was not in the old program sheets and the waiver was not clear to students. This note will help make the waiver more clear to students.
4.) In the Foundation Courses section, we eliminated the comment on the combination of course options for other programs requiring a foreign language. It does not pertain to any of the current course offerings for the Spanish BA.
5.) Changes to Program-Specific Courses were made:
a. The formatting for the option between FLAS 424 Advanced Hispanic Literature and FLAS 446

Spanish Language Variation was changed from and 'or' to 'select one of the following' to match the format of the other subheadings.
b. Under the category Applied Studies, the following Translation and Interpreting courses were updated (number and title) to match the current catalog: FLAS 434. Introduction to Translation was replaced with FLAS 438. Methods and Specialized Practices in Translation. FLAS 435. Introduction to Interpreting was replaced by FLAS 439. Methods and Specialized Practices in Interpreting. Both FLAS 438 and FLAS 439 are new courses proposed and approved in Spring 2024. The phrase “Select one of the following” and the number of credits required (3) were added for clarification.
c. The Capstone Experience section was added so that the requirements in Hispanic Studies (BA) match the requirements in Translation and Interpreting (BA). FLAS 498. Spanish Senior Practicum was moved into the Capstone Experience category so that all three Spanish BA programs have the same Core. FLAS 499. Internship was added as an option in this category. The phrase “Select one of the following” and the number of credits required (3) were added for clarification.
d. The Restricted Elective section was moved from the bottom of the Program-Specific Requirements into the table of courses so that the total semester hours were calculated accurately.
6.) In order to match the Translation and Interpreting Track, the note regarding topic courses being taken more than once was clarified and moved into the General Electives section.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Learning Outcomes, Courses, and Assessment were updated. 2. The Curriculum map was updated. 3. Note on proficiency waiver added in the Foundation Courses section. 4. In the Foundation Courses section, we eliminated the comment on the combination of course options for other programs requiring a foreign language. 5. Changes to Program-Specific Courses were made: a. The formatting for the option between FLAS 424 Advanced Hispanic Literature and FLAS 446 Spanish Language Variation was changed from and 'or' to 'select one of the following'. b. Under the category Applied Studies, the following Translation and Interpreting courses were updated (number and title) to match the current catalog: FLAS 434. Introduction to Translation was replaced with FLAS 438. Methods and Specialized Practices in Translation. FLAS 435. Introduction to Interpreting was replaced by FLAS 439. Methods and Specialized Practices in Interpreting. The phrase “Select one of the following” and the number of credits required (3) were added for clarification. c. The Capstone Experience section was added so that the requirements in Hispanic Studies (BA) match the requirements in Translation and Interpreting (BA). FLAS 498 Spanish Senior Practicum was moved into the Capstone Experience category. FLAS 499 Internship was added as an option in this category. The phrase “Select one of the following” and the number of credits required (3) were added for clarification. d. The Restricted Elective section was moved from the bottom of the Program-Specific Requirements into the table

	of courses. 6. The note regarding topic courses being taken more than once was clarified and moved from the bottom of the Program Specific Requirements into the top of the General Electives section. The previous text was "FLAV 496, FLAS 422, FLAS 424, and topics courses may be taken more than once as long as the title/content of each course differs." and the new text is "FLAS 424 and topics courses may be taken more than once as long as the title/content of each course differs."

3248: Spanish: Secondary Education	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: Spanish Program Changes:
1. Learning Outcomes, Courses, and Assessment were updated because the information was previously missing (did not transfer when CIM was implemented).
2. The Curriculum map was updated because the information was not complete.
3. Note on proficiency waiver added in the Foundation Courses section. This information was not in the old program sheets and the waiver was not clear to students. This note will help make the waiver more clear to students.
4. In the Foundation Courses section, we eliminated the comment on the combination of course options for other programs requiring a foreign language. It does not pertain to any of the current course offerings for the Spanish BA.
5. Changes to Program-Specific Courses were made:
a. FLAV 496 was removed from the text at the top of the Program Specific Requirements because FLAV 496 is not an applicable class for students in this program. In this section, FLAS 422 was corrected to FLAS 424 - this was an error from a past edit.
b. The formatting for the option between FLAS 424 Advanced Hispanic Literature and FLAS 446 Spanish Language Variation was changed from and 'or' to 'select one of the following' to match the format of the other subheadings.
c. Under the category Applied Studies, the following Translation and Interpreting courses were updated (number and title) to match the current catalog: FLAS 434. Introduction to Translation was replaced with FLAS 438. Methods and Specialized Practices in Translation. FLAS 435. Introduction to Interpreting was replaced by FLAS 439. Methods and Specialized Practices in Interpreting. Both FLAS 438 and FLAS 439 are new courses proposed and approved in Spring 2024. The phrase “Select one of the following” and the number of credits required (3) were added for clarification.
d. The Capstone Experience section was added so that the requirements in Hispanic Studies (BA) match the requirements in Translation and Interpreting (BA). FLAS 498. Spanish Senior Practicum was moved into the Capstone Experience category so that all three Spanish BA programs have the same Core.
e. The Restricted Elective section was added to the bottom of the Program-Specific Requirements so that the total semester hours were calculated accurately.
6. In order to match the Translation and Interpreting Track, the note regarding topic courses being taken more than once was clarified and moved into the General Electives section.
Education Program Changes:
1. X97 is a reserved course number for practicum courses. EDUC 497 and EDUC 497E are lecture courses and have been for at least the past 17 years.
2. The course proposals of EDUC 480 and EDUC 480E will replace these two courses and bring the course number in alignment with university curriculum policy and more accurately establish the course as a lecture course.

3. When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet.

Change Item Description	Department Justification
List all proposed changes to the program:	Spanish Program Changes: 1. Learning Outcomes, Courses, and Assessment were updated. 2. The Curriculum map was added. 3. Note on proficiency waiver added in the Foundation Courses section. 4. In the Foundation Courses section, we eliminated the comment on the combination of course options for other programs requiring a foreign language and added the text "This requirement can be waived depending on proficiency and evaluation by Spanish program faculty. If waived, additional coursework may be needed to fulfill program requirements and reach 120 credits." 5. Changes to Program-Specific Courses were made: a. FLAV 496 was removed from the text at the top of the Program Specific Requirements. In this section, FLAS 422 was corrected to FLAS 424. b. The formatting for the option between FLAS 424 Advanced Hispanic Literature and FLAS 446 Spanish Language Variation was changed from and 'or' to 'select one of the following'. c. Under the category Applied Studies, the following Translation and Interpreting courses were updated (number and title) to match the current catalog: FLAS 434. Introduction to Translation was replaced with FLAS 438. Methods and Specialized Practices in Translation. FLAS 435. Introduction to Interpreting was replaced by FLAS 439. Methods and Specialized Practices in Interpreting. The phrase “Select one of the following” and the number of credits required (3) were added for clarification. d. The Capstone Experience section was added so that the requirements in Spanish Secondary Education matches the requirements in Translation and Interpreting (BA). FLAS 498 Spanish Senior Practicum was moved into the Capstone Experience category. e. The Restricted Elective section was added to the bottom of the Program-Specific Requirements. 6. The note regarding topic courses being taken more than once was clarified and moved from the top of the Program Specific Requirements section into the top of the General Electives section. The previous text was "FLAV 496, FLAS 422, FLAS 424 may be taken more than once as long as the title/content of each course differs. Permission may be required to take Topics courses. Check with the professor" and the new text is "6 semester hours. FLAS 424 and topics courses may be taken more than once as long as the

	title/content of each course differs." Education Program Changes: 1. Inactivating EDUC 497 and EDUC 497E. 2. Creating EDUC 480 and EDUC 480E to replace these two courses. Updated the suggested course plan accordingly. 3. Add "Critical Thinking" to Program Outcome #10.

3256: Mass Communication: Media Strategies and Applications	**BA**	**Program Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) This proposal is in direct response to the latest program review. The program reviewer suggested that we limit the number of SLOs to six instead of the original nine as it is difficult to assess that many SLOs. We took the program reviewer's advice and discussed revision and deletion of the Mass Communication program SLOs. From our discussion, we decided that original SLOs 3 and 8 were measuring the same kind of learning, as were SLOs 1 and 2, as well as 5 and 10. We also decided to add in "interpret data" into SLOs #6 as it fit best given the SLO's emphasis on information. 2) MASS 498 was listed under the thesis/dissertation reserved course number (X98) but is a culminating experience. MASS 498 is being inactivated and is being proposed as a new course, MASS 493, to fit the reserved number for capstone courses/culminating experiences.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Updating and revising programmatic SLOs. A new curriculum map was also added due to the change in SLOs. 2) Change MASS 498 Senior Project Portfolio to MASS 493 Senior Project Portfolio in the Program Specific Requirements and Suggested Course Plan.

3291: Liberal Arts, Elementary Education: English	**BA**	**Program Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) ENGL 245 is being inactivated and deleted from this program because it is low enrolled and students have the option to take ENGL 250 which is more consistently enrolled. 2) Added course prefixes to SLO map to clarify that assessments are occurring in ENGL courses. 3) When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Removed ENGL 245 from the English Content Area Required Courses section of the Program Specific Requirements and from the Suggested Course Plan. 2) Added course prefixes to SLO map. 3) Added Critical Thinking to program outcome #10.

M230: Classical Studies	**MNR**	**Program Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) FLAV 290 has not been offered since 2017. In those eight years, there has not been student demand for the course nor an instructor to teach the course. 2) The previous organization of this minor had several clauses that could be confusing to students, such as "select one or both of the following" or "choose two or three of the following". The new layout of the required courses and list of

restricted electives makes it clearer to students how courses in a list of options apply to the minor and subsequently affect what a student needs to take from the list of restricted electives.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removed FLAV 290 from the list of restricted electives and affiliated footnote because the course is being inactivated. 2) Reorganized the required courses and list of restricted electives and added clarifying footnotes.
Describe discussions about this proposal within the department and outcomes.	Emailed Language studies faculty on 9/5/24 to create a discussion about deactivating this course. All were in agreement about deactivating the course. The reorganization of the minor in CIM was discussed with program faculty and the department head via email in October 2024. Everyone agreed to the changes.

M245: Spanish	MNR	Program Modification - Approved (3/27/25)	Stern | Bickham

UCC Discussion: 1.) Changes were made to the Spanish (MNR) to match the information provided by the Registrar's Office and avoid confusion among students. 2.) Between the available upper-division FLAS and FLAV courses there are single-credit and variable-credit, so a student could technically complete 6-7 courses and have less than the total hours needed. Specifying the total number of necessary credits reduces this ambiguity.

Change Item Description	Department Justification
List all proposed changes to the program:	1. The number of credits necessary for the MNR were adjusted from 21-24 to 21 credits. Students who can waive FLAS 213 complete 7 additional 300- or 400-level FLAS or FLAV courses. Students who take FLAS 213 only need to complete 6 additional 300- or 400-level FLAS or FLAV courses. 2. Changed the wording for the requirement for upper-division FLAS or FLAV courses in the Program Specific Requirements. The phrase "6-7 additional 300- or 400-level FLAS or FLAV courses" was changed to "18-21 credits of 300- or 400-level FLAS or FLAV Courses".

Languages, Literature, and Mass Communication – Program Inactivations and Deletions

Program	Degree	Committee Action	Motion | Second
3212: English: Literature	BA	Program Deletion - Approved (9/26/24)	Stern | Bickham

UCC Discussion: This program is no longer offered and no students are currently enrolled in the program. The English Department conducted a major revision in 2020 and eliminated this degree option. The program was left on the books until all students enrolled in the program had graduated. This has now occurred and the Department would like to remove this program.

Change Item Description	Department Justification
List all proposed changes to the program:	Program Deletion
Describe discussions about this proposal within the department and outcomes.	This program is no longer offered and no students are currently enrolled in the program. The English Department conducted a major revision in 2020 and eliminated this

degree option. The program was left on the books until all students enrolled in the program had graduated. This has now occurred and the Department would like to remove this program.

3215: English: Writing	**BA**	**Program Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There are still 4 students pursuing this degree. They should be done with this program in the next two years. We plan to make appropriate course substitutions until they have finished their degrees. Program can be deleted in 2026.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Program Inactivation

Languages, Literature, and Mass Communication – Course Modifications

Title	**Credits**	**Committee Action**	**Motion | Second**
FLAG 111: First-Year German I	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

FLAG 112: First-Year German II	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

Languages, Literature, and Mass Communication – Course Additions

Title	**Credits**	**Committee Action**	**Motion | Second**
MASS 493: Senior Project Portfolio	**1**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) For Faculty Load and Compensation reasons, the program was asked to change this course to a "lecture'" instead of "internship/practicum." The instructor holds class each week on Fridays for an hour, so this class functions more as a regular class than an internship, which is usually directly supervised by an on-site coordinator. This proposal is ensuring that the instructional change happens so the instructor is compensated for the hours/time they put in. 2) MASS 498 is being inactivated and replaced by this course, MASS 493. X98 is a number reserved for thesis/dissertation courses, whereas this course aligns better with the X93 category of culminating/capstone experiences.

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

Languages, Literature, and Mass Communication – Course Inactivations			
Title	**Credits**	**Committee Action**	**Motion | Second**
ENGL 245: Imaginative Writing	**3**	**Course Inactivation - Approved (12/5/24)**	**Stern | Bickham**
UCC Discussion: This course has had low enrollment for the last several years. It was only kept on the books to accommodate Teachers Ed's online Elementary Degree program. Since that program has been disbanded, there is no reason to offer this course. Students in Elem. Education can take ENGL 250: Intro to Creative Writing instead of this course, as part of their degree program. ENGL program offers two sections of ENGL 250 each semester to accommodate the Elementary Ed students.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
FLAF 290: Special Studies In French	**1-3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**
UCC Discussion: This course is beyond existing curriculum and there is not student demand for advanced level French.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
FLAG 211: Second-Year German I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**
UCC Discussion: This course is beyond existing curriculum. There is also not an instructor to teach this course nor is there student demand to offer the course, thus this course is being deactivated.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
FLAG 212: Second-Year German II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**
UCC Discussion: Beyond existing curriculum. There is not an instructor to teach this course nor is there student demand to offer the course, thus this course is being deactivated.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
FLAG 290: Special Studies In German	**1-3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**
UCC Discussion: This course is beyond existing curriculum. There is not an instructor to teach this course nor is there student demand to offer the course, thus this course is being deactivated.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			

FLAV 111: Introductory Mandarin I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: This course goes beyond existing curriculum. There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we could offer FLAM 111 instead of this course which has the same/similar title: First Year Mandarin Chinese and content. Since FLAM 111 is offered, there is no need for FLAV 111.

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

FLAV 112: Introductory Mandarin II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: This course goes beyond existing curriculum. There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we could offer FLAM 112 instead of this course as FLAM 112 the similar title/content: First Year Mandarin Chinese II. Since FLAM 112 is offered, there is no longer a need for FLAV 112.

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

FLAV 290: Special Studies in Foreign Languages	**1-6**	**Course Inactivation - Approved (10/24/24)**	**Gurka | Stern**

UCC Discussion: There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we would offer FLAV 495 instead. Since FLAV 495 is offered there is no longer a need for FLAV 290.

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

FLAV 290A: Ancient Greek Begin I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: Instead of this course, we regularly offer FLGK 111 which has similar content: First Year Greek. Since FLGK is offered, there is no longer a need for FLAV 290A.

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

FLAV 290B: Ancient Greek Begin II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: Instead of this course, we regularly offer FLGK 112: First Year Greek II which has similar content. There is no longer a need for FLAV 290B.

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

FLAV 290C: Mandarin Beginning I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we could offer FLAM 111 instead of this course as FLAM 111 has similar title/content: First Year Mandarin Chinese I.

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

FLAV 290D: Mandarin Beginning II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we could offer FLAM 112 instead of this course as FLAM 112 has similar title/content: First Year Mandarin Chinese II. Since FLAM 112 is offered, there is no longer a need for FLAV 290D.

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

FLAV 290E: Japanese Beginning I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course. If there was an instructor, we would offer FLAJ 111 instead of this course as FLAJ 111 has similar title/content: First Year Japanese I. Since FLAJ 111 is offered, there is no longer a need for FLAV 290E.

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

FLAV 290F: Beginning Japanese II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course. If there was an instructor, we would offer FLAJ 112 instead of this course as FLAJ 112 has a similar title/content: First Year Japanese II. Since FLAJ 112 is offered, there is no longer a need for FLAV 290F.

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

FLAV 290G: Intermediate Japanese I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand for the course. With Japanese, we are barely able to offer FLAJ 112, let alone a second year course, thus this course is being deactivated.

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

FLAV 290H: Intermediate Japanese II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand for the course. With Japanese, we are barely able to offer FLAJ 112, let alone a second year course.

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

FLAV 290I: Hebrew Beginning I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand for the course, thus this course is being deactivated.

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

FLAV 290J: Hebrew Beginning II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand for the course, thus this course is being deactivated.

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

FLAV 290K: Italian Beginning I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we could offer FLAI 111 instead of this course as FLAI 111 has similar title/content: First Year Italian I. Since FLAI 111 is now offered, there is no longer a need for FLAV 290K.

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

FLAV 290M: Italian Beginning II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There is not an instructor to teach this course nor is there student demand to offer the course. If there was an instructor, we could offer FLAI 112 instead of this course as FLAI 112 has similar title/content: First Year Italian II. Since FLAI 112 is now offered, there is no need for FLAV 290M.

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

FLAV 290N: Latin Beginning I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: We regularly offer a course with this content just under a different name: FLLT 111. Introductory Latin I. It is repetitive to still include this course on the books.

Change Item Description	Old	New
Delete Proposal: No differences to report		

FLAV 290P: Latin Beginning II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: We regularly offer a course with this content just under a different name: FLLT 112. Introductory Latin II. It is repetitive to still include this course on the books. We already have SLOs and topical course outline for the other course that we do offer.

Change Item Description	Old	New
Delete Proposal: No differences to report		

FLAV 290S: Russian Beginning I	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: When we have an instructor with the capabilities, we offer a course with this content, just under a different name: FLAR 111. First-Year Russian I. It is repetitive to still include this course on the books. We already have SLOs and topical course outline for FLAR 111.

Change Item Description	Old	New
Delete Proposal: No differences to report		

FLAV 290T: Russian Beginning II	**3**	**Course Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: When we have an instructor with the capabilities, we offer a course with this content, just under a different name: FLAR 112. First-Year Russian I. It is repetitive to still include this course on the books. We already have SLOs and topical course outline for FLAR 112.

Change Item Description	Old	New
Delete Proposal: No differences to report		

MASS 498: Senior Project Portfolio	**1**	**Course Inactivation - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: MASS 498 is being inactivated and replaced by MASS 493. X98 is a number reserved for thesis/dissertation courses, whereas this course aligns better with the X93 category of culminating/capstone experiences.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Mathematics and Statistics – Program Modifications

Program	Degree	Committee Action	Motion | Second
3424: Mathematics	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Including this course will broaden the topics and options for students, allowing them to choose what most interests them. It also offers an additional 400-level course; at least one 400-level course from the list is required and currently only three are are regularly offered on a rotation with each offered every other year. 2.) We do not have any 4-credit 400-level courses. Of the "choose 4 courses" for the concentration electives, only three courses in the list are 4 credits so only three concentration electives should be listed as "3-4 credits" in the course sequencing.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Adding our new course, MATH 427: Financial Mathematics, to the list of program electives. 2. Corrected a typo in the course sequencing in Fourth Year fall Semester, "Concentration Elective, 400-level, 3-4 credits" changed to 3 credits. And corrected the total credits to 117-123 at the top of the course sequencing section.

Program	Degree	Committee Action	Motion | Second
3430: Mathematics: Secondary Education	**BS**	**Program Modification - Approved (12/5/24)**	**Gurka | Stern**

UCC Discussion: 1) X97 is a reserved course number for practicum courses. EDUC 497 and EDUC 497C are lecture courses and have been for at least the past 17 years. The course proposals of EDUC 480 and EDUC 480C will replace these two courses and bring the course number in alignment with university curriculum policy and more accurately establish the course as a lecture course. 2) When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removing EDUC 497 and EDUC 497C and replacing with EDUC 480 and EDUC 480C in the Secondary Education Requirements section of the Program Specific Requirements and Suggested Course Plan. 2) Add "Critical Thinking" to Program Outcome #10.

Program	Degree	Committee Action	Motion | Second
3434: Mathematics: Statistics	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1 & 2: Concentration Requirements and Electives -
1-2a.) Move STAT 351: Mathematical Statistics II from required to a concentration elective- This is the second in a two-course low-enrolled sequence that we have not been able to offer every year., impacting students' ability to meet the graduation requirements. This is an advanced course that is sometimes found in Statistics majors but not typically seen in Statistics concentrations or tracks so we are still staying in line with similar programs.
1-2b.) Move STAT 425: Design and Analysis of Experiments from required to a concentration elective- This is a course topic that is no more standard/core to statistics than our other concentration elective courses so it fits better with that list (STAT 313: Sampling Techniques and STAT 430: Categorical Data Analysis).
2c.) STAT 435 will be inactivated so it is being removed from the program. We added the STAT 435: Time Series course in anticipation of its need for Actuarial Science when that program was created years ago. However, with a review of that program, we realize that other courses are more necessary for that program. We do not have the demand nor available faculty to offer the course.

2d.) We are requiring 5 courses be chosen from the concentration electives instead of 3 due to moving two required courses into the electives list. This keeps the total number of courses the same but allows a little more flexibility to the student in choosing the courses to take. We will require students to choose at least 3 courses from this group (previously was at least 2 of three courses had to be from Group A) which allows us more flexibility in which STAT courses are offered and when. The overall affect of these changes is that students may end up taking one less upper division STAT class and instead take one additional upper division MATH class. Again, this allows student flexibility for interests and does not significantly impact the statistics background that students will graduate with.
2e. Add the following additional courses to GROUP B:
[MATH 325: Linear Algebra; MATH 352: Advanced Calculus; MATH 360: Methods of Applied Math I; MATH 369: Discrete Structures (cannot double count); MATH 427: Financial Mathematics]
Including the additional applied courses (MATH 360 and 427) aligns with the applied courses already in this group. Including the proof-based courses (MATH 325 and 352) is important for students interested in graduate school. Including MATH 369 allows a student who took the course (as part of a program requirement choice between MATH 369 and MATH 240: Introduction to Advanced Math) and liked it to then be encouraged to take our MATH 240 course which prepares them for the other proof-based courses.
3.) Added appropriate footnotes for clarity.
4.) This edit to the language of the GPA requirement matches that on our other concentrations.
5.) Update the course sequencing - necessary due to the changes in the program requirements/electives.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Concentration Requirements: 1a. Remove STAT 351: Mathematical Statistics II and add to Concentration Electives. 1b. Remove STAT 425: Design and Analysis of Experiments and add to Concentration Electives. 2. Concentration Electives Group A: - (1a above) Add STAT 351, moved out of required courses. - (1b above) Add STAT 425, moved out of required courses. 2c. Remove STAT 435: Introduction to Time Series. 2d. Require students to choose at least 3 courses from this group (previously was at least 2 of three courses had to be from Group A. Updated suggested course sequencing accordingly. Group B: 2e. Add the following additional courses to this group: MATH 325: Linear Algebra MATH 352: Advanced Calculus MATH 360: Methods of Applied Math I MATH 369: Discrete Structures (cannot double count) MATH 427: Financial Mathematics 3. Added appropriate footnotes about prerequisite courses and not double counting MATH 369. 4. Update language addressing GPA at top of Program Requirements by adding: "must maintain a 2.50 cumulative GPA or higher in coursework in this area." 5. Update the course sequencing: Removed STAT 351 and STAT 425 as required courses.

3437: Mathematics: Applied Mathematics	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) New applied math faculty have identified both linear algebra and analysis as extremely important proof-based courses in applied mathematics. We considered requiring students take Math 325: Linear Algebra and Math 352: Advanced Calculus as required concentration courses. However, our dept cannot guarantee that MATH 325 will have enough students to be offered every year since this would be the only concentration requiring the course. Additionally, the inclusion of two proof-based courses could affect students' interest in the concentration and may cause course sequencing issues for applied students. Thus, for now, we will require students choose one course and then encourage them through advising to take the other as a concentration elective, especially if they plan to attend graduate school. 2.) MATH 365: Math Modeling was created and designed before the applied math concentration was created. Its target audience is more toward students who do not take our other applied math courses. Thus, it is not always the most useful course for the applied math majors and is more suitable as an elective than a required course. 3 & 4.) Allowing students to take any three elective courses, with at least two labeled as MATH, rather than one course from each of three specified category allows more flexibility for student interests and scheduling. The courses MATH 420: Topology, MATH 427: Financial Math, MATH 452: Introduction to Real Analysis I, MATH 460: Advanced Linear Algebra, and MATH 490: Abstract Algebra are all important mathematics courses and adding them to the elective options allows more options based on students' future plans and gives more 400-level options for students to complete. 5.) The STAT 435 and CSCI 380 courses are being inactivated. There are plenty of other elective courses for students to choose from. 6.) Footnote 1 clarifies for students that they cannot double count concentration requirements in the concentration electives. Footnote 2 identifies an elective course as having a hidden prerequisite that does not count toward the major. 7.) New requirements need be in the sequencing in the appropriate semesters.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Add "MATH 352: Advanced Calculus or MATH 325: Linear Algebra" to the concentration requirements, and keep in them in the concentration electives. 2. Move MATH 365: Mathematical Modeling from Concentration Requirements to Concentration electives. 3. Remove the category separation in the concentration electives and list all courses together. Keep the overall requirement of 3 courses from the concentration electives and specify that at least two of the three must have a MATH prefix. 4. Add the following additional upper division math courses to the concentration electives: MATH 420 Introduction to Topology, MATH 427 Financial Mathematics, MATH 452 Introduction to Real Analysis I, MATH 460 Advanced Linear Algebra, MATH 490 Abstract Algebra I 5. Remove STAT 435: Times Series and CSCI 380: Operations Research from the concentration electives. 6. Add Footnotes - specify that MATH 325 nor MATH 352 can double count in the requirements and electives; note that an elective course has a prerequisite. 7. Edit course sequencing to include the MATH 352 or MATH 325 requirement.

3438: Mathematics: Actuarial Science	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Overall Justification: Note that to become an actuary, a person must pass a series of exams administered by the Society of Actuaries (SOA) or the Casualty Actuarial Society (CAS).
We are attempting to improve our Actuarial Science concentration for two purposes. We need to better prepare students for the first two actuarial exams (we currently only prepare them for one well), and we want our program to be listed on the Society of Actuaries (SOA) website. Being listed will increase visibility and help our students in seeking both jobs and internships.
To meet SOA listing requirements, we have to show that our curriculum prepares students for the P exam (Probability Exam) and the FM exam (Financial Math Exam) and the program modifications proposed here put us in line with those requirements.
1&2abc/3b. Both FINA 301 and FINA 320 will be helpful toward preparation for the FM exam and FINA 301 has a prerequisite of ACCT 201. So, all three courses will be required. Our new course, MATH 427: Financial Mathematics will be the primary course for preparation for the FM exam and it is being created and required for this purpose.
2d/3d. STAT 351 will be a concentration elective rather than required. Note that STAT 351 prepares students for graduate school, but it is not a typical course in an undergrad Mathematics with statistics concentration program and is not needed for the P exam. This is a low enrolled course which can be difficult to offer, so removing it from required will prevent course sequencing issues. However, STAT 351 is still valuable for students planning to attend graduate school so it should remain an option for students.
3a. Requiring students to take either MATH 240: Introduction to Advanced Mathematics or MATH 369: Discrete Structures I aligns with the Statistics concentration requirements and one or both of these courses is a core requirement of typical mathematics programs.
3c. Group B is eliminated. At most two courses were required from this group so with FINA 301 now being required and MATH 240 or 369 being required, two courses from this group are guaranteed to be taken. This, along with additional required courses mentioned above, there is no longer room or necessity for the applied math elective options that were in Group B.
3e. STAT 435 will be inactivated so it is being removed from the program. We added the STAT 435: Time Series course in anticipation of its need for Actuarial Science when that program was created years ago. However, with a review of that program, we realize that other courses are more necessary for that program. We do not have the demand nor available faculty to offer the course.
3f. Moving STAT 351 from required to the elective list allows us to increase the requirement to now select 3 of the four STAT courses listed instead of choosing 2 of three courses listed, giving students a little more flexibility in choice than before.
4&5: Edits to the credit hours, general elective credits, upper division credits, and course sequencing as necessary. Some minor shifts in the course sequencing were made to create a viable path to graduation. Despite the Program-Specific Requirements totaling more than 60 hours, the discipline-specific courses (MATH and STAT) total 40-44.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Edits to the required courses: 1. Foundation Courses: Add ACCT 201: Principles of Financial Accounting. 2. Concentration Requirements: 2a. Move FINA 301: Managerial Finance from concentration elective to required. 2b. Add FINA 320: Fundamentals of Investments. 2c. Add MATH 427: Financial Mathematics (new course). 2d. Remove STAT 351: Mathematical Statistics II and add to Concentration Electives.

	3. Concentration Electives Original Group B (eliminated) 3a: Require students take either MATH 240: Introduction to Advanced Mathematics or MATH 369: Discrete Structures I - both were previously options in Group B. 3b. (2a above) Move FINA 301 from Group B to required. 3c. Eliminate "Group B"; Remove all other Group B options: MATH 361: Numerical Analysis, MATH 362: Fourier Analysis, MATH 365: Mathematical Modeling. Original Group A: 3d. (2d above) Add STAT 351, moved out of required courses. 3e. Remove STAT 435: Introduction to Time Series. 3f. Require students "Choose 3 courses" from this list (previously was "choose four" with at least two coming from Group A. 4. Update total credit hours for each section, including General Electives and upper division requirements. Foundation hours increased from 8 to 11, program-specific requirement hours increased from 54-55 to 60-61, and general electives decreased from 19-21 to 11-12. 5. Update the course sequencing: Remove STAT 351; add FINA 301, FINA 320, MATH 427, and MATH 240 OR MATH 369; and make other minor shifts of courses.

M460: Mathematics	**MNR**	**Program Modification – Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Including these courses will broaden the topics and options for students, allowing them to choose what most interests them.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Adding our new course, MATH 427: Financial Mathematics, to the Group C list of program electives. 2. Adding STAT 350: Mathematical Statistics I, to the Group C list of program electives.

M465: Statistics	**MNR**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) With a "choose 12 credits" elective list, STAT 301 would be required since it is a prerequisite to all but three other courses on the list that are regularly offered. Hence, to make the requirements more clear for students during scheduling, we are listing STAT 301 as a required course and changing the elective list to "choose 9 credits" to account for the shift. 2.) STAT 435 will be inactivated so it is being removed from the program. We added the STAT 435: Time Series course in anticipation of its need for Actuarial Science when that program was created years ago. However, with a review of that program, we realize that other courses are more necessary for that program. We do not have the demand nor available faculty to offer the course. 3.) Headings were added to make it more clear and identifiable that STAT 301 is required since otherwise it was easy to miss among the three separate choice lists of courses.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Make STAT 301: Computational Statistics a required course instead of an elective option. 2. Remove STAT 435: Times Series from the list of elective choices. 3. Added headings to the course requirements.

Mathematics and Statistics – Course Modifications

Title	Credits	Committee Action	Motion | Second
MATH 131: Applied Calculus-GTMA1	**4**	**Course Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1) We seek to have this class included in the Essential Learning program. The course has already been approved for the state-wide GT-Pathways and that program requires the course to count as Essential Learning if transferred to other institutions in the state. While it will not be the required Essential Learning course for any program, this is a suitable course to be considered for satisfying Essential Learning as it falls into the "or higher" for MATH 113: College Algebra both in course number and in course content. 2) Small edits were made to the course description, topical outline, and SLOs to improve clarity and correct formatting.

Change Item Description	Old	New
Essential Learning category (if applicable):		Math

Title	Credits	Committee Action	Motion | Second
STAT 301: Computational Statistics	**3**	**Course Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: We aim to remove Excel from this course for two reasons. First, doing so will allow a deeper exploration of methodology available in R, such as more complex simulations, the introduction of bootstrapping, and a potential for discussion of more advanced topics, such as Bayesian statistics (which are heavily computational in nature). Also, statistical methods using Excel are well covered in other courses, such as CISB 341, and Excel is not a primary tool used by practicing statisticians, so its inclusion in this course is unnecessary. Changes to the course description, topical course outline, and SLOs reflect the explanation above and are meant to clarify the topics covered in this course as it has been taught. Note that while there are multiple edits to the course description, the actual content changes to the course are not significant enough to warrant a different course.

Change Item Description	Old	New

Course description for the catalog:	Introduction to computational methods within statistical software, with a primary focus on R and Excel. Topics include inference on population means and variances; sampling from probability distributions; linear regression and correlation; analysis of variance; power of statistical tests; nonparametric methods; categorical data techniques; and graphics.	Introduction to computational methods within statistical software, with a primary focus on data analysis and exploration using R. Topics include introductory coding in R; descriptive statistics; probability distributions; tests and intervals for one and two samples; linear regression and correlation; analysis of variance; chi-squared tests; simulation; bootstrapping; Bayesian methods; and data visualization.

Mathematics and Statistics – Course Additions			
Title	**Credits**	**Committee Action**	**Motion | Second**
MATH 110L: Mathematical Investigations Support	**1**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**
UCC Discussion: This is a co-requisite to the MATH 110 course for students who place below the MATH 110 placement requirements. This class will replace the prerequisite class of MATC 090 because the students that this course serves need the real-time support rather than the support provided in a prerequisite class taken a semester before. This class has been piloted as MATC 096 the past several semesters with success. Additionally, the state of Colorado has pushed to reduce the number of students enrolled in stand-alone developmental education courses (in fact, they have mandated that no more than 10% of first year students can be enrolled in such courses). Moving from a prerequisite to a corequisite model addresses this issue and eliminates all dev ed from the Quantitative Reasoning Math Pathway which then "saves" the developmental education seats for students in the Algebra and Calculus pathways and those needing dev ed coursework in English.			
Change Item Description		**Old**	**New**
New Proposal: No differences to report			

MATH 114: Trigonometry and Analytic Geometry	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**
UCC Discussion: This new course, MATH 114: Trigonometry and Analytic Geometry, is intended to phase in to replace MATH 130: Trigonometry where it is required. The MATH 130: Trigonometry course is primarily taken by students in the Construction Management (BS) and Land Surveying (AAS, TC) programs as it is required in those programs as well as Geosciences: Secondary Education (BS). Content from our MATH 141: Analytical Geometry course is beneficial to the Land Surveying program however there is not enough demand to run that course and it has not been offered for more than 6 years. Topics from Analytical Geometry such as vectors and equations of planes in 3D are useful to students in all the programs that require MATH 130: Trigonometry. So, this new course will eliminate some of the analytical trigonometry topics, such as proving trig identities, in favor of			

analytical geometry topics suitable for all the majors the course serves. Additionally, the trigonometry topics will have a stronger emphasis on applications. Note that the new course also allows us to better align the course numbering. MATH 114 directly follows MATH 113: College Algebra. The current MATH 130 number for trigonometry unintentionally makes students think the course is a higher level (than say, MATH 119: Precalculus) due to the higher number. With the addition of MATH 114, we expect to no longer offer MATH 130 or MATH 141 and will phase those courses out.

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

MATH 394P: Problem Solving Seminar	**1**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: We have offered this one-credit course as a topics course in Fall 23 and Fall 24 with success and continued demand. The annual William Lowell Putnam Mathematical Competition (the Putnam) is the preeminent mathematics competition for undergraduate college students in the United States and Canada. This course was initiated as a pilot course for students to practice and prepare for the Putnam while learning strategies for problem solving. The seminar style helps to build community among the students/majors enrolled that persists beyond the course. This class offers a 1-credit upper-division option for students looking to meet the 40-credit minimum for their degrees, but does not count toward the program requirements in our majors or minors. Students are encouraged but not required to take the Putnam in December. In the past three years, we have had multiple students earn non-zero scores on the Putnam, an impressive feat, placing them in the top 60-65% of participants nation-wide. Note, the class will typically meet for 2 hours per week, exceeding the minimum minutes requirement.

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

MATH 427: Financial Mathematics	**3**	**Course Addition - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: This course is intended to prepare students for the Society of Actuaries second exam, Financial Mathematics (FM). Note that to become an actuary, a person must pass a series of exams administered by the Society of Actuaries (SOA) or the Casualty Actuarial Society (CAS).
Thus, we are attempting to improve our Actuarial Science concentration for two purposes and this course is necessary to do so. We need to better prepare students for the first two actuarial exams (we currently only prepare them for one well), and we want our program to be listed on the Society of Actuaries (SOA) website. Being listed will increase visibility and help our students in seeking both jobs and internships.
To meet SOA listing requirements, we have to show that our curriculum prepares students for a minimum of two exams. This course fills a gap in the current program, as our actuarial students are not currently being exposed to the mathematical models for finance that would be necessary to succeed on the FM exam (the second of the SOA exams). They see these models mentioned and used in Finance courses, but they do not perform the computation or mathematical analysis in those courses that is present on the FM exam. As our curriculum currently stands, students must prepare themselves outside of class (on their own time) to take this exam.

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

Mathematics and Statistics – Course Inactivations			
Title	**Credits**	**Committee Action**	**Motion | Second**
STAT 435: Introduction to Time Series	**3**	**Course Inactivation - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: After offering it as a topics course, we added the STAT 435: Time Series course in anticipation of its need for Actuarial Science when that program was created years ago. However, with a current review of that program, we realize that other courses are more necessary for the certification of the program. The class has never been offered and we do not have the demand nor available faculty to offer the course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Music – Program Modifications			
Program	**Degree**	**Committee Action**	**Motion | Second**
3253: Music: Liberal Arts	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) Program SLOs were updated to clarify SLO verbiage and accurately reflect how/when assessments are happening in the program. 2.) Piano course sequence: the Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 3-4.) MUSA 250: Reclassifying Beginning Conducting as a lab course aligns with its emphasis on student practice, observation, and active participation rather than passive learning. The piano literature sequence has been reduced from two semesters of MUSA 302 and 304 to one semester of MUSA 305 Keyboard Literature. 5.) Text was updated to clarify piano proficiency requirements and remove mention of the departmental recital/concert attendance requirements. 6.) Updated General Elective credits from 25 to 23 to balance out the Foundation and Program Specific Requirement credit changes so the program total remains at 120.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Updated program SLOs and curriculum map 2. Added MUSA 130 Class Piano I, MUSA 131 Class Piano II, and MUSA 230 Class Piano III to the Foundation Courses, updated the Foundation Courses credit total from 23 to 26, and updated the Suggested Course Plan accordingly. 3. Changed credits in Program Specific requirements from 35 to 34 because of the 1-credit decrease in MUSA 250 Beginning Conducting (course changed from 2 credits to 1 credit). 4. Removed MUSA 302 and 304 Keyboard Literature I and II and added the new MUSA 305 Keyboard Literature to Program Specific Requirements. 5. Updated text in Program Specific Requirements header to update credit totals and piano proficiency requirements. 6. Updated General Elective credits from 25 to 23.

3281: Music with Elective Studies in Business	**BM**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) Added MUSA 130 Class Piano I, MUSA 131 Class Piano II, and MUSA 230 Class Piano III to the Foundation Courses, updated the credit total from 23 to 26. Added these courses to the Suggested Course Plan. The Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 2.) Added the text "Select one of the following" in the Music Core section of the Program Specific Requirements and added MUSA 210 as an option to the existing course MUSA 268. Updated the Suggested Course Plan accordingly. MUSA 210 was added as a course option for students with a vocal focus relevant to vocal methods. 3.) Moved the option between MUSA 129/MUSA 229 and MUSA 368 up in the Program Specific Requirements to put the courses in numeric order. 4.) Changed the credit total in the Program Specific Requirements from 56 to 55-56 to reflect the addition of the option to take MUSA 210 instead of MUSA 268. 5.) MUSA 250 changed from 2 to 1 credit to reflect the instructional method change from lecture to lab. 6.) Adjusted general electives from 4 credits to 1-2 credits to balance out the program total after making the programmatic changes in #1 through 5. 7.) Updated text in Program Specific Requirements to clarify piano proficiency requirements. 8.) Updated credit total in text above Suggested Course Plan from 118-122 to 117-123 to balance out the program total after making the programmatic changes in #1 through 5. 9.) Edited the footnotes under the Suggested Course plan to clarify requirements and clarify sequencing options for students who take MUSA 326 vs MUSA 327.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Added MUSA 130 Class Piano I, MUSA 131 Class Piano II, and MUSA 230 Class Piano III to the Foundation Courses, updated the credit total from 23 to 26. Added these courses to the Suggested Course Plan. 2. Added the text "Select one of the following" in the Music Core section of the Program Specific Requirements and added MUSA 210 as an option to the existing course MUSA 268. Updated the Suggested Course Plan accordingly. 3. Moved option between MUSA 129/MUSA 229 and MUSA 368 earlier in the Program Specific Requirements. 4. Changed the credit total in the Program Specific Requirements from 56 to 55-56. 5. MUSA 250 changed from 2 to 1 credit to reflect the instructional method change from lecture to lab. 6. Adjusted general electives from 4 credits to 1-2 credits. 7. Updated text in Program Specific Requirements. 8. Updated credit total in text above Suggested Course Plan from 118-122 to 117-123. 9. Edited the footnotes under the Suggested Course plan.

