

Undergraduate Curriculum Committee
Meeting Minutes
January 28, 2021
Via Zoom

Members Present: Eric Elliot, Denise McKenney, Geoffrey Gurka, Dan Schultz-Ela, Sarah Lanci, Erin Donovan for Amanda Gauthier, Elaine Venter, Sean Flanigan, John Seebach, Nick Bardo, Matt Schlieff, Sloane Milstein, Brian Hosterman

Members Absent:

Ex-officio members present: Maggie Bodyfelt, Morgan Bridge, Amber D’Ambrosio, Janel Davis, Curt Martin, Holly Teal, Johanna Varner

Recording Secretary: Aaron Osborne

Chair Elliot called the meeting to order at 3:31.

I. Announcements

A. Chair Elliott reminded the Committee that the CIM Deadline for all proposals is February 20, 2021 for this Academic Year. For undergraduate proposals, the last date for proposals to go to UCC is February 25, 2021. Proposals must have received all approvals including executive committee approval to proceed to full committee no later than February 16, 2021. Please get any proposals in as soon as possible to meet this year’s deadline. He then explained the additional steps that must occur after UCC approval that necessitates the February 16 deadline.

II. Ex-Officio Reports

A. Assistant Vice President of Academic Affairs for Assessment and Accreditation
No updates.

B. Registrar’s Office
No updates.

C. Financial Aid
Curt Martin reminded the committee that certificates must be submitted to the Department of Education. This includes both new certificates and certificates where hours are changing. He also stated that the process for submitting may change with the new Administration and that the process could become more involved after April. He stated he would keep the committee informed on any changes implemented by the Department of Education.

D. Library.
Librarian D’Ambrosio thanked the committee and faculty for notifying the Library ahead of time so they can plan for new courses/programs Library Assessments. She stated the process is working smoothly.

E. Catalog Description Reviewer

Dr. Varner again reminded the committee to get any catalog description changes to her as soon as possible.

F. Essential Learning

No updates.

III. Curriculum Proposals

Summary of committee actions and additional curriculum proposal details begin on page 4.

IV. Old Business

A. No Old Business

V. Information Items

- A. Chair Elliott stated that when submitting course/program modification, both the changes made and why the changes are needed need to be included. There are two separate boxes for that information in CIM. The justification should be written for both non-departmental and historical readers. Several proposals have needed additional justification, before the proposal could move forward in workflow.
- B. He also reminded the committee that budget forms must be included for every new program, including minors and certificates or new programs that are repackaging old courses. Contact the budget office, as soon as a possible, to begin working on the budget documentation so the proposals do not get stopped in workflow.
- C. Chair Elliot asked for UCC approval for the Chair or Vice-Chair to approve clerical changes needed for CIM/Catalog on behalf of the committee and thus provide the ability to FastTrack these types of changes. Especially during the summer, clerical errors at times need corrected as information is prepared for the Catalog. He asked if the Chair or Vice-Chair could approve that change, and then bring that change to UCC at the next meeting as an information item. It was moved by Gurka and seconded by Lanci to approve the motion.
- D. Chair Elliott reminded faculty to contact AVPAA Bridge before beginning a new program proposal to facilitate the CIM process and insure faculty are aware of all needed documentation.
- E. Chair Elliot also shared the Curriculum Manual policy on 48 hours in the major and asked departments to be mindful of the hour guidelines as program changes occur. A brief discussion of the need for a PTO program to justify an increase in hours also occurred. The policy from the Curriculum Manual follows:

48 hours in major Curriculum Manual Policy:

“D. Majors in Bachelor Programs 1. Guidelines for traditional majors: a. Each student must complete at least 36 semester credit hours in a primary discipline and a maximum of 60 semester credit hours with support courses, except as noted above for PTO Programs b. Majors consisting of more than 48 semester credit hours in the primary

discipline are permitted only when it can be documented that such programs are consistent with professional accreditation and/or licensure, except as noted above for PTO Programs. c. At least fifty percent of the credit hours required for the primary discipline shall be in courses numbered 300 and above.”

