

**Undergraduate Curriculum Committee**  
**Meeting Minutes**  
**February 27, 2025**  
**UC 222**

**Members Present:** Sarah Lanci, Olga Grisak, Blake Bickham, Evan Curtis, Stephen Stern, Jeremy Hawkins, Andrew Bajorek, Geoffrey Gurka, Cecilia Battauz, Joe Richards, and Justin Gallob

**Members Absent:** Lisa Driskell, Scott Andrews, and Wayne Smith

**Ex-officio members present:** Morgan Bridge, Maggie Bodyfelt, and John Stewart

**Recording Secretary:** Lisa Bessette

Chair Lanci called the meeting to order at 3:30 pm.

**I. Announcements**

- A. 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.

**II. Ex-Officio Reports**

- A. Associate Vice President of Academic Affairs for Assessment and Accreditation
  - i. Dr. Bridge thanked the committee for all their work this year.
- B. Registrar's Office
  - i. 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.
- C. Financial Aid Associate Director Stewart
  - i. No update.
- D. Librarian Hawkes
  - i. No update.
- E. Catalog Description Reviewer Varner
  - i. No update.
- F. Essential Learning Scott Andrews
  - i. No update.

**III. Old Business**

- A. None.

**IV. Curriculum Proposals**

- A. Curriculum proposals begin on page 3.

**V. Information Items**

- A. 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.

- B. 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.

**VI. New Business**

- A. None.

Stern moved to adjourn and with no objections from the committee, Chair Lanci adjourned the meeting at 4:25 pm.

## UCC Proposals February 27, 2025

### Effective Term - Summer 2025

### Programs

The following is a summary: Additional information can be found on the individual curriculum proposals.

Program	Degree	Committee Action	Motion   Second
<b>1615: Nursing</b>	<b>AAS</b>	<b>Program Modification - Approved</b>	<b>Stern   Bickham</b>

**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

List all proposed changes to the program:

#### Department Justification

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.

### **3104: Accounting: General BS Accounting**

### **Program Modification - Approved**

### **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

List all proposed changes to the program:

#### Department Justification

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**

**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**

List all proposed changes to the program:

**Department Justification**

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.

<b>3137: Kinesiology: K-12 Education</b>	<b>BA</b>	<b>Program Modification - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		<p>1) Remove KINE 494 from the Program Specific Requirements and Fourth Year Fall Semester in the Suggested Course Plan.</p> <p>2) Add KINE 394 to the Program Specific Requirements and Third Year Fall Semester in the Suggested Course Plan.</p> <p>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.</p>	
<b>3138: Exercise Science</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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).</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		<p>1) Removed KINE 494 and replaced it with KINE 394 in the Required Core Courses section of the Program Specific Requirements.</p> <p>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.</p> <p>3) Course sequencing was also updated to add KINE 301 to 3rd Year Fall Semester. Sequencing has also been adjusted</p>	

to fit individual course changes (adding KINE 301 as a co/prerequisite for KINE 303/303L).

<b>3165: Computer Information Systems</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Gurka   Bickham</b>
<b>UCC Discussion:</b> BUGB 349 is going to be inactivated; the replacement course is BUGB 351.			
<b>Change Item Description</b>	<b>Department Justification</b>		
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.		
<b>3277: Studio Art</b>	<b>BA</b>	<b>Program Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Description</b>	<b>Department Justification</b>		
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.		
<b>3474: Geosciences: Secondary Education</b>	<b>BS</b>	<b>Program Modification - Tabled</b>	<b>Gurka   Stern</b>
<b>UCC Discussion:</b> This proposal was tabled due to a change needed with the math course.			
<b>Change Item Description</b>	<b>Department Justification</b>		
<b>3780: Applied Anthropology and Geography</b>	<b>BA</b>	<b>Program Modification - Tabled</b>	<b>Stern   Gurka</b>
<b>UCC Discussion:</b> This proposal was tabled to get clarification on which courses/portions of the program are affected by the three-attempt policy.			
<b>Change Item Description</b>	<b>Department Justification</b>		

**Effective Term - Summer 2025**
**Courses**

The following is a summary: Additional information can be found on the individual curriculum proposals.

<b>Title</b>	<b>Credits</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>ACCT 202: Principles of Managerial Accounting</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>ACCT 473: Fraud Legalities</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Prerequisites:		BUGB 349 or BUGB 351	BUGB 351
<b>ACCT 475: Fraud Examination</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Prerequisites:		BUGB 349 or BUGB 351; ACCT 470; ACCT 471; and Senior Standing	BUGB 351; ACCT 470; ACCT 471; and Senior Standing
<b>ANTH 240: Cultural Anthropology</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			

<b>ARTE 101: Two-Dimensional Design-GTAH1</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Explain distribution of minutes:		<p>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 min 2 Credits Art Studio = 4 Field/Studio/Other contact hrs, 3000 engagement min, 1500 prep min</p>	<p>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.</p>
<b>ARTE 102: Three-Dimensional Design-GTAH1</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>



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.