3282: Music Education K-12	**BME**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) Updated Program Overview to improve clarity and syntax. 2.) Updated program SLOs and curriculum map to more accurately reflect how assessment is currently happening. 3.) Added text in the header of the Other Lower Division Requirements to specify credit total and that the KINA requirement is met by MUSP 147. 4.) "Select one Activity Course (Marching Band required for wind and percussion majors)" was added to the Wellness Requirement to make it more clear to those students that MUSP 147 is needed for specific majors. 5.) MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours.

Updated the Suggested Course Plan accordingly. The Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 6.) Program Specific Requirements credit total changed from 66 to 63. Text was added to the header to more clearly state the piano proficiency requirements. 7.) MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan to reflect changes to the instructional method (from lecture to lab). 8.) Removed MUSA 302 and MUSA 304 from Program Specific Requirements and replaced them with MUSA 305. The content from MUSA 302 and 304 is being combined into a single course MUSA 305 to streamline the content. 9.) Option 1 Instrumental and Keyboard Focus and Option 2 Vocal Focus were added to the Program Specific Requirements to more clearly convey focii that students can pursue. 10.) MUSA 268 was removed from Music Core and moved to Option 1 as this is a better categorical fit. 11.) MUSA 240, MUSA 340, MUSA 440, and MUSA 441 were moved from K-12 requirements to Music Core - this reformatting avoids confusing 'or' listings for students in a vocal vs instrumental focus. 12.) MUSA 350A was moved to Option 2 and MUSA 350B was moved to Option 1 to fit with the focus of each track. The credits for both courses changed from 1 to 2 credits to accommodate the new instructional type. 13.) MUSA 442A was moved to Option 2 and MUSA 442B was moved to Option 1 to fit with the focus of each track. The credits for both courses changed from 3 to 2 credits to accommodate the new instructional type. 14.) General electives changed from 25 to 23 credit hours as a result of programmatic changes to credit hours. 15.) Added text to top of Suggested Course Plan to clarify total credit requirements of 120 credits for the program. 16.) Added MUSA 210 to Option 2 to provide content on vocal function in the Vocal Focus option. 17.) Added "Select two of the following" to Option 2 so vocal track students pick two courses out of MUSA 232, MUSA 233, MUSA 234, and MUSA 235. Instrumental students must take all four. 18.) MUSA 410 changed from 3 to 1 credits to accommodate the new instructional type. 19.) MUSA 365 was moved from Music Core to Option 2 Vocal Focus as this course fits better with the vocal focus option. 20.) Text describing Professional Education Coursework was edited to clarify education program requirements. Footnotes at bottom of Program Specific Requirements were edited to more clearly state requirements. 21.) Updated Suggested Course Plan to add clear plans for the vocal focus and instrumental focus. 22.) MUSA 441 changed from 3 to 2 credits to remove redundant content that is covered in methods and materials courses.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Updated Program Overview. 2. Updated program SLOs and curriculum map. 3. Added text in the header of the Other Lower Division Requirements. 4. "Select one Activity Course (Marching Band required for wind and percussion majors)" was added to the Wellness Requirement. 5. MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly. 6. Program Specific Requirements credit total changed from 66 to 63. Text was added to the header. 7. MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan. 8. Removed MUSA 302 and MUSA 304 from Program Specific Requirements and replaced them with MUSA 305. 9. Option 1 Instrumental and Keyboard Focus and Option 2 Vocal Focus were added to the Program Specific

	Requirements. 10. MUSA 268 was removed from Music Core and moved to Option 1. 11. MUSA 240, MUSA 340, MUSA 440, and MUSA 441 were moved from K-12 requirements to Music Core. 12. MUSA 350A was moved to Option 2 and MUSA 350B was moved to Option 1. The credits for both courses changed from 1 to 2 credits. 13. MUSA 442A was moved to Option 2 and MUSA 442B was moved to Option 1. The credits for both courses changed from 3 to 2 credits. 14. General electives changed from 25 to 23 credit hours. 15. Added text to top of Suggested Course Plan to clarify total credit requirements of 120 credits for the program. 16. Added MUSA 210 to Option 2. 17. Added "Select two of the following" to Option 2 so vocal track students pick two courses out of MUSA 232, MUSA 233, MUSA 234, and MUSA 235. Instrumental students must take all four. 18. MUSA 410 changed from 3 to 1 credits. 19. MUSA 365 was moved from Music Core to Option 2 Vocal Focus. 20. Text describing Professional Education Coursework was edited to clarify education program requirements. Footnotes at bottom of Program Specific Requirements were edited to more clearly state requirements. 21. Updated Suggested Course Plan and added a plan for students pursuing the vocal focus, and a separate plan for students pursuing the instrumental focus. 22. MUSA 441 changed from 3 to 2 credits.

3285: Music Performance - BM Instrumental Performance	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly. The Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 2.) Program Specific Requirements credit total changed from 54 to 53. Text was added to the header to more clearly state the piano proficiency requirements. 3.) MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan to reflect changes to the instructional method (from lecture to lab). 4.) The shift of MUSL from 1__ to 2__ between the Program-Specific Requirements and Foundation Course section corrects an error on the program sheet and ensures consistency between all music performance programs. 5.) General electives changed from 5 to 3 credit hours as a result of changes in #1-4. 6.) The Suggested Course Plan was edited to reformat two instances of "select one of the following" to provide better clarity to students. 7.) The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section

	changed from 24 to 27 hours. Updated the Suggested Course Plan accordingly. 2. Program Specific Requirements credit total changed from 54 to 53. Text was added to the header. 3. MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan. 4. The program requires two two-credit MUSL 1__ and two MUSL 2__. This program used to have one of each in the Foundation section and one of each in the Program-Specific Requirements. Now both two-credit MUSL 1__ courses are in the Foundation and both MUSL 2__ courses are in the Program Specific Requirements. 5. General electives changed from 5 to 3 credit hours. 6. The Suggested Course Plan was edited to reformat two instances of "select one of the following". 7. The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

3286: Music Performance - Keyboard Performance	**BM**	**Program Modification - Approved (3/27/25)**
Stern | Gurka		

UCC Discussion: 1.) MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly. The Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 2.) Program Specific Requirements credit total changed from 56 to 55. Text was added to the header to more clearly state the piano proficiency requirements. MUSA 305: The piano performance program was the only performance degree requiring 2 semesters of a specialized instrument literature course, so this aligns it with other performance degrees. 3.) MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan to reflect changes to the instructional method (from lecture to lab). 4.) The shift of MUSL from 1__ to 2__ between the Program-Specific Requirements and Foundation Course section corrects an error on the program sheet and ensures consistency between all music performance programs. 5.) MUSA 302 was replaced by MUSA 305 in the Keyboard Performance section of the Program Specific Requirements. The new MUSA 305 Keyboard Literature course combines content from previous Keyboard Literature I and II courses which offers students a more streamlined and relevant course. 6.) General electives changed from 3 to 1 credit hour as a result of programmatic changes to credit hours. 7.) Updated suggested course plan to adjust credit totals to General Elective courses and reformat two instances of "select one of the following" for clarity. 8.) The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 24 to 27 hours. Updated the Suggested Course Plan accordingly. 2. Program Specific Requirements credit total changed from 56 to 55. Text was added to the header. 3. MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan.

	4. The program requires two two-credit MUSL 1__ and two MUSL 2__. This program used to have one of each in the Foundation section and one of each in the Program-Specific Requirements. Now both two-credit MUSL 1__ courses are in the Foundation and both MUSL 2__ courses are in the Program Specific Requirements. 5. MUSA 302 was replaced by MUSA 305 in the Keyboard Performance section of the Program Specific Requirements. 6. The General electives changed from 3 to 1 credit hour. 7. Updated suggested course plan to adjust credit totals to General Elective courses and reformat two instances of "select one of the following." 8. The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

3287: Music Performance - Vocal Performance	**BM**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly. The Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 2.) MUSA 129 and MUSA 229 are unique to the vocal performance major and should appear in program-specific courses rather than foundation courses to better match other music performance degrees. 3.) Text was added to the header of the Program Specific Requirements to more clearly state the piano proficiency requirements. 4.) Added MUSA 210 to include voice-specific technique content that is better delivered in a lecture class than in lessons. Additionally, the lessons requirement has been reduced by 1 hour. 5.) Removed MUSA 268 due to its specialized nature that does not apply to all performance majors; improvisation standards for NASM accreditation are addressed by MUSA 258, which covers a wider range of styles. 6.) MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan to reflect changes to the instructional method (from lecture to lab). 7.) The shift of MUSL from 1__ to 2__ between the Program-Specific Requirements and Foundation Course section corrects an error on the program sheet and ensures consistency between all music performance programs. 8.) Edited the text in the Foreign Language section of Program Specific Requirements to correct grammatical issues and remove the footnote as this requirement is no longer necessary. 9.) Removed the text at the bottom of the Program Specific Requirements specifying "some essential learning credits will have to be completed in the junior year" as this is not necessary to specify in this section of the program sheet. 10.) MUSA 410 changed from 3 to 1 credits to accommodate the new instructional type. 11.) Specified that 2 hours of upper-division electives are needed in the General Electives header to accommodate the credit reduction in MUSA 410. 12.) The Suggested Course Plan was edited to reformat two instances of "select one of the following" to provide better clarity to students. The footnote was added to clarify the music business elective requirements. 13.) The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly.2. MUSA 129 and MUSA 229 were moved

	from Foundation Courses to Program Specific Requirements.3. Text was added to the header of the Program Specific Requirements.4. MUSA 210 was added to the Music Core section of the Program Specific Requirements and Suggested Course Plan.5. Removed MUSA 268 from Music Core in Program Specific Requirements and Suggested Course Plan.6. MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan.7. The program requires two two-credit MUSL 1__ and two MUSL 2__. This program used to have one of each in the Foundation section and one of each in the Program-Specific Requirements. Now both two-credit MUSL 1__ courses are in the Foundation and both two-credit MUSL 2__ courses are in the Program Specific Requirements.8. Edited the text in the Foreign Language section of Program Specific Requirements and removed the footnote.9. Removed the text at the bottom of the Program Specific Requirements specifying "some essential learning credits will have to be completed in the junior year."10. MUSA 410 changed from 3 to 1 credits.11. Specified that 2 hours of upper-division electives are needed in the General Electives header.12. The Suggested Course Plan was edited to reformat two instances of "select one of the following" and add a footnote to clarify the music business elective requirements.13. The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

3288: Music: Commercial Music	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) Updated program SLOs and curriculum map to more accurately reflect how assessment is currently happening. 2.) MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly. The Department of Music has restructured piano proficiency requirements by reducing levels, adding a preparatory course, and aligning learning objectives for clarity and industry relevance. 3.) MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan to reflect changes to the instructional method (from lecture to lab). 4.) Program Specific Requirements credit total changed from 50 to 49 due to the credit change in MUSA 250.
5. Changing level of composition lessons from lower-division to upper-division since students will benefit from completing lower-division studies in music theory and improvisation before applying those skills to composition. 6.) The general elective credits were adjusted to balance out the lower- vs upper-division hours due to the addition of the piano proficiency courses. 7.) Updated the Program Overview to correct the name of the program. 8.) The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

Change Item Description	**Department Justification**

List all proposed changes to the program:	1. Update program SLOs and curriculum map 2. MUSA 130, MUSA 131, and MUSA 230 were added to the Foundation Courses section, credit total for this section changed from 23 to 26 hours. Updated the Suggested Course Plan accordingly. 3. MUSA 250 reduced from 2 to 1 credits in Program Specific Requirements and Suggested Course Plan. 4. Program Specific Requirements credit total changed from 50 to 49. 5. Removed MUSL 238 from the Program Specific Requirements and Suggested Course Plan and replaced it with MUSL 438. 6. General electives changed from 10 to 8 credit hours and text was added to specify that up to 8 hours of upper-division electives may be needed. Suggested Course Plan was updated accordingly. 7. Updated the Program Overview to correct the name of the program. 8. The footnote related to the foreign language requirement in the Program Specific Requirements was removed because the information was redundant with the text at the top of the section.

M211: Music - Vocal	**MNR**	**Program Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) MUSA 130 was reduced in credit hours due to changes made to the piano pedagogy curriculum. 2.) The MUSA 410 credit reduction was done to accommodate the new instructional type. 3.) MUSA 210 is a new course that fills a gap for vocal pedagogy that existed in our course offerings. 4.) Expanding MUSL courses to upper-division levels provides consistent, level-appropriate skill-building and performance opportunities and allows the program to better balance lower- and upper-division requirements. 5.) Program Specific Requirements credit total changed from 24 to 23 because of the decrease in credits for MUSA 130. The credits for this course changed from 2 to 1 because the instructional type changed from lecture to lab: academic/clinical. One credit of lab provides enough engagement minutes to cover the course material.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. MUSA 130 changed from 2 to 1 credit 2. MUSA 410 changed from 3 to 1 credit. 3. MUSA 210 was added to the Program Specific Requirements. 4. One instance of MUSL 137 and MUSL 237 were removed and replaced by MUSL 337 and MUSL 437 in the Program Specific Requirements. The associated footnotes were removed. 5. Program Specific Requirements credit total changed from 24 to 23.

Music – Course Modifications

Title	Credits	Committee Action	Motion | Second
MUSA 130: Class Piano I	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Credit hours changed from 2 to 1 because the instructional type changed from lecture to lab: academic/clinical. One credit of lab provides enough engagement minutes to cover the course material. 2) Course description was updated to more clearly reflect course content. 3) Semester offered was updated to remove fall and leave spring as the intended offering. 4) Updated the topical course outline and SLOs to more accurately reflect course content. Since 2021, the Department of Music has aimed to integrate piano proficiency requirements within the curriculum in a transparent manner. The modifications proposed ensure students achieve foundational skills efficiently while aligning with credit requirements and industry standards. Reduction of Piano Levels: The piano sequence is reduced from four levels to three, with the addition of a preparatory Piano Fundamentals class. This change addresses the foundational gap for incoming students and ensures proficiency is systematically embedded. Standardizing Piano Competency Requirements: The piano proficiency sequence is now formally included as part of the curriculum rather than an additional expectation. This integration ensures all students achieve competencies in sight-reading, accompaniment, harmonic analysis, and improvisation. Diagnostic Assessment for Placement: A diagnostic assessment will be used to appropriately place students into either the Piano Fundamentals or Piano I course, thus aligning instruction with individual preparedness levels. Skill Alignment and Transparency: The updated structure clearly defines learning outcomes at each level—ranging from fundamental keyboard skills to advanced harmonic exploration and improvisation—providing transparency and consistency in the progression of piano skills across all music majors. These changes promote efficacy in degree programs, support broader musicianship, and establish a measurable standard that equips students with the versatile skills necessary for diverse professional demands.

Change Item Discussion	Old	New
Credit hours:	2	1
Type of Instructional Activity:	Lecture	Laboratory: Academic/Clinical
Course description for the catalog:	Introduction of basic keyboard skills, including scales, chords, transposition, harmonization, choir warmups, improvisation, and sightreading. Recommended for music majors, music minors and music theatre majors needing piano proficiency skills required by their program of study. Students move at their own pace completing specified sequenced skills.	Development of keyboard skills, including major/minor scales, chord progressions, and sight-reading classical and popular music. Focus on two-octave scales and foundational improvisation.
Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Spring

MUSA 131: Class Piano II	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Credit hours changed from 2 to 1 because the instructional type changed from lecture to lab: academic/clinical. One credit of lab provides enough engagement minutes to cover the course material. 2) Course description was updated to more clearly reflect course content. 3) Semester offered was updated to remove spring and add fall as the intended offering.4) Updated the topical course outline and SLOs to more accurately reflect course content. Since 2021, the Department of Music has aimed to integrate piano proficiency requirements within the curriculum in a transparent manner. The modifications proposed ensure students achieve foundational skills efficiently while aligning with credit requirements and industry standards. Reduction of Piano Levels: The piano sequence is reduced from four levels to three, with the addition of a preparatory Piano Fundamentals class. This change addresses the foundational gap for incoming students and ensures proficiency is systematically embedded. Standardizing Piano Competency Requirements: The piano proficiency sequence is now formally included as part of the curriculum rather than an additional expectation. This integration ensures all students achieve competencies in sight-reading, accompaniment, harmonic analysis, and improvisation. Diagnostic Assessment for Placement: A diagnostic assessment will be used to appropriately place students into either the Piano Fundamentals or Piano I course, thus aligning instruction with individual preparedness levels. Skill Alignment and Transparency: The updated structure clearly defines learning outcomes at each level—ranging from fundamental keyboard skills to advanced harmonic exploration and improvisation—providing transparency and consistency in the progression of piano skills across all music majors. These changes promote efficacy in degree programs, support broader musicianship, and establish a measurable standard that equips students with the versatile skills necessary for diverse professional demands.

Change Item Discussion	**Old**	**New**
Type of Instructional Activity:	Lecture	Laboratory: Academic/Clinical
Course description for the catalog:	Continuation of keyboard skills learned in MUSA 130, including experience with arpeggios, chord inversions, different accompaniment styles and ensemble experiences. Students move at their own pace completing specified sequence skills.	Continued piano skill development, with scales, seventh chords, syncopated sight-reading, and complex chord progressions. Focuses on improvisation and interpretation of classical and popular repertoire.
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall

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MUSA 230: Class Piano III 1	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Credit hours changed from 2 to 1 because the instructional type changed from lecture to lab: academic/clinical. One credit of lab provides enough engagement minutes to cover the course material. 2) Course description was updated to more clearly reflect course content. 3) Updated the topical course outline and SLOs to more accurately reflect course content. Since 2021, the Department of Music has aimed to integrate piano proficiency requirements within the curriculum in a transparent manner. The modifications proposed ensure students achieve foundational skills efficiently while aligning with credit requirements and industry standards. Reduction of Piano Levels: The piano sequence is reduced from four levels to three, with the addition of a preparatory Piano Fundamentals class. This change addresses the foundational gap for incoming students and ensures proficiency is systematically embedded. Standardizing Piano Competency Requirements: The piano proficiency sequence is now formally included as part of the curriculum rather than an additional expectation. This

integration ensures all students achieve competencies in sight-reading, accompaniment, harmonic analysis, and improvisation. Diagnostic Assessment for Placement: A diagnostic assessment will be used to appropriately place students into either the Piano Fundamentals or Piano I course, thus aligning instruction with individual preparedness levels. Skill Alignment and Transparency: The updated structure clearly defines learning outcomes at each level—ranging from fundamental keyboard skills to advanced harmonic exploration and improvisation—providing transparency and consistency in the progression of piano skills across all music majors. These changes promote efficacy in degree programs, support broader musicianship, and establish a measurable standard that equips students with the versatile skills necessary for diverse professional demands.

Change Item Discussion	**Old**	**New**
Credit hours:	2	1
Type of Instructional Activity:	Lecture	Laboratory: Academic/Clinical
Course description for the catalog:	Continuation of concepts covered in MUSA 130 and MUSA 131, including minor scales, chords, transposition, playing from lead sheets, improvisation, basic jazz keyboarding skills, and sightreading.	Development of piano skills, focusing on modal scales, chromatic harmony, composition, and advanced improvisation techniques. Prepares students for solo and collaborative performance settings as applicable to all music careers.

MUSA 250: Beginning Conducting	**1**	**Course Modification - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Credit hours changed from 2 to 1 and the instruction method changed from lecture to laboratory. Beginning Conducting as a lab course aligns with its emphasis on student practice, observation, and active participation rather than passive learning. This change more accurately captures the experiential and practical focus of the course, consistent with CMU's definition of laboratory activities and corresponding instructional requirements per the Curriculum Policies and Procedures manual. This course focuses on the procedural aspect of conducting. The more advanced elements of conducting, such as rehearsal techniques and repertoire, were reassigned to advanced conducting (MUSA 350).

Change Item Description	**Old**	**New**
Credit hours:	2	1
Type of Instructional Activity:	Lecture	Laboratory: Academic/Clinical

MUSA 340: Teaching Elementary and General Music: Methods, Principles, and Materials	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) Updated Course Description: To align with upper-level Bloom's Taxonomy and UCC initiatives, the description now emphasizes developmental appropriateness, instructional sequencing, and pedagogical soundness, ensuring clarity and relevance for 300-400 level coursework. 2.) Expanded Course Outline: The course outline now includes more methodologies (Suzuki, Orff, Kodály, Dalcroze), as well as previously omitted but essential topics such as specifically including

ukulele and Orff Instrumentarium, pacing, sequencing, classroom management, and assessment and evaluation. It also explicitly emphasizes standards (Colorado and National), providing a comprehensive and standards-based framework that was lacking specificity in the previous version. 3.) Revised Student Learning Outcomes (SLOs): The SLOs have been enhanced to emphasize higher-level skills, such as evaluation, analysis, and critique, ensuring students develop advanced competencies required for teaching diverse elementary settings, rather than focusing on basic identification or demonstration.

Change Item Discussion	Old	New
Course description for the catalog:	For Music Education Majors: The course is designed for standards-based curriculum for elementary and general music classes. Weekly laboratory experiences focus on course content dealing with teaching competencies in elementary and general music. Also addresses how to teach literacy in the music classroom. Includes 30 hours of field experience.	Exploration of methods and materials for teaching music to elementary-aged children, focusing on developmental abilities, effective sequencing, lesson planning, classroom management, and student engagement. Students investigate pedagogical approaches and gain practical experience through hands-on activities, peer teaching, and observation, fostering a musically enriching environment for young learners. This course includes 30 hours of field experience.

MUSA 410: Vocal Pedagogy	1	Course Modification - Approved (2/27/25)	Stern | Bickham

UCC Discussion: 1.) Credit hours changed from 3 to 1 and the instructional method changed from lecture to laboratory. This course allows students to apply the foundational vocal knowledge gained in the lower-level course to real-world teaching scenarios. It prepares students for professional vocal instruction and studio management, aligning with the needs of vocal performance majors. Foundational voice mechanics topics have been moved to a new course, MUSA 210 Vocal Function and Basics, allowing for a laboratory focus of more advanced topics in MUSA 410. 2.) Course description, topical course outline, and SLOs updated to better reflect course content. 3.) The prereqs changed from MUSA 137 or MUSL 137 to MUSA 210 because the content in MUSA 210 is more relevant to students pursuing vocal-focused concentrations.

Change Item Discussion	Old	New
Credit hours:	3	1
Type of Instructional Activity:	Lecture	Laboratory: Academic/Clinical

Course description for the catalog:	Physiology of the human vocal mechanism, various teaching styles, vocal problems related to various age groups, and vocal repertoire pertinent to all age groups and levels of development.	Application of vocal function knowledge to the teaching of voice. Exploration of pedagogical methods, development of teaching skills for private voice instruction, and principles of running a private studio. Required for vocal performance majors; elective for others.
Prerequisites:	MUSA 137 or MUSL 137	MUSA 210

MUSA 440: Teaching Vocal Music K-12: Methods, Principles, and Materials	**2**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Updated the student learning outcomes to more closely align with the Society of Human Resource Management‘s (SHRM) Body of Applied Skills and Knowledge (BASK). 2) Updated the terms typically offered from fall/spring to just fall. When the HRMA program went fully online, the semester offerings were changed. This edit is updating the typical semester to reflect when this course is actually taught.

Change Item Discussion	**Old**	**New**
Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Fall

MUSA 441: Teaching Instrumental Music K-12: Methods, Principles and Materials	**2**	**Course Modification - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Credit hours changed from 3 to 2 and changed from lecture to mixed lecture/lab to better align with the hands-on, experiential nature of this course. The practical focus of activities requires a lab environment to enhance student engagement and application of skills. This shift provides an accurate representation of the course structure and supports improved student outcomes. The shift in credit hours in this course removes redundant content that is covered in other coursework.

Change Item Description	**Old**	**New**
Credit hours:	3	2
Type of Instructional Activity:	Lecture	Mixed Instructional Method

MUSL 340: Instrumental Pedagogy and Literature	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Added percussion to the course description which was mistakenly omitted in the previous course edit.

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

Course description for the catalog:	Private one-on-one instruction of instrumental pedagogy and literature for woodwinds, brass, and strings music performance major students. The student will develop skills and knowledge of pedagogy of his/her primary instrument for future studio teaching. The student will also explore a survey of repertory for the instrument, including solo, chamber, band, and/or orchestra literature.	Private one-on-one instruction of instrumental pedagogy and literature for woodwinds, brass, percussion, and strings music performance major students. The student will develop skills and knowledge of pedagogy of his/her primary instrument for future studio teaching. The student will also explore a survey of repertory for the instrument, including solo, chamber, band, and/or orchestra literature.

MUSP 143: Rowdy Brass Band	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Changed the title from Pep Band to Rowdy Brass Band. The Rowdy Brass Band (RBB) is what Pep Band essentially used to be. This course has been inactive since 1992 and is now being reactivated and renamed to reflect its unique focus on showmanship, choreography, and high-energy performances. Unlike traditional chamber ensembles, RBB requires specialized instruction and skills, warranting dedicated course recognition to reflect the commitment and distinct learning outcomes involved. 2) Academic engagement minutes and student preparation minutes, typical semester offered, course description, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Updated instructional activity from Studio to Music: Studio to provide more specificity as to what type of studio this course is. 4) The repeat limit changed from 2 to 1 to match current ensemble limits.

Change Item Discussion	**Old**	**New**
Course name:	Pep Band	Rowdy Brass Band
Type of Instructional Activity:	Studio	Music: Studio
Repeat limit:	2	1

MUSP 243: Rowdy Brass Band	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Changed the title from Pep Band to Rowdy Brass Band. The Rowdy Brass Band (RBB) is what Pep Band essentially used to be. This course has been inactive since 1992 and is now being reactivated and renamed to reflect its unique focus on showmanship, choreography, and high-energy performances. Unlike traditional chamber ensembles, RBB requires specialized instruction and skills, warranting dedicated course recognition to reflect the commitment and distinct learning outcomes involved. 2) Academic engagement minutes and student preparation minutes, typical semester offered, course description, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).3) Updated instructional activity from Studio to Music: Studio to provide more specificity as to what type of studio this course is. 4) The repeat limit changed from 2 to 1 to match current ensemble limits.

Change Item Discussion	**Old**	**New**
Course name:	Pep Band	Rowdy Brass Band

Type of Instructional Activity:	Studio	Music: Studio
Repeat limit:	2	1

MUSP 343: Rowdy Brass Band	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Changed the title from Pep Band to Rowdy Brass Band. The Rowdy Brass Band (RBB) is what Pep Band essentially used to be. This course has been inactive since 1992 and is now being reactivated and renamed to reflect its unique focus on showmanship, choreography, and high-energy performances. Unlike traditional chamber ensembles, RBB requires specialized instruction and skills, warranting dedicated course recognition to reflect the commitment and distinct learning outcomes involved. 2) Academic engagement minutes and student preparation minutes, typical semester offered, course description, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Updated instructional activity from Studio to Music: Studio to provide more specificity as to what type of studio this course is. 4) The repeat limit changed from 2 to 1 to match current ensemble limits.

Change Item Discussion	**Old**	**New**
Course name:	Pep Band	Rowdy Brass Band
Type of Instructional Activity:	Studio	Music: Studio
Repeat limit:	2	1

MUSP 443: Rowdy Brass Band	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Changed the title from Pep Band to Rowdy Brass Band. The Rowdy Brass Band (RBB) is what Pep Band essentially used to be. This course has been inactive since 1992 and is now being reactivated and renamed to reflect its unique focus on showmanship, choreography, and high-energy performances. Unlike traditional chamber ensembles, RBB requires specialized instruction and skills, warranting dedicated course recognition to reflect the commitment and distinct learning outcomes involved. 2) Academic engagement minutes and student preparation minutes, typical semester offered, course description, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Updated instructional activity from Studio to Music: Studio to provide more specificity as to what type of studio this course is. 4) The repeat limit changed from 2 to 1 to match current ensemble limits.

Change Item Discussion	**Old**	**New**
Course name:	Pep Band	Rowdy Brass Band
Type of Instructional Activity:	Studio	Music: Studio
Repeat limit:	2	1

Music – Course Additions

Title	**Credits**	**Committee Action**	**Motion | Second**
MUSA 125: Fundamentals of Piano	**1**	**Course Addition - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: This course is being added to provide an opportunity to build foundational skills in piano. Since 2021, the Department of Music has aimed to integrate piano proficiency requirements within the curriculum in a transparent manner. The modifications proposed ensure students achieve foundational skills efficiently while aligning with credit requirements and industry standards. Reduction of Piano Levels: The piano sequence is reduced from four levels to three, with the addition of a preparatory Piano Fundamentals class. This change addresses the foundational gap for incoming

students and ensures proficiency is systematically embedded.
Standardizing Piano Competency Requirements: The piano proficiency sequence is now formally included as part of the curriculum rather than an additional expectation. This integration ensures all students achieve competencies in sight-reading, accompaniment, harmonic analysis, and improvisation.
Diagnostic Assessment for Placement: A diagnostic assessment will be used to appropriately place students into either the Piano Fundamentals or Piano I course, thus aligning instruction with individual preparedness levels.
Skill Alignment and Transparency: The updated structure clearly defines learning outcomes at each level—ranging from fundamental keyboard skills to advanced harmonic exploration and improvisation—providing transparency and consistency in the progression of piano skills across all music majors.
These changes promote efficacy in degree programs, support broader musicianship, and establish a measurable standard that equips students with the versatile skills necessary for diverse professional demands

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSA 210: Vocal Function and Basics	**2**	**Course Addition - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: This course addresses the need for early instruction in vocal function, providing students with the foundational knowledge required for advanced vocal study. By offering this course to all vocal majors and minors, it ensures that students gain a clear understanding of their vocal instrument at the start of their studies. This new course will include some content that was previously taught in MUSA 410, this shift allows students to get the foundational skills earlier in the curriculum.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSA 305: Keyboard Literature	**3**	**Course Addition - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: To align with existing literature course sequences and after careful faculty evaluation, we propose consolidating two levels of Keyboard Literature into one, ensuring comprehensive coverage and curricular efficiency. Having MUSA 302 and MUSA 304 as separate classes was overkill and makes more sense to combine into a single course. MUSA 302 and 304 will be inactivated next academic year.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSP 138: Concert Band	**1**	**Course Addition - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: This proposal reflects the growth of the CMU Bands and provide an inclusive ensemble that accommodates varying levels of experience. Multiple tiers of wind band ensembles are offered at other universities of a similar size.
In university band structures, the Concert Band focuses on accessible wind band literature, allowing students of different backgrounds to participate and improve their skills, whereas the Wind Symphony performs professional-level repertoire,
The course is repeatable so students can continue developing advanced ensemble skills while encountering new repertoire and challenges each term. It is open to all students, regardless of major, which is the same as Wind Symphony. However, Concert Band only requires prior experience with a

woodwind, brass, or percussion instrument; no audition is required so as to appeal to as many people as possible.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSP 138Z: Concert Band	**0**	**Course Addition - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: This proposal reflects the growth of the CMU Bands and provide an inclusive ensemble that accommodates varying levels of experience. Multiple tiers of wind band ensembles are offered at other universities of a similar size.
In university band structures, the Concert Band focuses on accessible wind band literature, allowing students of different backgrounds to participate and improve their skills, whereas the Wind Symphony performs professional-level repertoire,
The course is repeatable so students can continue developing advanced ensemble skills while encountering new repertoire and challenges each term. It is open to all students, regardless of major, which is the same as Wind Symphony. However, Concert Band only requires prior experience with a woodwind, brass, or percussion instrument; no audition is required so as to appeal to as many people as possible.
This proposal mirrors zero-credit options for other MUSP ensembles that were approved last year. The VPAA and President approved the following option from a budgetary standpoint on October 26, 2023: Create a zero-credit option for all ensembles. Each semester, students will register for their first ensemble at 1 credit and remaining ensembles at 0 credit. This ensures students are registered for every ensemble and does not charge students for extra ensembles not required for their degree.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSP 143Z: Rowdy Brass Band	**0**	**Course Addition - Approved (2/27/25)**	**Gurka | Bickham**

UCC Discussion: 1) Create a zero-credit option for all ensembles. Each semester, students will register for their first ensemble at 1 credit and remaining ensembles at 0 credit. This ensures students are registered for every ensemble and does not charge students for extra ensembles not required for their degree. 2) The Rowdy Brass Band (RBB) is what Pep Band essentially used to be. This course reflects its unique focus on showmanship, choreography, and high-energy performances. Unlike traditional chamber ensembles, RBB requires specialized instruction and skills, warranting dedicated course recognition to reflect the commitment and distinct learning outcomes involved.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSP 147Z: Marching Band	**0**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: This proposal mirrors zero-credit options for other MUSP ensembles that were approved last year. Previously, Marching Band used a separate section at each level for a zero-credit option.
Create a zero-credit option for all ensembles. Each semester, students will register for their first ensemble at 1 credit and remaining ensembles at 0 credit. This ensures students are registered for every ensemble and does not charge students for extra ensembles not required for their degree. The prereq for this course is different from other Z courses because the roles and responsibilities of those in marching band are different than other ensemble courses. For instance, a student who is a color guard performer

would not place into any other ensemble course, but they can take MUSP 147 and be prepared for this course.

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

MUSP 238: Concert Band **1** **Course Addition - Approved (2/27/25)** **Gurka | Bickham**

UCC Discussion: This proposal reflects the growth of the CMU Bands and provide an inclusive ensemble that accommodates varying levels of experience. Multiple tiers of wind band ensembles are offered at other universities of a similar size.
In university band structures, the Concert Band focuses on accessible wind band literature, allowing students of different backgrounds to participate and improve their skills, whereas the Wind Symphony performs professional-level repertoire,
The course is repeatable so students can continue developing advanced ensemble skills while encountering new repertoire and challenges each term. It is open to all students, regardless of major, which is the same as Wind Symphony. However, Concert Band only requires prior experience with a woodwind, brass, or percussion instrument; no audition is required so as to appeal to as many people as possible.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSP 338: Concert Band **1** **Course Addition - Approved (2/27/25)** **Gurka | Bickham**

UCC Discussion: This proposal reflects the growth of the CMU Bands and provide an inclusive ensemble that accommodates varying levels of experience. Multiple tiers of wind band ensembles are offered at other universities of a similar size.
In university band structures, the Concert Band focuses on accessible wind band literature, allowing students of different backgrounds to participate and improve their skills, whereas the Wind Symphony performs professional-level repertoire,
The course is repeatable so students can continue developing advanced ensemble skills while encountering new repertoire and challenges each term. It is open to all students, regardless of major, which is the same as Wind Symphony. However, Concert Band only requires prior experience with a woodwind, brass, or percussion instrument; no audition is required so as to appeal to as many people as possible.

Change Item Discussion	Old	New
New Proposal: No differences to report		

MUSP 438: Concert Band **1** **Course Addition - Approved (2/27/25)** **Gurka | Bickham**

UCC Discussion: This proposal reflects the growth of the CMU Bands and provide an inclusive ensemble that accommodates varying levels of experience. Multiple tiers of wind band ensembles are offered at other universities of a similar size.
In university band structures, the Concert Band focuses on accessible wind band literature, allowing students of different backgrounds to participate and improve their skills, whereas the Wind Symphony performs professional-level repertoire,
The course is repeatable so students can continue developing advanced ensemble skills while encountering new repertoire and challenges each term. It is open to all students, regardless of major,

which is the same as Wind Symphony. However, Concert Band only requires prior experience with a woodwind, brass, or percussion instrument; no audition is required so as to appeal to as many people as possible.

Change Item Discussion	Old	New
New Proposal: No differences to report		

Physical and Environmental Sciences – Program Modifications

Program	Degree	Committee Action	Motion | Second
1770: Geographic Information Science and Technology	**PCT**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: GEOL 470 is being added as an elective to this program. It has been offered three times already as GEOL 496: Topics and has proven to be not only a popular option for students, but a class that enhances the existing curriculum and allows students to stay up to date with the applications of drone-related data in their field.

Change Item Description	Department Justification
List all proposed changes to the program:	Adding the newly proposed GEOL 470 Drones Explorations on Earth to the Restricted Electives list.

Program	Degree	Committee Action	Motion | Second
3472: Geosciences: Geology	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) GEOL 470 is being added as an elective to this program. It has been offered three times already as GEOL 496: Topics and has proven to be not only a popular option for students, but a class that enhances the existing curriculum and allows students to stay up to date with the applications of drone-related data in their field. 2) GEOL 111/111L and GEOL 113/113L were moved to the top of the Foundation courses list, so it is clear to students they should take one of those courses before taking GEOL 112/112L (which was previously listed at the top).

Change Item Description	Department Justification
List all proposed changes to the program:	1) Adding the newly proposed GEOL 470 Drones Explorations on Earth to the Restricted Electives list. 2) GEOL 111/111L and GEOL 113/113L were moved to the top of the Foundation courses, above GEOL 112/112L.

Program	Degree	Committee Action	Motion | Second
3473: Geosciences: Environmental Geology	**BS**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: GEOL 470 is being added as an elective to this program. It has been offered three times already as GEOL 496: Topics and has proven to be not only a popular option for students, but a class that enhances the existing curriculum and allows students to stay up to date with the applications of drone-related data in their field.

Change Item Description	Department Justification
List all proposed changes to the program:	Adding the newly proposed GEOL 470 Drones Explorations on Earth to the Restricted Electives list.

Program	Degree	Committee Action	Motion | Second
3474: Geosciences: Secondary Education	**BS**	**Program Modification - Approved (3/27/25)**	**Stern | Driskell**

UCC Discussion: 1.) X97 is a reserved course number for practicum courses. EDUC 497 and EDUC 497D are lecture courses and have been for at least the past 17 years.

The course proposals of EDUC 480 and EDUC 480D will replace these two courses and bring the course number in alignment with university curriculum policy and more accurately establish the course as a lecture course. 2.) When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet. 3.) Added SLO courses and assessments since these were missing from the proposal. 4.) MATH 130 is no longer being offered. It is being replaced by MATH 114, which addresses trigonometry with the added elements of analytic geometry and an emphasis on application.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Inactivating EDUC 497 and EDUC 497D and adding EDUC 480 and EDUC 480D to replace these two courses. The Suggested Course Plan was updated to reflect these changes. 2) Added "Critical Thinking" to Program Outcome #10. 3) Added SLO courses and assessments 4) Replaced MATH 130 with MATH 114 in Foundation Courses and Suggested Course Plan.

M420: Geology **MNR** **Program Modification - Approved (3/27/25)** **Stern | Driskell**

UCC Discussion: The addition of these three courses offers students seeking this minor an opportunity to tailor their education in areas specific to their interests and career trajectories.
GEOL 465: Climate-change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth's climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today's world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, most universities in the USA offer a climate-change science course.
GEOL 463 Subsurface Methods. The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, most universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering these courses to our student body.

Drone-related courses typically revolve around the mechanics of drones, the particulars of software, and basic data acquisition. This course is designed to instead focus on allowing students to stay up to date with the applications of drone-related data in their field. Specifically, this course-based undergraduate research experience (CURE) will culminate with students giving oral presentations and written reports on a semester-long Earth-science project of their choosing. As a result, students will not only understand the specific details of hardware & software, but will also be able to use quantitative analysis of drone data through acquisition planning, data analysis, and data interpretation for hypothesis testing.

Change Item Description	Department Justification

List all proposed changes to the program:	Addition of GEOL 465 Climate Change Science, GEOL 463 Subsurface Methods, and GEOL 470 Drone Exploration on Earth to list of Restricted Electives.

M470: Watershed Science	**MNR**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: GEOL 470 is being added as an elective to this program. It has been offered three times already as GEOL 496: Topics and has proven to be not only a popular option for students, but a class that enhances the existing curriculum and allows students to stay up to date with the applications of drone-related data in their field.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Adding the newly proposed GEOL 470 Drones Explorations on Earth to the Restricted Electives list.

M752: Geographic Information Science and Technology	**MNR**	**Program Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: GEOL 470 is being added as an elective to this program. It has been offered three times already as GEOL 496: Topics and has proven to be not only a popular option for students, but a class that enhances the existing curriculum and allows students to stay up to date with the applications of drone-related data in their field.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Adding the newly proposed GEOL 470 Drones Explorations on Earth to the Restricted Electives list.

Physical and Environmental Sciences – Course Modifications

Title	**Credits**	**Committee Action**	**Motion | Second**
GEOL 100: Survey of Earth Science-GTSC2	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Edits to catalog description for clarity and to remove pedagogy.

Change Item Discussion	**Old**	**New**
Course description for the catalog:	Physical makeup of the earth, its history, and geology. One field trip is required. Intended for students with majors other than one of the sciences.	Physical makeup of the earth, its history, and geology. Intended for students not majoring in science.

GEOL 103: Weather and Climate-GTSC2	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Edits to catalog description for clarity and to remove pedagogy.