Adjournment:

With no objections from the committee, Chair Elliott adjourned the meeting at 4:12PM.

Respectfully submitted by Aaron Osborne, January 29, 2021.

Programs - Effective Term: Summer 2021

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

Proposal	Degree	Committee Action	Motion Second
: Outdoor Recreation Studies	MNR	Program Addition - Approved	Gurka Lanci
UCC Discussion: New minor with students anticipating its approval. No other discussions.			
Change Item Description	Departmental Justification		
	<p>The Outdoor Recreation Industry Studies B.S. is new to CMU as of Fall, 2020. Almost immediately after the degree was approved in the Spring of 2020, it became clear that the demand for a Minor was going to be high. (Anecdotally, this fall, the OREC 205 course (Foundations of Outdoor Recreation Industry) has half its students taking the class with the intent to minor if it is approved.)</p> <p>The proposal for the minor was presented to the Department of Kinesiology in the Spring, 2020 with a robust discussion, some revisions, and unanimous approval.</p>		
1604: Health Information Technology Systems	PCT	Program Inactivation - Approved	Gurka Lanci
UCC Discussion: Certificate program has not had anyone enrolled for three years. No other discussions.			
Change Item Description	Departmental Justification		
Delete Proposal: No differences to report	<p>This is a certificate program that is no longer offered by Health Sciences and Business. Both the department heads, Dr Bette Schans from Health Sciences and Dr. Christine Noel from Business, decided on the deletion of HIT last Spring. The courses in this program are no longer offered by either department and no students have been enrolled in the program for more than 3 years. Dr. Gurka, the UCC representative for Business, has been made aware of this deletion request from the department heads by A. Gauthier, the Health Sciences UCC representative. He also confirms that Business approves this program deletion. Discussions Fall 2020.</p>		
1651: Surgical Technology	AAS	Program Modification - Approved	Lanci Gurka
UCC Discussion: Course credit hour change also changed total program hours. No other discussions.			
Change Item Description	Departmental Justification		
List all proposed changes to the program:	<p>Change SUTE 202L from 4 credit hours to 3 credit hours. Change SUTE 212L from 4 credit hours to 3 credit hours. Total program hours change from 67 to 65 credits.</p>		
Justify each proposed modification to the program:	<p>We are changing the credit hours from 4 to 3 because we can adequately teach the required content having it changed to 3 credits. Because the contact hours for lab course are 1:1.5, we felt 4 credits was too much. Also, 4 credit hours was more time than was necessary to cover the content, so students don't need to pay for the extra credit hour plus it was very difficult to schedule 6 contact hours per student per week. With this change, we will still be within the requirements for accreditation standards. Program hours would drop to be congruent to the change in the lab credits.</p>		
Describe discussions about this proposal within the department and outcomes.	<p>The proposed changes to SUTE 202L and SUTE 212L were discussed with inter-department faculty as well as the Health Science department head. All parties agreed on the proposed changes.</p>		