<b>ARTS 498: Ceramic Sculpture Workshop V</b>	<b>3</b>	<b>Course Inactivation - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Delete Proposal: No differences to report			
<b>BUGB 300: Essential Excel Skills for Business</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>CISB 301: Digital Forensics</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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
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New Proposal: No differences to report		
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<b>DANC 250: Dance Improvisation</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.

<b>DMSO 400L: Introduction to Cardiac Sonography Laboratory</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>DMSO 409: Sonography Clinical Experience I</b>	<b>11</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>DMSO 410: Sonography Principles and Instrumentation I</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>DMSO 411: Cardiac Sonography Procedures I</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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</p>			

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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

<b>DMSO 419: Sonography Clinical Experience II</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

<b>DMSO 420: Sonography Principles and Instrumentation II</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

<b>DMSO 421: Cardiac Sonography Procedures II</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

<b>DMSO 429: Sonography Clinical Experience III</b>	<b>12</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>DMSO 430: Sonography Registry Review</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>DMSO 439: Sonography Clinical Experience IV</b>	<b>9</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>GEOL 100: Survey of Earth Science-GTSC2</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Course description for the catalog:		Physical makeup of the earth, its history, and geology. One field trip is	Physical makeup of the earth, its history, and geology. Intended for

required. Intended for students with majors other than one of the sciences.

students not majoring in science.

<b>GEOL 103: Weather and Climate-GTSC2</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.
<b>GEOL 104: Oceanography-GTSC2</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>GEOL 105: Geology of Colorado-GTSC2</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.

<b>GEOL 106: Introduction to Dinosaurs-GTSC2</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.

  

<b>GEOL 108: Water, People, and Environment-GTSC2</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.



<b>GEOL 109: Geologic Wonders of Our National Parks</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>GEOL 111: Principles of Physical Geology-GTSC1</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.
<b>GEOL 111L: Principles of Physical Geology Laboratory-GTSC1</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>



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.

<b>GEOL 112: Principles of Historical Geology-GTSC1</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.

  

<b>GEOL 112L: Principles of Historical Geology Laboratory-GTSC1</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>

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

<b>GEOL 113: Field-Based Introduction to Physical Geology-GTSC1</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>	
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.	

<b>GEOL 113L: Field-Based Introduction to Physical Geology Laboratory-GTSC1</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.

  

<b>HIST 316: American Slavery</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>

  

<b>HIST 342: The Early American Republic</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>

  

<b>HIST 345: History of Immigration, Race, and Ethnicity in America</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>

<b>HIST 346: The United States in the 1950s and 1960s</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.
<b>HIST 347: Global America: 1970-2000</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>HIST 370: Early United States Women's History</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>HIST 371: 20th Century United States Women's History</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>HIST 407: Digital History</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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

<b>HIST 409: Material Culture Studies</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>HIST 415: Colonial America</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>HIST 416: The American Revolution</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>HIST 494: Museum Education and Interpretation Seminar</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

<b>HMGT 200: Management and Supervisory Skills for the Hospitality Industry</b>	<b>3</b>	<b>Course Inactivation - Approved</b>	<b>Gurka   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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Delete Proposal: No differences to report

<b>HRMA 371: Human Resource Management</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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<b>HRMA 372: Employee Recruitment and Selection</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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Please indicate the semester(s) in which the course will typically be offered:	Fall Summer	Fall Spring
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<b>HRMA 474: Training and Development</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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Please indicate the semester(s) in which the course will typically be offered:	Fall Spring	Fall
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<b>HRMA 475: Compensation and Reward Systems</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> Updated student learning outcomes to more closely align with the Society of Human Resource Management's (SHRM) Body of Applied Skills and Knowledge (BASK).			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>HRMA 478: Advanced Human Resource Management</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
<b>INTS 101: Introduction to International Studies</b>	<b>3</b>	<b>Course Inactivation - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Delete Proposal: No differences to report			
<b>KINE 394: Kinesiology Junior Seminar</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

<b>KINE 403: Advanced Strength and Conditioning</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
Prerequisites:	KINA 128 and KINE 303/KINE 303L	KINA 128, KINE 303/KINE 303L, and KINE 309

<b>KINE 404: Clinical Exercise Physiology and Advanced Exercise Prescription</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
Prerequisites:	KINE 303/KINE 303L	KINE 303/KINE 303L and KINE 309

<b>MUSA 125: Fundamentals of Piano</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Gurka   Bickham</b>
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**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 130: Class Piano I 1**

**Course Modification -  
Approved**

**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

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

Type of Instructional Activity:

### Old

Lecture

### New

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.
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Please indicate the semester(s) in which the course will typically be offered:      Spring      Fall

<b>MUSA 210: Vocal Function and Basics</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Gurka   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			

<b>MUSA 230: Class Piano III</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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.