Change Item Discussion	Old	New
Course description for the catalog:	Non-mathematical introduction to elements of local and global weather: the atmosphere, cloud formation, precipitation, seasons, optical phenomena and violent storms. Students practice making 24-hour weather forecasts.	Non-mathematical introduction to elements of local and global weather: the atmosphere, cloud formation, precipitation, seasons, optical phenomena, and violent storms. Includes the development of weather forecasts.

GEOL 104: Oceanography-GTSC2	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New

GEOL 105: Geology of Colorado-GTSC2	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Removed pedagogy from the catalog description.

Change Item Discussion	Old	New
Course description for the catalog:	Introduction to minerals, rocks, geologic time scale and basic geologic terms, followed by geology of Colorado taught with the aid of movies and slides. A one-day field trip is required.	Introduction to minerals, rocks, geologic time scale, and basic geologic terms, followed by geology of Colorado. Development of skills in geological observation, critical thinking, and natural resources in Colorado.

GEOL 106: Introduction to Dinosaurs-GTSC2	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Removed pedagogy from the catalog description.

Change Item Discussion	Old	New

Course description for the catalog:	Introduction to the study of dinosaurs, from geological, biological and historical perspectives. Intended for students interested in how different areas of science can be applied to a subject of strong human interest. Includes two full-day field trips to local dinosaur quarries and museums.	Introduction to the study of dinosaurs, from geological, biological, and historical perspectives. Intended for students interested in how different areas of science can be applied to a subject of strong human interest.

GEOL 108: Water, People, and Environment-GTSC2	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented).Edits to bring catalog description from 92 to 60 words.

Change Item Discussion	**Old**	**New**
Course description for the catalog:	General introduction to the essential nature of water on Earth. Provides students with a comprehensive foundation in the water cycle, human use of water, water and the environment, the politics of water, and the critical issues surrounding water as a resource. Overview of global water issues as well as a focus on water in the American West, including the sources and uses of water, its importance as a resource, the critical issues of water conservation and scarcity, and the legal, political, economic and physical infrastructure that controls water in the American West.	Introduction to the essential nature of water on Earth. Comprehensive foundation in the water cycle, human use of water, politics of water, and critical issues surrounding water as a resource. Overview of global water issues, with focus on the American West, including sources and uses of water, water conservation, and the legal, political, economic, and physical infrastructure of water control.

GEOL 111: Principles of Physical Geology-GTSC1	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) The course description has been revised to accurately reflect course content, but there have been no changes made to the topics taught in the course. 2) Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	**Old**	**New**

Course description for the catalog:	Materials that make up the earth and surface and interior processes that interact to produce the present features of the earth. Laboratory: minerals, rocks, topographic maps, earth quakes, and landforms. Three lectures and one two-hour laboratory per week.	Materials that make up Earth and the dynamics that shape it, including volcanoes, earthquakes, mountain building, water, wind, and landslides. Hands-on laboratory explores minerals, rocks, maps, earthquakes, water resources, glaciers, and landforms.

GEOL 111L: Principles of Physical Geology Laboratory-GTSC1 **1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Updated catalog description to match lecture.

Change Item Discussion	**Old**	**New**
Course description for the catalog:	Lab component required for GEOL 111.	Materials that make up Earth and the dynamics that shape it, including volcanoes, earthquakes, mountain building, water, wind, and landslides. Hands-on laboratory explores minerals, rocks, maps, earthquakes, water resources, glaciers, and landforms.

GEOL 112: Principles of Historical Geology-GTSC1 **3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) The course description has been revised to accurately reflect course content, but there have been no changes made to the topics taught in the course. 2) Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented).3) Permission of instructor was removed per current curricular standards.

Change Item Discussion	**Old**	**New**

Course description for the catalog:	Origin of the earth and life, changes recorded in rocks and fossils using the geologic time scale and techniques of dating to place events in sequence. Laboratory: topographic and geologic maps, hand samples of rocks, reconstruction exercises, and fossils to interpret regional and general geologic history. One all-day field trip is required. Four lectures and one two-hour laboratory per week.	Origin of the Earth and life, changes recorded in rocks and fossils using the geologic time scale, and techniques of dating to place events in a sequence. Laboratory explores topographic and geologic maps, hand samples of rocks, reconstruction exercises, and fossils to interpret regional and general geologic history.

GEOL 112L: Principles of Historical Geology Laboratory-GTSC1	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Updated catalog description to match lecture. 3) Permission of instructor was removed from prerequisites, per current curricular standards.

Change Item Discussion	**Old**	**New**
Course description for the catalog:	Lab component required for GEOL 112.	Origin of the Earth and life, changes recorded in rocks and fossils using the geologic time scale, and techniques of dating to place events in a sequence. Laboratory explores topographic and geologic maps, hand samples of rocks, reconstruction exercises, and fossils to interpret regional and general geologic history.
Prerequisites:	GEOL 111/GEOL 111L or GEOL 113/GEOL 113L or permission of instructor	GEOL 111/GEOL 111L or GEOL 113/GEOL 113L

GEOL 113: Field-Based Introduction to Physical Geology-GTSC1	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) The course description has been revised to accurately reflect course content, but there have been no changes made to the topics taught in the course. 2) Academic engagement minutes

and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New
Course description for the catalog:	Introduction to minerals, rocks, Earth structures, mountain building processes, and other elements of physical geology for science and non-science majors. A majority of class time will be spent in the field (including one Saturday) observing and mapping geological features of Western Colorado. There will be some indoor lectures and laboratory work. This course is recommended for prospective K-12 teachers.	Exploration of Earth's rocks and minerals and the dynamic processes (e.g., volcanoes, earthquakes, glaciers, water, wind) that shape them through hands-on outdoor learning. Development of skills for active, outdoor, field-based mapping of local geological features. Lecture and lab must be taken with the same instructor.

GEOL 113L: Field-Based Introduction to Physical Geology Laboratory- GTSC1	**1**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, Essential Learning SLOs, course SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Updated catalog description to match lecture.

Change Item Discussion	Old	New
Course description for the catalog:	Lab component required for GEOL 113.	Exploration of Earth's rocks and minerals and the dynamic processes (e.g., volcanoes, earthquakes, glaciers, water, wind) that shape them through hands-on outdoor learning. Development of skills for active, outdoor, field-based mapping of local geological features. Lecture and lab must be taken with the same instructor.

GEOL 351: Applied Geochemistry	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) Removed CHEM 122 and CHEM 122L as required prerequisites. These courses are currently not being taught. Instead, added "CHEM 121/CHEM 121L or CHEM 131/131L" option, to allow more flexibility for students and those who choose to take CHEM 131/131L will no longer need permission of the instructor to take GEOL 351. 2) Academic engagement minutes and student

preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Prerequisites:	CHEM 121/CHEM 121L, CHEM 122/CHEM 122L, and GEOL 111/GEOL 111L or GEOL 113/GEOL 113L	CHEM 121/CHEM 121L or CHEM 131/131L; and GEOL 111/GEOL 111L or GEOL 113/GEOL 113L

PHYS 131L: Fundamental Mechanics Laboratory-GTSC1	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Second word of course abbreviation should be pluralized. We must have missed this typo last year when missing CIM info was entered for this course.

Change Item Description	Old	New
Course abbreviated schedule name:	Fundamental Mechanic Lab-GTSC1	Fund Mechanics Lab-GTSC1

PHYS 494: Physics Seminar	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Added academic engagement and student prep minutes, typical semester offered, SLOs and topical outline. Information did not roll with CIM implementation. 2. Updated the course description to more accurately reflect course content. 3. Removed "permission of instructor" from prereq to be consistent with curriculum policies.

Change Item Description	Old	New
Course description for the catalog:	A forum for topical physics. In this seminar, faculty and students of physics participate in both informal discussions and formal oral presentations of selected topics of scientific interest, including significant current advances and crucial historical developments.	Seminars covering selected topics relevant to physics or closely related fields. Weekly presentations by faculty, students, and outside guests.
Prerequisites:	Upper division standing and permission of instructor	Upper division standing

Physical and Environmental Sciences – Course Additions

Title	Credits	Committee Action	Motion | Second
ENVS 318: Applied Programming in R for Natural Sciences	**3**	**Course Addition - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: The R programming language is an open-source language which is becoming established as the primary language for data wrangling (management, cleaning, and manipulation of data), visualization, and statistical analysis. Numerous job advertisements across fields within the natural and biological sciences now include knowledge of R as a desirable or required skill. However,

R is generally taught in statistics courses which require students to learn programming and statistics at the same time. Likewise, many data examples and structures used in statistics courses are already prepared for analyses, but it often takes significant work to clean, wrangle, manipulate, and prepare data in R before statistical analyses can occur. The proposed ENVS 318 course focuses on programming in the R language, including data types (i.e., vectors, and data frames), common manipulations (i.e., subsetting, splitting/combining data objects, plotting) and fundamental programming tasks (i.e., for-loops, writing functions) without covering mathematical and statistical concepts. The course also focuses on working with real data examples from fields within the natural sciences and emphasizes harmonizing and combining different data objects before they can be used in more sophisticated statistical analyses. This course is intended for students in the natural sciences with zero coding or programming experience. Statistics (except for basics such as calculating sums, averages, minimum and maximum values) are not covered. This framework allows students to understand basic coding and common data manipulations without having to also learn complex math formulas or statistical summaries and outputs. The goal of this course is to teach students all the myriad and necessary programming skills to work with, wrangle, and prepare data sets before the data can be analyzed with statistics. These skills are often not emphasized in statistics courses but end up taking a majority of the time and effort in a workflow when analyzing real-world data. This course is intended to be offered as an elective with no current plan to list on any program sheets.

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

GEOL 109: Geologic Wonders of Our National Parks	**3**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: The proposed "Geologic Wonders of Our National Parks" course offers an engaging introduction to foundational Earth science concepts through the study of iconic U.S. National Parks. By integrating geology, the conservation of unique landscapes, the connection between the parks and human history and society, and experiential learning, the course provides an accessible entry point to scientific inquiry, making it a valuable addition to the Essential Learning curriculum. The course will be submitted as a GTPathways course after approved by CMU.

Change Item Discussion	Old	New
New Proposal: No differences to report		

GEOL 470: Drone Explorations on Earth	**3**	**Course Addition - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Drone-related courses typically revolve around the mechanics of drones, the particulars of software, and basic data acquisition. This course is designed to instead focus on allowing students to stay up to date with the applications of drone-related data in their field. Specifically, this course-based undergraduate research experience (CURE) will culminate with students giving oral presentations and written reports on a semester-long Earth-science project of their choosing. As a result, students will not only understand the specific details of hardware & software, but will also be able to use quantitative analysis of drone data through acquisition planning, data analysis, and data interpretation for hypothesis testing.

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

Social and Behavioral Sciences – Program Modifications			
Program	**Degree**	**Committee Action**	**Motion | Second**
3704: History: Secondary Education	**BA**	**Program Modification - Approved (12/5/24)**	**Driskell | Stern**

UCC Discussion: 1) X97 is a reserved course number for practicum courses. EDUC 497 and EDUC 497B are lecture courses and have been for at least the past 17 years. The course proposals of EDUC 480 and EDUC 480B will replace these two courses and bring the course number in alignment with university curriculum policy and more accurately establish the course as a lecture course. 2) When CMU added Critical Thinking as an institutional outcome, we agreed to connect it to the assessment outcome in teacher education. However, we never formally made the change to the program sheet.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removing EDUC 497 and EDUC 497B and replacing with EDUC 480 and EDUC 480B in the Secondary Education Requirements section of the Program Specific Requirements and Suggested Course Plan. 2) Add "Critical Thinking" to Program Outcome #11.

3718: Political Science	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) POLS 472 has not been taught in at least 10 years due to lack of capacity to teach the course. It is not expected that the political science program will have the capacity to teach this course in the foreseeable future. POLS 472 is currently listed as a political science elective. Students still have a considerable number of electives to choose from, including several that have an international relations aspect. Since POLS 472 will not appear in the 2025 catalog, it needs to be removed from the list of political science electives. 2.) POLS 335: Political Campaigns has been taught 3 times as a topics class. The feedback from students is that they see the course as highly relevant and it will now be offered as an option for Experiential Learning and as an elective. 3.) INTS 101 is being removed because the course is no longer offered. This course was designed as the anchor course for the International Studies minor, but because of consistent low enrollment, INTS is being inactivated (and students in the minor can choose between POLS 270 and GEOG 103 - POLS 270 is already required in this program so there's no need to replace INTS 101 with anything). 4.) Added footnote to POLS 386 in the Career Preparation section specifying it must be taken for 3 credits to satisfy this requirement to make the program requirements clearer to students. Note: POLS 386 does not need to be taken for 3 credits to satisfy the Experiential Learning Requirement.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Deactivate POLS 472 and remove from the list of Political Science Electives. 2. Add POLS 335: Political Campaigns to the Experiential Learning section and Political Science Electives section of Program-Specific Requirements. 3. Remove INTS 101 from the list of Political Science Electives. 4. Added footnote to POLS 386 in the Career Preparation section specifying it must be taken for 3 credits to satisfy this requirement. Note: POLS 386 does not need to be taken for 3 credits to satisfy the Experiential Learning Requirement.

3726: Psychology	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Moving PSYC 201 to the foundations course allows us to add PSYC 430 to the psychology core, as it is important foundational knowledge, and moving PSYC 150 aligns better with the Statewide Transfer Agreement. Due to this change, foundation hours increased from six to 12 hours. 2) Adjusted hours for Foundation Courses (went from 6 to 12 when PSYC 201 and PSYC 150 moved). 3) Deleted SOCI 410 from the eliminated Health and Wellness Area and SOCI 390 from additional psychology electives since SOCI 410 and SOCI 390 are offered infrequently creating challenges for students. 4) Counseling psychology has been deactivated and since Counseling is eliminated, the prefix is no longer applicable. Removed the following PSYP 305 Suicide Intervention Training and PSYP 306 Applied Ethics from the program. (PSYP courses will be deleted when all students have completed the Counseling Psychology track.) 5) Added PSYC 306 Suicide Intervention Training, PSYC 323 Multicultural Service Learning, PSYC 421 Counseling Processes and Techniques, PSYC 423 Psychological Interviewing, and PSYC 420 Group Processes. Content from the future deleted corresponding PSYP courses was moved into the above courses in anticipation of these courses being deleted when the Counseling track has been taught out. 6) Deleting Health and Wellness area - we are making a new certificate program that addresses the Health and Wellness area. Adding Clinical Mental Health Counseling area - we deactivated the counseling psychology track (separate program sheet) but wanted to keep some of the content of that program. 7) Removed PSYC 300 Health Psychology from Health and Wellness Area to the Psychology Electives to better align with the new program. 8) Removed PSYC 340 Abnormal Psychology from Health and Wellness Area to Clinical Mental Health Counseling Area since that area was deleted. 9) Removed PSYC 410 Drugs and Human Behavior from Health and Wellness Area to Behavioral Neurosciences Area since that area was deleted. 10) PSYC 323 Multicultural was added to the Diversity Area to better align with new program. 11) PSYC 306 Suicide Intervention was added to Psychology Electives to afford all Psychology students access to this course as part of course requirements. 12) PSYC 421 Counseling Processes and Techniques, PSYC 423 Psychological Interviewing, and PSYC 424 Group Processes added to Clinical Mental Health Counseling Area to provided needed content for this area. 13) PSYC 345 Abnormal Child Psychology moved to Psychology Electives to better align with new program. 14) PSYC 440 Positive Psychology moved from Personality Social Area to Clinical Mental Health Counseling Area to provide needed content for this area. 15) PSYC 400 Psychological Testing moved from Psychology electives to Clinical Mental Health Counseling to provide needed content for this area. 16) Reduced Psychology electives from 18 hours to 15 hours to maintain the same number of Psychology credit hours.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Moved PSYC 150 and PSYC 201 from Program Specific Course list to Foundation Courses and added PSYC 430 to Program Specific Course list (moved from Behavioral Neuroscience area), increasing foundation hours from six to 12 hours. 2) Adjusted hours for Foundation Courses (went from 6 to 12 when PSYC 201 and PSYC 150 moved). 3) Deleted SOCI 410 from the eliminated Health and Wellness Area and SOCI 390 from additional psychology electives. 4) Removed the following PSYP 305 Suicide Intervention Training and PSYP 306 Applied Ethics from the program. 5)Added PSYC 306 Suicide Intervention Training, PSYC 323 Multicultural Service Learning, PSYC 421 Counseling

Processes and Techniques, PSYC 423 Psychological Interviewing, and PSYC 424 Group Processes.
6) Deleted the Health and Wellness Area and added the Clinical Mental Health Counseling Area to replace the Counseling Track which is being deactivated. The Counseling track is being deactivated to update and align with industry standards. The content has not changed significantly but the industry standard for the methodology has changed. This was also removed from the Program Overview.
7) Removed PSYC 300 Health Psychology from Health and Wellness Area to the Psychology Electives.
8) Removed PSYC 340 Abnormal Psychology from Health and Wellness Area to Clinical Mental Health Counseling Area.
9) Removed PSYC 410 Drugs and Human Behavior from Health and Wellness Area to Behavioral Neurosciences Area.
10) PSYC 323 Multicultural was added to the Diversity Area.
11) PSYC 306 Suicide Intervention was added to Psychology Electives.
12) PSYC 421 Counseling Processes and Techniques, PSYC 423 Psychological Interviewing, and PSYC 424 Group Processes added to Clinical Mental Health Counseling Area.
13) PSYC 345 Abnormal Child Psychology moved to Psychology Electives.
14) PSYC 440 Positive Psychology moved from Personality Social Area to Clinical Mental Health Counseling Area.
15) PSYC 400 Psychological Testing moved from Psychology electives to Clinical Mental Health Counseling.
16) Reduced Psychology electives from 18 hours to 15 hours.

3765: Social Work	**BSW**	**Program Modification – Approved (10/24/24)**	**Stern | Bickham**

UCC Discussion: 1) Remove 3 courses added last year that duplicate material for the students. SOCO 260 – General Sociology (does not align with social work accreditation standards or cover the needed course requirements for CSWE). This macro content is covered across the BSW curriculum. SOWK 411 – Practicum Supervision I is already required and part of practicum SOWK 397. This additional course requires more cost to the students and is not needed for student success and/or accreditation standards. SOWK 412 – Practicum Supervision II is already required and part of practicum SOWK 497. This additional course requires more cost to the students and is not needed for student success and/or accreditation standards. 2) Removed all SW electives that were not social work specific including: CRMJ 470 Restorative Justice PSYC 330 Psychology of Adolescents and Emerging Adulthood PSYC 410 Drugs and Human Behavior PSYC 440 Positive Psychology SOCO 316 Social Inequality SOCO 325 Race and Ethnic Relations. There were 4 social work electives added in addition to these above courses. These courses are excellent; however, the 4 social work electives and the above restricted electives now make the provide 19 courses available for students to take which is too many. This is a small program so this is a lot of options and limits the opportunity to fill classes. Reducing the

restricted social work electives to just social work courses allows for students to understand the social work perspective by taking 12 additional elective credits specific to social work content and provided needed discipline specific depth. 3-4) This will be increased to 60 credit hours, leaving 4 semesters of 15 credits to graduate on time. Increasing the hours from 54 to 60 allows students the opportunity to complete their final semesters with 15 hours (full time status) until graduation. This sets the students up for success to graduate in 4 years with 15 credits per semester. 54 credit hours leaves a deficit for students to make up 2 additional classes during an intense junior and senior year with practicum requirements. This requires most students to then take J term or summer courses or 18+ credits in a semester to graduate on time. This shift to increase the credit hours back to 60 credits is to support students success across all 4 years of college. All changes realign the program to CSWE accreditation.

Change Item Description	Department Justification
List all proposed changes to the program:	Updating the program to align with CSWE accreditation. 1) Remove 3 courses added last year that duplicate material for the students and increased student cost due to the additional coursework. Remove SOCO 260 – General Sociology. Remove SOWK 411 – Practicum Supervision I. Remove SOWK 412 – Practicum Supervision II. 2) Removed all SW electives that were not social work specific including: CRMJ 470 Restorative Justice PSYC 330 Psychology of Adolescents and Emerging Adulthood PSYC 410 Drugs and Human Behavior PSYC 440 Positive Psychology SOCO 316 Social Inequality SOCO 325 Race and Ethnic Relations. 3) Admission Criteria: This will be increased to 60 credit hours, leaving 4 semesters of 15 credits in order to allow students to graduate within the four year window. Program Overview was updated to reflect this credit total and specify "completion or in progress of completing PSYC 150, PSYC 233, POLS 236" as additional admission criteria. 4) Adjusted suggested course plan to accurately reflect course offerings and ensure credit totals were correct.
Describe discussions about this proposal within the department and outcomes.	Discussed these changes with program faculty, the BSW program director, BSW practice education director, ADH, and AVPAA. All approved September 2024.

3780: Applied Anthropology and Geography	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) We are clarifying the clause to our policy requiring students to pass their courses with a C or better to ensure students are prepared as they move from prereqs to the subsequent coursework. This has always been a requirement and was previously stated in the Program Overview, and is now in two more places (Institutional Requirements and Program Specific Requirements) to increase visibility to students. 2.) OREC 105 (formerly a KINA Backpacking course) was a listed choice in our program before the OREC program was created. OREC now requires the backpacking course to be taken concurrently with OREC 104 (Orienteering). The AAG program is being changed to reflect this co-requisite. As part of this change we are removing KINA 112 (Hiking) as a listed choice and requiring both OREC 104 and 105. 3.&5.) We are still the only four-year institution in the state that does not currently offer a standalone Cultural Anthropology class. Re-adding the course would bring us into alignment with other BA-granting institutions across the state and country. 4.&5.) Not all students in our major seek advanced training in archaeology. Some join us for forensics or geography alone. Still others seek only to focus on more ethnographic coursework. By removing ANTH 420/L

from the core courses we will no longer be 'forcing' all of our students to do archaeological fieldwork. It will still be an option for those who want to try it, and the course will still be required of archaeology minors, but these five hours (that come with a steep-ish course fee) should not necessarily be foisted upon those students that have no desire to pick up a trowel. Making this an option in the Applied Anthropology and Geography Electives for students who wish to do archaeology further brings us in line with other anthropology BA programs across the state. 6.) Adjusting credit totals to make program total 120 credits, and ensure upper-division requirements are met.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Updating the Institutional Requirements to specify in the Specific to This Degree section that "Students must earn a minimum of a "C" or higher in all courses for the major." Also added text in the header of the Program Specific Requirements to specify the requirement to earn a C or higher in all courses for the major. 2) Specifying OREC 104 Orienteering and OREC 105 Backpacking as the two activity courses in the Wellness Requirements section of the Other Lower Division Requirements. Removing "select one KINA Activity course" and removing "KINA 112 or OREC 105". Adjusted suggested course plan accordingly. 3) Adding ANTH 240 Cultural Anthropology to the Major Core Courses section of the Program Specific Requirements and added to Second Year Spring Semester in the Suggested Course Plan. 4) Removing ANTH 420/420L from the Major Core Courses section of the Program Specific Requirements to Applied Anthropology and Geography Electives, removed it from the Suggested Course Plan, and moved an Applied Anthropology and Geography Elective from Second Year Spring to Second Year Fall Semester in the Suggested Course Plan. 5) Program Specific Requirements credit total changed from 48 to 46. 6) Added "at least three hours must be upper-division" to the text in Restricted Electives. 7) Adjusted the credit total for General Electives from 24 to 26 and specified 13-16 credits of upper-divison instead of 8-14. Updated the credits for a general elective from 3 to 5 in Third Year Spring Semester in the Suggested Course Plan.

M721: Public History **MNR** **Program Modification - Approved (3/27/25)** **Stern | Bickham**

UCC Discussion: 1.) HIST 101, HIST 102, HIST 131, and HIST 132 were removed from the Program Specific Requirements to allow more room in the minor for courses beyond the introductory history courses. This also helps keep the minor as an option for students who may not be history majors but want to go into non-profit management. 2.) Added HIST 407 and HIST 494 as required core courses to provide a solid foundation for this minor. 3.) Added two different restricted elective requirements – 6 hours of ANTH/ARTE/ARTH and 3 hours of ENGL/MASS. The minor is currently a sparse program that only includes history courses, though the history faculty would like to expand the program to include an ala carte selection of courses where students would select from three categories: art history

and curation; museum education, communication, and public relations; and museum studies. In addition to diversifying the program, these changes make the program far more interdisciplinary and will bring additional students into associated disciplines, including art history, mass communication, and English, in addition to serving our program. 4.) Increased hours from 21 to 22 to accommodate the addition of the 1-credit HIST 494 course. Note: The History program at Colorado Mesa University currently offers two bachelor's degrees in history and history with a concentration in Secondary Education. The program also offers two minor programs in history and public history. Following the history program review in 2017, the program's faculty began to consider ways to address the external reviewer's recommendation to expanding offerings in public history due to the growing appeal of students seeking to enter careers that offer an applied experience in museum and non-profit management; museum curation and art history; museum education and curriculum development; and archival and collections management. The changes to this Public History minor are the first step in expanding offerings in Public History at CMU.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removed HIST 101, 102, 131, and 132 2) Added HIST 407 and HIST 494 as required core courses 3) Added two different restricted elective requirements – 6 hours of ANTH/ARTE/ARTH and 3 hours of ENGL/MASS. 4) Increased hours from 21 to 22

M745: Social Work **MNR** **Program Modification - Approved (10/24/24)** **Stern | Bickham**

UCC Discussion: Removing non-social work courses and adding SOWK 491 streamlines elective options for Social Work minors. This is a small program, so the previous list had too many options and limited the opportunity to fill classes. Reducing the minor to just social work courses allows for students to understand the social work perspective by taking 18 credits in specific social work courses and provides discipline specific depth to the program. Students will have a major that will help them understand other disciplines.

Change Item Description	Department Justification
List all proposed changes to the program:	1)Removed the following from the list of restricted electives in Program-Specific Requirements: CRMJ 470, PSYC 330, PSYC 410, PSYC 440, SOCO 316, SOC0 325. 2) Added SOWK 491 Directed readings to the list of restricted electives.
Describe discussions about this proposal within the department and outcomes.	Discussed these changes with program faculty, BSW program director, BSW practice education director, ADH and AVPAA. These changes are to re-align the minor to social work classes specifically. All approved September 2024.

M753: International Studies **MNR** **Program Modification - Approved (3/27/25)** **Stern | Bickham**

UCC Discussion: INTS 101 suffers from consistent low enrollment and both of the replacement courses covers similar topics. Giving student's a choice between two "core" courses that are both regularly offered every semester and do not suffer from low enrollment may also have the effect of increasing enrollment in the minor overall. This proposal solves the problem of having to offer INTS 101 at least once a year to cover the few minors.

Change Item Description	Department Justification

List all proposed changes to the program:	1) INTS 101 is being deactivated and replaced with the choice of either POLS 270 (Introduction to World Politics) or GEOG 103 (World Regional Geography). As such, under the Social and Behavioral Sciences category of the minor, the program sheet should indicate that if a student takes one of these courses as the "core" option (replacing INTS 101) it cannot double count as the core AND one of the courses in Social and Behavioral Science options. However, a student can take either POLS 270 or GEOG 103 as the core and the other as the Social and Behavioral Science credit. 2) POLS 472 and INTS 101 are being removed as options in the Social and Behavioral category since those courses are being deactivated.

Social and Behavioral Science – Program Inactivations

Program	Degree	Committee Action	Motion | Second
1711: Addiction Studies	**PCT**	**Program Inactivation – Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: Deactivating program with the plan to delete the program in 2026. We would like to deactivate for 2 years to allow current students to complete the degree. There are 3 students still finishing the program. Student demand and faculty resources are no longer available to support the program so students are being advised of community resources to finish the necessary courses to achieve certification.

Change Item Description	Department Justification
List all proposed changes to the program:	Program Inactivation
Describe discussions about this proposal within the department and outcomes.	Program faculty and the ADH discussed and approved the deactivation Summer 2024.

Program	Degree	Committee Action	Motion | Second
3724: Psychology: Counseling Psychology	**BA**	**Program Inactivation - Approved (9/26/24)**	**Stern | Bickham**

UCC Discussion: There are about 50 students still trying to finish this program, all are juniors or seniors. Program can be deleted in 2026.

Change Item Description	Department Justification
List all proposed changes to the program:	Program Inactivation
Describe discussions about this proposal within the department and outcomes.	Program faculty and the ADH discussed Fall 2024 and agreed that with the number of students still enrolled in the program, the program could not yet be deleted. Once all students have finished the degree, the program will be deleted.

Social and Behavioral Sciences – Course Modifications

Title	Credits	Committee Action	Motion | Second
CRMJ 301: Criminal Procedure	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 302: Ethics in Criminal Justice	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 310: The Police Process	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 311: Victimology	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 315: Research Methods in Criminal Justice	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).2.) Capitalization change made to course description.

Change Item Description	Old	New
Course description for the catalog:	Research methods and their application to Criminal Justice.	Research methods and their application to criminal justice.

CRMJ 320: Corrections	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereq to align with current curriculum guidelines. 3) Minor change to course description for clarity.

Change Item Description	Old	New
Prerequisites:	CRMJ 201 or permission of instructor	CRMJ 201

CRMJ 325: Juvenile Justice and Delinquency	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Updated the abbreviated course title to include as much of the original title as possible, per curriculum committee recommendations.

Change Item Description	Old	New
Course abbreviated schedule name:	Juvenile Justice	Juvenile Justice Delinquency

CRMJ 328: American Court Systems	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Minor changes made to course description for clarity.

Change Item Description	Old	New
Course description for the catalog:	The American court system; local, state, and national, including consideration of the impact of prosecutors, defense personnel, judges, and other factors on court decisions and the criminal justice system.	Overview of the American court system at the local, state, and national levels, including consideration of the impact of prosecutors, defense personnel, judges, and other factors on court decisions and the criminal justice system.

CRMJ 335: Community Policing	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Minor changes to course description for clarity.

Change Item Description	Old	New

Course description for the catalog:	Contemporary policing philosophy used and accepted by most policing organizations, domestic and foreign. Concept of community policing, history of the movement as well as the various issues in its adoption and implementation. Philosophy of community policing affecting both policing organizations and the community. Impact of community policing on crime, fear of crime, and the community in which utilized.	Contemporary policing philosophy used and accepted by most policing organizations, domestic and foreign. Concept of community policing, history of the movement, and the various issues in its adoption and implementation. Philosophy of community policing affecting both policing organizations and the community. Impact of community policing on crime, fear of crime, and the community in which it is utilized.

CRMJ 340: Community Corrections	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**

CRMJ 360: Crime and Deviance	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**

CRMJ 370: Criminology	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**

CRMJ 375: Women and Crime	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Minor word change in course description for clarity.			
Change Item Description		**Old**	**New**

Course description for the catalog:	Nature of criminality pertaining to women. How and why women are treated differently than males in the criminal justice system. Analysis of why women make up a small but growing portion of criminal offenders. Explores the ramifications of criminal activity on women. Possible solutions and alternatives to the unique issues of female offenders.	Nature of criminality pertaining to women. How and why women are treated differently than men in the criminal justice system. Analysis of why women make up a small but growing portion of criminal offenders. Explores the ramifications of criminal activity on women. Possible solutions and alternatives to the unique issues of female offenders.

CRMJ 405: Civil Liability for Law Enforcement and Corrections	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**

CRMJ 410: Criminal Investigations	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**
UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Edited course description since course description was too long and to align with curriculum guidelines.			
Change Item Description		**Old**	**New**

Course description for the catalog:	Analysis of the investigative process and techniques employed in a contemporary criminal investigation. Considers theory and methodology of criminal investigation, and legal dynamics relative to achieving the major goals of an investigation. Use of practical and interactive experiences involves students in the investigative process by utilizing field exercises such as evidence collection and preservation, simulations related to crime scenes, surveillance activities, victim/suspect interviews and interrogations, and sound case preparation.	Analysis of the investigative process and techniques employed in a contemporary criminal investigation. Considers theory and methodology of criminal investigation, and legal dynamics relative to achieving the goals of an investigation. Use of practical and interactive experiences by utilizing field exercises, such as evidence collection and preservation, simulations, surveillance activities, victim/suspect interviews and interrogations, and sound case preparation.

CRMJ 412: Constitutional Law	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Minor change made to course description to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	An analysis of American constitutional theory as articulated by the U. S. Supreme Court. Specific topics include the nature of judicial review, the powers of the President and Congress, federalism, the regulation of commerce and the development of substantive due process.	Analysis of American constitutional theory as articulated by the U.S. Supreme Court. Specific topics include the nature of judicial review, the powers of the President and Congress, federalism, the regulation of commerce, and the development of substantive due process.

CRMJ 415: Counterterrorism and Law Enforcement	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Course title was edited to make counterterrorism one word for consistency with the other elements of this course proposal and with industry use of the term.

Change Item Description	Old	New
Course name:	Counter-Terrorism and Law Enforcement	Counterterrorism and Law Enforcement

CRMJ 420: Criminal Law	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 425: Trial, Evidence, and Legal Advocacy	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Added comma to title for consistency with CMU curriculum guidelines.

Change Item Description	Old	New
Course name:	Trial, Evidence and Legal Advocacy	Trial, Evidence, and Legal Advocacy

CRMJ 440: Capital Punishment	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereq to align with current curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	CRMJ 310, CRMJ 320, and CRMJ 328, or permission of instructor	CRMJ 310, CRMJ 320, and CRMJ 328

CRMJ 465: Contemporary Issues in Criminal Justice	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 470: Restorative Justice	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

CRMJ 480: Inside-Out Prison Exchange	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Removed permission of instructor per curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	CRMJ 310, CRMJ 320, and CRMJ 328, and permission of instructor	CRMJ 310, CRMJ 320, and CRMJ 328

CRMJ 490: Comparative Criminal Justice	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Course description was too long so the international component and the specifics of global perspectives were condensed in the description. Course content did not change.

Change Item Description	Old	New
Course description for the catalog:	Capstone course. Includes survey of selected international criminal justice systems, including police, courts, and correctional components. International perspectives of policing, courts, and corrections examined to determine variations across countries. Topics of transnational crime, terrorism, and juvenile justice explored from a global perspective to determine if the United States significantly differs in methodology, intensity, and focus of public policy. Special emphasis placed on geographical, historical, and cultural perspectives that make the systems unique and/or similar to those in the United States.	Capstone course. Includes survey of selected international criminal justice systems, including police, courts, and correctional components. Topics of transnational crime, terrorism, and juvenile justice explored from a global perspective. Special emphasis placed on geographical, historical, and cultural perspectives that make the systems unique and/or similar to those in the United States.

HIST 300: History of England to 1660	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was

implemented). 2) Minor change made to course description to make is conform to course description format.

Change Item Description	Old	New

HIST 301: History of Modern Britain	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

HIST 302: History of Modern France	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented). 2. Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	HIST 102 or permission of instructor	HIST 102

HIST 303: History of Modern Germany	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented). 2. Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	HIST 102 or permission of instructor	HIST 102

HIST 310: Latin American Civilization	**3**	**Course Modification - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereq per current curriculum guidelines.

Change Item Description	Old	New
Prerequisites:	HIST 102 or permission of the instructor	HIST 102

HIST 315: Indigenous American History	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: 1) Changed course title from American Indian History to Indigenous American History to reflect current terminology. Updated course description to use the new terminology. Course content is not changing. 2) Academic engagement minutes and student preparation minutes, typical

semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course name:	American Indian History	Indigenous American History
Course description for the catalog:	American Indian history from pre-Columbian America to the present with an emphasis on federal Indian policy. Case studies will also address the adaptation of Indian people to changing social and economic conditions.	Indigenous American history from the pre-Columbian period to the present with an emphasis on federal policy. Case studies will also address the adaptation of Indigenous people to changing social and economic conditions.

HIST 316: American Slavery	3	Course Modification - Approved (2/27/25)	Stern | Bickham

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New

HIST 320: The American West	3	Course Modification - Approved (12/5/24)	Stern | Gurka

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereqs, per Curriculum Manual guidelines.

Change Item Description	Old	New
Prerequisites:	HIST 131, HIST 132, or permission of instructor	HIST 131 or HIST 132

HIST 330: History of 19th Century Europe	3	Course Modification - Approved (11/14/24)	Stern | Bickham

UCC Discussion: Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented).

Change Item Description	Old	New

HIST 331: The 20th Century	3	Course Modification - Approved (12/5/24)	Stern | Gurka

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereqs, per Curriculum Manual guidelines.

Change Item Description	Old	New

Prerequisites:	HIST 101, HIST 102 or permission of instructor	HIST 101 or HIST 102

HIST 332: History of Modern Warfare	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

HIST 333: The International History of the Cold War	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented).

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

HIST 334: History of the British Empire	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

HIST 340: History of the Middle East	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented). 2. Corrected capitalization of 'of' for consistency and proper grammar.

Change Item Description	**Old**	**New**
Course Name	History Of the Middle East	History of the Middle East

HIST 342: The Early American Republic	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	**Old**	**New**

HIST 344: The Age of Industry in America	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented). 2. Removed permission of Instructor from prerequisites to align with Curriculum

guidelines. An 'or' was put between HIST 131 and HIST 132 to clarify the prereq. 3. Corrected capitalization of 'of' in abbreviated title for consistency and proper grammar.

Change Item Description	Old	New
Prerequisites:	HIST 131, HIST 132, or permission of instructor	HIST 131 or HIST 132
Course abbreviated schedule name:	Age Of Industry In America	Age of Industry in America

HIST 345: History of Immigration, Race, and Ethnicity in America	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New

HIST 346: The United States in the 1950s and 1960s	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereq per current curriculum guidelines and removed HIST 131. HIST 132 is a more relevant prereq. 3) Minor changes made to course description to better fit format and minor edit to course title to remove erroneous apostrophes.

Change Item Discussion	Old	New
Prerequisites:	HIST 131, HIST 132, or permission of instructor	HIST 132
Course description for the catalog:	The social, intellectual, and political Events in the U.S. form the end of WWII through the 1960s.	Social, intellectual, and political events in the U.S., from the end of WWII through the 1960s.

HIST 347: Global America: 1970-2000	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New

HIST 350: Renaissance and Reformation	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

HIST 355: Ancient and Medieval Cities	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented).

Change Item Description	Old	New

HIST 360: Medieval Europe	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented).

Change Item Description	Old	New

HIST 370: Early United States Women's History	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New

HIST 371: 20th Century United States Women's History	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	Old	New

HIST 375: American Sport History	**3**	**Course Modification - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

HIST 405: Introduction to Public History	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1) Typical semester offered, SLOs, and Topical Course Outline were added as well as academic engagement minutes and student preparation minutes (info was not transferred when CIM was implemented). 2) Removed "or permission of instructor" from prereq to comply with current curriculum guidelines. An 'or' was put between HIST 131 and HIST 132 to clarify the intended prereq.

Change Item Description	Old	New
Prerequisites:	HIST 131, HIST 132, or permission of instructor	HIST 131 or HIST 132

HIST 409: Material Culture Studies	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Minor change made to course description for clarity. 3) Removed "or permission of the instructor" from prereqs per curriculum guidelines.

Change Item Discussion	**Old**	**New**
Course description for the catalog:	Introduction to the field of material culture studies and engagement in hands-on work with a variety of historical artifacts.	Introduction to the field of material culture studies and engagement via hands-on work with a variety of historical artifacts.
Prerequisites:	HIST 131 and HIST 132, or permission of the instructor	HIST 131 and HIST 132

HIST 415: Colonial America	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	**Old**	**New**

HIST 416: The American Revolution	**3**	**Course Modification - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Discussion	**Old**	**New**

POLS 386: Study Away: Off-Campus Learning Experience	**1-3**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: The political science faculty are changing this course from a 3-credit course to a variable credit hour course (between one and three credits). We realized that due to the nature of the course it would be advantageous for it to be flexible in terms of the number of hours offered. It is an off-campus field-based course and depending upon the topic of the course, the location, the intensity of the field experience, and the professor offering it, the credit hours may need to change.

Change Item Description	**Old**	**New**
Credit hours:	3	1-3

PSYC 300: Health Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).Minor edits to course description for readability.

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

PSYC 314: Psychology of Learning	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Course title capitalization was modified for consistency.

Change Item Description	Old	New
Course name:	Psychology Of Learning	Psychology of Learning

PSYC 320: Social Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).Minor edits to course description for readability.

Change Item Description	Old	New

PSYC 330: Psychology of Adolescents and Emerging Adulthood	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

PSYC 335: Psychology of Women	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Course description updated to reflect current course content. Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog:	A brief account of the role of women in mythology and history will be followed by coverage of women's heritage in psychology. Then gender specific aspects of physical, psychological and social development will be covered. Current areas of interest will be included, e.g., communication, work related issues, relationships.	Brief account of the role of women in mythology and history, followed by coverage of women's heritage in psychology. Includes gender specific aspects of physical, psychological, and social development. Current areas of interest will be included, such as communication, work related issues, and relationships.

PSYC 350: Psychology of Adulthood	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Edited capitalization in title for consistency.

Change Item Description	Old	New
Course name:	Psychology Of Adulthood	Psychology of Adulthood

PSYC 370: Cross-Cultural Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

PSYC 400: Psychological Testing	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). Minor edits to course description for readability.

Change Item Description	Old	New
Course description for the catalog:	Theory, problems, methods, and content of psychological measurement, including concepts of the purpose of testing, test administration and scoring, standardization, reliability, validity test evaluation, and a survey of the major tests used in educational and psychological testing.	Explorations of the theory, problems, methods, and content of psychological measurement, including concepts of the purpose of testing, test administration and scoring, standardization, reliability, validity test evaluation, and a survey of the major tests used in educational and psychological testing.

PSYC 401: Sport Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

PSYC 408: Foundations of School Counseling	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

PSYC 410: Drugs and Human Behavior	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

PSYC 412: Industrial and Organizational Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Deleted "or permission of instructor" from prereq per current curriculum guidelines. 3) Removed program sheet information from catalog description, rephrased starting fragment for clarity.

Change Item Description	Old	New
Course description for the catalog:	Psychological principles applied to formal, productive organizations such as businesses, governments, and schools. Personnel selection, placement, training, evaluation, motivation to work, job satisfaction, and morale are examined. Counts as a management course for BBA candidates.	Study of the psychological principles applied to formal, productive organizations such as businesses, governments, and schools. Personnel selection, placement, training, evaluation, motivation to work, job satisfaction, and morale are examined.

PSYC 414: History of Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Deleted "or permission of instructor" from prereq per current curriculum guidelines. 3) Deleted "good" from "good standing as junior or senior..." from prereq as this is not enforceable by the Registrar's office, nor something the department wants to enforce. 4) Minor edits to course description for readability.

Change Item Description	Old	New
Prerequisites:	PSYC 150, and good standing as a junior or above psychology major, or permission of instructor	PSYC 150, and standing as a junior or senior psychology major

PSYC 416: Memory and Cognition	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: 1) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Minor edits to catalog description to removed pedagogical elements per curriculum guidelines. 3) Capitalization change to title for consistency.

Change Item Description	Old	New

Course description for the catalog:	Study of the mental processes that underlie our abilities to recognize stimuli, think, remember, learn language, and solve problems. Current research in each of these areas will be discussed. Includes a research paper written in APA style.	Study of the mental processes that underlie our abilities to recognize stimuli, think, remember, learn language, and solve problems. Current research in each of these areas will be discussed.
Course name:	Memory And Cognition	Memory and Cognition

PSYC 420: Personality	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: During the psychology course clean-up process we decided to make some changes to this class as well - the course outline and SLOS needed to be updated to reflect current course content. Minor edits to course description for readability.

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

PSYC 425: Forensic Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

PSYC 435: Applied Social Psychology	**3**	**Course Modification - Approved (10/24/24)**	**Stern | Gurka**

UCC Discussion: Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

SOWK 394: Social Work Practicum Seminar I	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: SOWK 411 is being removed as a corequisite, as SOWK 411 is being inactivated and the content is being covered in SOWK 394 and SOWK 397.

Change Item Description	**Old**	**New**
Corequisites:	SOWK 397 and SOWK 411	SOWK 397

SOWK 397: Social Work Practicum I	**5**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: SOWK 411 is being removed as a corequisite, as SOWK 411 is being inactivated and is being fulfilled by SOWK 394 and SOWK 397 instead.

Change Item Description	**Old**	**New**
Corequisites:	SOWK 394 and SOWK 411	SOWK 394

SOWK 494: Social Work Practicum Seminar II	**1**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: SOWK 412 is being removed as a corequisite, as SOWK 412 is being inactivated and is being fulfilled by SOWK 494 and SOWK 497 instead.

Change Item Description	**Old**	**New**
Corequisites:	SOWK 412 and SOWK 497	SOWK 497

SOWK 497: Social Work Practicum II	**5**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: SOWK 412 inactivation, is being removed as a corequisite, as this is already being fulfilled via SOWK 494 and SOWK 497.

Change Item Description	**Old**	**New**
Corequisites:	SOWK 412 and SOWK 494	SOWK 494

Social and Behavioral Sciences – Course Additions

Title	**Credits**	**Committee Action**	**Motion | Second**
ANTH 240: Cultural Anthropology	**3**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: Our program continues to grow in terms of both majors and faculty. Since its initiation, we have lacked an in-depth introductory course in cultural anthropology. This is not only a disservice to our students, it also sets us apart from every other accredited institution in the state. Students have asked for more cultural anthropology courses over the years, and with the addition of a new faculty member in Fall 2025, we will finally be in the position to meet their needs. There was previously a course, ANTH 201, that addressed this content (it had the same title) which was inactivated in 2013. This new course will cover the same content, but the new number will better align with the current course numbering scheme. Currently the course will not be proposed for GTPathways.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

HIST 407: Digital History	**3**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: We are modifying the public history minor following guidance from the external reviewer in the history program review from 2017. That guidance suggested the unique qualities of the public history minor as a useful addition to numerous major and minor programs, including history, history/secondary ed., mass communication, and art history. Digital History is a vital course for students seeking to go into the field of museum studies and curation and will combine the skills of digitizing, archival practice, and interpretation.

Change Item Discussion	**Old**	**New**
New Proposal: No differences to report		

HIST 494: Museum Education and Interpretation Seminar	**1**	**Course Addition - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) We are modifying the public history minor following guidance from the external reviewer in the history program review from 2017. That guidance suggested the unique qualities of the

public history minor as a useful addition to numerous major and minor programs, including history, history/secondary ed., mass communication, and art history. Museum education and interpretation is a vital course for students seeking to go into the field of museum management and/or interpretation and will combine the skills of oral presentation, curriculum development, and assessment. 2.) HIST 494 is intended as a seminar course that will involve guest speakers, field trips, and more hands-on interactions through history lab experiences. The title, instructional type, and chosen course number reflect this format.

Change Item Discussion	Old	New
New Proposal: No differences to report		

POLS 335: Political Campaigns	**3**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: This course has been taught three times as a topics class. The feedback from students is that they see the course as highly relevant. Elections are at the core of American democracy with campaigns being a critical component of elections. We have many students that do internships or volunteer for campaigns. We do not currently have any course that takes an in-depth look at the campaign process so POL 335 will address the current gap between an academic examination of campaigns and the practical application of campaigning.

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

PSYC 306: Suicide Intervention Training	**1**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: Based on program review we decided to delete the counseling psych program but we want to keep this course. This is replacing PSYP 305, which will be inactivated next year.

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

PSYC 323: Multicultural Service Learning	**3**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: Based on program review we decided to delete the counseling psych program but we want to keep this course. This is replacing PSYP 322, which will be inactivated next year.

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

PSYC 421: Counseling Processes and Techniques	**3**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: In response to the program reviewer we deleted the counseling psych program. We wanted to keep this class. This is replacing PSYP 420, which will be inactivated next year.

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

PSYC 423: Psychological Interviewing	**3**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: Based on program review we decided to delete the counseling psych program but we want to keep this course. This is replacing PSYP 422, which will be inactivated next year. We are also changing the prerequisites for the class with the change from PSYP to PSYC.

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

PSYC 424: Group Processes	**3**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: Based on program review we decided to delete the counseling psych program but we want to keep this course. This is replacing PSYP 424, which will be inactivated next year. There is also a change in the prereq as a result of the PSYP to PSYC program change.

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

Social and Behavioral Sciences – Course Inactivations

Title	Credits	Committee Action	Motion | Second
INTS 101: Introduction to International Studies	**3**	**Course Inactivation - Approved (2/27/25)**	**Stern | Bickham**

UCC Discussion: The international studies minor was created as an interdisciplinary minor where students receive a global perspective across a variety of fields of study. Currently, this course is the only "core" course that all minors must take other than a second-year language. The main idea behind creating this core course was to provide an anchor point for the minor. However, the minor has failed to draw large enrollment, and consequently, this course has consistent low enrollment. This presents scheduling challenges to the political science program as well as the Social and Behavioral Sciences Department as the course must be taught at least once a year for the students that are enrolled in the minor, but the course has not drawn more than 10 students in each of the last three spring semesters. However, there are two courses that are taught in SBS that do consistently draw large enrollments that cover very similar if not nearly identical material: POLS270 (Introduction to World Politics, taught every fall and spring), and GEOG103 (World Regional Geography, taught every fall and spring). Both of these courses are also classified as GT Pathways courses. Therefore, we are proposing that we deactivate INTS101 and replace that course as the "anchor" for the minor with a choice between POLS270 or GEOG103.

Change Item Discussion	Old	New
Delete Proposal: No differences to report		

POLS 472: International Political Economy	**3**	**Course Inactivation - Approved (1/23/25)**	**Stern | Bickham**

UCC Discussion: POLS 472 has not been taught in at least 10 years due to lack of capacity to teach the course. It is not expected that the political science program will have the capacity to teach this course in the foreseeable future. POLS 472 is currently listed as a political science elective. Students still have a considerable number of electives to choose from, including several that have an international relations aspect.

Change Item Description	Old	New

Delete Proposal: No differences to report

SOCI 390: GRE Preparation	**1**	**Course Inactivation - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: Course is no longer needed or required and has not been taught recently (last offered Spring 2019).

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

SOWK 411: Practicum Supervision I	**1**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: SOWK 411 – Practicum Supervision is already required and part of practicum SOWK 397 and course SOWK 394. This additional course requires more cost to the students and is not needed for students to be successful. Removal of this course re-aligns us with CSWE and reduces cost for students.

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

SOWK 412: Practicum Supervision II	**1**	**Course Inactivation - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: SOWK 412 – Practicum Supervision II is already required and part of practicum SOWK 497 and course SOWK 494. This is additional course requires more cost to the students and is not needed for students to be successful. Removal of this course re-aligns us with CSWE and reduces cost for students.

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

Teacher Education – Program Modification

Program	**Degree**	**Committee Action**	**Motion | Second**
3204: Early Childhood Education: Early Childhood Special Education	**BA**	**Program Modification - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: 1) Student teaching classes do not need to be separate. The program is deleting ECSE 499 and adding those hours to EDUC 499A so there is only 1 ECSE student teaching class, just like the other Center for Teacher Education programs. In the beginning of the Early Childhood Special Education program, students had 2 placements during student teaching: one in a pre-k (ECSE 499) and one in an early elementary classroom (EDUC 499A). We no longer place student teachers in a pre-k classroom because they have enough field hours from EDEC course work and other classes. In addition, finding 2 placements for every student became a burden and was not sustainable. We have inactivated ECSE 499 and moved those hours into EDUC 499A, as current Early Childhood Special

Education students only student teach in one, early elementary placement. That placement lasts all semester and matches the 600 hour field requirement of all of our other internship courses. 2) Adding 6 credit hours from the deletion of ECSE 499 to EDUC 499A for a total of 12 credit hours for EDUC 499A; all Center for Teacher Education student teaching classes are 12 credit hours. 3) Fixed credit total in Program Overview (was missed in previous program update).

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Removed ECSE 499 from Program Specific Requirements and Suggested Course Plan. (The program is combining ECSE 499 with EDUC 499A for consistency across Center for Teacher Education student teaching classes). 2) Changed EDUC 499A in the Program Specific Requirements and Suggested Course Plan from 6 credits to 12 credits. 3) Fixed credit total in Program Overview (was missed in previous program update).

Teacher Education – Course Modifications

Title	**Credits**	**Committee Action**	**Motion | Second**
ECSE 435: Assessment and Evaluation of the Young Child, Birth-8 Years	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1) This course provides content and outcomes aligned to the CMU Teacher Education Program, recommendations of the National Council for Exceptional Children, recommendations of the National CEEDAR Center, and accreditation requirements for teacher licensure from the Colorado Department of Education and as such SLOs and topical course outline were updated. 2) Typical semester offered, student and engagement minutes entered because information did not transfer over to CIM. 3) Added 20 hours of field experience to the course description to align with other education courses. 4) Contact hours changed to more accurately reflect how course is currently taught.

Change Item Description	**Old**	**New**
Course description for the catalog:	Exploration and application of technically sound formal and informal assessments that minimize bias, and measurement principles and practices to evaluate and guide educational decisions through collaboration with colleagues and families.	Exploration and application of technically sound formal and informal assessments that minimize bias, and measurement principles and practices to evaluate and guide educational decisions through collaboration with colleagues and families. Includes a minimum of 20 hours of field experience.
Field/Studio/Other:	1.3	
Total Contact Hours:	4.3	3

ECSE 450: Individual Behavior Support and Guidance with Young Learners	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: 1. This course provides content and outcomes aligned to the CMU Teacher Education Program, recommendations of the National Council for Exceptional Children, recommendations of the National CEEDAR Center, and accreditation requirements for teacher licensure from the Colorado Department of Education and as such SLOs and topical course outline were updated. 2. Typical semester offered, student and engagement minutes entered because information did not transfer over to CIM. 3. Contact hours were changed to more accurately reflect how course is currently taught. Field hours were removed since the ECSE students are in their Pre-Internship semester when they take ECSE 450, they already have a field placement with an abundance of hours that covers the ECSE 450 hours.

Change Item Description	**Old**	**New**
Field/Studio/Other:	1.3	
Total Contact Hours:	4.3	3

EDUC 374: Exceptional and English Language Learners in the Inclusive Classroom	**3**	**Course Modification - Approved (11/14/24)**	**Stern | Bickham**

UCC Discussion: This course provides content and outcomes aligned to the CMU Teacher Education Program, recommendations of the National Council for Exceptional Children, recommendations of the National CEEDAR Center, and accreditation requirements for teacher licensure from the Colorado Department of Education. Topical course outline was changed to align with the above guidelines. SLOs were updated to reflect current course content.

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

EDUC 499A: Teaching Internship and Colloquia: K-2	**12**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Topical Course Outline and Student Learning Outcomes, typical semester offered entered due to information not transferring to CIM. 2) Combining 2 courses (ECSE 499 and EDUC 499A) to align with other Center for Teacher Education student teaching courses. This increases the credits from 6 to 12. This course provides content and outcomes aligned to the CMU Teacher Education Program, recommendations of the National Council for Exceptional Children, recommendations of the National CEEDAR Center, and accreditation requirements for teacher licensure from the Colorado Department of Education. In the beginning of the Early Childhood Special Education program, students had 2 placements during student teaching: one in a pre-k (ECSE 499) and one in an early elementary classroom (EDUC 499A). We no longer place student teachers in a pre-k classroom because they have enough field hours from EDEC course work and other classes. In addition, finding 2 placements for every student became a burden and was not sustainable. We have inactivated ECSE 499 and moved those hours into EDUC 499A, as current Early Childhood Special Education students only student teach in one, early elementary placement. That placement lasts all semester and matches the 600-hour field requirement of all of our other internship courses.

Change Item Description	**Old**	**New**
Credit hours:	6	12

EDUC 499G: Teaching Internship and Colloquia: Secondary	**12**	**Course Modification - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: 1) Academic engagement and student preparation minutes; semester offered; topical course outline, and SLOs were incorrect and/or not completed because information did not transfer when CIM was implemented. 2) Prerequisite course list was simplified to one 300-level course and one 400-level course. The previously listed 497 courses have all been inactivated because the X97 course number is reserved for practicum courses, which the 497 courses were not. The new course, EDUC 480, will serve as one of the prerequisite courses for the internship.

Change Item Description	Old	New
Prerequisites:	Formal admission to the Teacher Education Program; EDUC 342, EDUC 343, EDUC 442, EDUC 497, and EDUC 497A, EDUC 497B, EDUC 497C, EDUC 497D, or EDUC 497E as appropriate for content area major; all other course work for bachelor's degree completed; 2.8 cumulative GPA, as well as 2.8 GPA in major and in 2.8 GPA in EDUC classes	Formal admission to the Teacher Education Program; EDUC 342, EDUC 480; all other course work for bachelor's degree completed; 2.8 cumulative GPA, as well as 2.8 GPA in major.

Teacher Education – Course Additions

Title	Credits	Committee Action	Motion | Second
EDUC 480: Methods and Topics in Secondary Teaching	**3**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: EDUC 480 will replace EDUC 497. Although X97 courses are reserved for practicum courses, this secondary teaching methods course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 480A: Methods of Teaching Secondary English	**2**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: EDUC 480A will replace EDUC 497A. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 480B: Methods of Teaching Secondary Social Studies	**2**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: EDUC 480B will replace EDUC 497B. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 480C: Methods of Teaching Secondary Mathematics	**2**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: EDUC 480C will replace EDUC 497C. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 480D: Methods of Teaching Secondary Science	**2**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: EDUC 480D will replace EDUC 497D. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 480E: Methods of Teaching Secondary Spanish	**2**	**Course Addition - Approved (12/5/24)**	**Stern | Bickham**

UCC Discussion: EDUC 480E will replace EDUC 497E. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

Teacher Education – Course Inactivations

Title	**Credits**	**Committee Action**	**Motion | Second**

ECSE 499: Teaching Internship and Colloquia: Early Childhood Ages 3 - 5/Pre-K	**6**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: Only Center for Teacher Education to be affected. Student teaching across programs is represented by a 12 credit hour class. The ECSE program currently has two 6 credit hour classes for student teaching. We wish to delete ECSE 499 and add the credit hours to EDUC 499A, making that class 12 credit hours total, in alignment with the other Center for Teacher Education student teaching classes.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EDUC 100: Introduction to Libraries	**3**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: This course has not been offered in at least the past 15 years and is not part of any current programs.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EDUC 101: Information Literacy	**3**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: This course has not been offered in at least the past 15 years and is not part of any current programs.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EDUC 150: American Education: Past, Present, and Future	**3**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: This course has not been offered in at least the past 15 years and is not part of any current programs.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EDUC 497: Content Methodology Practicum	**3**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: EDUC 480 will replace EDUC 497. Although X97 courses are reserved for practicum courses, this secondary teaching methods course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EDUC 497A: Methods of Teaching Secondary English	**2**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: EDUC 480A will replace EDUC 497A. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 497B: Methods of Teaching Secondary Social Sciences	**2**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: EDUC 480B will replace EDUC 497B. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 497C: Methods of Teaching Secondary Mathematics	**2**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: EDUC 480C will replace EDUC 497C. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 497D: Methods of Teaching Secondary Science	**2**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: EDUC 480D will replace EDUC 497D. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

EDUC 497E: Methods of Teaching Secondary Spanish	**2**	**Course Inactivation - Approved (12/5/24)**	**Stern | Gurka**

UCC Discussion: EDUC 480E will replace EDUC 497E. Although X97 courses are reserved for practicum courses, this course has been lecture-based for at least the past 17 years. The course proposal is to bring the course number in alignment with university curriculum policy and to more accurately establish the course as a lecture course.

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

Theatre Arts – Program Modifications

Program	**Degree**	**Committee Action**	**Motion | Second**
3257: Dance	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) The Choreography Practicum course titles were changed to Choreography and Production Practicum to reflect how that course is addressing both choreographic skills and other aspects of dance production. We also needed to update SLO's, descriptions, credit hours, etc in our efforts to update all course offerings in the BA in Dance degree. Last year, we implemented a new two credit course called Dance Company and Production, however, it became clear that this type of course does not align well with our ongoing programmatic shifts around our production season. Making some modifications to the DANC 290, DANC 390, and DANC 490 more adequately serves our students and is a better fit with our production season in relation to the larger departmental events in Theatre Arts. Having it as a one credit course also creates more opportunities for students to practice various skills. We are still able to address the skills of Dance Company and Production DANC 140/240/340/440, but in a more accessible way. This is why we will be removing DANC 140/240/340/440 from our curriculum at this time. 2-3.) We are putting DANC 250 back into the BA in Dance. It was originally taken out because we proposed a new course DANC 260 in the hopes that course could address two areas of content. However, after offering DANC 260 in 2024, it became apparent that this was not possible and we need to have the two areas of content (Movement Analysis and Improvisation) addressed in two separate courses. We also felt that shifting the Movement Analysis content to later in the academic plan would better serve our students. That is why we are proposing the new course DANC 360 Movement Analysis and Creative Practice. Theatre Arts faculty have also expressed an interest in having an upper division option for students who are seeking degrees in Theatre. 4.) Courses were shuffled in suggested course plan to to accurately reflect the program requirements and better balance coursework for students. 5.) The requirement for additional hours of upper-division coursework in General Electives changed from 12 to 10 due to the addition of DANC 360.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Removing Dance Company and Production courses (DANC 140, 240, 340, 440) from the curriculum and replacing with Choreography and Production Practicum courses (DANC 290, 390, 490). 2. Removing DANC 260 and adding DANC 250 back in the curriculum as a Foundation Course, Foundation credit total decreased from 12 to 11. 3. Adding new upper-division course DANC 360 (that replaces DANC 260) in Program Requirements and SLO

	map, Program Requirements total changed from 42 to 43 credits. 4. The Suggested Course Plan was edited to accommodate the removal of the Dance Company and Production courses and add the Choreography Practice and Production courses. The plan was also adjusted to remove DANC 260 from 2nd year spring and add DANC 250 to 2nd year fall, DANC 220 was moved from 2nd year fall to 1st year fall, and DANC 355 was moved from 3rd year spring to 3rd year fall. DANC 360 as added to 3rd year spring. The dance technique courses and general electives were adjusted to accurately reflect the program requirements. 5. The General Electives credit total remained unchanged, but the requirement for additional hours of upper-division coursework changed from 12 to 10.

3264: Theatre Arts (General)	**BA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: Previously all practice courses had separate numbered courses for each semester. In order to streamline registration, practice courses have been reduced to one to two per year and made repeatable. For example, a freshman will now take THEA 220 twice instead of THEA 219 and THEA 220. This change reduces the number of THEA courses on the books, making it easier for students to register.
1. Remove THEA 347 and THEA 447 Drama Performance from Program Specific Requirements (under practice options). THEA 348 and THEA 448 will remain and are repeatable.
2. Remove THEA 317, THEA 318, and THEA 417 Play Production from Program Specific Requirements (under practice options). THEA 218 and THEA 418 will remain and are repeatable.
3. Remove THEA 319, THEA 320, and THEA 419 Technical Performance from Program Specific Requirements (under practice options). THEA 420 remains and is repeatable.
4. Removed THEA 347, THEA 447, THEA 319, THEA 320, and THEA 419 from the SLO table since these courses have been inactivated.
5. Program Overview edited slightly for readability.
6. Increased Upper Division Restricted Electives from 9 to 11 credits on Program Specific Courses and Course Sequence to provide students more upper division choices in the major.
7. Increased program specific credits from 44 to 46 credits due to increase in Restricted Electives.
8. Reduced General Electives by 2 credits on General Electives and Course Sequence to keep program at 120 hours. Overall program hours did not changes.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Remove THEA 347 and THEA 447 Drama Performance from Program Specific Requirements (under practice options). 2. Remove THEA 317, THEA 318, and THEA 417 Play Production from Program Specific Requirements (under practice options). 3. Remove THEA 319, THEA 320, and THEA 419 Technical Performance from Program Specific Requirements (under practice options). 4. Removed THEA 347, THEA 447, THEA 319, THEA 320, and THEA 419 from the SLO table. 5. Program Overview edited slightly for readability.

	6. Increased Upper Division Restricted Electives from 9 to 11 credits on Program Specific Courses and Course Sequence. 7. Increased program specific credits from 44 to 46 credits. 8. Reduced General Electives by two credits on General Electives and Course Sequence. Overall program hours did not change and remain at 120.

3265: Theatre Arts: Acting/Directing	**BFA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) Removed THEA 117, THEA 118, THEA 147 and THEA 148 since they were inactivated. THEA 147 and THEA 148 are no longer needed since a foundational set of skills is needed to be cast, which a beginning student is unlikely to possess, and students struggle to fulfill this requirement. THEA 117 and THEA 118 content has been rolled into THEA 102, THEA 103, THEA 104, and THEA 105 and as such THEA 117 and THEA 118 are no longer needed. THEA 147 and THEA 148 course content has been included in THEA 228, which is repeatable. 2.) Removed THEA 217, THEA 317, THEA 318, THEA 319, and THEA 417. These are performance courses and the repeatability of THEA 218 and THEA 418 allow for the inactivation of these courses, with the course content covered in THEA 218 and THEA 418 THEA 218 and THEA 418 will remain and are repeatable up to four credits to streamline registration. 3.) Removed THEA 119, THEA 120, THEA 219, THEA 319, THEA 320, THEA 419, THEA 247, THEA 347, and THEA 437 from Performance Options. These courses have been collapsed into THEA 220 and THEA 420 which are repeatable to allow students access to the same content and credit as occurred with the previous courses. THEA 247, THEA 347, and THEA 437 content has been moved to THEA 228, THEA 348, and THEA 448 and are repeatable. 4.) Removed THEA 331 and THEA 332 and added THEA 231 and THEA 232. New course numbering was inadvertently not changed when THEA 231 and THEA 232 were added. This change makes this adjustment. 5.) Minor edit to Program Overview for Readability. 6.) Added missing Institutional SLO wording to SLO table to align program SLOs and Institutional SLOs. 7.) General Electives corrected from 4 credits to 7 credits to bring program total hours to 120.
8. Upper division verbiage added to Program Specific Courses and to General Electives to ensure students can graduate with the 40 hours of upper division within the 120-degree requirement.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Removed THEA 117, THEA 118 from the Core Courses and THEA 147 and THEA 148 from Performance Options. 2. Removed THEA 217, THEA 317, THEA 318, and THEA 417 from Core Courses. 3. Removed the following: THEA 119, THEA 120, THEA 219, THEA 319, THEA 320, THEA 419, THEA 247, THEA 347, and THEA 437 from Performance Options. 4. Removed THEA 331 and THEA 332 and added THEA 231 and THEA 232 to reflect the new history courses that were inadvertently not changed when THEA 231 and THEA 232 were added. 5. Minor edit to Program Overview. 6. Added missing Institutional SLO wording to SLO table. 7. General Electives corrected from 4 credits to 7 credits to bring program total hours to 120. 8. Upper division verbiage added to Program Specific Courses and to General Electives.

3266: Theatre Arts: Music Theatre	**BFA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) THEA 117/118 have been inactivate and replaced by THEA 218 which is the lower division offering of this course, and is now repeatable. 2.) Performance Options: Delete THEA 119, THEA 120, THEA 219, THEA 319, THEA 320, THEA 419 Technical Performance. These courses have been inactivated and replace with the repeatable options of THEA 220 and THEA 420. 3.) Performance Options: Delete THEA 147, THEA 148, THEA 247, THEA 347, THEA 447 Drama Performance. These courses have been inactivated and replaced with the repeatable courses of THEA 248, THEA 348, THEA 448. 4.) On the Plan of Study: THEA 117 has been inactivated and replaced by THEA 218 based upon the inactivation of THEA 117. 5.) Complete the SLO table with courses and assignments since these were inadvertently left off last program change. 6.) Changed piano requirement on heading of Program Specific Courses to align with Music Department changes.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Core Courses: Eliminate THEA 117 or THEA 118 Play Production and add THEA 218 Play Production 2. Performance Options: Delete THEA 119, THEA 120, THEA 219, THEA 319, THEA 320, THEA 419 Technical Performance. 3. Performance Options: Delete THEA 147, THEA 148, THEA 247, THEA 347, THEA 447 Drama Performance 4. Plan of Study: Delete THEA 117 and add THEA 218 Play Production 5. Completed the SLO table with courses and assignments. 6. Changed piano requirement on heading of Program Specific Courses to align with Music Department changes.

3269: Theatre Arts: Design/Technology	**BFA**	**Program Modification - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: 1.) 10/29/24 The Art and Design Department updated some of the Recommended Electives due to curriculum changes. The new Graphic Design degree had to change some class numbers to better accommodate our upcoming stackable credentials. To change a classes number it is required to add a new class and deactivate the old. The Art and Design Department replaced the inactivated courses ARTG 122 and ARTG 215 with ARTG 112 and ARTG 120. We changed ARTS 221 Metalsmithing was switch with ARTT 270 Sculpture 1 because ARTS 221 is no longer offered and it is being deleted as a course, and ARTT 270 is a suitable replacement. 2.) Changed recommended elective of ARTS 251 Life Drawing to ARTS 152 Foundation Drawing 2: Figure Drawing because the art department has changed its intro figure drawing class from ARTS 251 to ARTS 152 and is deleting ARTS 251. 3.) Changed SLO table to reflect new course numbering. THEA 331 and THEA 332 removed. THEA 231 and THEA 232 added. These two history courses were moved to lower division so students would have the foundational historical knowledge needed for the upper division courses. 4.) Removed from Program Specific Courses: THEA 331 and THEA 332 and replaced with THEA 231 and THEA 232. These two history courses were moved to lower division so students would have the foundational historical knowledge needed for the upper division courses. 5.) Removed the following from Program Specific Courses: THEA 217, THEA 317, THEA 318, and THEA 417. This course content has been rolled into THEA 218 and THEA 418 which are now repeatable courses in Play Production. THEA 218 is repeatable for 2 hour and THEA is repeatable for 4 hours. 6.) Removed the following from Performance Options: THEA 119, THEA 120, THEA 219, THEA 319, THEA 320, THEA 419, THEA 147, THEA 148, THEA 247, THEA 347, and THEA 447. Thea 120, THEA 119, THEA 219, THEA 319, THEA 320, THEA 419 were roll into THEA 220 and THEA 420 which are

now repeatable courses in Technical Performance. THEA 147, THEA 148, THEA 247, 347 and THEA 447 content was rolled into THEA 228, THEA 338 and THEA 448 which are now repeatable courses in Drama Performance.
7.) Modified the Course Sequence to reflect the above course inactivations and course changes. THEA 102 and THEA 103 added to first year fall semester to replace Intro to Theatre Technology Courses. THEA 104 or THEA 105 added to second semester first year to replace Intro to Technology course. THEA 130 moved to fall semester third year. THEA 331 and THEA 332 removed from third year fall and spring and replaced with THEA 231 and THEA 232 second year fall and spring. Math 110 moved from First Year/Fall to First Year/Spring to more evenly distribute workload. THEA 130 was moved from First Year/Spring to Third Year/Fall to better reflect when students most need that content.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. 10/29/24 Under Recommended Electives: The Art and Design Department replaced the inactivated courses ARTG 122 and ARTG 215 with ARTG 112 and ARTG 120. Changed deleted ARTS 221 Metalsmithing with ARTT 270 Sculpture under Recommended Electives. 2. Changed recommended elective of ARTS 251 Life Drawing to ARTS 152 Foundation Drawing Two: Figure Drawing. 3. Changed SLO table to reflect new course numbering. THEA 331 and THEA 332 changed to THEA 231 and THEA 232. 4. Removed from Program Specific Courses: THEA 331 and THEA 332 and replaced with THEA 231 and THEA 232. 5. Removed the following from Program Specific Courses: THEA 217, THEA 317, THEA 318, and THEA 417. 6. Removed the following from Performance Options: THEA 119, THEA 120, THEA 219, THEA 319, THEA 320, THEA 419, THEA 147, THEA 148, THEA 247, THEA 327, and THEA 447. 7. Modified the Course Sequence to reflect the above changes.

M220: Dance **MNR** **Program Modification - Approved (3/27/25)** **Stern | Bickham**

UCC Discussion: 1.) We removed DANC 260 as we are changing this course to a 300-level course in our BA in Dance degree and adding DANC 250 back into the curriculum. We created DANC 260 in the BA in Dance revision in the hopes that it would adequately address two areas of content. Unfortunately, after offering it in 2024, it became clear that there is not enough time to effectively address both areas of content. We want to bring DANC 250 back into the curriculum as its own separate course in Dance Improvisation. And then we proposed a new course DANC 360 to address Movement Analysis and Creative practice in a more robust way. This is offered as an option for students to choose as part of their theory courses. 2.) They can now choose between DANC 315 or DANC 360 as per their unique interests offering more flexibility in the dance minor. 3 & 5.) We proposed DANC 140/240/340/440 last year as a new course. Unfortunately, after offering this course in 2024, it became apparent that this two credit course does not align well with larger programmatic functions and departmental production season so we are removing them. The total credits for the minor have been subsequently adjusted. 4.) We are adding back in DANC 290/390/490 as an option for students to practice choreographic and production skills. This one credit option offers more

accessibility and flexibility within the minor and more effectively addresses the educational needs of dance minor students. It also aligns with our current offerings in the BA in Dance degree.

Change Item Description	Department Justification
List all proposed changes to the program:	1.Removed DANC 260 and added DANC 250 as a requirement. 2.Offered a choice between DANC 315 and DANC 360 for theory courses 3.Removed DANC 140/240/340/440 Dance Company and Production from course offerings 4.Added in "select 1 semester hour of Choreography and Production Practicum courses" and listed DANC 290/390/490 as options for the choreographic and production credits 5.Updated total credits from 23 to 21 (upper division credits changed from 8 to 7).

M270: Theatre	MNR	Program Modification - Approved (3/27/25)	Stern | Bickham

UCC Discussion: Previously all practice courses had separate numbered courses for each semester. In order to streamline registration, practice courses have been reduced to one to two per year and made repeatable. For example, a freshman will now take THEA 220 twice instead of THEA 219 and THEA 220. This change reduces the number of THEA courses on the books, making it easier for students to register. In the Program-Specific Requirements, students still have 21 courses to choose from and must select nine credit hours. In the list of upper-division courses, students must choose six hours from a list of over 30 course selections, so the inactivation/removal of these courses doesn't limit the students.

Change Item Description	Department Justification
List all proposed changes to the program:	Removed the following courses from the Program Specific Requirements where students were given multiple classes to choose from: THEA 119, THEA 120, THEA 219, THEA 147, THEA 148, THEA 247, THEA 117, THEA 118, THEA 217. Removed the following courses from a list of Upper Division courses where student can choose: THEA 347, THEA 447, THEA 317, THEA 318, and THEA 417, THEA 319, THEA 320, and THEA 419.

Theatre Arts – Course Modifications

Title	Credits	Committee Action	Motion | Second
DANC 250: Dance Improvisation	2	Course Modification - Approved (2/27/25)	Stern | Bickham

UCC Discussion: 1) This course needed additional updates regarding the course description, contact hours, academic and student engagement, and repeatability to more clearly reflect course content. It is one of the classes that was initially removed from the Dance BFA during the curricular redesign in 2023, but is being added back in to the Dance BA and so refinements were made in the areas mentioned. 2) Academic Engagement and student prep minutes, typical semester offered, topical course outline, and student learning outcomes were added. This information was not transferred when CIM was implemented.

Change Item Discussion	Old	New

Course description for the catalog:	Introduction to and application of basic theories of dance improvisation.	Introduction to and application of basic theories regarding embodied and creative practices of dance improvisation.
Repeat limit		1
Please explain change in repeatability:		As our curriculum is a BA in Dance, students have the opportunity to take classes that are of particular interest beyond the requirements. Improvisation is a technical, artistic, and creative practice that students may want more experience with. And different faculty will teach the course and may approach the course content slightly differently.

DANC 290: Choreography Practice and Production I	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) The title changed to Choreography Practice and Production to better reflect the content taught in this course. Practicum was removed from the title as this course is not listed under the practicum reserved course number, nor does it fully comply with the definition of a practicum course. 2) SLO's, course outline, contact hours, and typical semester offered were updated as this information did not transfer when CIM was implemented. 3) Course description was updated to more accurately reflect course content and specify who is eligible to take this course. As the BA in Dance was implemented in 2023, we are still in the process of refining curricular offerings and programmatic functions. We are instituting a new type of concert that features only student choreography. This new type of concert gives students more time for mentorship and rehearsal time so that they can adequately explore not only choreographic elements, but also can more robustly engage with other elements related to costume design, lighting design, sound, etc. This will better prepare them for future professional opportunities.

Change Item Description	**Old**	**New**
Course name:	Choreography Practicum I	Choreography Practice and Production I

Course description for the catalog:	Student practice in choreography and producing an original dancework. May be repeated once for credit.	Practice of skills in choreography and dance production elements in both traditional and non-traditional contexts at the beginner level. Only students who have participated in at least one dance concert through the CMU Dance Program are eligible to enroll in this course.

DANC 355: Choreography	**3**	**Course Modification – Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) We are proposing changing the name back to just Choreography so that it is not confused with the new course DANC 360 Movement Analysis and Creative Practice. As our BA in Dance curriculum was implemented in 2023, we are continuing to make refinements based on assessment of the curriculum and academic plan. 2) The prereq was changed from DANCE 260 to DANC 250. DANC 260 was basically shifted to DANC 360 because Movement Analysis and Improvisation needed to be separate courses. So we are proposing adding DANC 250 back into the curriculum and shifting DANC 260 to an upper division course with some modifications in content. So, basically DANC 260 is no longer going to be offered. DANC 250 is an improvisation course which is the first course in the creative practice part of the dance degree. Students need that in order to register for DANC 355 which is the choreography course. To much content was added into DANC 260 last year and it did not work. It also became apparent that the content of Movement Analysis is really an upper division course and students would be much more successful with it further along in their academic plan and by having experience with other concepts before. Note: three courses fall under the "creative practice" part of the dance curriculum: DANC 250, DANC 355, and DANC 360.

Change Item Description	**Old**	**New**
Course name:	Choreography and Creative Practice	Choreography
Prerequisites:	DANC 260	DANC 250

DANC 390: Choreography Practice and Production II	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1) The title changed to Choreography Practice and Production to better reflect the content taught in this course. Practicum was removed from the title as this course is not listed under the practicum reserved course number, nor does it fully comply with the definition of a practicum course. 2) SLOs, course outline, contact hours, and typical semester offered were updated as this information did not transfer when CIM was implemented. 3) Course description was updated to more accurately reflect course content and specify who is eligible to take this course. 4) The prereq of "DANC 290 or permission of instructor" was removed to allow students more flexibility in course scheduling. A strict sequence from DANC 290 to 390 to 490 is not necessary. As the BA in Dance was implemented in 2023, we are still in the process of refining curricular offerings and programmatic functions. We are instituting a new type of concert that features only student choreography. This new type of concert gives students more time for mentorship and rehearsal time so that they can adequately explore not only choreographic elements, but also can more robustly engage with other elements related to costume design, lighting design, sound, etc. This will better prepare them for future professional opportunities.

Change Item Description	Old	New
Course name:	Choreography Practicum II	Choreography Practice and Production II
Course description for the catalog:	Student practice in choreography and producing an original dance work. May be repeated once for credit.	Practice of skills in choreography and dance production elements in both traditional and non-traditional contexts at the intermediate level. Only students who have participated in at least one dance concert through the CMU Dance Program are eligible to enroll in this course.
Prerequisites:	DANC 290 or permission of instructor	

DANC 490: Choreography Practice and Production III	1	Course Modification - Approved (3/27/25)	Stern | Gurka

UCC Discussion: 1) The title changed to Choreography Practice and Production to better reflect the content taught in this course. Practicum was removed from the title as this course is not listed under the practicum reserved course number, nor does it fully comply with the definition of a practicum course. 2) SLO's, course outline, contact hours, and typical semester offered were updated as this information did not transfer when CIM was implemented. 3) Course description was updated to more accurately reflect course content and specify who is eligible to take this course. 4) The prereq of "DANC 390 or permission of instructor" was removed to allow students more flexibility in course scheduling. A strict sequence from DANC 290 to 390 to 490 is not necessary. As the BA in Dance was implemented in 2023, we are still in the process of refining curricular offerings and programmatic functions. We are instituting a new type of concert that features only student choreography. This new type of concert gives students more time for mentorship and rehearsal time so that they can adequately explore not only choreographic elements, but also can more robustly engage with other elements related to costume design, lighting design, sound, etc. This will better prepare them for future professional opportunities.

Change Item Description	Old	New
Course name:	Choreography Practicum III	Choreography Practice and Production III
Course description for the catalog:	Student practice in choreography and producing an original dance work.	Practice of skills in choreography and dance production elements in both traditional and non-traditional contexts at the advanced level. Intended for students who have already participated in at least one dance concert through the CMU dance program.

Prerequisites:	DANC 390 or permission of instructor	

THEA 218: Play Production	**1**	**Course Modification - Approved (3/27/25)**
Stern | Gurka		

UCC Discussion: 1) Course description change to reflect how course will be taught. 2) The course was previously divided into separate Fall and Spring numbers for levels 100-200, totaling 4 non-repeatable courses. While this structure ensured majors stayed on track with their 4 required semesters, it created registration challenges. To simplify, we are consolidating it into one repeatable lower-division course for freshman and sophomore students. Both upper and lower division courses options are important as students progress in the major, as distinguished from students who may take the course for 1 or 2 semesters to explore interests or as a subsidiary major requirement. 4) SLO changes: Adjusted to reflect expectations for entry-level/beginning students. 5) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented.6. Prereq removed because as a beginning course, enrollment is open to all students.

Change Item Description	**Old**	**New**
Course description for the catalog:	See THEA 117 or THEA 118.	Practical course in stagecraft concerned with all phases of production of plays. For first- and second-year students.
Repeatable for credit:	No	Yes
Prerequisites:	Courses must be taken in sequence or by permission of the instructor	

THEA 220: Technical Performance	**1**	**Course Modification - Approved (3/27/25)**
Stern | Gurka		

UCC Discussion: 1) Course Description: Adjusting wording to reveal current production expectations as well as reflect the class level. 2) The course was previously divided into separate Fall and Spring numbers for levels 100-200, totaling 4 non-repeatable courses. While this structure was designed to ensure majors stayed on track with their 4 required semesters, it created registration challenges. To simplify, we are eliminating the semester divisions and making this course repeatable for four credits. 3) Change in SLOs: Previously, the SLOs were identical at all levels. We are adjusting them to reflect the rise in expectations commensurate with advancement in the major. 4) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented.