<b>MUSA 305: Keyboard Literature</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gurka   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>MUSA 340: Teaching Elementary and General Music: Methods, Principles, and Materials</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>

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.

<b>MUSA 410: Vocal Pedagogy</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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

<b>MUSA 440: Teaching Vocal Music K-12: Methods, Principles, and Materials</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Please indicate the semester(s) in which the course will typically be offered:		Fall Spring	Fall
<b>MUSP 138: Concert Band</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Gurka   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p> <p>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,</p> <p>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.</p>			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>MUSP 138Z: Concert Band</b>	<b>0</b>	<b>Course Addition - Approved</b>	<b>Gurka   Bickham</b>
<p><b>UCC Discussion:</b> 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.</p> <p>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,</p> <p>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.</p> <p>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.</p>			

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

New Proposal: No differences to report

**MUSP 143: Rowdy Brass Band 1**
**Course Modification - Approved**
**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 143Z: Rowdy Brass Band 0**
**Course Addition - Approved**
**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 238: Concert Band 1**
**Course Addition - Approved**
**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



<b>MUSP 243: Rowdy Brass Band</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>	
Course name:	Pep Band	Rowdy Brass Band	
Type of Instructional Activity:	Studio	Music: Studio	
Repeat limit:	2	1	

<b>MUSP 338: Concert Band</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Gurka   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>	
New Proposal: No differences to report			

<b>MUSP 343: Rowdy Brass Band</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>	



Course name:	Pep Band	Rowdy Brass Band
Type of Instructional Activity:	Studio	Music: Studio
Repeat limit:	2	1

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<b>MUSP 438: Concert Band</b>	<b>1</b>	<b>Course Addition -</b>	<b>Gurka   Bickham</b>
		<b>Approved</b>	

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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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New Proposal: No differences to report

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<b>MUSP 443: Rowdy Brass Band</b>	<b>1</b>	<b>Course Modification -</b>	<b>Stern   Bickham</b>
		<b>Approved</b>	

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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
Course name:	Pep Band	Rowdy Brass Band
Type of Instructional Activity:	Studio	Music: Studio
Repeat limit:	2	1

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<b>NURS 248: Adult Concepts of Health I</b>	<b>3</b>	<b>Course Modification -</b>	<b>Stern   Bickham</b>
		<b>Approved</b>	

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**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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
Corequisites:	NURS 248, NURS 249, and NURS 250/NURS 250L	NURS 248, NURS 252/NURS 252L and NURS 250/NURS 250L

<b>NURS 248L: Adult Concepts of Health I Laboratory</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Corequisites:		NURS 248, NURS 249, and NURS 250/NURS 250L	NURS 248, NURS 252/NURS 252L and NURS 250/NURS 250L
<b>NURS 249: Pharmacological Concepts II</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> This course was changed in the sequence of program progression. Therefore, the prerequisites and corequisites changed.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>NURS 250: Health Assessment for Nurses</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Corequisites:		NURS 248/NURS 248L, NURS 249, and NURS 250L	NURS 248/NURS 248L, NURS 252/NURS252L, and NURS 250L
<b>NURS 250L: Health Assessment for Nurses Laboratory</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Corequisites:		NURS 248/NURS 248L, NURS 249, and NURS 250	NURS 248/NURS 248L, NURS 252/NURS 252L, and NURS 250

<b>NURS 251: Adult Concepts of Health II</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>NURS 251L: Adult Concepts of Health II Laboratory</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>NURS 252: Mental Health Concepts in Nursing</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>NURS 252L: Mental Health Concepts in Nursing Laboratory</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>

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

<b>NURS 253: Family Nursing Obstetrics and Pediatrics</b>	<b>4</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>NURS 253L: Family Nursing Obstetrics and Pediatrics Laboratory</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
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
<b>NURS 255: Adult Concepts of Health III</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Corequisites:		NURS 252/NURS 252L, NURS 255L, and NURS 256/NURS 256L	NURS 249, NURS 255L, and NURS 256/NURS 256L
<b>NURS 255L: Adult Concepts of Health III Laboratory</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.

<b>Change Item Discussion</b>	<b>Old</b>	<b>New</b>
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

<b>NURS 256: Capstone</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Corequisites:		NURS 252/NURS 252L, NURS 255/NURS 255L, and NURS 256L	NURS 249, NURS 255/NURS 255L, and NURS 256L

<b>NURS 256L: Capstone Laboratory</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>Stern   Bickham</b>
<b>UCC Discussion:</b> 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.			
<b>Change Item Discussion</b>		<b>Old</b>	<b>New</b>
Corequisites:		NURS 252, NURS 252L, NURS 255, NURS 255L, and NURS 256	NURS 249, NURS 255, NURS 255L, and NURS 256