Change Item Description	**Old**	**New**
Course description for the catalog:	See THEA 119 or THEA 120.	Direct participation in the technical aspects of various productions. For first- and second-year students.
Repeatable for credit:	No	Yes

THEA 248: Drama Performance	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: We are streamlining all departmental performance credit options by replacing separate Fall and Spring course numbering with 1 repeatable course at each level as well as articulating new SLO's for each level reflecting increased standards as the student moves up. 1) Course Description: Adjusting wording to reveal current production expectations as well as reflect the class level. 2) The course was previously divided into separate Fall and Spring numbers for levels 100-200, totaling 4 non-repeatable courses. While this structure was designed to ensure majors stayed on track with their 4 required semesters, it created registration challenges. To simplify, we are eliminating the semester divisions and making this course repeatable for four credits. 3) Change in SLOs: Previously, the SLOs were identical at all levels. We are adjusting them to reflect the rise in expectations commensurate with advancement in the major. 4) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented. 5) Prereqs removed since casting is not able to be checked by Banner. However, for this course instructor permission is necessary.

Change Item Description	**Old**	**New**
Course description for the catalog:	See THEA 147 or THEA 148.	Performance by the student in a major campus production. For first- and second-year students.
Repeatable for credit:	No	Yes
Prerequisites:	Permission of instructor	Instructor permission

THEA 348: Drama Performance	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: We are streamlining all departmental performance credit options by replacing separate Fall and Spring course numbering with 1 repeatable course at each level as well as articulating new SLO's for each level reflecting increased standards as the student moves up. 1) Course Description: Adjusting wording to reveal current production expectations as well as reflect the class level. 2) The course was previously divided into separate Fall and Spring numbers for level 300, totaling 2 non-repeatable courses. While this structure was designed to ensure majors stayed on track with their 2 required semesters, it created registration challenges. To simplify, we are eliminating the semester divisions and making this course repeatable for four credits. 3) Change in SLOs: Previously, the SLOs were identical at all levels. We are adjusting them to reflect the rise in expectations commensurate with advancement in the major. 4) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented. 5) Prereqs removed since casting is not able to be checked by Banner. However, for this course instructor permission is necessary.6) Credit hours were changed to only one credit to reflect current course practices.

Change Item Description	**Old**	**New**
Course description for the catalog:	See THEA 147 or THEA 148.	Performance by the student in a major campus production. For third year students.

Please explain change in repeatability:		Previously, performance credits at each level were broken into differently numbered Fall and Spring semester options. To streamline registration and recordkeeping, there will now be only 1 repeatable course for junior students. Since the students can enroll in this course each time the student is cast, the repeatable limit is set at 4 credits to cover the maximum casting options both semesters junior year.
Prerequisites:	Permission of instructor	Instructor permission

THEA 418: Play Production	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) Course description change to reflect how course will be taught. 2.) The course was previously divided into separate Fall and Spring numbers for levels 300-400, totaling 4 non-repeatable courses. While this structure ensured majors stayed on track with their 4 required semesters, it created registration challenges. To simplify, we are consolidating it into one repeatable lower-division course for junior and senior students. Both upper and lower division courses options are important as students progress in the major, as distinguished from students who may take the course for 1 or 2 semesters to explore interests or as a subsidiary major requirement. 3.) SLO changes: Adjusted to reflect expectations for intermediate/advanced students. 4.) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented. 5.) Prereq of instructor permission removed since it is not needed as this course could be taken by any student that has completed THEA 218.

Change Item Description	**Old**	**New**
Course description for the catalog:	See THEA 117 or THEA 118.	Practical course in stagecraft concerned with all phases of production of plays. For third- and fourth-year students.
Repeatable for credit:	No	Yes
Prerequisites:	Courses must be taken in sequence or by permission of the instructor	THEA 218

THEA 420: Technical Performance	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: 1.) Course Description: Adjusting wording to reveal current production expectations as well as reflect the class level. 2.) The course was previously divided into separate Fall and Spring numbers for levels 300-400, totaling 4 non-repeatable courses. While this structure was designed to ensure majors stayed on track with their 4 required semesters, it created registration challenges. To

simplify, we are eliminating the semester divisions and making this course repeatable for four credits. 3.) Change in SLOs: Previously, the SLOs were identical at all levels. We are adjusting them to reflect the rise in expectations commensurate with advancement in the major. 4.) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented. 5.) Prereq changed since THEA 320 will be inactivated and THEA 220 will be the new requirement.

Change Item Description	Old	New
Course description for the catalog:	See THEA 119 or THEA 120.	Direct participation in the technical aspects of various productions. For third- and fourth-year students.
Repeatable for credit:	No	Yes
Prerequisites:		THEA 220

Title	Credits	Committee Action	Motion | Second
THEA 448: Drama Performance	**1**	**Course Modification - Approved (3/27/25)**	**Stern | Gurka**

UCC Discussion: We are streamlining all departmental performance credit options by replacing separate Fall and Spring course numbering with 1 repeatable course at each level as well as articulating new SLO's for each level reflecting increased standards as the student moves up. 1.) Course Description: Adjusting wording to reveal current production expectations as well as reflect the class level. 2.) The course was previously divided into separate Fall and Spring numbers for level 400, totaling 2 non-repeatable courses. While this structure was designed to ensure majors stayed on track with their 2 required semesters, it created registration challenges. To simplify, we are eliminating the semester divisions and making this course repeatable for four credits. 3.) Change in SLOs: Previously, the SLOs were identical at all levels. We are adjusting them to reflect the rise in expectations commensurate with advancement in the major. 4.) Academic engagement minutes, student prep minutes, semesters offered, and topical course outline were added as information did not transfer over when CIM was implemented. 5.) Prereqs removed since casting is not able to be checked by Banner. However, for this course instructor permission is necessary.

Change Item Description	Old	New
Course description for the catalog:	See THEA 147 or THEA 148.	Performance by the student in a major campus production. For fourth year students.
Repeatable for credit:	No	Yes
Prerequisites:	Permission of instructor	Instructor permission

Theatre Arts – Course Additions

Title	Credits	Committee Action	Motion | Second
DANC 360: Movement Analysis and Creative Practice	**3**	**Course Addition - Approved (3/27/25)**	**Stern | Bickham**

UCC Discussion: The new BA in Dance curriculum, implemented in 2023, initially included DANC 260 (Movement Analysis and Improvisation) to streamline course offerings. DANC 250, previously part of the BFA in Dance, was removed due to concerns about redundancy. However, after offering DANC 260 in 2024, it became evident that it was not feasible to cover all necessary content in one course. To address this, DANC 250 will be reinstated as an improvisation course, which is essential for

students progressing to DANC 355 (Choreography). Additionally, DANC 260 will be restructured and shifted to an upper-division course, DANC 360, to better align with students' academic progression and to allow them to engage more effectively with the complex theoretical content. Consequently, DANC 260 will no longer be offered.

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

Theatre Arts – Course Inactivations

Title	Credits	Committee Action	Motion | Second
THEA 117: Play Production	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Introductory Theatre Technology courses (THEA 102, 103, 104, 105) now include Play Production hours as part of the course requirements. As a result, overall Play Production credits have been reduced from 8 to 6 credit hours, eliminating the need for 100 level Play Production course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Title	Credits	Committee Action	Motion | Second
THEA 118: Play Production	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Introductory Theatre Technology courses (THEA 102, 103, 104, 105) now include Play Production hours as part of the course requirements. As a result, overall Play Production credits have been reduced from 8 to 6 credit hours, eliminating the need for 100 level Play Production course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Title	Credits	Committee Action	Motion | Second
THEA 119: Technical Performance	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: There is currently both a Fall and Spring course number for each level (100-400) of Technical Performance. Eliminating THEA 119 and making THEA 120 repeatable will reduce the course offerings and streamline registration.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Title	Credits	Committee Action	Motion | Second
THEA 120: Technical Performance	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Introductory Theatre Technology courses (THEA 102, 103, 104, 105) now include Play Production hours as part of the course requirements. As a result, overall Play Production credits have been reduced from 8 to 6 credit hours, eliminating the need for 100 level Play Production course. This course was inadvertently not inactivated with the other THEA changes. With departmental permission, an administrative addition to workflow was implemented in order to facilitate the other changes made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 147: Drama Performance	**1,2**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Casting is dependent upon foundational skills, which freshman have not acquired. Consequently, this course is not needed. The course will no longer be offered. This course was inadvertently not inactivated with the other THEA changes. With departmental permission, an administrative addition to workflow was implemented in order to facilitate the other changes made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 148: Drama Performance	**1,2**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Casting is dependent upon foundational skills, which freshman have not acquired. Consequently, this course is not needed. The course will no longer be offered. This course was inadvertently not inactivated with the other THEA changes. With departmental permission, an administrative addition to workflow was implemented in order to facilitate the other changes made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 217: Play Production	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Currently, Play Production has separate Fall and Spring course numbers for each level (100–400), totaling 8 course numbers. All of these courses currently share the same Student Learning Outcomes (SLOs). To streamline registration, we propose reducing this to one repeatable lower-division course and one repeatable upper-division course. Additionally, we will develop SLOs that better reflect the differing levels of skills and expectations. The new, repeatable lower division course option will be THEA 218.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 219: Technical Performance	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: There is currently both a Fall and Spring course number for each level (100-400) of Technical Performance. Eliminating THEA 219 and making THEA 220 repeatable will reduce the course offerings and streamline registration.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 247: Drama Performance	**1,2**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Performance Credits currently have separate course numbers for Fall/Spring options, but are identical in every way. In order to streamline registration and recordkeeping, we will be eliminating THEA 247 and making THEA 248 a repeatable course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 317: Play Production	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Currently, Play Production has separate Fall and Spring course numbers for each level (100–400), totaling 8 course numbers. All of these courses currently share the same Student Learning Outcomes (SLOs). To streamline registration, we propose reducing this to one repeatable lower-division course and one repeatable upper-division course. Additionally, we will develop SLOs that better reflect the differing levels of skills and expectations. The new, repeatable upper division course option will be THEA 418.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 318: Play Production	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Currently, Play Production has separate Fall and Spring course numbers for each level (100–400), totaling 8 course numbers. All of these courses currently share the same Student Learning Outcomes (SLOs). To streamline registration, we propose reducing this to one repeatable lower-division course and one repeatable upper-division course. Additionally, we will develop SLOs that better reflect the differing levels of skills and expectations. The new, repeatable upper division course option will be THEA 418.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 319: Technical Performance	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: There is currently both a Fall and Spring course number for each level (100-400) of Technical Performance. Eliminating one of each level and making the remaining course repeatable will reduce the course offerings from 8 to 4 and streamline registration.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 320: Technical Performance	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: There is currently both a Fall and Spring course number for each level (100-400) of Technical Performance. Eliminating one of each level and making the remaining course repeatable will reduce the course offerings to 2 and streamline registration. This course was inadvertently not inactivated with the other THEA changes. With departmental permission, an administrative addition to workflow was implemented in order to facilitate the other changes made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 347: Drama Performance	**1,2**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Performance credits currently have separate course numbers for Fall/Spring options, but are identical in every way. In order to streamline registration and recordkeeping, we will be eliminating THEA 347 and making THEA 348 a repeatable course. This course was inadvertently not inactivated with the other THEA changes. With departmental permission, an administrative addition to workflow was implemented in order to facilitate the other changes made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 417: Play Production	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Currently, Play Production has separate Fall and Spring course numbers for each level (100–400), totaling 8 course numbers. All of these courses currently share the same Student Learning Outcomes (SLOs). To streamline registration, we propose reducing this to one repeatable lower-division course and one repeatable upper-division course. Additionally, we will develop SLOs that better reflect the differing levels of skills and expectations. The new, repeatable upper division course option will be THEA 418.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 419: Technical Performance	**1**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: There is currently both a Fall and Spring course number for each level (100-400) of Technical Performance. Eliminating one of each level and making the remaining course repeatable will reduce the course offerings from 8 to 4 and streamline registration.

Change Item Description	Old	New
Delete Proposal: No differences to report		

THEA 447: Drama Performance	**1,2**	**Course Inactivation - Approved (3/27/25)**	**Gurka | Stern**

UCC Discussion: Performance credits currently have separate course numbers for Fall/Spring options, but are identical in every way. In order to streamline registration and recordkeeping, we will be eliminating THEA 347 and making THEA 448 a repeatable course. This course was inadvertently not inactivated with the other THEA changes. With departmental permission, an administrative addition to workflow was implemented in order to facilitate the other changes made.

Change Item Description	Old	New
Delete Proposal: No differences to report		

CMU Tech Curriculum Membership 2024-2025		
Group/Department	**Representative**	**Term Expires**
Group A	Wayne Smith; Culinary Arts	2025
Group B	Carolyn Ferreira-Lillo; Mechatronics	2026
Group C	Jason Roberson; Transportation	2027
Group D	Karrie Stanfill; Nurse Aide	2025
At Large	Stephanie Stelljes; Early Childhood Education	2027
Officers		
Chair	Wayne Smith	
Vice Chair	Carolyn Ferreira-Lillo	
UCC Vice-Chair	Olga Grisak	
Secretary, non-voting:	Lisa Bessette	
Ex-Officio Members		
Associate VP of Academic Affairs (AVPAA) for Assessment and Accreditation	Morgan Bridge	
Designee for VPAA, Community College Affairs	Kelly Reuss	
Registrar	Robert Cackler	
Registrar's Office Designee	Maggie Bodyfelt	
Library Representative	Tracie Seurer	
Course Description Evaluator	Johanna Varner	
Director of Financial Aid	John Stewart	
CMU Tech Student Representative		

Information and Business Items

September 3, 2024 Meeting

Announcements

- Chair Smith facilitated the introductions of committee members.
- CIM is now open. Chair Smith reminded the committee that CIM closes December 20th for all proposals. For course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 3rd CMU Tech curriculum committee meeting. Therefore, the Executive Committee will need to review it by their meeting on November 19th.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - AVPAA Bridge thanked the committee for their efforts in reviewing the curriculum and expressed appreciation for the time they are dedicating.
- Registrar's Office - Maggie Bodyfelt requested the committee to please be mindful of the CIM closure date and submit proposals as early as possible.
- Financial Aid Associate Director Stewart - Nothing to report.
- Librarian Seurer - Librarian Seurer requested that the committee notify her as early as possible about any course/program additions. This advance notice will allow her to conduct the proper library assessments and order any necessary materials required to support the proposed additions.
- Catalog Description Reviewer Varner - Nothing to report.
- Essential Learning Scott Andrews - Nothing to report.

Old Business

- No old business.

Information Items

- Chair Smith reviewed the committee responsibilities and asked committee members to volunteer for a category (see attached document on page 3).
- Chair Smith reviewed the important dates and deadlines for academic year 2024-2025, noting that the Executive Committee meets two weeks prior to the full committee to review proposals in queue. The important dates document is also posted on the Curriculum website.
- Chair Smith explained this year's focus is finishing CIM clean-up (SLOs, Topical Course Outline, Semester Offered, Engagement Minutes) on all courses. There may be several courses that can be inactivated that are no longer being offered. Chair Smith asked Kelly Ruess to communicate expectations with the departments.
- Dr. Bridge spoke about the new process for proposing new programs. Emailing jrhawkins@coloradomesa.edu will initiate the following two-step process, which must occur **before** submitting a new program in CIM:
    - Step One: The department requesting a new program must provide an initial pitch, addressing a list of specific questions related to the new program, such as content overlap. This pitch will be presented in a meeting with Cher Hendricks,

Holly Teal, Jeremy Hawkins, Robert Cackler, Morgan Bridge, and Brigitte Sundermann.
    - Step Two: The financial aspects of the new program proposal will be reviewed by Spencer Rockwell from Budget, who will examine projections and the courses required for the program.

New Business

- Next meeting date is October 8th.

October 8, 2024 Meeting

Announcements

- CIM is now open. Chair Smith reminded the committee that CIM closes December 20th for all proposals. For course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 3rd CMU Tech curriculum committee meeting. Therefore, the Executive Committee will need to review it by their meeting on November 19th.
- Chair Smith asked committee members to encourage the faculty in their areas of study to submit proposals for the clean of courses that do not have the following information entered in CIM: semesters offered, academic and engagement minutes, topical course outlines, or SLOs.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Nothing to report.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Seurer – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- Chair Smith reported that the search for an At Large member of the committee is still ongoing.

Information Items

- No information items.

New Business

- Chair Smith announced that the Executive Committee is seeking input on program 1350: Gerontology Specialist (AAS) and if this program will go through committee as an inactivation so that it matches the verbiage that was added into the catalog (*This program is no longer accepting new students.*). Carrie Moore reported that she spoke with the Allied Health/Paramedic Program Director and confirmed that the plan is to submit a program inactivation before CIM closes in December.
- Chair Smith reminded the committee that if CADT 101 is to be inactivated, as discuss last year, program modifications will also need to be submitted to CIM for both 1332: Welding Technology (AAS) and 1338: Welding Technology (TCT) to remove CADT 101 from the program sheets. Chair Smith will confirm with the Director of Instruction that these inactivations and modifications are forthcoming.

November 12, 2024 Meeting

Announcements

- Chair Smith reminded the committee that CIM closes December 20th for all proposals. For course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 3rd CMU Tech curriculum committee meeting. Therefore, the Executive Committee will need to review it by their meeting on November 19th.
- Chair Smith reminded committee members to encourage the faculty in their areas of study to submit proposals for the clean of courses with missing information.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Dr. Bridge reminded the committee if they are deleting programs, there needs to be no students enrolled in the program. If there are students in the program, it needs to be a deactivation, not a deletion, of the program.
- Registrar's Office - The Registrar's Office received its first batch of courses to finish processing, so committee members may begin seeing Final Approval emails coming through for those proposals within the next couple of weeks.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Seurer – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- The committee reviewed the proposed changes to the Curriculum Policies and Procedures Manual regarding the verbiage for reserved course numbers. Roberson moved, Stanfill seconded, and the committee voted unanimously to approve the following verbiage for the manual:

  These courses exist for each course prefix at the appropriate levels, even though they may not appear in the Catalog. These courses may use a department Catalog description or the suggested course description found on the Manuals, Forms, and Instructions webpage. A department desiring a new course will submit a new course form. If a department is changing a Catalog description/prerequisite/terms offered, etc., a Course Modification form will need to be submitted in CIM to the appropriate curriculum committee. If a department wishes to inactivate a course from the Catalog, a course inactivation must be submitted in CIM. In instances where a department's catalogued course does not match the numbering scheme given above in this section, the department is encouraged to propose a new course and inactivate the incorrectly numbered course to be consistent with the above numbering scheme.

December 3, 2024 Meeting

Announcements

- Chair Smith reminded the committee that CIM closes December 20 for all proposals and not to rollback any proposal to initiators after this date, as they will no longer be able to resubmit them into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Nothing to report.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Announced FAFSA for the 2025-2026 academic year is now open.
- Librarian Seurer – Reminded the committee to submit any library purchase requests before the end of February.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- Chair Smith proposed seeking style guidance from UCC on how to list common abbreviations in course proposals (titles, catalog description, SLOs, etc.) and developing a guideline on when to spell out acronyms versus when to use abbreviations. This will ensure consistency in how such information is presented in proposals. Chair Smith will draft proposed language to present to UCC for review at an upcoming meeting.

January 21, 2025 Meeting

Announcements

- Chair Smith reminded the committee that CIM closed on December 20 for all proposals and asked that the committee not rollback any proposal to initiators, as they will no longer be able to resubmit them into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Chair Smith, on behalf of AVPAA Bridge, reported that Dr. Bridge would like to review any programs approved during this meeting with the initiating faculty member one final time before moving them into Final Approvals.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Seurer – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- No new business.

February 11, 2025 Meeting

Announcements

- Chair Smith reminded the committee that CIM closed on December 20 for all proposals and asked that the committee not rollback any proposal to initiators, as they will no longer be able to resubmit them into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – AVPAA Bridge thanked the committee representatives for the work they've done. She reminded the committee that there are still 100-200 level courses requiring SLOs to be entered into CIM and encouraged them to prioritize these for the next curriculum cycle.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Seurer – The library has approximately $2,600 remaining in the budget, which must be spent by the end of March. Please inform Librarian Seurer if any materials are needed.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- Now that CIM is closed, the Registrar's Office will do a mass clean-up of "old" proposals that were not submitted into workflow. Lisa Bessette will ensure any current proposals (those worked on this academic year) are saved as a Word document before shredding.

New Business

- The UCC Chair, Sarah Lanci, brought to the attention of CMU Tech curriculum committee that there were some changes made to the CONC course SLOs that were not discussed with the Construction Management faculty on main campus. There are some issues that have arisen from these CONC changes that impact Construction Management courses. Chair Smith asked for feedback from the committee on the curriculum process to see if there were ideas to prevent these sorts of issues going forward. Discussion ensued. Chair Smith will report back to Chair Lanci and Kelly Reuss will coordinate with CMU Tech faculty to connect with Construction Management faculty to work on curriculum modifications that will work for both programs going forward.

March 11, 2025 Meeting

Announcements

- No announcements.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Nothing to report.
- Registrar's Office – Courses that were approved last term are being processed by the Registrar's Office, so they are ready when registration opens.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Seurer – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- Discussion on shredding stale proposals: except for the AAS and certificates for FILM, all proposals that were edited but never submitted to CIM will be shredded. A copy will be saved to a Word document if the edits were made within this academic year.

Information Items

- No information items.

New Business

- Chair Smith opened discussion for the election of committee officers for academic year 2025-2026. The election of Chair and Vice Chair will occur at the next curriculum meeting, April 8.

April 8, 2025 Meeting

Announcements

- No announcements.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Nothing to report.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Seurer – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.
- Essential Learning Scott Andrews – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- Chair Smith asked for nominations or volunteers for committee officers for academic year 2025-2026. After some discussion, Jason Roberson volunteered for Chair and Carolyn Ferreira-Lillo volunteered for Vice Chair. The committee unanimously voted to elect both Jason and Carolyn for the positions for 2025-2026.

Course and Program Changes

Proposal Overview

The CMU Tech Curriculum Committee reviews proposals related to 2-year degrees, certificates, and courses offered at CMU Tech. The total number of proposals considered by the CMU Tech CC during the 2024-2025 academic year is shown in the following table:

Number of CMU Tech Curriculum Proposals, AY 24-25	
Proposal Type	**Number**
Course Addition	47
Course Modification	52
Course Reactivation	1
Course Deletion	16
Program Addition	15
Program Reactivation	0
Program Modification	22
Program Deactivation	5
Program Deletion	0
Total:	**158**

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

Number of Proposals Reviewed Per CMU Tech Meeting, AY 24-25										
	Sep	**Oct**	**Nov**	**Dec***	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Total**
# of Proposals	0	14	5	35	16	37	33	18		158
* Deadline for inclusion of program and course changes in the next AY Calendar										

Proposal Details

The listing of curriculum proposals approved during the 2024-2025 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the CMU Tech Curriculum Committee.

CMU Tech Program Modifications

Program	Degree	Committee Action	Motion | Second
1122: Land Surveying and Geomatics	**TCT**	**Program Modification – Approved (1/21/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Content from the MATH 141: Analytical Geometry course is beneficial to the Land Surveying program however there is not enough demand to run that course and it has not been offered for more than 6 years. Topics from Analytical Geometry such as vectors and equations of planes in 3D are useful to students in the program. So, a new course, MATH 114: Trigonometry and Analytic Geometry was created. The content in MATH 114 will eliminate some of the analytical trigonometry topics from the MATH 130: Trigonometry course, such as proving trig identities, in favor of analytical geometry topics. Additionally, the trigonometry topics will have a stronger emphasis on applications. These changes are beneficial for surveying students who do not have the opportunity to take a full Analytical Geometry course. 2.) The footnote is to help students understand that a higher math class can be used for the requirement but that there are other requirements that must be met for the certification and that a course like calculus, for instance, which is also listed in the program cannot double count.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Include MATH 114: Trigonometry and Analytic Geometry as an alternative to the MATH 130: Trigonometry requirement. 2. Add a footnote addressing "or higher" for the math course.

1192: Early Childhood Education Director	**TCT**	**Program Modification – Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: Updating SLOs to more accurately reflect course assessments. Intended campuses need to be indicated for clear communication.

Change Item Description	Department Justification
List all proposed changes to the program:	Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs). Lower SLO's from six to three. Complete Intended Campus of Delivery section.

1197: Mechatronics: Electronics Technician	**TCT**	**Program Modification – Approved (12/3/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Opening MATH requirement to include "or higher" courses allows flexibility for students adding this certificate or transferring into the program from another degree.

Change Item Description	Department Justification
List all proposed changes to the program:	Update the Math 108 wording for all Mechatronics certificates to match the A.A.S. degree. It needs to say Math 108 (or higher).
Describe discussions about this proposal within the department and outcomes:	In fall 2024, faculty and Interim Director of Instruction, Kelly Reuss, discussed and agreed upon the need to update the Math 108 wording for all Mechatronics certificates to match the A.A.S. degree. The A.A.S. states that this program

	will accept Math 108 (Technical Mathematics) or any higher-level, Essential Learning-eligible MATH course.

1198: Mechatronics: Automation & Instrumentation	**TCT**	**Program Modification - Approved (12/3/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Opening MATH requirement to include "or higher" courses allows flexibility for students adding this certificate or transferring into the program from another degree.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Update the Math 108 wording for all Mechatronics certificates to match the A.A.S. degree. It needs to say Math 108 (or higher).
Describe discussions about this proposal within the department and outcomes:	In fall 2024, faculty and Interim Director of Instruction, Kelly Reuss, discussed and agreed upon the need to update the Math 108 wording for all Mechatronics certificates to match the A.A.S. degree. The A.A.S. states that this program will accept Math 108 (Technical Mathematics) or any higher-level, Essential Learning-eligible MATH course.

1300: Applied Business: Administrative Support	**AAS**	**Program Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Based upon Program Review, SLO's were changed to reflect information learned during the process including information received from the Advisory Board. 2) Added Online to increase opportunities for students to complete degree.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Changing Program SLO's. 2. Added Online to list of Intended Campus for Delivery.
Describe discussions about this proposal within the department and outcomes:	Program faculty and the DOI met and approved these changes in the fall of 2024.

1302: Applied Business: Marketing Communications	**AAS**	**Program Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Based upon Program Review, SLO's were changed to reflect information learned during the process including information received from the Advisory Board. 2) Added Online to increase opportunities for students to complete degree.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Changing Program SLOs. 2. Added Online to list of Intended Campus for Delivery.
Describe discussions about this proposal within the department and outcomes:	Program faculty and the DOI met and approved these changes in the fall of 2024.

1312: Transportation Services: Automotive Service Technician	TCT	Program Modification - Approved (1/21/25)	Stanfill | Roberson

CMU Tech CC Discussion: 1.) TSTG 135 is primarily taught in the Fall semester. 2.) TSTG 120 was moved to keep credit hours per semester the same in the suggested course plan.

Change Item Description	Department Justification
List all proposed changes to the program:	1. TSTG 135 Starting and Charging Systems moved from Spring to Fall semester in suggested course plan. 2. TSTG 120 Industrial Safety Practices moved from Fall to Spring semester in suggested course plan.

1314: Fire Science Technology	AAS	Program Modification - Approved (12/3/24)	Roberson | Stelljes

CMU Tech CC Discussion: 1) FSTR 201 Instructional Methodology is more relevant to current students and allows students the methodology course needed to effectively teach fire safety in school and other public settings. 2) Since only 3 courses are taught at a separate facility it does not meet the guidelines for an Intended Campus for Delivery.

Change Item Description	Department Justification
List all proposed changes to the program:	1. FSTR 209 Fire Protection Systems is being replaced with FSTR 201 Instructional Methodology in the Program Specific Requirements and Suggested Course Sequencing. Since FSTR 201 is now a required course it is removed from approved substitution courses.2. Removed Other from Intended Campus for Delivery.
Describe discussions about this proposal within the department and outcomes:	Discussions occurred with the advisory board, program faculty, and the DOI about the change. All approved Fall 2024.

1316: Construction Electrical	TCT	Program Modification - Approved (12/3/24)	Stelljes | Ferreira-Lillo

CMU Tech CC Discussion: This change will benefit students coming from a CMU program who want to add a certification to their bachelor's degree and have already completed a higher-level math course than required for our degree.

Change Item Description	Department Justification
List all proposed changes to the program:	Update the Math 108 wording for the Construction Electrical certificates and the A.A.S. degree. It needs to say Math 108 (or higher).
Describe discussions about this proposal within the department and outcomes:	In fall 2024, we discussed with Interim Director of Instruction Kelly Reuss updating the Math 108 wording for the Construction Electrical certificate and A.A.S. degree. The updated wording will state that this program accepts Math 108 (Technical Mathematics) or any higher-level, Essential Learning-eligible MATH course.

1332: Manufacturing Technology: Welding Technology	AAS	Program Modification - Approved (1/21/25)	Roberson | Ferreira-Lillo

CMU Tech CC Discussion: CADT 101 is no longer offered as a course and must be removed from the list of courses and credit hours adjusted to reflect this change. Updated SLO alignment to match institutional guidelines.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Remove CADT 101 from course list. 2. Adjust credit hours to reflect removal of CADT 101. Total credits required decreased from 65 to 64. 3. Updated SLO alignment.

1334: Land Surveying and Geomatics	AAS	Program Modification – Approved (4/8/25)	Roberson | Ferreira-Lillo

CMU Tech CC Discussion: 1.) Content from the MATH 141: Analytical Geometry course is beneficial to the Land Surveying program however there is not enough demand to run that course and it has not been offered for more than 6 years. Topics from Analytical Geometry such as vectors and equations of planes in 3D are useful to students in the program. So, a new course, MATH 114: Trigonometry and Analytic Geometry was created. The content in MATH 114 will eliminate some of the analytical trigonometry topics from the MATH 130: Trigonometry course, such as proving trig identities, in favor of analytical geometry topics. Additionally, the trigonometry topics will have a stronger emphasis on applications. These changes ae beneficial for surveying students who do not have the opportunity to take a full Analytical Geometry course. 2.) The footnote is to help students understand that a higher math class can be used for the requirement but that there are other requirements that must be met for the certification and that a course like calculus, for instance, which is also listed in the program cannot double count.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Include MATH 114: Trigonometry and Analytic Geometry as an alternative to the MATH 130: Trigonometry requirement. 2. Add a footnote addressing "or higher" for the math course.

1338: Manufacturing Technology: Welding Technology	TCT	Program Modification - Approved (1/21/25)	Roberson | Ferreira-Lillo

CMU Tech CC Discussion: CADT 101 is no longer offered as a course and must be removed from the list of courses and credit hours adjusted to reflect this change. Adjusted SLO alignment to match institutional TCT SLO guidelines.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Remove CADT 101 from course list. 2. Adjust credit hours to reflect removal of CADT 101. Total credits required decreased from 33 to 32. 3. Adjust SLO Alignment.

1342: Transportation Services	AAS	Program Modification – Approved (2/11/25)	Roberson | Stelljes

CMU Tech CC Discussion: 1.) During the Summer of 2022 a TST staff member was tasked with creating a one year Diesel AAS to meet the needs of one of our industry members for an internship program. The TST staff member inadvertently rewrote the original two-year Diesel AAS into the one-year program previously mentioned. Traditional students not a part of the apprenticeship program required a program sheet for the two-year AAS a student expects for an associate degree. The original 2022-2023 two-year program sheet is reinstalled here with minor sequencing changes and course updates.
2.) Allows flexibility in scheduling and gives students a choice between the two transmission systems.
3.) Class deals with accessory electronics and is not fundamentally required information for the diesel industry.
4.) Fundamentally required information for the Diesel industry.
5.) Allows students to work specifically on Diesel engines for this AAS in Diesel instead of on Gasoline powered vehicles.
6.) Fundamentally required information for the Diesel industry.
7.) Allows flexibility in scheduling and gives students a choice on a career path within the industry.
8.) Class utilized for school credits while working within the industry and is not fundamentally required.
10.) TSTD 276 has specific fundamental information that is mandatory within the Diesel industry that TSTA 287 does not.
11.) Credit increase to ensure students receive the knowledge required to succeed within the Diesel industry.
12.) TSTD 280 is an in person lecture/lab class that has fundamentally required information that is necessary within the Diesel industry.
13.) Restricted electives allow students on differing suggested course sequence plans to complete degrees on time and allow for student choice.
14.) Align program SLOs with institutional SLOs. SLO content has not changed. Some SLOs were a better fit for a differing institutional SLO.

Change Item Description	Department Justification
List all proposed changes to the program	1. TST Diesel AAS traditional two year associates degree path added to suggested course sequencing. 2. TSTA 245 Manual Drive Trains and TSTA 247 Automatic Drive Train Service moved from required courses to restricted electives. 3. TSTA 267 Body Controls moved from required courses to restricted electives. 4. TSTG 120 Industrial Safety Practices added to Program-Specific Courses / Requirements. 5. TSTG 215 Engine Reconditioning replaced with TSTD 215 Diesel Engine Reconditioning in required courses. 6. TSTG 220 Workplace Skills added to Program-Specific Courses / Requirements. 7. TSTA 286 Hybrid and Alternative Fuel Vehicles added to restricted electives. 8. TSTG 240 Job Shop added to restricted electives. 9. TSTG 270 Practical Applications added to restricted electives. 10. TSTA 287 Engine Performance and Emissions will be replaced with a new diesel class called TSTD 276 Diesel After-Treatment and Emission Systems in required courses. 11. Program overall credit hours increased from 61 to 63 credit hours. 12. TSTG 150 replaced with TSTD 280 in required courses.

13. Four credits of restricted electives added to degree requirements.
14. Align program SLOs with institutional SLOs.

1347: Transportation Services: Diesel Mechanics	**TCT**	**Program Modification – Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1. Restricted electives made it possible for students to complete a Diesel certificate without taking a Diesel-specific course.
2. Introduction information for TSTG 120 is covered in TSTC 100 & 101 and is not necessary for this Diesel certificate.
3. TSTD 280 is a hands on Diesel Hydraulics class that is necessary to this certificate (TSTG 150 is online)
4. TSTG 240 Job Shop is not necessary for this Diesel certificate and Restricted Electives were removed.
5. TSTG 270 Practical Applications is not necessary for this Diesel certificate and Restricted Electives were removed.
6. TSTG 220 Workplace Skills is not necessary for this Diesel certificate and Restricted Electives were removed.
7. TSTA 265 Engine Control Services replaced with TSTD 265 Diesel Engine Controls for this Diesel certificate.
8. TSTA 267 Body Controls is not necessary for this Diesel certificate and Restricted Electives were removed.
9. Weld 151 is not necessary for this Diesel certificate and Restricted Electives were removed.
10. Adding diesel coursework as mandated by industry strengthens the certificate and increases workforce readiness of graduates.
11. Increase from 34 to 35 to ensure students are prepared for the work place as dictated by the current Diesel industry.
12. TSTC 170 Chassis Fundamentals replaced by TSTD 275 Heavy Duty Suspension (Diesel class) to be specific to diesel industry standards.
13. Aligned program SLOs with Institutional SLOs to better fit SLO content.

Change Item Description	**Department Justification**
List all proposed changes to the program	1. Removed restricted electives requirement 2. TSTG 120 removed from program requirements 3. TSTG 150 replaced with TSTD 280 in required courses 4. TSTG 240 removed from restricted electives 5. TSTG 270 removed from restricted electives 6. TSTG 220 removed from restricted electives 7. TSTA 265 removed from restricted electives 8. TSTA 267 removed from restricted electives 9. WELD 151 removed from restricted electives 10. TSTD 177, 265, and 276 added to required courses 11. Credit hours increased from 34 to 35 12. TSTC 170 replaced with TSTD 275 13. Aligned program SLOs with Institutional SLOs.

1350: Culinary Arts	**AAS**	**Program Modification – Approved (10/8/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1. VITE 179 was created with identical SLO's to CUAR 179. Listing the course as a VITE program course allows for instructors with specific expertise in the evaluation, service, and control of alcoholic beverages to administer the course. 2. CUAR 293 is specifically

offered as a part of the operations of Devil's Kitchen at the Hotel Maverick. This experience is not the best option for all culinary students, particularly those that are already employed in the industry or have extensive work experience prior to enrolling in the program. As the program grows it is also becoming increasingly difficult to provide all students with the required 150 contact hours in a single kitchen/dining room. 3. HMGT 200 is being inactivated by the Hospitality program.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Inactivating CUAR 179 Wine, Spirits and Beers and replacing with VITE 179 Wine, Spirits, and Beers. 2. Add CUAR 281 Internship to the program sheet as an optional degree requirement in lieu of CUAR 293 Restaurant Operations Practicum. 3. Remove the option to take HMGT 200 in place of CUAR 255.
Describe discussions about this proposal within the department and outcomes:	Culinary Arts faculty discussed and approved replacing CUAR 179 with VITE 179 and adding CUAR 281 in fall 2023. This change is needed to accurately reflect how courses are being delivered. Faculty discussed the need for another option for Culinary students that are working in industry while in school or have extensive experience that makes the Devil's Kitchen practicum a redundant experience. Adding an option for students to complete an internship was seen as the best way to meet the needs of those students.

1363: Wildland Fire Management | **AAS** | **Program Modification – Approved (2/11/25)** | **Stelljes | Roberson**

CMU Tech CC Discussion: 1.) Due to EMTS being inactivated and being replaced with EMTS 122, it was necessary to update the restricted elective option to reflect the changes within the EMT Program. It is necessary to accurately match course listings within the Wildland Fire Program with appropriate EMT courses. 2.) Removed FSWM 148 from the Restrictive Electives as it is being inactivated. Students have many other courses to choose from for their 12 required Restricted Electives.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Remove EMTS 102 from the Restrictive Electives list, as it is being inactivated, and replace it with EMTS 122. 2. Removed FSWM 148 from the Restrictive Electives as it is being inactivated.

1386: Transportation Services: Advanced Automotive Service Technic | **AAS** | **Program Modification - Approved (11/12/24)** | **Ferreira-Lillo | Stanfill**

CMU Tech CC Discussion: 1.) Prerequisite for TSTG 135 includes TSTC 130 which is a Spring class. Student would not be able to take TSTG 135 until Fall of their second year.
2.-5.) Changed for Suggested Course Plan to not overload students semester credit hours and have a variety of classes from semester to semester.

Change Item Description	Department Justification
List all proposed changes to the program:	1. TSTG 135 Starting and Charging Systems move from Spring of 1st year to Fall of 2nd year. 2. TSTG 220 Workplace Skills moved from Fall 2nd year to

	Spring 1st year. 3. TSTG 195 Climate Control moved from Spring 2nd year to Spring 1st year. 4. One Social and Behavioral Sciences, History, Natural Sciences, Fine Arts or Humanities course (3 credits) moved from Spring 1st year to Spring 2nd year. 5. KINA 1XX moved from Spring 1st year to Spring 2nd year.
Describe discussions about his proposal within the department and outcomes:	In person meetings during Fall 2024 with TST Staff, Director of Student Services (CMU Tech) Carianne Hatch, and Director of Instruction Kelly Reuss. Course sequencing was discussed and agreed upon in the 2022-2023 school year in meetings with then Director of Instruction Dr. Hein. Sequencing was never updated properly in CIM.

1388: Heating, Ventilation, and Air Conditioning Technician	**AAS**	**Program Modification - Approved (2/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: 1.) Remove HVAC 204 Direct Digital Controls. Many of the direct digital controls are manufacturer specific and the resources to learn these systems is not offered without factory training. Many of the basic fundamentals of direct digital controls are covered in HVAC-103 (basic electricity). 2.) Add HVAC 210 Fundamentals of Hydronics. This is very essential course for cold climate regions such as Colorado. 3.) Changes to industry standards and governing bodies updated to be reflected in description of program. 4.) Aligned SLOs to better fit institutional SLOs.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Remove HVAC 204 Direct Digital Controls from list of required courses and the Suggested Course Plan. 2. Add HVAC 210 Fundamentals of Hydronics to list of required courses and the Suggested Course Plan. 3. Revised Program Overview. 4. Aligned SLOs.

1392: Construction Electrical	**AAS**	**Program Modification - Approved (12/3/24)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: MATH 108 is a 4-semester credit hour course; however, if a student completes a higher-level, Essential Learning eligible MATH course at 3 semester credit hours, that course would fulfill the Mathematics Essential Learning requirement. If MATH 108 is completed, the extra one hour will count as a general elective hour.
This change will benefit students coming from a CMU program who want to add a certification to their bachelor's degree and have already completed a higher-level math course than required for our degree.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Update the Math 108 wording for the Construction Electrical certificates and the A.A.S. degree. It needs to say Math 108 (or higher).
Describe discussions about this proposal within the department and outcomes:	In fall 2024, we discussed with Interim Director of Instruction Kelly Reuss updating the Math 108 wording for the Construction Electrical certificate and A.A.S. degree. The updated wording will state that this program accepts

Math 108 (Technical Mathematics) or any higher-level, Essential Learning-eligible MATH course.

1398: Mechatronics	AAS	Program Modification - Approved (1/21/25)	Roberson | Ferreira-Lillo

CMU Tech CC Discussion: 1.) Prerequisite (ELCE 110) was added to ELCE 120. (Mechatronics students are not required to take ELCE 110.) The information taught in ELCE 110 is not need for this field. Advisory committee members agreed to the change and stated that commercial wiring tasks are usually contracted out and the content taught would no longer be relevant in the field. 2.) Advisory committee members requested to add basic CAD skills to the degree as they see a lot of applications in the field. With the recommendations from Mike Mahoney (CADT) for what our industry was look for CADT 108 was a good fit for our program. 3.) CADT 108 is offered only in the Fall semester. ELCE 120 used to be offered in the Spring. To align the calendar for students, we need to move an existing class (TECI 142) from the Fall to Spring so CADT can run in the fall. 4.) Math 108 is a 4-semester credit hour course; however, if a student completes a higher-level, Essential Learning eligible Mathematics course it must be at least 4 semester credit hours. This is done so that the students can meet the overall credits needed to graduate. 5.) Adjust Essential Learning total credit from 15 credits to 16 credits. 6.) Adjust semester total credit (based on other changes) for 1st year spring semester from 15 credits to 16 credits, and 2nd year fall semester was not affected by the change. 7.) Aligned program SLOs to better fit institutional SLOs.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Removing ELCE 120 Commercial Wiring 4 credits course from the program requirements and the Suggested Course Plan. 2. Adding CADT 108 : CAD - Mechanical 3 credits was added to 2nd year fall semester in the Suggested Course Plan. 3. TECI 142 Internet of Things 3 credits course will move from 2nd year Fall semester to 1st year Spring semester. 4. MATH 108 changed the footnote to state that if students complete a higher-level, Essential Learning eligible Mathematics course it must be at least 4 semester credit hours. 5. Increase Essential Learning total from 15 to 16 credits based on MATH 108 being 4 credit. 6. Adjusted the total semester credit hours in program-specific requirements from 43 to 42 (based on other changes). 7. Aligned program SLOs.

1632: Emergency Medical Technician - Paramedic	AAS	Program Modification - Approved (12/3/24)	Stelljes | Roberson

CMU Tech CC Discussion: EMTS Paramedic AAS courses are being updated to reflect correct semesters that the courses are being offered. Intended campus of delivery was changed to reflect where the courses are taught, which is main campus. SLO table was updated to reflect current Institutional SLO categories, to update wording, and to add in in information that had previously been missing.

Change Item Description	Department Justification
List all proposed changes to the program:	1. In suggested course sequencing, EMTS 233 and EMTS 233L were moved from from First Year/Fall semester to

	First Year/Spring semester. 2. In suggested course sequencing, EMTS 237, EMTS 280 and EMTS 281 were moved from First Year/Spring semester to First Year/Summer semester. 3. Intended campus of delivery was changed. 4. SLO table was updated.
Describe discussions about this proposal within the department and outcomes:	Program Faculty and the DOI approved these changes September 2024. Course catalog needs to be updated.

1636: Emergency Medical Technician: Paramedic	**TCT**	**Program Modification - Approved (12/3/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: Courses were updated to reflect the current semester the courses are being offered. This sequence provides a better scaffolding of content for the student. Intended campus of delivery was changed to reflect where the courses are taught, which is main campus. SLO table was updated to reflect current Institutional SLO categories and to add in in formation that had previously been missing.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. In suggested course sequencing, EMTS 233 and EMTS 233L were moved from First Year/Fall semester to First Year/Spring semester. 2. In suggested course sequencing, EMTS 237, EMTS 280 and EMTS 281 were moved from First Year/Spring semester to First Year/Summer semester.
Describe discussions about this proposal within the department and outcomes:	Program Faculty and the DOI approved these changes September 2024.

CMU Tech Program Additions

Program	**Degree**	**Committee Action**	**Motion | Second**
: Airframe and Powerplant Mechanic	**AAS**	**Program Addition - Approved (4/8/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: The A&P Mechanic Program intends to prepare students to develop skills required to enter a high demand industry, to help alleviate the nationwide shortage of aircraft mechanics. This program will allow hands on experience for students to learn all aspects of an aircraft and develop skills to diagnose, repair and install items on various different types of aircraft. The aviation industry is constantly advancing and the A&P program will allow CMU Tech the opportunity to create new and innovative curriculum to prepare our students for success in the industry.

Change Item Description	**Department Justification**
New program proposal	See CMU Tech CC discussion.

: Aviation Technology: Fixed Wing with Prior FAA Pilot License	**AAS**	**Program Addition - Approved (1/21/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: This program is the Aviation Technology: Fixed Wing AAS program with the only difference the point of entry. This program requires students hold a current FAA pilot license

before enrolling in the program. The program subsequently recognizes the learning that occurred in obtaining the pilot licensure in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Dental Hygiene	AAS	Program Addition – Approved (3/11/25)	Roberson | Stelljes

CMU Tech CC Discussion: Dental hygienist shortages are becoming a growing concern in many parts of the world. A shortage of dental hygienists can lead to longer wait times for appointments, increased costs for patients, and decreased access to care for those who need it most. Mesa County is now under a dental hygienist crisis. Dental practices have sent in many letters of support and extended their own practices as places that can be used to help the program be successful. A market analysis is available for review.

Change Item Description	Department Justification
New Proposal: No differences to report	

: Digital Filmmaking: Writing/Directing Principles I	TCT	Program Addition - Approved (4/8/25)	Roberson | Stanfill

CMU Tech CC Discussion: Digital Filmmaking has been making multiple changes to their program due to changing industry needs. This new certificate is an attempt to provide a set of skills for students interested in entering this industry and replaces Writing/Direction Elements. Since more than 50% of the courses were changed from the Writing/Directing Elements Certificate, a new Certificate had to be created. However, while a new Certificate, it is simply replacing the Writing/Directing Elements Certificate.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC discussion.

: Digital Filmmaking: Writing/Directing Principles II	TCT	Program Addition - Approved (4/8/25)	Roberson | Stanfill

CMU Tech CC Discussion: Digital Filmmaking has been making multiple changes to their program due to changing industry needs. This new certificate is an attempt to provide a set of skills for students interested in entering this industry and replaces Writing/Direction Basic. Since more than 50% of the courses were changed from the Writing/Directing Basic Certificate, a new Certificate had to be created. However, while a new Certificate, it is simply replacing the Writing/Directing Basic Certificate.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC discussion.

: Digital Filmmaking: Writing/Directing Principles III	TCT	Program Addition - Approved (4/8/25)	Roberson | Stanfill

CMU Tech CC Discussion: Digital Filmmaking has been making multiple changes to their program due to changing industry needs. This new certificate is an attempt to provide a set of skills for students interested in entering this industry and replaces Writing/Direction Intermediate. Since more than 50% of the courses were changed from the Writing/Directing Intermediate Certificate, a new Certificate had

to be created. However, while a new Certificate, it is simply replacing the Writing/Directing Intermediate Certificate.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC discussion.

: Early Childhood Education with Prior CDA/EQIT Certifications	**AAS**	**Program Addition - Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This program is the Early Childhood Education AAS program with the only difference the point of entry. This program requires students hold a current CDA Preschool, CDA Infant Toddler, and/or EQIT certification before enrolling in the program. The program subsequently recognizes the learning that occurred in obtaining the certification/s in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Early Childhood Education Teacher with CDA Infant Toddler	**TCT**	**Program Addition - Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This program is the Early Childhood Education Teacher program with the only difference the point of entry. This program requires students hold a current CDA Infant Toddler certification before enrolling in the program. The program subsequently recognizes the learning that occurred in obtaining the certification, in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Early Childhood Education Director with CDA Infant Toddler	**TCT**	**Program Addition - Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This program is the Early Childhood Education Director program with the only difference the point of entry. This program requires students hold a current CDA Infant Toddler certification before enrolling in the program, and subsequently recognizes the learning that occurred in obtaining the certification in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Early Childhood Education Director with CDA Preschool	**TCT**	**Program Addition - Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This program is the Early Childhood Education Director program with the only difference the point of entry. This program requires students hold a current CDA Preschool certification before enrolling in the program. This program recognizes the learning that occurred through obtaining the certification, in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Early Childhood Education Director with CDA Preschool & EQIT	**TCT**	**Program Addition - Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This program is the Early Childhood Education Director program with the only difference the point of entry. This program requires students hold a current CDA Preschool Certification and a current EQIT Certification before enrolling in the program. The program subsequently recognizes the learning that occurred in obtaining the certification in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Early Childhood Education Teacher with CDA Preschool or EQIT	**TCT**	**Program Addition - Approved (1/21/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This program is the Early Childhood Education Teacher program with the only difference the point of entry. This program requires students hold a current CDA Preschool certification and/or EQIT certification before enrolling in the program. The program subsequently recognizes the learning that occurred in obtaining the certification in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Fire Academy Level 1- NFPA Firefighter I/HazMat Certification	**TCT**	**Program Addition - Approved (1/21/25)**	**Roberson | Stanfill**

CMU Tech CC Discussion: This program is the Fire Academy Level I program with the only difference the point of entry. This program requires students hold a current National Fire Protection Association (NFPA) Firefighter I Certification and a current NFPA HazMat Certification and provide proof of this certification by providing a copy of the certification to the Registrar's Office prior to enrolling in the program. This program subsequently recognizes the learning that occurred in obtaining the certifications in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Fire Science Technology with NFPA Certifications	**AAS**	**Program Addition - Approved (1/21/25)**	**Roberson | Stanfill**

CMU Tech CC Discussion: This program is the Fire Science Technology AAS program with the only difference the point of entry. This program requires students hold a current National Fire Protection Association (NFPA) Firefighter I Certification and a current NFPA HazMat Certification and provide proof of this certification by providing a copy of the certification to the Registrar's Office prior to enrolling in the program. Other NFPA certifications are optional. This program subsequently recognizes the learning that occurred in obtaining the certifications in the courses required for program completion.

Change Item Description	Department Justification
New program proposal	See CMU Tech CC Discussion above.

: Transportation Services: Hybrid Vehicle Technician	**TCT**	**Program Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: Transportation services' advisory board members have expressed a desire for short-term training options for the hybrid engine skillset. This program also starts a foundation to build toward education of fully electric vehicles, a legislative issue at both the state (HB19-1198) and federal level (Public Law 95-91 and 15 U.S. Code 638). There are no new courses being added for this certificate, so there is overlap. It is, however, streamlined to provide adequate understanding of requirements of hybrid engines and systems. It is a good option for returning learners who want to upskill within their current career.

Change Item Description	Department Justification
New Proposal: No differences to report	

CMU Tech Program Inactivations

Program	Degree	Committee Action	Motion | Second
1146: Digital Filmmaking: Writing/Directing Elements	**TCT**	**Program Inactivation - Approved (2/11/25)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: This program has been deactivated and will be replace with Writing/Directing Principles I which will better prepare students with the skills demanded by the industry. Students who have declared this program are currently being contacted to ensure any student who wishes to complete the program may do so before the program is deleted and/or are being provided with other program options that may better fit their professional goals. The program will not be deleted until students have been given this opportunity.

Change Item Description	Department Justification
List all proposed changes to the program:	This program will be deactivated.

1147: Digital Filmmaking: Basic Writing/Directing	**TCT**	**Program Inactivation - Approved (2/11/25)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: This program has been deactivated and will be replace with Writing/Directing Principles II which will better prepare students with the skills demanded by the industry. Students who have declared this program are currently being contacted to ensure any student who wishes to complete the program may do so before the program is deleted and/or are being provided with other program options that may better fit their professional goals. The program will not be deleted until students have been given this opportunity.

Change Item Description	Department Justification
List all proposed changes to the program:	This program will be deactivated.

1148: Digital Filmmaking: Intermediate Writing/Directing	**TCT**	**Program Inactivation - Approved (2/11/25)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: This program has been deactivated and will be replace with Writing/Directing Principles III which will better prepare students with the skills demanded by the industry. Students who have declared this program are currently being contacted to ensure any student

who wishes to complete the program may do so before the program is deleted and/or are being provided with other program options that may better fit their professional goals. The program will not be deleted until students have been given this opportunity.

Change Item Description	Department Justification
List all proposed changes to the program:	This program will be deactivated.

1301: Applied Business: Frontline Supervision	AAS	Program Inactivation - Approved (12/3/24)	Roberson | Ferreira-Lillo

CMU Tech CC Discussion: Due to low enrollment, this degree has been deactivated. Two other degrees in the Applied Business Program remain and will be the focus for future students and faculty. The Director of Instruction, Program Faculty, and Vice President of Technical Education and Workforce Development have discussed this decision and agree that deactivating it is best, fall 2024. The program will be deleted when all students have completed the program.

Change Item Description	Department Justification
Program inactivation, no changes to report.	

1305: Gerontology Specialist	AAS	Program Inactivation - Approved (1/21/25)	Roberson | Stelljes

CMU Tech CC Discussion: Enrollment has declined and there is no longer demand for this program. There are currently 1 to 2 students enrolled in this program. Once teach-out of the program is complete, a program deletion will be submitted.

Change Item Description	Department Justification
List all proposed changes to the program:	This program will be deactivated.

CMU Tech Course Modifications

Title	Credits	Committee Action	Motion | Second
CUAR 293: Restaurant Operations Practicum	4	Course Modification - Approved (11/12/24)	Ferreira-Lillo | Roberson

CMU Tech CC Discussion: Removed CUAR 179 as a prerequisite and replaced with VITE 179 as a prerequisite. CUAR 179 is being inactivated and replaced with VITE 179, which necessitates this change. VITE 179 was created with identical SLO's to CUAR 179. Listing the course as a VITE program course allows for instructors with specific expertise in the evaluation, service, and control of alcoholic beverages to administer the course. Removed CUAR 245 and 251 as prerequisites. This will allow students to complete the practicum in the Summer, Fall, or Spring of their second year in the culinary program. By opening more semesters to be available each cohort will be smaller and students can receive more personal attention during this workplace experience.

Change Item Description	Old	New
Prerequisites:	CUAR 145, CUAR 179, CUAR 190, CUAR 238, CUAR 245, CUAR 251, and CUAR 262	CUAR 145, CUAR 190, CUAR 238, CUAR 262, and VITE 179

ELCL 131: Electrical Distribution Theory I	**4**	**Course Modification - Approved (2/11/25)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: 1.) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM system. 2.) Edits to the course description for clarity and to better reflect current course content.

Change Item Description	Old	New
Course description for the catalog:	Pole setting techniques, framing methods and specifications, climbing, sagging and splicing of conductors, energizing and de-energizing of lines, and installation of protective grounds.	Electrical theory, powerline equations, pole setting techniques, procedures for sagging and splicing of conductors, energized and de-energized line work, and installation of protective grounds.

ELCL 132: Electrical Distribution Theory II	**4**	**Course Modification - Approved (2/11/25)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: 1.) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM system. 2.) Minor edits to the course description for clarity and to align with curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	Installation and operation of protective equipment, transformer hookups, voltage regulation, hotstick maintenance, troubleshooting, and gloving from the pole. Four hours lecture, three hours laboratory per week.	Installation and operation of protective equipment, transformer hookups, voltage regulation, hotstick maintenance, troubleshooting, and outage restoration.

ELCL 145: Hotline Procedures	**1**	**Course Modification - Approved (2/11/25)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: 1.) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM system. 2.) Aligned course description with curriculum guidelines. 3.) Changed title from "Hot Line" to "Hotline" for consistency with the catalog description the Mesa Hotline School (to which these courses are tied).

Change Item Description	Old	New
Course description for the catalog:	Two weeks of training by outside specialists covering current hotline maintenance and underground installation methods. Eight hours lecture, twenty-four hours laboratory per week.	Two weeks of training aided by outside specialists covering current hotline maintenance and underground installation methods.
Course name:	Hot Line Procedures	Hotline Procedures

ELCL 145L: Hotline Procedures Laboratory	**2**	**Course Modification - Approved (2/11/25)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: 1.) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM system. 2.) Added course description to align with curriculum guidelines for labs. 3.) Changed title from "Hot Line" to "Hotline" for consistency with the catalog description the Mesa Hotline School (to which these courses are tied).

Change Item Description	**Old**	**New**
Course description for the catalog:	Lab component required for ELCL 145.	Two weeks of training aided by outside specialists covering current hotline maintenance and underground installation methods.
Course name:	Hot Line Procedures Laboratory	Hotline Procedures Laboratory

EMTS 115: Emergency Medical Responder	**3**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Edits to catalog description to conform to catalog rules.

Change Item Description	**Old**	**New**
Course description for the catalog:	This course covers the knowledge and skills to provide emergency care for most medical emergencies. Emergency Medical Responders provide immediate care as part of the EMS system while awaiting additional EMS response and transportation. This course meets the requirements to become nationally certified as an NREMR - National Registered Emergency Medical Responder.	Introduction to prehospital emergency care. Provides clear, first responder-level training for fire service, emergency, law enforcement, military, civil, and industrial personnel.

EMTS 225: Fundamentals of Paramedic Practice	**3**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Prerequisites added to ensure foundational knowledge needed for course success.

Change Item Description	Old	New
Course description for the catalog:	First course of the National Standard Paramedic Curriculum as approved by the Colorado State Department of Health and Environment.	Introduction to the fundamentals of paramedicine. Comprehensive study of anatomy, physiology, pharmacology, and airway management. The course is designed to prepare students for entry-level paramedic roles. Labs provide practical application of paramedic skills.
Prerequisites:		EMTS 130, EMTS 190, completion of EMT certificate, and current CPR card

EMTS 225L: Fundamentals of Paramedic Practice Laboratory	**2**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Permission of Instructor removed from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	Hands-on application of patient assessment, IV therapy and EKG interpretation. Practical application and mastery of anatomy and physiology principles within a pre-hospital setting will be developed.	Introduction to the fundamentals of paramedicine. Comprehensive study of anatomy, physiology, pharmacology, and airway management. The course is designed to prepare students for entry-level paramedic roles. Labs provide practical application of paramedic skills.
Prerequisites:	Permission of instructor	

EMTS 227: Paramedic Special Considerations	**3**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards.3. Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New

Course description for the catalog:	Focuses on a comprehensive study of Advanced Life Support Practice.	Introduction to advanced concepts in problem-focused patient history, diagnostic skills, and assessments necessary for special populations. Focuses on a comprehensive study of advanced life support practice. Labs provide practical, hands-on experience.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L

EMTS 227L: Paramedic Special Considerations Laboratory	**2**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect current practice and meet accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Hands-on application of skills in pediatric assessment, delivery and management of the newborn, the mother, and geriatric patients. Management of live scenarios simulating patients with special considerations and needs will enhance the development of practical patient care skills and improve patient outcomes. Certification in PEPP and PALS will be completed.	Introduction to advanced concepts in problem-focused patient history, diagnostic skills, and assessments necessary for special populations. Focuses on a comprehensive study of advanced life support practice. Labs provide practical, hands-on experience.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L

EMTS 229: Paramedic Pharmacology	**3**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

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

Course description for the catalog:	Focuses on a comprehensive study of emergency pharmacology and medications used to treat common illnesses.	Comprehensive study of emergency pharmacology and its effects on the human body. Labs provide practical applications of pre-hospital emergency medications.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L (may be taken concurrently)

EMTS 229L: Paramedic Pharmacology Laboratory	**2**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Removed permission of Instructor from prerequisites to align with Curriculum guidelines. 3) Course description updated to reflect how course is currently taught and to align with accreditation standards.

Change Item Description	**Old**	**New**
Course description for the catalog:	Hands-on administration of medications with an advanced level of understanding of their effects to the human body. The principles of pharmacokinetics and pharmacodynamics are investigated.	Comprehensive study of emergency pharmacology and its effects on the human body. Labs provide practical applications of pre-hospital emergency medications.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L (may be taken concurrently)

EMTS 231: Paramedic Cardiology	**5**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Cardiology topics as presented in the National Standard Curriculum for paramedics.	Exploration of advanced cardiology topics as presented in the National Standard Curriculum for paramedics. Labs provide practical experience with advanced 12-lead interpretation.

Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L (may be taken concurrently)

EMTS 231L: Paramedic Cardiology Laboratory	**1**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Hands-on application of principles of cardiac care for the pre-hospital and in-hospital environment. Students will earn their ACLS certification.	Exploration of advanced cardiology topics as presented in the National Standard Curriculum for paramedics. Labs provide practical experience with advanced 12-lead interpretation.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L (may be taken concurrently)

EMTS 233: Paramedic Medical Emergencies	**4**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	A comprehensive study of adult medical emergencies.	Emphasis on the pathophysiology, diagnosis, and management of disease and conditions in the emergency setting. Labs provide hands-on experiences in live scenarios.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L

EMTS 233L: Paramedic Medical Emergencies Laboratory	**1**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is

currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	Hands-on application of the principles of endocrine emergencies, BG analysis, respiratory emergencies, and other medical emergencies for the pre-hospital and in-hospital environment. Students will receive AMLS certification.	Emphasis on the pathophysiology, diagnosis, and management of disease and conditions in the emergency setting. Labs provide hands-on experiences in live scenarios.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L

EMTS 235: Paramedic Trauma Emergencies | **4** | **Course Modification - Approved (12/3/24)** | **Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	A comprehensive study of adult and pediatric trauma emergencies.	Comprehensive study of adult and pediatric trauma emergencies, with an in-depth study of the pharmacology involved in trauma patient care. Labs provide practical hands-on experience.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L

EMTS 235L: Paramedic Trauma Emergencies Laboratory | **1** | **Course Modification - Approved (12/3/24)** | **Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Removed permission of Instructor from prerequisites to align with Curriculum guidelines.

Change Item Description	Old	New

Course description for the catalog:	Hands-on application of the principles to manage and assess the trauma patient in pre-hospital emergencies. Approaches on how to handle the patient with blast injuries and disaster management of multiple patients will be developed. Specific scenarios with various acute trauma emergencies will be developed to assist the student with patient assessment skills.	Comprehensive study of adult and pediatric trauma emergencies, with an in-depth study of the pharmacology involved in trauma patient care. Labs provide practical hands-on experience.
Prerequisites:	EMTS 225/EMTS 225L and Permission of instructor	EMTS 225/EMTS 225L

EMTS 237: Paramedic Internship Preparation	**2**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Changed abbreviated course name from "Para Internship Preparation" to "Paramedic Internship Prep" for clarity.

Change Item Description	**Old**	**New**
Course description for the catalog:	Reviews concepts and techniques used in the prehospital setting.	Review of concepts and techniques used in the prehospital setting. Prepares the student to enter into field internships.
Course abbreviated schedule name:	Para Internship Preparation	Paramedic Internship Prep

EMTS 280: Paramedic Internship I	**6**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Added "(may be taken concurrently)" to the prerequisites since EMTS 237 and EMTS 280 are offered in the summer together.

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

Course description for the catalog:	The preceptor/internship program for paramedic students.	Preceptor/internship program for paramedic students and the third phase of the National Standard Paramedic Curriculum course, as approved by the Colorado Department of Public Health and Environment. Includes 250 contact hours.
Prerequisites:	EMTS 237	EMTS 237 (may be taken concurrently)

EMTS 281: Paramedic Internship II	**6**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes, student preparation minutes, typical semester offered, SLOs, and topical course outline were added since that information was not transferred when CIM was implemented. 2) Course description updated to reflect how course is currently taught and to align with accreditation standards. 3) Added "(may be taken concurrently)" to the prerequisites since EMTS 280 and EMTS 281 are offered in the summer together.

Change Item Description	**Old**	**New**
Course description for the catalog:	Continuation of EMTS 280, preceptor program for paramedic students.	Continuation of EMTS 280, a preceptor program for paramedic students. Includes 250 contact hours.
Prerequisites:	EMTS 280	EMTS 280 (may be taken concurrently)

FSTR 201: Instructional Methodology	**3**	**Course Modification - Approved (12/3/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: 1) Prerequisites are not needed for the student to successfully complete the course. FSTR 100, Fire Fighter I, FSTR 102 Principles of Emergency Service Suppression, and FSTR 107 Hazardous Materials Operations have been removed. This will streamline the course sequencing for the student and removed the overrides that had been occurring. 2) Terms offered change to better sequence course flow. 3) SLOs updated to better reflect current course content and focus the course content on the role, duty, and content delivered by the Instructor.

Change Item Description	**Old**	**New**
Prerequisites:	FSTR 100, FSTR 102, and FSTR 107	
Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Spring

FSWM 103: Expanded Dispatch Recorder	**1**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred

when CIM was implemented). 2.) Contact hours were corrected. 3.) Course description first word changed to begin with a noun phrase. 4.) Instructional type changed from Laboratory: Academic/Clinical to Lecture/Lab: Voc/Tech to better reflect how course is intended to be taught.

Change Item Description	Old	New
Type of Instructional Activity:	Laboratory: Academic/Clinical	Lecture/Lab: Vocational/Tech

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FSWM 141: Introduction to Incident Information	**2**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New

FSWM 142: Portable Pumps and Water Use	**2**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Instructional Activity changed from Lab Academic/Clinical to Mixed Instructional Method to better reflect how the course is currently taught.

Change Item Description	Old	New
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method

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FSWM 144: Fire Operations in the Wildland/Urban Interface	**2**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Changed instructional method from Lecture/lab vo tech to mixed instruction to better reflect how course is intended to be taught. 3.) Modified course description to better reflect current course content.

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

Course description for the catalog:	Emphasizes the tactical decisions made by structure and wildland firefighters when confronting fire that threatens life, property, and improvements in the wildland/urban interface. Instructional units include interface awareness, size up, initial strategy and incident action plan, structure triage, structure protection tactics, incident action plan assessment and update, follow up and public relations, and firefighter safety in the interface. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training class: S-215.	Introduction to tactical decisions made by structure and wildland firefighters when confronting fire in the wildland/urban interface. Instructional units include interface awareness, size up, strategies, structure triage and protection tactics. Course curricula involve incident action plan assessments, public relations, and firefighter safety. Course meets objectives identified in the National Wildfire Coordinating Group Training Class S-215.

FSWM 147: Ignition Operations	**2**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Modified course description to meet 60 word limit. 3.) Changed instructional activity from Lecture/Lab:Vocational/Tech to Mixed Instruction to better reflect how course is currently taught.

Change Item Description	**Old**	**New**
Course description for the catalog:	Training in the functional roles and responsibilities connected with firing operations. The course covers planning, ignition procedures and techniques, and equipment applicable to wildland and prescribed fire. This course also addresses the role of the ignition specialist or firing boss as the organization manages escalation from a non-complex to a complex situation. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training class: S-234.	Training in the functional roles and responsibilities connected with firing operations. The course covers planning, ignition procedures and techniques, and equipment applicable to wildland and prescribed fire operations. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training class: S-234.

Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

FSWM 152: Helicopter Crew Member	**2**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Course description modified to better reflect current course content and to align with curriculum guidelines. 3.) Instructional type changed to Mixed Instruction to better reflect how course is intended to be taught.

Change Item Description	**Old**	**New**
Course description for the catalog:	Proficiency in all areas of the tactical and logistical use of helicopters to achieve efficiency and standardization. Topics include: aviation safety, aircraft capabilities and limitations, aviation life support equipment, aviation mishap reporting, pre-flight checklist and briefing/debriefing, aviation transportation of hazardous materials, crash survival, helicopter operations, helicopter field exercise. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training program class S-271.	Proficiency in all areas of the use of helicopters associated with wildland fire operations. Aviation topics include: safety, life support equipment, mishap reporting, pre-flight checklist, aircraft capabilities and limitations, transportation of hazardous materials, and crash survival. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training program class S-271.
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method

FSWM 153: Intermediate Wildland Fire Behavior	**2**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Modified course description to meet curriculum guidelines. 3.) Course changed to Mixed Instructional Method to better reflect how course is currently taught.

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

Course description for the catalog:	Prepares the prospective supervisor to undertake safe and effective fire management operations. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training class: S-290.	Preparation for prospective supervisors to undertake safe and effective fire management operations. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training class: S-290.
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

FSWM 162: Advanced Firefighter Position Task Book	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Instructional Activity changed Lecture/Lab: Vocational/Tech to correctly reflect how the course is currently taught.

Change Item Description	**Old**	**New**
Type of Instructional Activity:	Laboratory: Academic/Clinical	Lecture/Lab: Vocational/Tech

FSWM 200: Extended Attack Incident Commander	**1**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Academic engagement minutes, student preparation minutes, terms offered, topical course outline and student learning outcomes were added (info was not transferred when CIM was implemented). 2.) Minor modifications to course description to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Covers the training needs of the incident commander type 3 (CT3). The six instructional units cover Information Gathering, Planning, Supporting Organization, Operations, Transitioning, and Demobilization/Administrative Requirement. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training program class S-300.	Training needs of the incident commander type 3 (CT3). The six instructional units cover information gathering, planning, supporting organization, operations, transitioning, and demobilization/administrative requirement. This course consists of the curriculum and activities included in the National Wildfire Coordinating Group Firefighting Training program class S-300.

HVAC 102: Basic Refrigeration	**4**	**Course Modification - Approved (12/3/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: 1) Course description changed to reflect current course content and provide information to students on costs involved with taking the course. 2) SLO removed to better reflect current course content. 3) The course was originally drafted as a mixed instructional format. However, after 3 semesters of teaching this course, it is observed that the majority of the course content is lecture based, and very little lab exercises are appropriate, so the instructional activity is being changed to match what is happening in the classroom.

Change Item Description	Old	New
Course description for the catalog:	Introduction to the theory of refrigeration, components, charging, recycling, and evacuation of refrigeration units.	Introduction to the theory of refrigeration, components, charging, recycling, and evacuation of refrigeration units. On completion of the course, students will be prepared for successful completion of the EPA-608 TYPE 2 certification exam. The student will be responsible to pay a fee to sit for the EPA-608 TYPE 2 exam.
Type of Instructional Activity:	Mixed Instructional Method	Lecture

HVAC 103: Basic Electricity	**3**	**Course Modification - Approved (12/3/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: 1) This course was originally drafted as a mixed instructional format. However, after 3 semesters of teaching this course, it is observed that the majority of the course is lecture based, and very little lab exercises are appropriate, so the instructional activity is being changed to match what is happening in the classroom. 2) Course description updated to reflect current course content.

Change Item Description	Old	New
Type of Instructional Activity:	Mixed Instructional Method	Lecture
Course description for the catalog:	Introduction to the basic electrical AC theory, including the study of Ohm's Law to explain the operation of electrical devices.	Introduction to the basic electrical AC theory, including the study of Ohm's Law to explain the operation of electrical devices. Overview of motors, electrical controls, and wiring diagrams also discussed.

HVAC 110: Fundamentals of Gas Heating	**4**	**Course Modification - Approved (12/3/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: 1) This course was originally drafted as a mixed instructional format. However, after 3 semesters of teaching this course, it is observed that the majority of the course content is lecture based, and very little lab exercises are appropriate, so the instructional activity is being

changed to match how the course is currently taught. 2) How the class is taught removed from course description to align with Curriculum policies.

Change Item Description	Old	New
Type of Instructional Activity:	Mixed Instructional Method	Lecture
Course description for the catalog:	Introduction to the fundamentals of gas heating. Students work in a classroom and shop environment. Topics include the basics of gas heating systems, operation of gas valves and burners, gas pipe system design, gas piping system code requirements, and basic code requirements for heating systems.	Introduction to the fundamentals of gas heating. Topics include: the basics of gas heating systems, operation of gas valves and burners, gas pipe system design, gas piping system code requirements, and basic code requirements for heating systems.

HVAC 113: Refrigerant Recovery Training	**1**	**Course Modification - Approved (2/11/25)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: 1.) Added EPA 608 Type I and II as course prereqs. Per the Environmental Protection Agency (EPA) to handle refrigerant; an individual must possess a section 608 refrigerant license prior to handling refrigerant. It is beneficial that HVAC 102 and a EPA Section 608, Type I and II license be a pre-requisite. 2.) Removed information about the EPA from course description as those details are not needed.

Change Item Description	Old	New
Prerequisites:		HVAC 102 and an EPA 608 Type I and Type II License
Course description for the catalog:	Introduction to the laws regarding refrigerant recovery. The course includes hands-on use of recovery equipment. Environmental Protection Agency certification is included in this course and required nationally. Upon completion of the course, students will be prepared for successful completion of the certification exam. The student will be required to pay approximately $40.00 to sit for the EPA exam.	Introduction to the laws regarding refrigerant recovery. The course includes hands-on use of recovery equipment.

HVAC 117: OSHA Ten-Hour Voluntary Compliance	**1**	**Course Modification - Approved (2/11/25)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: 1.) The catalog description indicates that the Instructor is an EPA proctor, this is not valid. Also it states that the student will earn a OSHA 10 card, this is not valid. The description was edited to more accurately reflect course content. 2.) Formatted topical course outline for consistency

Change Item Description	Old	New
Course description for the catalog:	Introduction to a 10-Hour OSHA certification course for general industry. Participants will review the current OSHA standards contained in 29 CFR 1910. Participants that complete the course will receive a certificate of completion from the United States Department of Labor, Occupational Safety and Health Administration. The course is taught by instructors certified by the Occupational Safety and Health Administration.	Introduction to a 10-Hour OSHA certification course for general industry. Participants will review the current OSHA standards contained in 29 CFR 1910. Participants will have the skills necessary to sit for the certificate of completion from the United States Department of Labor, Occupational Safety and Health Administration.

MAMT 251: CNC Machining I	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) MAMT 148 CNC application course is designed to teach the student how to Set-Up the machining center and operate the machine. This is a necessary requirement prior to taking MAMT 251 as it is designed to teach software and programming skills and there is not time allowed to teach each student how to set up machines. This is required to so the student has the best level of learning possible.

Change Item Description	Old	New
Prerequisites:		MAMT 148

MAMT 255: CNC Machining II	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) MAMT 251 CNC Machining Level 1 course is designed to teach the student how to use the software and begin entry level CNC machining. This is a necessary requirement prior to taking MAMT 255 as it is designed to teach advanced programming skills with emphasis on programming efficiency. This is required to so the student has the best level of learning possible.

Change Item Description	Old	New
Prerequisites:		MAMT 251 (may be taken concurrently)

MOAP 138: Medical Assisting Laboratory Skills	**4**	**Course Modification - Approved (12/3/24)**	**Roberson | Stelljes**

CMU Tech CC Discussion: The prerequisite of MOAP 111 and MOAP 136 for MOAP 138 has been removed to better align with recent curriculum adjustments. The recommended course sequence was revised after the credit hours for MOAP 147 were reduced from 4 to 1. By allowing students to take MOAP 138 in their first semester, alongside MOAP 111 and MOAP 136, this adjustment offers students additional time to develop essential venipuncture skills and enhances their hands-on learning experience.

Change Item Description	Old	New
Prerequisites:	MOAP 111 and MOAP 136	

TECI 142: Internet of Things	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) The SLOs and Topical course outline were updated to match the course content, and terms offered updated to reflect when the course is actually offered. 2) The instructional method was changed from Lecture to Mixed Instructional Method to better reflect the course approach.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture	Mixed Instructional Method

TECI 185: Cisco Networking II	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes and student preparation minutes better reflect the course. 2) Term offered aligns with the new program sheet. 3) The instructional method was changed from lecture/lab: vocational/technical to mixed instructional to better reflect the course approach. 4) SLOs and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Type of Instructional Activity:	Laboratory: Academic/Clinical	Mixed Instructional Method

TECI 201: Linux Configuration (OS)	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: Updating terms offered for TECI 201. At present it is offered every term, and we do not have enough students or teachers to offer our courses every term. We are aligning the term offered for this course to match the new program sheet. the Information and Communication Technology Department initiated the development of Stackable Credentials. During this process, it became evident that a realignment of courses was necessary to better match certifications with the AAS degree. This is the last of the process making sure that the terms courses are offered match the Certificate and the A.A.S degree program sheets.

Change Item Description	Old	New
Semester(s) in which the course will typically be offered:	Fall Spring Summer	Fall

TECI 211: Windows Configuration (OS)	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Updating terms offered for TECI 211. At present it is offered every term, and we do not have enough students or teachers to offer our courses every term. We are aligning the term offered for this course to match the new program sheet. The Information and Communication Technology Department initiated the development of Stackable Credentials. During this process, it became evident that a realignment of courses was necessary to better match certifications with the AAS degree. This is the last of the process making sure that the terms courses are offered match the Certificate and the A.A.S degree program sheets. 2.) Minor formatting on course topical course outline for consistency.

Change Item Description	Old	New
Semester(s) in which the course will typically be offered:	Fall Spring Summer	Spring

TECI 230: Cisco Networking III	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes and student preparation minutes changed to better reflect the course approach. 2) Term offered to align with the new program sheet. 3) The instructional method was changed from lecture/lab: vocational/technical to Mixed Instructional Method to better reflect the course approach. 4) SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Semester(s) in which the course will typically be offered:		Spring
Type of Instructional Activity:	Lecture	Mixed Instructional Method

TECI 242: Cloud Computing	**3**	**Course Modification - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1) Academic engagement minutes and student preparation minutes changed to better reflect the course. 2) Term offered to align with the new program sheet. 3) The instructional method was changed from lecture/lab: vocational/technical to Lecture to better reflect the course approach. 4) SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Semester(s) in which the course will typically be offered:		Spring
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture

TSTC 160: Electrical II	**2**	**Course Modification - Approved (11/12/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: TSTC 130 and TSTC 160 are both taught normally during the Spring semester. Changing to allow students to take TSTC 130 concurrently with TSTC 160 simplifies registration for both classes in the same semester without requiring TSTC 160 instructor permission submission.

Change Item Description	Old	New

Prerequisites:	TSTC 100, TSTC 101, and TSTC 130	TSTC 100, TSTC 101, and TSTC 130 (TSTC 130 may be taken concurrently.)

TSTD 215: Diesel Engine Reconditioning	**5**	**Course Modification - Approved (2/11/25)**

Stelljes | Ferreira-Lillo

CMU Tech CC Discussion: 1) This is a course reactivation for TSTD 215. After several years of not offering this course, it was evident that TST students enrolled in the AAS Diesel program were lacking essential skills within the Diesel sector. Students specializing in the Diesel industry occupations require these skills and it was deemed necessary to reactivate this course. 2) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3) Adding TSTC 100 and TSTC 101 as prerequisites for this course. Passing these two classes is the bare minimum knowledge a student needs to succeed in TSTD 215. 4) Change instructional activity to reflect how course is taught. 5) Update department designation to reflect current name.

Change Item Description	**Old**	**New**
Prerequisites:		TSTC 100 and TSTC 101
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Department:	WCCC (WCCC)	CMU Tech (UTEC)

TSTG 135: Starting and Charging Systems	**2**	**Course Modification - Approved (12/3/24)**

Stelljes | Roberson

CMU Tech CC Discussion: Class moved to Fall semester where it is primarily taught to accurately reflect course sequence.

Change Item Description	**Old**	**New**
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall

TSTG 220: Workplace Skills	**3**	**Course Modification - Approved (11/12/24)**

Roberson | Stanfill

CMU Tech CC Discussion: 1. Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2. Minor edits to course description for clarity.

Change Item Description	**Old**	**New**
Course description for the catalog:	Employment skills encompassing leadership, goal setting, personal traits, conflict resolution, quality, time management, life-long learning, written and oral communication, and customer relations.	Development of employment skills encompassing leadership, goal setting, personal traits, conflict resolution, quality time management, lifelong learning, written and oral communication, and customer relations.

WELD 111: Shielded Metal Arc Welding 2	**4**	**Course Modification - Approved (12/3/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: 1) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM system. 2) Instructional activity changed to mixed instructional methods to better reflect how the course is currently taught and provide the correct time needed to cover course content.

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

WELD 114: Oxy-Fuel Welding & Brazing	**2**	**Course Modification - Approved (12/3/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: 1) Added contact hours, semesters offered, and topical course outline. Content was not included when the course was imported into the CIM system. 2) Added one additional Student Learning Outcome to reflect what is currently being taught in the course. 3) Instructional activity changed to mixed instructional methods to better reflect how the course is currently taught and provide the correct time needed to cover course content.

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

WELD 203: Flux Cored Arc Welding	**4**	**Course Modification - Approved (12/3/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: 1) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM system. 2) Instructional activity changed to mixed instructional methods to better reflect how the course is currently taught and provide the correct time needed to cover course content. 3) Defined FCAW (flux-cored arc welding) in course description and SLOs for reader usability. 4) Abbreviated title updated to match full title, since full title is less than 30 characters.

Change Item Description	Old	New
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog:	Study and skill development of safe practices, welding theory, and principles of Flux Cored Arc Welding equipment and process. FCAW fillet and groove welds with self-shielded and gas-shielded processes will be covered.	Study and skill development of safe practices, welding theory, and principles of Flux Cored Arc Welding (FCAW) equipment and process. FCAW fillet and groove welds with self-shielded and gas-shielded processes will be covered.
Course abbreviated schedule name:	FCAW	Flux Cored Arc Welding

WELD 275: Automation	**4**	**Course Modification - Approved (12/3/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: 1) Added contact hours, semesters offered, topical course outline, and student learning outcomes. Content was not included when the course was imported into the CIM

system. 2) Modified the course description under the advice of the Catalog Description Reviewer. 3) Instructional activity changed to mixed instructional methods to better reflect how the course is currently taught and provide the correct time needed to cover course content.

Change Item Description	Old	New
Course description for the catalog:	Study and skill development of safe practices, welding theory, and principles of robotic welding and CNC plasma cutting equipment and processes. Basic programming, setup, and systems integration will be included. Other automation equipment and processes may be included.	Study and skill development of safe practices, welding theory, and principles of robotic welding and Computer Numerical Control (CNC) plasma cutting equipment and processes. Basic programming, setup, and systems integration will be included and may include other automated equipment and processes.
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method

CMU Tech Course Additions

Title	Credits	Committee Action	Motion | Second
APMT 101: Introduction to Airframe and Powerplant Mechanic	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and covers basic subjects, such as mathematics, physics and aircraft drawings.

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

Title	Credits	Committee Action	Motion | Second
APMT 102: Regulations and Computations	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and covers aircraft weight and balance theory and the performance of weight and balance calculations and the requirements for ground handling, servicing, taxiing, and towing aircraft.

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

Title	Credits	Committee Action	Motion | Second
APMT 103: Aircraft Materials I	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations with a focus on aircraft structures, materials, and hardware, use of precision measuring tools, and methods of non-destructive testing. The course emphasizes causes of corrosion and methods to prevent and treat corrosion and covers construction of rigid and flexible aircraft fluid

lines. There is also a focus on application, maintenance and repair of aircraft structural wood and fabric covering materials, and the application and maintenance of protective finishes.

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

APMT 104: Aircraft Systems for Airframe & Powerplant I	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and emphasizes aircraft flight instrument theory and operation and the inspection, maintenance, and installation requirements for these systems. The course also focuses on the operation of aircraft fuel systems and the procedures utilized in inspecting, troubleshooting, and maintaining these systems.

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

APMT 111: Electrical Systems in Aircraft	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and covers Introduction to basic AC (alternating current) and DC (direct current) electric theory as applied to aircraft systems. The course focuses on the operation, troubleshooting, and repair of aircraft electrical systems with emphasis on alternators, motors, lighting systems, and wiring as well as control and circuit protection devices for each and studies alternating current, capacitive and inductive circuits with emphasis on solid state and optical electric devices and electric systems that apply to engine operation with emphasis on starting and generating systems and includes the pressure, temperature, position, and speed indicating instruments that pertain to engine operation.

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

APMT 113: Aircraft Materials II	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and covers characteristics of various aluminum alloys, the procedures and precautions used when working with them, the selection of appropriate hardware, and the principles of making repairs to aluminum structures. The course focuses on varieties and methods of working with aircraft steel and the principles of soldering, silver soldering, gas arc and heliarc welding and emphasizes gas welding of thin wall steel tubing. The course also focuses on materials and principles of aircraft control rigging and the replacement of structural aircraft components and performs 100-hour and special inspections. Introduction to composite materials as applied to aircraft construction and the maintenance and repair of items made of these materials is also covered.

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

APMT 114: Aircraft Systems for Airframe & Powerplant II	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations with a focus on hydraulic principles, hydraulic fluids, system components, and operation of hydraulic and pneumatic systems. The course studies airframe systems including communication, navigation, fire warning and extinguishing, and cabin atmospheric control systems and focuses on operation, troubleshooting, and repair of aircraft landing gear systems.

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

APMT 118: Systems Troubleshooting	**1**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and introduces students to principles of troubleshooting and a method of analyzing problems assisting students to better understand aircraft systems and extend the principles to troubleshooting of complex aircraft systems.

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

APMT 205: Reciprocating Engines I	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and emphasizes the theory, operating principles, and construction features of aircraft reciprocating engines. The course also reviews aircraft fuel delivery system components and operating principles and studies carburetor and fuel injection system controls that meter fuel to the engine.

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

APMT 206: Reciprocating Engines II	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and is an introduction to aircraft piston engine ignition systems, including classifications, components, theory, starting systems, maintenance, servicing, and repair. The course is designed for the second-year student working toward the FAA Powerplant rating. The course focuses on engine maintenance and overhaul procedures and includes an actual engine overhaul. The course also introduces the study of aircraft propellers including fixed pitch, constant speed, feathering, reversing, and de-icing systems.

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

APMT 215: Turbine Engines I	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and studies turbine engine fuel delivery, fuel control operation, fuel control design, and maintenance procedures and turbine engine fuel delivery, fuel control operation, fuel

control design, and maintenance procedures. The course also covers turbo-prop system components, operations, and maintenance, including operation of a feathering and reversing turbo-prop.

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

APMT 216: Turbine Engines II	**4**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and studies turbine engine starting, ignition, instrument, and fire protection systems, and the maintenance of these systems with a focus on maintenance and inspection practices pertaining to turbine aircraft engines.

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

APMT 218: Engine Troubleshooting	**1**	**Course Addition - Approved (4/8/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Meets FAA requirements for students to pass FAA Airframe and Powerplant examinations and is an introduction to principles of troubleshooting and a method of analyzing problems with a focus on better understanding of aircraft systems and extends the principles to troubleshooting of complex aircraft systems.

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

DEHY 100: Introduction to Dental Hygiene	**1**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course serves as the foundational course for the Dental Hygiene program. Basic terminology, recognition of dental hygiene equipment, and HIPPA are covered. Students will leave the course with a basic overview of the program. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 101: Preclinical Dental Hygiene	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course introduces basic dental hygiene theory, instrumentation, and patient care assessment. Students will leave the course with a basic overview of the program. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 101L: Preclinical Dental Hygiene Laboratory	**3**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course is an introduction to dental hygiene fundamental procedures and techniques to include instrumentation, infection control, and patient assessment. The course also provides a variety of clinical learning experiences to develop basic skills and knowledge for entry into

the dental hygiene profession. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 102: Dental Anatomy and Histology	**3**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course covers the general anatomy of the face, including landmarks, terminology, and tooth identification, with emphasis on the teeth's anatomical and histologic features and oral cavity structures. Embryology of the face, oral and nasal cavities, and tooth development are also introduced. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 103: Dental Radiology	**3**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course is the introduction to the principles of x-radiation production and safety factors; application and theory of properly exposing, processing, mounting and evaluating radiographs; and identification of normal anatomic landmarks and pathologic conditions. It also focuses on the utilization of the laboratory in performing procedures necessary to produce quality radiograph. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 104: Dental Medical Emergencies	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course provides an introduction to the management of emergency situations with an emphasis on prevention and identification that can occur in the dental office or during dental treatment. It also provides emergency management as dictated by state dental practice law and includes content and use of emergency kits, oxygen support systems, use of ASA classification to evaluate risk, and emergency management simulations. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 105: Periodontics I	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course provides an introduction to the principles of periodontics with a focus on the recognition of tissues in health and disease, macro and microanatomy of the periodontium, and histopathology of periodontal diseases and other related gingival conditions. It also explains the theory and discussion of periodontal assessment, etiology, epidemiology, inflammatory process/immune response, and the American Academy of Pediatrics (AAP) Periodontal Disease Classification System. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 106: Head and Neck Anatomy	**1**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course analyzes the anatomy and function of the head and neck with emphasis on the muscles of mastication and facial expression, bones of the head and neck, the temporomandibular joint, lymphatics, glandular system, vascular supply, nervous system, and the oral cavity. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 107: Dental Materials	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course will cover the science of dental materials, including their use, function, physical properties, chemistry, and clinical applications in dentistry, examined through didactic and laboratory experiences. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 108: Applied Nutrition in Dentistry	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course will focus on the development of foundational knowledge in general nutrition, including nutrient functions, sources, and their effects on the body, with a focus on the oral cavity, is emphasized. The integration of physiological and behavioral concepts through dietary assessment and nutritional intervention in dental hygiene care will also be covered. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 109: Clinical Theory of Dental Hygiene I	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course meets specific CODA (Commission on Dental Accreditation) requirements and prepare students with the knowledge and application of clinical dental hygiene principles, including patient assessment, infection control, and preventive care. Students will learn to apply theoretical concepts to clinical procedures, develop individualized treatment plans, and practice ethical, patient-centered care. The course prepares students to integrate evidence-based practices and professional standards into clinical settings.

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

DEHY 109L: Clinical Practice of Dental Hygiene I	**4**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course creates the direct clinical experience for the student dental hygienist by providing an opportunity to treat a variety of patients utilizing assessment,

instrumentation, and additional preventative clinical procedures. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 200: Pain and Anxiety Management	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course provide a working knowledge of the theory and practice of local anesthesia in dentistry and dental hygiene, with an emphasis on mastering the armamentarium and techniques of regional anesthesia. The course also covers the necessary knowledge and skills for proficient and safe administration of local anesthetics, as well as the equipment and methods used for nitrous oxide/oxygen sedation in the dental office. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 201: General and Oral Pathology	**3**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: The fundamentals of general pathology and the disease process are presented in this course with an emphasis on oral pathology and the recognition and identification of common pathologic conditions in the oral cavity. The course helps students identify appropriate referral mechanisms for a definitive diagnosis and meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 202: Clinical Practice of Dental Hygiene I-A	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course provides patient care opportunities for the performance of dental hygiene treatment, which will be provided to both periodontally-compromised and healthy patients utilizing advanced instrumentation and power scaling. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 203: Applied Dental Pharmacology	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course is an examination of general pharmacology and relevant drugs that may influence the management of dental hygiene patients. Completion of the course enables students to perform safe and effective patient evaluations for dental hygiene treatment. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 204: Periodontics II	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course will center on the continued exploration of theoretical and clinical preparations of the dental hygiene process of care, treatment planning, non-surgical treatment, evaluation of treatment, and maintenance needs. Research and decision-making skills will be developed related to risk factors, etiologic agents, and treatment modalities and will include comprehensive periodontal assessment, supplemental diagnostics, periodontal pharmacology, and evidence-based treatment planning.

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

DEHY 205: Advanced Clinical Skills	**1**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course focuses on dental hygiene theory and laboratory experiences with major topics related to advanced clinical skills, including advanced instrumentation fulcrums, root morphology, periodontal files, periodontal file sharpening, mini curettes, after five curettes, nabors probe, universal focus spray ultrasonics, and scaling implants. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 206: Periodontics III	**1**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course focuses on the comprehensive dental hygiene clinical management techniques for periodontal patients supported by application of basic clinical research sciences and on the therapy component of periodontics covering the general principles of periodontal surgery, the surgical management of soft tissues and osseous defects, wound healing, implants, and the role of occlusion in periodontal therapy. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 207: Ethics and Practice Management	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course meets specific CODA (Commission on Dental Accreditation) requirements.
Students need ethics to ensure professionalism, integrity, and accountability in their practice. Ethical principles guide them in making informed decisions, respecting patient rights, and maintaining confidentiality. Ethics and practice management helps build trust with patients and colleagues while ensuring compliance with legal and moral standards.

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

DEHY 208: Clinical Theory of Dental Hygiene II	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course serves as the transition from an educational environment to a working dental business, enabling students to learn management skills for operating a dental office. The course emphasizes self-exploration in the development of personal and professional goals, and examines professional ethics, legal issues, and their relationship to the licensed practice of dental hygiene. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 208L: Clinical Practice of Dental Hygiene II	**6**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course covers patient care sessions for the performance of traditional dental hygiene treatment. The course continues and expands periodontal patient care and special patient care sessions and focuses on clinical competence in margination and polishing of restorations, nutrition counseling, oral irrigation, chemotherapeutics and OSHA compliance. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 209: Community Dental Health and Field Experience	**3**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course focuses on the development of knowledge in the concepts, methods, and social determinants of health related to improving oral health in the community. Emphasis is placed on evidence-based strategies for the development of oral health promotion, oral disease prevention, and oral health management programs and incorporates supervised field experiences in low-income, school, and other public facilities as well as private health and education-oriented organizations. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 210: Clinical Theory of Dental Hygiene III	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course serves as the capstone course of the final semester of a two-year curriculum and prepares the student for two major goals: basic competence for transition to provision of dental hygiene services in private practice; and the ability to successfully pass both written National Boards examinations and regional dental hygiene clinical examinations. The course emphasizes the application of case-based learning. Major topics include cosmetic bleaching, air-powered polishing devices, application of the re-evaluation process in treatment planning for periodontally involved cases, preparation for the CRDTS regional clinical exam process, application of an effective tobacco cessation process, technique and process for gingival curettage, technique and process for amalgam polishing and margination, care of cosmetic dental restorations, and maintenance of implants. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 210L: Clinical Practice of Dental Hygiene III	**6**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course focuses on the continuation of patient care sessions emphasizes achieving competency and efficiency for success in clinical board exams and private practice and on developing clinical skills in tobacco cessation, product selection, patient communication, curettage, and specialized patient treatments. Elective extra-mural clinical sites are provided for additional practice. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 211: Advanced Dental Hygiene Theory	**2**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course focuses on the care of patients with special needs (such as physical and mental disabilities and systemic conditions) and emphasizes patient management and treatment considerations. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

DEHY 212: National Boards Review	**1**	**Course Addition - Approved (3/11/25)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course provides the formal review sessions for second-year dental hygiene students preparing to sit for the National Board Examination. This course meets specific CODA (Commission on Dental Accreditation) requirements.

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

FILM 111: Animation Expression	**3**	**Course Addition - Approved (3/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Adding to modify Animation Principals I certificate to offer a specific course on the history of animation instead of blending Animation Students with the Film 110 course. 2.) No other courses on campus allow for a semester focusing on animation history. There are plenty of history courses for Art such as ARTE 118, History of Art: Pre-history to Renaissance & ARTE 119, History of Art, Renaissance to Present. These do not touch historical events with Animation. The Closest course coving some of the topics is ARTA 331 History of the Moving Image which is a blend of both film and animation through the industrial era through the contemporary era focusing on technological advancements. Where our Film Expression course being a 100 level will solely focus on animation and advancements of techniques over the history of the industry but also include specific historical events and advancements within studios such as Disney/Pixar/Warner Brothers and International Studios. 3.) Refining our Technical Animation Certificates knowing we started these with the intentions on blending courses with film students and after adding courses and certificates we believe that the certificates will continue to stand alone without the need of blending with film students and won't detriment the film numbers and allow us to offer unique animation focused courses like this one. Note: Proposed changes to the appropriate degree program(s) will be submitted in August 2025.

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

FILM 162: Animation Environments & Backgrounds	**3**	**Course Addition - Approved (3/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Adding to allow Animation Principals II certificate an elective to offer a specialization for environments and backgrounds for animation. 2.) No other courses on campus allow for a semester focusing on environments or backgrounds. Typically this is blended across multiple animation courses and is typically secondary to characters or story. 3.) Refining our Technical Animation Certificates knowing we started these with the intentions on blending courses with film students and after adding courses and certificates we believe that the certificates will continue to stand alone without the need of blending with film students and won't detriment the film numbers and allow us to offer unique animation focused courses like this one. Note: Proposed changes to the appropriate degree program(s) will be submitted in August 2025.

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

FILM 171: Animation Shorts	**3**	**Course Addition - Approved (3/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: 1.) Adding to modify Animation Principals II certificate to offer an elective specific course to create short animations instead of blending Animation Students with the Film 170 Short Form Production course. 2.) Refining our Technical Animation Certificates knowing we started these with the intentions on blending courses with film students and after adding courses and certificates we believe that the certificates will continue to stand alone without the need of blending with film students and won't detriment the film numbers and allow us to offer unique animation focused courses like this one. Note: Proposed changes to the appropriate degree program(s) will be submitted in August 2025.

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

FILM 264: Multimedia and Special Effects	**3**	**Course Addition - Approved (3/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: This is a new course curriculum added to the Digital Filmmaking program to make the degree more comprehensive since the changes of merging Directing and Writing with Production Design. This course will focus on exploration of the art of visual storytelling through the creation of multimedia content enriched with digital special effects and innovative techniques. The course covers a wide range of key topics, including digital special effects, compositing 2D and 3D elements into live-action footage, motion graphics, 3D object import, advanced digital lighting, and advance rendering. Note: Proposed changes to the appropriate degree program(s) will be submitted in August 2025.

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

HVAC 210: Fundamentals of Hydronic Heating	**4**	**Course Addition – Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: Hydronics is utilized in cold climates in the United States and as such students need to learn this content. This is a high priority topic in the western region of Colorado as over half the homes have some form of hydronic heat. Many cold climates in the United States have hydronic heat as the sole heating source. Students need this information in preparation for working in the HVAC industry.

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

TSTD 276: Diesel Aftertreatment and Emission Systems	**3**	**Course Addition - Approved (2/11/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: Proposal for this course is based on input from industry professionals and business owners in the community, as well as my experience in the industry. As technology increases and emission system regulation standards increase there is a growing demand for competent technicians to diagnose and repair these complex systems. In fact it has become impossible to diagnose modern diesel engine performance issues without a understanding of how the emission system correlates. These concerns have been voiced at advisory meetings with these locals businesses. To continue to stay up to date with the latest technology this course is a crucial step into advancing the diesel program.

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

TSTD 280: Hydraulic Systems Service and Repair	**3**	**Course Addition - Approved (2/11/25)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: The need for this program has been requested by current and future partners in the industry. These requests have included Advisory meetings, meeting with businesses in the industry and feedback from our current Apprenticeship partners. The program would also allow additional opportunities for students in the diesel field including hydraulic system repair. This additional training makes students appealing to many heavy diesel repair shops that offer hydraulic repair services.

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

CMU Tech Course Inactivations

Title	**Credits**	**Committee Action**	**Motion | Second**
CADT 101: Introduction to Computers	**1**	**Course Inactivation - Approved (2/11/25)**	**Roberson | Stelljes**

CMU Tech CC Discussion: Fall 2024, the transportation and welding departments, with the Director of Instruction, agree that the content is no longer useful to students in their respective programs. All

parties agree that CADT 101 is no longer relevant and have been waiving or substituting the course for multiple semesters. Program sheets have been updated to reflect the inactivation of this course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

CUAR 179: Wines, Spirits and Beers	**3**	**Course Inactivation - Approved (10/8/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: This course will no longer be offered since Viticulture now delivers the same course content in VITE 179.

Change Item Description	Old	New
Delete Proposal: No differences to report		

CUAR 261: Cost Controls	**3**	**Course Inactivation - Approved (10/8/24)**	**Ferreira-Lillo | Roberson**

CMU Tech CC Discussion: CUAR 261 Cost Controls has not been offered in 9 years and is not a requirement or elective for any degree program.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EMTS 101: Emergency Medical Technician - Basic I	**3**	**Course Inactivation - Approved (10/8/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course is being deactivated and changed to the current CCCS numbering system that is required by the Colorado education system. The three EMT courses are not in compliance with the current numbering system and therefore they are being updated to be in compliance. EMTS 101 has been replaced with EMTS 121.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EMTS 102: Emergency Medical Technician - Basic II	**3**	**Course Inactivation - Approved (10/8/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course is being deactivated and changed to the current CCCS numbering system that is required by the Colorado education system. The three EMT courses are not in compliance with the current numbering system and therefore they are being updated to meet that requirement and standardize our courses with the Colorado education system. EMTS 102 has been replaced with EMTS 122 and 123.

Change Item Description	Old	New
Delete Proposal: No differences to report		

EMTS 103: Emergency Medical Technician - Basic III	**4**	**Course Inactivation - Approved (10/8/24)**	**Stelljes | Roberson**

CMU Tech CC Discussion: This course is being deactivated and changed to the current CCCS numbering system that is required by the Colorado education system. The three EMT courses are not in compliance with the current numbering system and therefore they are being updated to meet that requirement and standardize our courses with the Colorado education system. EMTS 103 has been replaced with EMTS 124 and 170.

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

FSWM 148: Status/Check-In Recorder	**1**	**Course Inactivation - Approved (2/11/25)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: This course has never been offered and is not a required course. With industry changes, a focus on status check-in recorder is no longer needed and that content can be briefly addressed in other FSWM courses.

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

FSWM 204: Medical Unit Leader	**1**	**Course Inactivation - Approved (2/11/25)**	**Stelljes | Ferreira-Lillo**

CMU Tech CC Discussion: Course has never been offered. Course is not a required course, not a prereq for other courses, and is currently not even listed as an elective within the course catalog.

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

PROS 100: Introduction to Process Technology	**3**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 120: Process Technology I: Equipment	**4**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 195: Independent Study	**1-4**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 196: Topics:	**1-3**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 220: Process Technology III: Operations	**4**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 230: Quality in Process Technology	**3**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 290: Certification:	**1**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

PROS 292: Capstone	**4**	**Course Inactivation - Approved (10/8/24)**	**Roberson | Ferreira-Lillo**

CMU Tech CC Discussion: This course is not offered, and the program is no longer active. We are inactivating these courses for a program that is no longer offered, and the classes are not needed nor required for any existing programs.

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

GRADUATE CURRICULUM COMMITTEE - 2022-2023 MEMBERSHIP		
Department	**Member**	**Term Expires**
Art and Design	KyoungHwa Oh	Spring 2025
Biological Sciences	Megan Sherbenou	Spring 2026
Business	Christi Sanders Via	Spring 2025
Computer Science and Engineering	Sherine Antoun	Spring 2026
Health Sciences	Bridget Marshall	Spring 2026
Kinesiology	Cassidy Herringer	Spring 2026
Language, Literature, and Mass Communication	Colin Carman	Spring 2026
Mathematics and Statistics	Erik Packard	Spring 2027
Music	Jonathan Hinkle	Spring 2025
Physical and Environmental Sciences	Justin Pomeranz	Spring 2027
Social and Behavioral Sciences	John Reece	Spring 2027
Teacher Education	Cindy Chovich	Spring 2025
Theater	Jill Van Brussel	Spring 2027
Officers		
Chair	Cindy Chovich	
Vice Chair	Sherine Antoun	
Secretary (Non-voting)	Lisa Bessette	
Ex-Officio Members		
Vice President for Academic Affairs	Cher Hendricks	
Vice President for Academic Affairs Designee	Morgan Bridge	
Faculty Senate President	Stacie Schreiner	
Catalog Description Reviewer	Johanna Varner	
Registrar	Robert Cackler	
Registrar's Office Designee	Maggie Bodyfelt	
Director of Financial Aid	John Stewart	
Library Representative	Barbara Borst	
Academic Scheduling Manager	Janel Davis	
Student Representative		

Information and Business Items

September 4, 2024 Meeting

Announcements

- Chair Chovich facilitated the introductions of committee members.
- CIM is now open. Chair Chovich reminded the committee that CIM closes December 20th for all proposals. For course changes to appear in Spring registration (for Fall 2025), the curriculum proposal must be approved at the December 4th GCC meeting. Therefore, the Executive Committee will need to review it by their meeting on November 20th

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Nothing to report.
- Registrar's Office - Nothing to report.
- Financial Aid Associate Director Stewart - Nothing to report.
- Librarian Borst - requested that the committee notify her as early as possible about any course/program additions. This advance notice will allow the library to conduct the proper assessments and order any necessary materials required to support the proposed additions.
- Catalog Description Reviewer Varner - Nothing to report.

Old Business

- No old business.

Information Items

- Chair Chovich reviewed the committee responsibilities and asked committee members to volunteer for a category (see attached document on page 3).
- Chair Chovich reviewed the important dates and deadlines for academic year 2024-2025, noting that the Executive Committee meets two weeks prior to the full committee to review proposals in queue. The important dates document is also posted on the Curriculum website.
- Chair Chovich explained this year's goal is to complete CIM clean-up (SLOs, Topical Course Outline, Semester Offered, Engagement Minutes) on all courses.
- Dr. Bridge spoke about the new process for proposing new programs. Emailing jrhawkins@coloradomesa.edu will initiate the following two-step process, which must occur **before** submitting a new program in CIM:
    - Step One: The department requesting a new program must provide an initial pitch, addressing a list of specific questions related to the new program, such as content overlap. This pitch will be presented in a meeting with Cher Hendricks, Holly Teal, Jeremy Hawkins, Robert Cackler, Morgan Bridge, and Brigitte Sundermann.
    - Step Two: The financial aspects of the new program proposal will be reviewed by Spencer Rockwell from Budget, who will examine projections and the courses required for the program.

New Business

- Next meeting date is October 2nd.

- Chair Chovich requested that committee members try to arrange for a substitute from their department to attend the curriculum meeting if they know in advance they will be absent.

October 2, 2024 Meeting
Meeting cancelled.

November 6, 2024 Meeting
Meeting cancelled.

December 4, 2024 Meeting
Announcements

- Chair Chovich reminded the committee that CIM closes December 20 for all proposals and not to rollback any proposal to initiators after this date, as they will no longer be able to resubmit them into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation – Nothing to report.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Borst – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- The committee reviewed the proposed changes to the Curriculum Policies and Procedures Manual regarding the verbiage for reserved course numbers. Herringer moved, Sherbenou seconded, and the committee voted unanimously to approve the following verbiage for the manual:

  These courses exist for each course prefix at the appropriate levels, even though they may not appear in the Catalog. These courses may use a department Catalog description or the suggested course description found on the Manuals, Forms, and Instructions webpage. A department desiring a new course will submit a new course form. If a department is changing a Catalog description/prerequisite/terms offered, etc., a Course Modification form will need to be submitted in CIM to the appropriate curriculum committee. If a department wishes to inactivate a course from the Catalog, a course inactivation must be submitted in CIM. In instances where a department's catalogued course does not match the numbering scheme given above in this section, the department is encouraged to propose a new course and inactivate the incorrectly numbered course to be consistent with the above numbering scheme.

February 5, 2025 Meeting

Announcements

- Chair Chovich reminded the committee that CIM closed December 20 for all proposals. Please do not rollback any proposal to the initiator, as they will no longer be able to resubmit it into workflow.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Dr. Bridge thanked the committee for their hard work on curriculum and encouraged members to focus on adding the remaining graduate SLOs once CIM reopens in the fall.
- Registrar's Office – Nothing to report.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Borst – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.

Old Business

- No old business.

Information Items

- No information items.

New Business

- Chair Chovich asked the committee to notify her by the March meeting if they will return for Fall 2025 as their department's GCC representative.
- The Executive Committee is seeking feedback from the departments. Now that CIM is closed, would anyone object to a mass clean-up of "old" proposals that were not submitted into workflow? Lisa Bessette will ensure any current proposals (those worked on this academic year) are saved as a Word document before shredding. Chair Chovich asked the representatives to check with their departments and be prepared to report back on this at the next meeting.

March 5, 2025 Meeting

Announcements

- This will be the final GCC meeting for academic year 2024-2025.

Ex-Officio Reports

- Associate Vice President of Academic Affairs for Assessment and Accreditation - Dr. Bridge thanked the committee for their hard work on curriculum and encouraged members to focus on adding the remaining graduate SLOs once CIM reopens in the fall.
- Registrar's Office - Janel Davis reported on behalf of the Registrar's Office. Courses that were approved by the December meeting are being processed so they are ready for registration.
- Financial Aid Associate Director Stewart – Nothing to report.
- Librarian Borst – Nothing to report.
- Catalog Description Reviewer Varner – Nothing to report.

Old Business

- Chair Chovich confirmed with each committee member regarding their intent to return for the 2025-2026 academic year.

- Discussion on shredding stale proposals: Kinesiology Representative Herringer reported that the department requested their proposals not be shredded.

Information Items

- No information items.

New Business

- Election of Vice Chair and Chair: Justin Pomeranz motioned, with a second from Cassidy Herringer, to nominate Colin Carman as GCC Vice Chair for academic year 2025-2026. The committee voted and unanimously approved Colin Carman for GCC Vice Chair. Sherine Antoun motioned, with a second from Cassidy Herringer, to nominate Cynthia Chovich as GCC Chair for academic year 2025-2026. The committee voted and unanimously approved Cynthia Chovich for GCC Chair.

April 2, 2025 Meeting

Meeting cancelled.

Course and Program Changes

Proposal Overview

The Graduate Curriculum Committee reviews proposals related to graduate degrees, graduate certificates, and graduate courses. The total number of proposals considered by the GCC during the 2024-2025 academic year is shown in the following table:

Number of Graduate Curriculum Proposals, AY 24-25	
Proposal Type	**Number**
Course Addition	1
Course Modification	85
Course Reactivation	0
Course Deletion	14
Program Addition	0
Program Reactivation	0
Program Modification	3
Program Deactivation	2
Program Deletion	0
Total:	**105**

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

Number of Proposals Reviewed Per GCC Meeting, AY 24-25										
	Sep	**Oct**	**Nov**	**Dec***	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Total**
# of Proposals	0	0	0	44	0	54	7	0	0	105
* Deadline for inclusion of program and course changes in the next AY Calendar										

Proposal Details

The listing of curriculum proposals approved during the 2024-2025 academic year begins on the following page. The date in parenthesis (xx/xx/xx) indicates the date approved by the Graduate Curriculum Committee.

Biological Sciences – Course Inactivations			
Title	**Credits**	**Committee Action**	**Motion | Second**
BIOL 500: Advanced Human Anatomy	**3**	**Course Inactivation - Approved (2/5/25)**	**Sherbenou | Oh**
GCC Discussion: BIOL 500 is a course only PA grad students can take, so it makes sense to move it to a PHAS course. Material from both BIOL 500 and BIOL 500L are being combined and replaced with a single course (PHAS 500) that integrates the lecture and lab.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
BIOL 500L: Advanced Human Anatomy Laboratory	**1**	**Course Inactivation - Approved (2/5/25)**	**Sherbenou | Oh**
GCC Discussion: BIOL 500L is a course only PA students can take so it makes sense for it to be moved to a PHAS course. Material from both BIOL 500 and BIOL 500L are being combined and replaced with a single course (PHAS 500) that integrates the lecture and lab.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			

Business – Course Modifications			
Title	**Credits**	**Committee Action**	**Motion | Second**
ACCT 505: Advanced Fraud and Forensic Accounting	**3**	**Course Modification - Approved (2/5/25)**	**Herringer | Hinkle**
GCC Discussion: 1.) Removing the prerequisites for this course as they are not needed. This is a beginning level course for the MBA and should have no prerequisites. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3.) Modified course description to better reflect current course content and align with curriculum guidelines.			
Change Item Description		**Old**	**New**
Prerequisites:		ACCT 201, ACCT 322, and permission of instructor	

Course description for the catalog:	Exploration of investigative techniques, interviewing techniques, and reporting processes at different levels of judicial and prosecutorial environments. Specific skills in detecting and investigating fraud developed and various reporting methodologies explored. Includes presentations and speakers from fraud investigative environments. Demonstration of mastery of material through graduate level projects, writing, and presentations.	Exploration of investigative techniques, interviewing techniques, and reporting processes at different levels of judicial and prosecutorial environments. Specific skills in detecting and investigating fraud are developed, and various reporting methodologies are explored. Includes presentations and speakers from fraud investigative environments.

BUGB 593: Capstone	**3**	**Course Modification – Approved (2/5/25)**	**Herringer | Hinkle**

GCC Discussion: 1.) Our MBA program is growing quickly, and clear prerequisites are needed. The BUGB 593 MBA Capstone class is the culminating course for the MBA students and should be taken in their final semester. While this seems obvious, the lack of prerequisites causes confusion among students who are either self-advising or are out of the normal course sequence. Adding the required prerequisites will ensure that students understand that BUGB 593 is the capstone course and prerequisites must be completed before enrolling in the Capstone. 2.) We need students to take MANG 590 and BUGB 593 LAST, and we are trying to keep a better watch on enrollment trends. Having both the instructor's and MBA Director's approval means that instructors aren't allowing the students in accidentally without a review from the MBA Director to ensure they are ready to take these courses.

Change Item Description	**Old**	**New**
Prerequisites:	Permission of the MBA Coordinator	ACCT 500, BUGB 500, CISB 501, ECON 530, MANG 501, FINA 500, MARK 500, and permission of the instructor and MBA Director

ECON 530: Managerial Economics	**3**	**Course Modification - Approved (12/4/24)**	**Herringer | Sherbenou**

GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

HRMA 520: Human Resource Management	3	Course Modification - Approved (12/4/24)	Herringer | Sherbenou

GCC Discussion: Student Learning Outcomes updated. These updates more closely align with the Society of Human Resource Management's (SHRM) Body of Applied Skills and Knowledge (BASK), the professional organization for Human Resource Management.

Change Item Description	Old	New

MANG 501: Operations Management	3	Course Modification - Approved (3/5/25)	Antoun | Marshall

GCC Discussion: 1.) Our MBA program is growing quickly, and clear prerequisites are needed. The MANG 501 class incorporates many of the concepts from the noted prerequisites, and the lack of prerequisites results in students who are self-advising or are out of sequence taking MANG 501 without the foundational courses. Adding the required prerequisites of CISB 501, ECON 530, and FINA 500 will ensure that students understand that MANG 501 needs to be taken after the prerequisites are completed. In the rare circumstance that a student has not fulfilled all the requirements, the instructor can review and admit as needed. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Prerequisites:		CISB 501, ECON 530, and FINA 500

Health Sciences – Course Modifications

Title	Credits	Committee Action	Motion | Second
NURS 500: Theoretical Foundations	3	Course Modification - Approved (2/5/25)	Carman | Herringer

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3.) Removed prerequisite of admission to the program due to students accepted to the graduate school at CMU are permitted to take up to 9 credits as non-degree seeking students. This class is an appropriate course for non-degree seeking students. Restricting the course to only students accepted to the graduate nursing program, excludes students wishing to experience graduate level work without committing to a program.

Change Item Description	Old	New
Course description for the catalog:	Exploration of the critical components of nursing knowledge, including concepts, philosophies, theories, and conceptual models. Evaluates the variety of ways to organize nursing knowledge. Explores the application of nursing theory and nursing knowledge in the healthcare environment.	Examination of the critical components of nursing knowledge, including concepts, theories, and conceptual models. Appraise the variety of ways to organize nursing knowledge. Justify the application of nursing theory and nursing knowledge in the healthcare environment.

Prerequisites:	Admission to the MSN or DNP program	

NURS 525: Advanced Pathophysiology	**3**	**Course Modification - Approved (2/5/25)**	**Carman | Herringer**

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3.) Removed prerequisite of admission to the program due to students accepted to the graduate school at CMU are permitted to take up to 9 credits as non-degree seeking students. This class is an appropriate course for non-degree seeking students. Restricting the course to only students accepted to the graduate nursing program, excludes students wishing to experience graduate level work without committing to a program.

Change Item Description	**Old**	**New**
Course description for the catalog:	Exploration of physiologic and pathophysiologic processes underlying health and disease across the lifespan. Includes cellular, genetic, and environmental factors that impact human health and illness.	Examination of physiologic and pathophysiologic processes underlying health and disease across the lifespan. Includes cellular, genetic, and environmental factors that impact human health and illness.
Prerequisites:	Admission to the MSN or DNP program	

NURS 535: Health Promotion and Disease Prevention	**2**	**Course Modification - Approved (2/5/25)**	**Carman | Herringer**

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

Course description for the catalog:	Theories and principles involved in planning, implementing, and evaluating interventions for health promotion and disease prevention across the lifespan. Focus is on behavior change at the individual and aggregate levels, while considering cultural variations of patient populations and ethical decision-making for nursing professionals. Factors underlying development of chronic illnesses are explored.	Appraisal of theories and principles involved in planning, implementing, and evaluating interventions for health promotion and disease prevention across the lifespan. Categorization of interventions using different units of analysis for well and chronically ill populations.

NURS 536: Leading Through Quality, Policy, and Ethics	**3**	**Course Modification - Approved (2/5/25)**	**Carman | Herringer**

GCC Discussion: 1.) Academic engagement minutes and student preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2.) Removed prerequisite of admission to the program due to students accepted to the graduate school at CMU are permitted to take up to 9 credits as non-degree seeking students. This class is an appropriate course for non-degree seeking students. Restricting the course to only students accepted to the graduate nursing program, excludes students wishing to experience graduate level work without committing to a program.

Change Item Description	**Old**	**New**
Prerequisites:	Admission to the MSN or DNP program	

NURS 577: Clinical Practicum: Advanced Health Assessment	**1**	**Course Modification - Approved (2/5/25)**	**Carman | Herringer**

GCC Discussion: Academic engagement minutes and student preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

NURS 600: Advanced Practice Nursing Issues	**2**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updated course description for catalog to better align with new SLOs. 2.) Updated abbreviated course name to include as much of full title as possible. 3.) Updated prerequisite statement to be consistent across courses. 4.) Updated topical outline to better align with existing course. 5.) Updated SLOs to higher level Bloom's taxonomy.

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

Course abbreviated schedule name:	Advanced Practice Nursing Issu	Adv. Practice Nursing Issues
Prerequisites:	Admission to the MSN program or completion of NURS 500 level coursework	Admission to the MSN or DNP program.

NURS 601: Primary Care of the Infant, Child, and Adolescent	**3**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog:	Focuses on primary care of the child and adolescent, beginning with the newborn. Growth, nutrition, well client care and guidance, assessment, diagnosis and management of acute and chronic conditions in the client population. Culture and ethnic considerations, child development, family, environment theories and concepts integrated throughout the didactice and clinical components.	Investigation of primary care of the newborn, child, and adolescent. Social determinants of health are considered in theories of child development, family, environment, and population health. Acute and chronic conditions specific to pediatrics are evaluated.

NURS 602: Primary Care of the Adult	**3**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updated course description for catalog to better reflect current course content. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

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

Course description for the catalog:	Exploration of the role of the primary care nurse practitioner in adult health. Emphasis on clinical presentation, physical examination, diagnostic testing, differential diagnosis, and management of acute and chronic conditions affecting adult populations. Application of clinical practice guidelines, inter-disciplinary care, health promotion, and disease prevention in adult patients in the primary care setting.	Investigation of the role of the primary care nurse practitioner in adult health. Emphasis on clinical presentation, physical examination, diagnostic testing, differential diagnosis, and management of acute and chronic conditions affecting adult populations. Application of clinical practice guidelines, inter-disciplinary care, health promotion, and disease prevention in adult patients in the primary care setting.

NURS 603: Primary Care of the Older Person	**3**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course description for the catalog:	Focus on the primary care nurse practitioner's role in older adult health. Emphasis on clinical presentation, physical examination, diagnostic testing, differential diagnosis, and management of acute and chronic conditions affecting older adult populations. Explores the application of clinical practice guidelines, inter-disciplinary care, health promotion, and disease prevention in older adults in primary care settings.	Appraisal of the primary care nurse practitioner's role in older adult health. Critiques the application of clinical practice guidelines, interdisciplinary care, health promotion, and disease prevention in older adults across primary care settings.

NURS 604: Primary Care of Rural and Underserved Populations	**1**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updated topical outline to better align with existing course. 2.) Added one SLO to include updated course content.

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

NURS 605: Mental and Behavioral Health	**2**	**Course Modification - Approved (2/5/25)**	**Antoun | Sherbenou**

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog:	Exploration of mental and behavioral health disorders seen and managed in the primary care setting. Review of clinical presentations, diagnostic reasoning, and therapeutic management options for individuals with mental and behavioral health conditions seen in primary care settings.	Appraisal of mental and behavioral health disorders seen and managed in the primary care setting. Review of clinical presentations, diagnostic reasoning, and therapeutic management options for individuals with mental and behavioral health conditions.

NURS 610: Clinical Practicum: Infant, Child, and Adolescent	**2**	**Course Modification - Approved (2/5/25)**	**Antoun | Sherbenou**

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog:	Application of theoretical concepts of primary care in care of infants, children, and adolescents. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, and chronic and acute illness management in clinical practice as an advanced practice nurse.	Examination of theoretical concepts of primary care in care of infants, children, and adolescents. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, and chronic and acute illness management in clinical practice.

NURS 620: Clinical Practicum: Adult	**3**	**Course Modification - Approved (2/5/25)**	**Antoun | Sherbenou**

GCC Discussion: 1.) Changed lab contact hours to the correct number of hours. 2.) Updated course description for catalog to better align with SLOs. 3.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	Old	New
Course description for the catalog:	Application of theoretical concepts of primary care of families with a concentration on adult patients and the environments where adult primary care is rendered. Students are supervised by community-based clinical preceptors and course faculty in the assessment, diagnostic and laboratory evaluation, and management of families across the continuum of health and illness.	Analysis of theoretical concepts of primary care of families, with a concentration on adult patients and the environments where adult primary care is rendered. Focus is on assessment, diagnostic, and laboratory evaluation, as well as management of families across the continuum of health and illness to improve health outcomes at the individual and aggregate levels.

NURS 640: Clinical Practicum Capstone: Primary Care of Rural and Underserved Populations	3	Course Modification - Approved (2/5/25)	Antoun | Sherbenou

GCC Discussion: 1.) Updated course description for catalog to better align with SLOs. 2.) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 3.) Incorporated telehealth technologies as an SLO to align to accreditation standards.

Change Item Description	Old	New
Course description for the catalog:	Application of theoretical concepts of primary care across the lifespan with particular emphasis on rural and/or underserved populations. Explores unique aspects of the advanced practice nursing role as a primary care provider in rural and underserved populations in health care.	Justification of theoretical concepts of primary care across the lifespan with particular emphasis on rural and/or underserved populations. Unique aspects of diversity, equity, and inclusion for accessing client health care in rural and underserved populations.

Kinesiology – Program Modifications

Program	Degree	Committee Action	Motion | Second
8158: Occupational Therapy	MS	Program Modification - Approved (12/4/24)	Herringer | Van Brussel

GCC Discussion: 1) OCCU 551 needs to be reactivated because the curriculum lacks a fieldwork rotation focused on physical disability. This setting is needed to prepare students for level II fieldwork. 2) Credit hours updated to accurately reflect changes being made to courses. Credits were decreased

from 12 to 9 credits for OCCU 554 and OCCU 555 because 12 credits is excessive for a level 2 fieldwork rotation and the other credits needed to be reallocated to other coursework. Total program hours remain the same.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Reactivate OCCU 551: Fieldwork Level IB and Seminar. This class was removed from the curriculum, but needs to be reactivated. With other curricular changes taking place this semester, adding this course is credit neutral for the program. 2) Credit hours changed for the following courses: OCCU 513 (increased from 3 to 4 credits), OCCU 516 (increased from 1 to 2 credits), OCCU 532 (increased from 2 to 3 credits), OCCU 533 (increased from 2 to 3 credits), OCCU 534 (increased from 2 to 3 credits), OCCU 554 (decreased from 12 to 9 credits), and OCCU 555 (decreased from 12 to 9 credits). Updated credits in both program-specific requirements list and suggested course plan.

8160: Physician Assistant MPAS **Program Modification – Approved (2/5/25)** **Reece | Antoun**

GCC Discussion: 1.) BIOL 500 and BIOL 500L have only been available for PA students to take. Biology requested that this course be moved to a PHAS course since only PA students can take the course. When creating PHAS 500 we took the learning outcome and credit loads from BIOL 500 and BIOL 500L and combined them into one course. After course has been taught for six-year, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the course to increase overall course efficiency and create a more student friendly approach for grading. 2.) Propose to merge PHAS 520 and PHAS 520L into one course PHAS 520. After course has been taught for six-year, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the course to increase overall course efficiency and create a more student friendly approach for grading. 3.) Modified, changed, and updated SLOs to better reflect programmatic outcomes.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Create a new course PHAS 500 from BIOL 500 and BIOL 500L. 2) Merge PHAS 520 History and Physical Exam and PHAS 520L History and Physical Exam Lab into one course PHAS 520 which changed PHAS 520 from 2 credits to 3 credits. 3) Modified, changed, and updated SLOs.

9101: Physical Therapy DPT **Program Modification – Approved (2/5/25)** **Reece | Sherbenou**

GCC Discussion: 1) PHYT 515L has been combined with PHYT 515 and the Instructional activity changed from Lecture to Mixed Instructional Method, due to the course combining the separate lab portion with didactic component. Student learning is enhanced when the opportunity to participate in lab activities occurs in tandem with the lecture. PHYT 515L is being inactivated as a result. 2) There will be no change to the number of credits in the program. PHYT 515 will change from a 2-credit hour course to a 3-credit hour course in order to account for the inactivation of the one-credit hour PHYT lab course. Total program hours will remain at 105. 3) PHYT 500L has been combined with PHYT 500 and the Instructional activity changed from Lecture to Mixed Instructional Method, due to the course

combining the separate lab portion with didactic component. Student learning is enhanced when the opportunity to participate in lab activities occurs in tandem with the lecture. PHYT 500L is being inactivated as a result. 4) There will be no change to the number of credits in the program. PHYT 500 will change from a 3-credit hour course to a 4-credit hour course in order to account for the inactivation of the one-credit hour PHYT lab course. Total program hours will remain at 105.

Change Item Description	Department Justification
List all proposed changes to the program:	1) Removing PHYT 515L from program-specific requirements and suggested course plan, as PHYT 515L is being inactivated. It has been combined with PHYT 515 into a mixed methods course. References to PHYT 515L were also removed from SLO table. 2) Credits for PHYT 515 were increased from 2 to 3. 3) Removing PHYT 500L from program-specific requirements and suggested course plan, as PHYT 500L is being inactivated. It has been combined with PHYT 500 into a mixed methods course. 4) Credits for PHYT 500 were increased from 3 to 4.

Kinesiology – Course Modifications

Title	Credits	Committee Action	Motion | Second
OCCU 510: Scholarship and Research	**2**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Added OCCU 551 as a corequisite to align with other curricula.

Change Item Description	Old	New
Corequisites:	OCCU 520, OCCU 522, and OCCU 523	OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 511: Lifespan and Occupational Performance	**2**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 512: Professional Skills and Occupation-Based Practice I	**2**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 513: Functional Anatomy and Movement	**4**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Reducing credit hours from the fieldwork in OCCU 554 and OCCU 555 and reallocating one of those credits to use for the lab in OCCU 513. The fieldwork credit hours is excessive and the course time for OCCU 513 is short on time for covering coursework.

Change Item Description	Old	New
Credit hours:	3	4

OCCU 514: Wellness and Occupational Performance	**2**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: 1) The Accreditation Council for Occupational Therapy Education has mandated changes to Master of OT entry-level learning requirements The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. The wording of the SLOs is the proposed change, not the underlying course content. 2) Additional topics were added to the topical course outline to reflect current course content.

Change Item Description	Old	New

OCCU 515: Occupation-Based Practice and Theory for Older Adults	**4**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 516: History and Theoretical Foundations of Occupational Therapy	**2**	**Course Modification - Approved (12/4/24)**	**Antoun | Herringer**

GCC Discussion: 1) Changing course from 1 to 2 credits: The faculty convened on September 13 to discuss adjusting credits in the curriculum to increase didactic coverage of topics and provide a firmer foundation in core occupational therapy philosophy, history, and theory. Credits were taken from Fieldwork II clinical experiences, however, this does not change the FW II clinical experience as mandated by ACOTE. The overall credit for the Master's Degree remains the same. The fieldwork credit hours is excessive and the course time for OCCU 516 is short on time for covering coursework. 2) Changes to SLOs: these have been mandated changes from the accreditor ACOTE. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 520: Brain, Behavior and Occupation	**3**	**Course Modification - Approved (12/4/24)**	**Sherbenou | Antoun**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Added OCCU 551 as a corequisite to align with other curricula.

Change Item Description	Old	New
Corequisites:	OCCU 510, OCCU 522, and OCCU 523	OCCU 510, OCCU 522, OCCU 523, and OCCU 551

OCCU 522: Professional Skills and Occupation-Based Practice II	**2**	**Course Modification - Approved (12/4/24)**	**Sherbenou | Antoun**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Added OCCU 551 as a corequisite to align with other curricula.

Change Item Description	Old	New
Corequisites:	OCCU 510, OCCU 520, and OCCU 523	OCCU 510, OCCU 520, OCCU 523, and OCCU 551

OCCU 523: Occupation-Based Practice and Theory for Adults	**4**	**Course Modification - Approved (12/4/24)**	**Sherbenou | Antoun**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Added OCCU 551 as a corequisite to align with other curricula.

Change Item Description	Old	New
Corequisites:	OCCU 510, OCCU 520, and OCCU 522	OCCU 510, OCCU 520, OCCU 522, and OCCU 551

OCCU 530: Scholarship and Evidence-Based Practice I	**2**	**Course Modification - Approved (12/4/24)**	**Pomeranz | Herringer**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Added OCCU 551 as a prerequisite to align with other curricula.

Change Item Description	Old	New

Prerequisites:	OCCU 510, OCCU 520, OCCU 522, and OCCU 523	OCCU 510, OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 531: Occupation-Based Practice and Theory for Children and Adolescents	**4**	**Course Modification - Approved (12/4/24)**

Pomeranz | Herringer

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Added OCCU 551 as a prerequisite to align with other curricula.

Change Item Description	**Old**	**New**
Prerequisites:	OCCU 510, OCCU 520, OCCU 522, and OCCU 523	OCCU 510, OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 532: Assistive Technology and Occupation	**3**	**Course Modification - Approved (12/4/24)**

Pomeranz | Herringer

GCC Discussion: 1) For Lab Credit: We are requesting adding a one-hour lab to the course, since this course requires hands on learning with switches, fabrication of adaptive devices, and 3-D printing. Reducing credit hours from the fieldwork in OCCU 554 and OCCU 555 and reallocating one of those credits to use for the lab in OCCU 532. The fieldwork credit hours is excessive and the course time for OCCU 532 is short on time for covering coursework. 2) For Learning Objectives: The accreditor is requiring new standards beginning in 2025 for Master in OT programs. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 3) Added OCCU 551 as a prerequisite to align with other curricula. 4) Changed instructional activity from Lecture to Mixed Instructional Method, the additional content being added for the one extra credit involves hands-on lab activities.

Change Item Description	**Old**	**New**
Credit hours:	2	3
Prerequisites:	OCCU 510, OCCU 520, OCCU 522, and OCCU 523	OCCU 510, OCCU 520, OCCU 522, OCCU 523, and OCCU 551
Type of Instructional Activity:	Lecture	Mixed Instructional Method

OCCU 533: Telehealth, Occupation and Modalities	**3**	**Course Modification - Approved (12/4/24)**

Pomeranz | Herringer

GCC Discussion: 1) Credit load changes: adjusting the course to provide 2 hours of lecture and 1 credit of lab to increase delivery of technical lecture information, per instructor request. Reducing credit hours from the fieldwork in OCCU 554 and OCCU 555 and reallocating one of those credits to use for the lab in OCCU 533. The fieldwork credit hours is excessive and the course time for OCCU 533 is short on time for covering coursework. 2) Learning objectives changes are per ACOTE

mandated changes for Master of OT programs. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 3) Added OCCU 551 as a prerequisite to align with other curricula.

Change Item Description	Old	New
Credit hours:	2	3
Prerequisites:	OCCU 510, OCCU 520, OCCU 522, and OCCU 523	OCCU 510, OCCU 520, OCCU 522, OCCU 523, and OCCU 551

OCCU 534: Occupational Therapy and Mental Health Practice | **3** | **Course Modification - Approved (12/4/24)** | **Pomeranz | Herringer**

GCC Discussion: 1) New accreditation standards are mandated by ACOTE, changing the required learning objectives. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) Changes in credit hours is justified: the original course was only provided with 1 credit, we increased to two credits, but this core class also needs a lab unit to teach hands on skills in assessment and interventions for individuals and groups. Use of psycho-social skills in all areas of practice is a fundamental ability of the OT. 3) Added OCCU 551 as a prerequisite to align with other curricula. 4) Reducing credit hours from the fieldwork in OCCU 554 and OCCU 555 and reallocating one of those credits to use for the lab in OCCU 534. The fieldwork credit hours is excessive and the course time for OCCU 534 is short on time for covering coursework.5. Changed instructional activity from Lecture to Mixed Instructional Method, the additional content being added for the one extra credit involves hands-on lab activities.

Change Item Description	Old	New
Credit hours:	2	3
Prerequisites:	OCCU 510, OCCU 520, OCCU 522, and OCCU 523	OCCU 510, OCCU 520, OCCU 522, OCCU 523, and OCCU 551
Type of Instructional Activity:	Lecture	Mixed Instructional Method

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OCCU 540: Scholarship and Evidence-Based Practice II | **2** | **Course Modification - Approved (12/4/24)** | **Herringer | Sherbenou**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 541: Leadership and Ethics in Occupational Therapy	**2**	**Course Modification - Approved (12/4/24)**	**Herringer | Sherbenou**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 542: Occupation-Based Practice and Theory for Populations	**4**	**Course Modification - Approved (12/4/24)**	**Herringer | Sherbenou**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 543: Professional Development Preparation	**2**	**Course Modification - Approved (12/4/24)**	**Herringer | Sherbenou**

GCC Discussion: New accreditation standards are mandated by ACOTE, changing the required learning objectives. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 550: Fieldwork Level IA and Seminar	**1**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Oh**

GCC Discussion: New accreditation standards are mandated by ACOTE, changing the required learning objectives. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 551: Fieldwork Level IB and Seminar	**1**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Oh**

GCC Discussion: 1) This is a course reactivation. Course was deactivated in 2023, but upon further review it was noted this course is necessary to provide a more diverse fieldwork rotation. The new academic fieldwork coordinator requires this course to enable development of students in preparing for fieldwork experiences. 2) Credit hours changed from 2 credits to 1 credit, student prep minutes, engagement minutes, and contact hours were updated accordingly. 3) OCCU 510 was removed as a prerequisite and made a corequisite to reflect current course sequencing. 4) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Updated SLOs to reflect the change in those standards.

Change Item Description	Old	New
Credit hours:	2	1
Prerequisites:	OCCU 510, OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550	OCCU 511, OCCU 512, OCCU 513, OCCU 514, OCCU 515, and OCCU 550
Corequisites:	OCCU 520, OCCU 522, and OCCU 523	OCCU 510, OCCU 520, OCCU 522, and OCCU 523

OCCU 552: Fieldwork Level IC and Seminar	**1**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Oh**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 553: Fieldwork Level ID and Seminar with Inter-Professional Education	**1**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Oh**

GCC Discussion: New accreditation standards are mandated by ACOTE, changing the required learning objectives. The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content

Change Item Description	Old	New

OCCU 554: Fieldwork Level IIA	**9**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Oh**

GCC Discussion: 1) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content. 2) OCCU 593 added as a prerequisite because students need to finish their culminating experience before beginning fieldwork. 3) SLO added to better reflect current course content. 4) Credits were decreased from 12 to 9 credits because 12 credits is excessive for a level 2 fieldwork rotation and the other credits needed to be reallocated to other coursework.

Change Item Description	Old	New
Prerequisites:	OCCU 540, OCCU 541, OCCU 542, OCCU 543, and OCCU 553	OCCU 540, OCCU 541, OCCU 542, OCCU 543, OCCU 553, and OCCU 593
Credit hours:	12	9

OCCU 555: Fieldwork Level IIB	**9**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Oh**

GCC Discussion: 1) Dropping OCCU 555 from 12 to 9 credits because 12 credits is excessive for a level 2 fieldwork rotation and the other credits needed to be reallocated to other coursework. 2) The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New
Credit hours:	12	9

OCCU 593: Occupational Therapy Culminating Experience	**1**	**Course Modification - Approved (12/4/24)**	**Antoun | Van Brussel**

GCC Discussion: The Accreditation Council of Occupational Therapy Education created new standards for all master level graduate programs in occupational therapy. The new standards must be implemented by July 1, 2025. Course content did not change so the topical course outline did not change. The wording of the SLOs is the proposed change, not the underlying course content.

Change Item Description	Old	New

OCCU 594: Fieldwork Seminar	**1**	**Course Modification - Approved (12/4/24)**	**Antoun | Van Brussel**

GCC Discussion: Change to catalog description to better describe the purpose of the seminar.

Change Item Description	Old	New
Course description for the catalog:	Consultation with AFWC on culminating project ensuring synthesis and integration of MSOT curriculum and assessment of practical knowledge. Completion of Fieldwork Level IIA.	Discussion and integration of curriculum elements of the MSOT, including professional attributes/behaviors, licensing and regulation of the profession, and preparation for the national certification examination. Facilitated by the academic fieldwork coordinator.

PHAS 501: Biomedical Science	**4**	**Course Modification - Approved (2/5/25)**	**Carman | Herringer**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as this information did not transfer over to CIM. 2) Removed PHAS 520L as a corequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 lecture course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a corequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this

course. 4) Added "Admission into the MPAS program" to prerequisite because PHAS 501 can only be taken by students who are accepted into the PA program. We added this to CIM to be reflective of what is required of students to take this course.

Change Item Description	Old	New
Corequisites:	BIOL 500/BIOL 500L, PHAS 502, PHAS 510, PHAS 520/PHAS 520L, PHAS 530, and PHAS 541	PHAS 500, PHAS 502, PHAS 510, PHAS 520, PHAS 530, and PHAS 541
Prerequisites:		Admission into the MPAS program

PHAS 502: Clinical Pharmacology | **3** | **Course Modification - Approved (2/5/25)** | **Carman | Herringer**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a corequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 lecture course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a corequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this course.

Change Item Description	Old	New
Corequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 510, PHAS 520/PHAS 520L, PHAS 530, and PHAS 541	PHAS 500, PHAS 501, PHAS 510, PHAS 520, PHAS 530, and PHAS 541

PHAS 503: Health Promotion and Disease Prevention | **2** | **Course Modification - Approved (2/5/25)** | **Carman | Herringer**

GCC Discussion: Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented.

Change Item Description	Old	New

PHAS 510: Foundation to Clinical Medicine | **2** | **Course Modification - Approved (2/5/25)** | **Carman | Herringer**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a corequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 lecture course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a corequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The

Biology department asked that this course become a PHAS course since only PA grad students can take this course.

Change Item Description	Old	New
Corequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 502, PHAS 520/PHAS 520L, PHAS 530, and PHAS 541	PHAS 500, PHAS 501, PHAS 502, PHAS 520, PHAS 530, and PHAS 541

PHAS 511: Clinical Medicine I | **13** | **Course Modification - Approved (2/5/25)** | **Carman | Herringer**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a prerequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a prerequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this course. 4) Updated course description to better reflect current course content and to align with accreditation standards.

Change Item Description	Old	New
Prerequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520/PHAS 520L, and PHAS 530	PHAS 500, PHAS 501, PHAS 502, PHAS 510, PHAS 520, and PHAS 530
Course description for the catalog:	Application of a systematic organ-system approach to common medical issues encountered in primary care. Focuses 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: Infectious Disease, Behavioral Medicine, Hematology and Oncology, Endocrinology, Otolaryngology, and Gastroenterology.	Application of a systematic organ-system approach to common medical issues encountered in primary care. Focuses 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: infectious disease, behavioral medicine, endocrinology, ophthalmology, otolaryngology, and gastroenterology.

PHAS 512: Clinical Medicine II	**13**	**Course Modification - Approved (2/5/25)**	**Sherbenou | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (SLOs and topical course outline). 2.) Updated course description to better reflect current course content and to align with accreditation standards.

Change Item Description	**Old**	**New**
Course description for the catalog:	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.	Continuation of the clinical medicine course series, with an organ-system approach to common medical issues encountered in primary care (B2.03). 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, hematology, oncology, geriatrics, and rehabilitative care.

PHAS 513: Clinical Medicine III	**13**	**Course Modification - Approved (2/5/25)**	**Sherbenou | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Updated course description to better reflect current course content and to align with accreditation standards.

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

Course description for the catalog:	Continuation of the clinical medicine series, systematic 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: Women's Health, Orthopedics, Rheumatology, Pediatric populations, Surgery and Emergency Medicine.	Continuation of the clinical medicine series, systematic 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: women's health, orthopedics, rheumatology, pediatric populations, surgery, and emergency medicine.

PHAS 520: History and Physical Exam	**3**	**Course Modification - Approved (2/5/25)**	**Sherbenou | Oh**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a corequisite and increased course credit hours for PHAS 520 from 2 credits to 3 credits. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within this course to increase overall course efficiency and create a more student friendly approach for grading. Instructional activity changed to mixed instruction to facilitate this change. 3) Removed BIOL 500/BIOL 500L as a coreq and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this course. 4) Updated course description to better reflect current course content and to align with accreditation standards.

Change Item Description	**Old**	**New**
Corequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520L, PHAS 530, and PHAS 541	PHAS 500, PHAS 501, PHAS 502, PHAS 510, PHAS 530, and PHAS 541
Credit hours:	2	3
Type of Instructional Activity:	Lecture	Mixed Instructional Method

Course description for the catalog:	Introduction to principles and skills of inspection, auscultation, percussion, palpation, and diagnostic equipment needed to complete an accurate and thorough exam. Foundational concepts of necessary skills to elicit both a comprehensive and problem specific medical history. Content focused on documenting normal adult exam findings builds the foundation for recognition of abnormal findings in the clinical medicine course series and clinical skills labs.	Introduction to principles and skills of inspection, auscultation, percussion, palpation, and diagnostic equipment needed to complete an accurate and thorough exam. Foundational concepts and skills to elicit both a comprehensive and problem-specific medical history. Content focused on documenting normal adult exam findings builds the foundation for recognition of abnormal findings in the clinical medicine course series and clinical skills labs.

PHAS 521: Patient Assessment, Diagnostics, and Clinical Skills Lab I	**2**	**Course Modification - Approved (2/5/25)**	**Sherbenou | Oh**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a prerequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a prerequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this course. 4) Updated course description to better reflect current course content and align with accreditation standards.

Change Item Description	**Old**	**New**
Prerequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520/PHAS 520L, and PHAS 530	PHAS 500, PHAS 501, PHAS 502, PHAS 510, PHAS 520, and PHAS 530

Course description for the catalog:	Application of skills necessary for eliciting a problem-focused patient history, diagnostic skills, and clinical procedures necessary for clinical practice. Focuses on the exam and procedural skills related to topics specific to Infectious Disease, Behavioral Medicine, Hematology and Oncology, Endocrinology, Otolaryngology, and Gastroenterology.	Application of skills necessary for eliciting a problem-focused patient history, diagnostic skills, and clinical procedures necessary for clinical practice. Focuses on the exam, diagnostic, and procedural skills related to topics specific to: infectious disease, behavioral medicine, endocrinology, ophthalmology, otolaryngology, and gastroenterology.

PHAS 522: Patient Assessment, Diagnostics, and Clinical Skills Lab II	**2**	**Course Modification - Approved (2/5/25)**	**Sherbenou | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Updated course description to better reflect current course content and to align with accreditation standards.

Change Item Description	**Old**	**New**
Course description for the catalog:	Continuation of skills necessary for eliciting a problem focused patient history, diagnostic skills, and clinical procedures necessary for clinical practice. Focuses on the exam and procedural skills related to topics specific to Dermatology, Cardiovascular, Pulmonary, Genitourinary, Neurology, and Geriatrics.	Continuation of skills necessary for eliciting a problem-focused patient history, diagnostic skills, and clinical procedures necessary for clinical practice. Focuses on the exam and procedural skills related to topics specific to: dermatology, cardiovascular, pulmonary, genitourinary, hematology, oncology, neurology, and geriatrics.

PHAS 523: Patient Assessment, Diagnostics, and Clinical Skills Lab III	**2**	**Course Modification - Approved (2/5/25)**	**Herringer | Hinkle**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Updated course description to better reflect current course content and to align with accreditation standards.

Change Item Description	Old	New
Course description for the catalog:	Continuation of patient assessment and diagnostic skills, focusing on the exam and procedural skills related to topics specific to Pediatric Populations, Women's Health, Orthopedics, Rheumatology, Surgery, and Emergency Medicine.	Continuation of patient assessment and diagnostic skills, focusing on the exam and procedural skills related to topics specific to: pediatric populations, women's health, orthopedics, rheumatology, surgery, and emergency medicine.

PHAS 530: Introduction to Research and Evidence-Based Medicine	**2**	**Course Modification - Approved (2/5/25)**	**Herringer | Hinkle**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a corequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 lecture course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a corequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this course.

Change Item Description	Old	New
Corequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520/PHAS 520L, and PHAS 541	PHAS 500, PHAS 501, PHAS 502, PHAS 510, PHAS 520, and PHAS 541

PHAS 531: Clinical Reasoning I	**2**	**Course Modification - Approved (2/5/25)**	**Herringer | Hinkle**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Removed PHAS 520L as a prerequisite. After course has been taught for six years, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the PHAS 520 course to increase overall course efficiency and create a more student friendly approach for grading. 3) Removed BIOL 500/BIOL 500L as a prerequisite and added PHAS 500 in its place. BIOL 500/BIOL 500L are being inactivated and replaced with PHAS 500. The Biology department asked that this course become a PHAS course since only PA grad students can take this course.

Change Item Description	Old	New

Prerequisites:	BIOL 500/BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520/PHAS 520L, and PHAS 530	PHAS 500, PHAS 501, PHAS 502, PHAS 510, PHAS 520, and PHAS 530

PHAS 532: Clinical Reasoning II	**2**	**Course Modification - Approved (2/5/25)**	**Herringer | Hinkle**

GCC Discussion: Modifying course SLOs to better reflect current course content and to align with accreditation standards.

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

PHAS 533: Clinical Reasoning III	**2**	**Course Modification - Approved (2/5/25)**	**Herringer | Hinkle**

GCC Discussion: Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented.

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

PHAS 541: PA Professionalism I	**2**	**Course Modification - Approved (2/5/25)**	**Carman | Sherbenou**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Modified course description to align with curriculum guidelines.

Change Item Description	**Old**	**New**
Course description for the catalog:	Focus on the integrative principles of professionalism, team-based patient-centered care, medical ethics, Physician Assistant practice issues, history of the profession, community service and the business of health care delivery. Explore racial, ethnic, and socioeconomic health disparities and their impact on health outcomes and health systems.	Integrative principles of professionalism, team-based patient-centered care, medical ethics, Physician Assistant practice issues, history of the profession, community service, and the business of health care delivery. Explore racial, ethnic, and socioeconomic health disparities and their impact on health outcomes and health systems.

PHAS 542: PA Professionalism II	**2**	**Course Modification - Approved (2/5/25)**	**Carman | Sherbenou**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Modified course description to align with curriculum guidelines.

Change Item Description	Old	New
Course description for the catalog:	Continuation of the integrative principles of professionalism, practice issues and the business of health care delivery. Explore billing and coding, medical liability, quality improvement, error prevention and patient safety. Focus on professional organizations and the process of licensure, certification, credentialing, and contracts. Varying healthcare delivery systems and health policy will be explored.	Continuation of the integrative principles of professionalism, practice issues, and the business of healthcare delivery. Explore billing and coding, medical liability, quality improvement, error prevention, and patient safety. Focus on professional organizations and the process of licensure, certification, credentialing, and contracts. Varying healthcare delivery systems and health policy will be explored.

PHAS 543: PA Professional Capstone	**1**	**Course Modification - Approved (2/5/25)**	**Carman | Sherbenou**

GCC Discussion: 1.) Modifying course minutes to meet one of the course learning objectives. We need to increase the academic engagement minutes for this course from 375 to 1375. In doing so we would like to decrease the student preparation minutes from 3000 to 2000 minutes to maintain the 3375 total minutes which is appropriate for a 1 credit graduate culminating experience course. 2.) Changing instructional method to thesis/dissertation/culminating experience to more accurately reflect how the course is currently taught. 3.) Modifying and adding course SLOs to better reflect course content, to align with accreditation standards and to align with SLO guidelines.

Change Item Description	Old	New
Type of Instructional Activity:	Internship/Practicum	Thesis/Dissertation

PHAS 570: Clinical Year Seminar	**1**	**Course Modification - Approved (2/5/25)**	**Carman | Sherbenou**

GCC Discussion: Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented.

Change Item Description	Old	New

PHAS 571: Family Medicine Rotation	**4**	**Course Modification - Approved (2/5/25)**	**Carman | Sherbenou**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Edited course description to better align with current course content and for readability. 3) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete

40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New
Course description for the catalog:	Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of primary care. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge, emphasizing care of patients of all ages.	Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the fundamental principles of clinical practice of family medicine. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge, emphasizing care of patients across the lifespan.

PHAS 572: Behavioral Medicine and Mental Health Rotation	**2**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Course description modified to better reflect current course content and to meet accreditation standards. 3.) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New
Course description for the catalog:	Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions of mental health disorders. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in the discipline specific principles inherent in-patient care in a mental health setting.	Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of behavioral and mental health. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in the discipline specific principles inherent in-patient care in a mental health setting.

PHAS 573: Internal Medicine Rotation	**4**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Changed course minutes to reflect hours needed in rotation. Each

rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New

PHAS 574: Women's Health Rotation	**2**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Modified course content for readability. 3.) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New
Course description for the catalog:	Emphasis on the pathophysiology, diagnosis, and management of systemic disease in a women's health setting. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in obstetrical, gynecologic, and women's preventive care.	Emphasis on the pathophysiology, diagnosis, and management of systemic disease in a women’s health setting. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in obstetric, gynecologic, and women’s preventive care.

PHAS 575: Pediatric Medicine Rotation	**2**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New

PHAS 576: Surgery Rotation	**4**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New

PHAS 577: Emergency Medicine Rotation	**4**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

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

PHAS 578: Inpatient Medicine Rotation	**4**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1.) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2.) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

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

PHAS 579: Elective Rotation I	**4**	**Course Modification – Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Edited course description to clarify that electives are selected by the program and not by students. The program meets with students to determine career goals and interests and uses that information to approve elective rotations. 3) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	**Old**	**New**
Course description for the catalog:	Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of student's selected area of interest. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in student's selected clinical rotation.	Pathophysiology, diagnosis, and management of systemic disease and conditions in a specialty or general core area of clinical practice approved by the program. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in the approved clinical rotation.

PHAS 580: Elective Rotation II	**4**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: 1) Updating course in CIM to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented. 2) Edited course description to clarify that electives are selected by the program and not by students. The program meets with students to determine career goals and interests and uses that information to approve elective rotations.3) Changed course minutes to reflect hours needed in rotation. Each rotation is either 2 or 4 weeks in length depending on the rotation and students are expected to complete 40hrs/week at each rotation. Students will complete 3-4 rotations each semester depending on the semester (3 in the Spring and Summer, 4 in the fall).

Change Item Description	Old	New
Course description for the catalog:	Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of student's selected area of interest. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in student's selected clinical rotation.	Pathophysiology, diagnosis, and management of systemic disease and conditions in a second specialty or general core area of clinical practice approved by the program. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in the approved clinical rotation.

PHAS 581: Summative Seminar	**1**	**Course Modification - Approved (2/5/25)**	**Antoun | Oh**

GCC Discussion: Updating course to include required information (academic engagement minutes, student preparation minutes, SLOs, topical course outline), as information was not transferred when CIM was implemented.

Change Item Description	Old	New

PHYT 500: Anatomy	**4**	**Course Modification - Approved (2/5/25)**	**Reece | Herringer**

GCC Discussion: 1.) Credits are being increased from 3 to 4 credits. After the first iteration of this course, faculty discussion agreed lab component will be integrated within the course to increase overall course efficiency and create a more student friendly approach for grading. This is a commonly used format for many clinically based DPT courses with the U.S. Physical Therapy programs. 2.) Corequisite change due to PHYT 500L being combined with the didactic course PHYT 500. PHYT 500L is being inactivated. PHYT 503 added as a corequisite because it addresses applied anatomy for study of biomechanics. 3.) Instruction activity changed from Lecture to Mixed Instructional Method, due to the course combining separate lab portion with didactic component. Student learning is enhanced when the opportunity to participate in lab activities directly follows the lecture. 4.) SLOs changed to address learning outcome changes mandated by the accrediting body, CAPTE. Student learning objectives from PHYT 500L needed to be added to the new/updated PHYT 500 course because we are combining these two courses into a single course.

Change Item Description	Old	New
Corequisites:	PHYT 500L	PHYT 503
Type of Instructional Activity:	Lecture	Mixed Instructional Method

PHYT 504: Kinesiology-Biomechanics II	**3**	**Course Modification - Approved (3/5/25)**	**Sherbenou | Marshall**

GCC Discussion: 1.) Removing PHYT 500L as a prereq. After the first iteration of this course, faculty agreed lab component will be integrated within the PHYT 500 course, instead of having a stand-alone lab course, thus PHYT 500l is being inactivated. This will increase overall course efficiency and create a more student friendly approach for grading. This is a commonly used format for many clinically based DPT courses with the U.S. Physical Therapy programs. This lab component is being added into PHYT 500, increasing PHYT 500 from 3 credits to 4 credits to allow time for the lab material to be included in the course. 2.) SLO added per guidelines for professional grad programs.

Change Item Description	Old	New
Prerequisites:	PHYT 500/PHYT 500L and PHYT 503/PHYT 503L	PHYT 500 and PHYT 503/PHYT 503L

PHYT 504L: Kinesiology-Biomechanics II Laboratory	**1**	**Course Modification - Approved (3/5/25)**	**Sherbenou | Marshall**

GCC Discussion: 1.) Removing PHYT 500L as a prereq. After the first iteration of this course, faculty agreed lab component will be integrated within the PHYT 500 course, instead of having a stand-alone lab course, thus PHYT 500l is being inactivated. This will increase overall course efficiency and create a more student friendly approach for grading. This course is a commonly used format part of the curriculum for many clinically based DPT courses. This lab component is being added into PHYT 500, increasing PHYT 500 from 3 credits to 4 credits to allow time for the lab material to be included in the course. 2.) Removed "laboratory component" from catalog description - this is implied by the fact that the lab is a corequisite to lecture. 3.) SLO added per guidelines for professional grad programs.

Change Item Description	Old	New
Prerequisites:	PHYT 500/PHYT 500L and PHYT 503/PHYT 503L	PHYT 500 and PHYT 503/PHYT 503L
Course description for the catalog:	Continuation of kinesiology with analysis of normal human movement and detailed assessment of joint kinematics and kinetics. Laboratory experience accompanying PHYT 504.	Continuation of kinesiology, with analysis of normal human movement and detailed assessment of joint kinematics and kinetics.

PHYT 509: Musculoskeletal Conditions I and Laboratory	**3**	**Course Modification - Approved (3/5/25)**	**Sherbenou | Marshall**

GCC Discussion: 1.) Removing PHYT 500L as a prereq. After the first iteration of this course, faculty agreed lab component will be integrated within the PHYT 500 course, instead of having a stand-alone lab course, thus PHYT 500l is being inactivated. This will increase overall course efficiency and create a more student friendly approach for grading. This course is a commonly used format part of the curriculum for many clinically based DPT courses. This lab component is being added into PHYT 500,

increasing PHYT 500 from 3 credits to 4 credits to allow time for the lab material to be included in the course. 2.) SLO added per guidelines for professional grad programs.

Change Item Description	Old	New
Prerequisites:	PHYT 500/PHYT 500L and PHYT 503/PHYT 503L	PHYT 500 and PHYT 503/PHYT 503L

PHYT 515: Therapeutic Modalities	3	Course Modification - Approved (12/4/24)	Marshall | Oh

GCC Discussion: 1) After the first iteration of this course, faculty discussion (Fall faculty meeting, 9/20/2024) agreed lab component will be integrated within the course to increase overall course efficiency and create a more student friendly approach for grading. This is a commonly used format for many clinically based DPT courses with the U.S. Physical Therapy programs. Credits are being increased from 2 to 3 credits. 2) Corequisite change due to PHYT 515L being combined with the didactic course PHYT 515. PHYT 515L is being inactivated. PHYT 507 added as a corequisite because it addresses critical reasoning associated with best practices in patient care. Clinical reasoning is essential to choosing an appropriate therapeutic modality as well as the application process. 3) Instruction activity changed from Lecture to Mixed Instructional Method, due to the course combining separate lab portion with didactic component. Student learning is enhanced when the opportunity to participate in lab activities directly follows the lecture. 4) SLOs changed to address learning outcome changes mandated by the accrediting body, CAPTE. Student learning objectives from PHYT 515L needed to be added to the new/updated PHYT 515 course because we are combining these two courses into a single course.

Change Item Description	Old	New
Credit hours:	2	3
Corequisites:	PHYT 515L	PHYT 507
Type of Instructional Activity:	Lecture	Mixed Instructional Method

Kinesiology – Course Additions

Title	Credits	Committee Action	Motion | Second
PHAS 500: Advanced Human Anatomy	**4**	**Course Addition - Approved (2/5/25)**	**Carman | Sherbenou**

GCC Discussion: Currently this course is a Biology course (BIOL 500 and BIOL 500L), but is only taken by Physician Assistant students. The Biology department would like to have this course be removed as a Biology course and designated as a PHAS course. After course has been taught for six-year, faculty discussions were held about combining the lecture and lab courses into one course. Faculty agreed that this approach would be best for students. Lab component will be integrated within the course to increase overall course efficiency and create a more student friendly approach for grading.

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

Kinesiology – Course Inactivations

Title	Credits	Committee Action	Motion | Second
PHAS 520L: History and Physical Exam Lab	**1**	**Course Inactivation - Approved (2/5/25)**	**Herringer | Oh**

GCC Discussion: Request to merge into PHAS 520 as this better aligns with how the course is structured and delivered to students.

Change Item Description	Old	New
Delete Proposal: No differences to report		

PHYT 500L: Anatomy Laboratory	**1**	**Course Inactivation - Approved (2/5/25)**	**Oh | Antoun**

GCC Discussion: After the first iteration of this course, faculty discussion (Fall faculty meeting, 9/20/2024) agreed lab component will be integrated within the PHYT 500 course, instead of having a stand alone lab course, thus this course is being inactivated. This will increase overall course efficiency and create a more student friendly approach for grading. This is a commonly used format for many clinically based DPT courses with the U.S. Physical Therapy programs. This lab component is being added into PHYT 500, increasing that course from 3 credits to 4 credits to allow time for the lab material to be included in the course.

Change Item Description	Old	New
Delete Proposal: No differences to report		

PHYT 515L: Therapeutic Modalities Laboratory	**1**	**Course Inactivation - Approved (12/4/24)**	**Sherbenou | Herringer**

GCC Discussion: Submission to combine PHYT 515 and 515L has been placed in PHYT 515. This is only inactivating the 515L as it will be added to PHYT 515, no change in content or total credits.

Change Item Description	Old	New
Delete Proposal: No differences to report		

Languages, Literature, and Mass Communication – Program Inactivation

Program	Degree	Committee Action	Motion | Second
7221: Rhetoric and Literary Studies	**GCT**	**Program Inactivation – Approved (12/4/24)**	**Marshall | Antoun**

GCC Discussion: This program is being deactivated due to severely low enrollment. The department faculty will revisit this proposal in two years to decide the program's fate. Currently, there are no students in this program.

Change Item Description	Department Justification
Delete proposal: no differences to report.	

Social and Behavioral Sciences – Program Inactivations

Program	Degree	Committee Action	Motion | Second
8701: Criminal Justice Leadership and Policy	**MA**	**Program Inactivation – Approved (3/5/25)**	**Reece | Marshall**

GCC Discussion: Due to low enrollment and departmental discussions, we are deactivating this program.

Change Item Description	Department Justification
Program Inactivation: No differences to report	

Teacher Education – Course Modifications			
Title	**Credits**	**Committee Action**	**Motion | Second**
EDSE 500: Foundation of Special Education Including Law	**3**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Marshall**
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**
EDUC 500: Culture and Pedagogy	**3**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Marshall**
GCC Discussion: Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**
EDUC 501: Educational Technology	**2**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Marshall**
GCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semester offered, SLOs, and topical course outline were added (info was not transferred when CIM was implemented). 2) Updated course description to align with curriculum guidelines.			
Change Item Description		**Old**	**New**
Course description for the catalog:		Historical and conceptual analyses of ways to design, organize, and integrate curricula across subject areas. Review of various instructional design models and fundamental design principles that guide the development of instructional materials. Students will create multimedia materials for incorporation into a final product. Critique of curriculum discourse, process, and product. Teachers' roles in site-based curriculum and staff development.	Historical and conceptual analyses of ways to design, organize, and integrate curricula across subject areas. Review of various instructional design models and fundamental design principles that guide the development of instructional materials. Critique of curriculum discourse, process, and product. Teachers' roles in site-based curriculum and staff development.
EDUC 600: Master's in Education Capstone	**1**	**Course Modification - Approved (12/4/24)**	**Van Brussel | Marshall**
GCC Discussion: Academic engagement minutes and student preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).			
Change Item Description		**Old**	**New**

Teacher Education – Course Inactivations			
Title	**Credits**	**Committee Action**	**Motion | Second**
EDUC 504: Methods of Teaching English as a Second Language	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**
GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in at least the past 10 years and is not part of any current programs.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
EDUC 510: ESL Strategies/Content Areas	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**
GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in at least the past 10 years and is not part of any current programs.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
EDUC 535: Internship in ESOL: K-6	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**
GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in at least the past 10 years and is not part of any current programs.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
EDUC 541: Exceptional Learners	**3**	**Course Inactivation - Approved (3/5/25)**	**Antoun | Herringer**
GCC Discussion: The current members of the department were not aware that this course existed and did not know it was listed in the catalog. The department would like this course to be deleted from the course catalog since it has not been offered in the past 15 years and is not part of any current program.			
Change Item Description		**Old**	**New**
Delete Proposal: No differences to report			
EDUC 543: Inclusion Methods/Strategies	**3**	**Course Inactivation - Approved (3/5/25)**	**Antoun | Herringer**
GCC Discussion: The current members of the department were not aware that this course existed and did not know it was listed in the catalog. The department would like this course to be deleted from the course catalog since it has not been offered in the past 15 years and is not part of any current program.			
Change Item Description		**Old**	**New**

Delete Proposal: No differences to report

EDUC 545: Internship in ESOL: 7-12	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**

GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in nearly 10 years and is not part of any current programs.

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

EDUC 554: Theories of Second Language Acquisition	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**

GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in at least the past 10 years and is not part of any current programs.

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

EDUC 555: Multicultural Narratives/K-12	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**

GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in at least the past 10 years and is not part of any current programs.

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

EDUC 556: Assessment in English as a Second Language	**3**	**Course Inactivation - Approved (12/4/24)**	**Oh | Antoun**

GCC Discussion: The Center for Teacher Education discussed and agreed to the inactivation of this course in their October 2024 department meeting. This course has not been offered in at least the past 10 years and is not part of any current programs.

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