3282: Music Education K-12		BME	Program Modification - Approved	Lanci Bardo
UCC Discussion: Credit hour correction. No other discussions.				
Change Item Description		Departmental Justification		
List all proposed changes to the program:		1. Proposed changes are to correct clerical errors which include correct credit hours for existing (and previously approved) courses. 2. Additional changes include the addition of the Curriculum Map and Assessment information for the SLOs.		
Justify each proposed modification to the program:		1. Correct credit hours have been listed. 2. Curriculum Map and Assessment information was missing and is now complete.		
Describe discussions about this proposal within the department and outcomes.		The corrected listing of credit hours is clerical. The missing Curriculum Map and the Assessment information have been approved by the full music faculty in the fall of 2020. The actual courses contained in this program have previously been approved by the full music faculty and the Undergraduate Curriculum Committee.		
3409: Biological Sciences: Ecology, Evolution and Organismal Biology		BS	Program Modification - Approved	Lanci Schlieff
UCC Discussion: Removed BIOL 341 and 341L from program curriculum. No other discussions.				
Change Item Description		Departmental Justification		
List all proposed changes to the program:		Removal of BIOL 341 and 341L (General Physiology lecture and lab) from curriculum. This includes removal from Category 3: Anatomical and Physiological. Add BIOL 352/BIOL 352L (Human Physiology and Lab) and BIOL 351/BIOL 351L (Ecophysiology and lab) to Category 3: Anatomical and Physiological.		
Justify each proposed modification to the program:		BIOL 341/341L (General Physiology) has traditionally been taught as a course to accommodate students interested in careers in the medical field and those interested in ecology and wildlife biology. To provide a more thorough education for the respective fields, two new courses BIOL 351/351L Ecophysiology and BIOL 352/352L Human Physiology, were approved by UCC last year. BIOL 341 will no longer be taught.		
Describe discussions about this proposal within the department and outcomes.		Fall 2019, the department agreed upon the addition of two new courses (BIOL 351 and 352) to the appropriate programs. As these courses cover material from BIOL 341/341L the department approved the deletion of BIOL 341/341L on 12/2/2020.		
3410: Biological Sciences: Biology		BS	Program Modification - Approved	Lanci Schlieff
UCC Discussion: Removed a course/lab and added two other courses in Program Specific Courses. Language adjusted to reflect change. No other discussions.				
Change Item Description		Departmental Justification		
List all proposed changes to the program:		Removal of BIOL 341 and 341L (General Physiology lecture and lab) from curriculum. This includes removal from Category 3: Anatomical and Physiological and removal from requirement that "At least one of the following must be included: BIOL 302, BIOL 341/BIOL 341L, or BIOL 421/BIOL 421L." Add both BIOL 352/BIOL 352L (Human Physiology and Lab) and BIOL 351/BIOL 351L (Ecophysiology and lab) to Category 3: Anatomical and Physiological. Add both BIOL 352/BIOL 352L (Human Physiology and Lab) and BIOL 351/BIOL 351L (Ecophysiology and lab) to the statement: "At least one of the following must be included: BIOL 302, BIOL 351/BIOL 351L, BIOL 352/BIOL 352L or BIOL 421/BIOL 421L."		
Justify each proposed modification to the program:		BIOL 341/341L (General Physiology) has traditionally been taught as a course to accommodate students interested in careers in the medical field and those interested in ecology and wildlife biology. To provide a more thorough education for the respective fields, two new courses BIOL 351/351L Ecophysiology and BIOL 352/352L Human Physiology, were approved by UCC last year. BIOL 341 will no longer be taught.		

Describe discussions about this proposal within the department and outcomes.

Fall 2019, the department agreed upon the addition of two new courses (BIOL 351 and 352) to the appropriate programs. As these courses cover material from BIOL 341/341L the department approved the deletion of BIOL 341/341L on 12/2/2020.

3414: Biological Sciences: Cellular, Molecular and Developmental B	BS	Program Modification - Approved	Lanci Schlieff
UCC Discussion: Removed a course/lab and added two other courses in Program Specific Courses. Language adjusted to reflect change. No other discussions.			

Change Item Description	Departmental Justification
List all proposed changes to the program:	Removal of BIOL 341 and 341L (General Physiology lecture and lab) from curriculum. This includes removal from required option Category 3: Anatomical and Physiological. Add BIOL 352/BIOL 352L (Human Physiology and Lab) and BIOL 351/BIOL 351L (Ecophysiology and lab) to Category 3: Anatomical and Physiological. Change Developmental Biology Lab, BIOL 310L, from 2 units to 1 unit. The unit that is dropped from BIOL 310L will remain in the Program specific degree requirements, but will move to the total units for Additional biology courses.
Justify each proposed modification to the program:	BIOL 341/341L (General Physiology) has traditionally been taught as a course to accommodate students interested in careers in the medical field and those interested in ecology and wildlife biology. To provide a more thorough education for the respective fields, two new courses BIOL 351/351L Ecophysiology and BIOL 352/352L Human Physiology, were approved by UCC last year. BIOL 341 will no longer be taught. Developmental Biology Lab, BIOL 310L, is currently a 2 unit class that is scheduled to meet for 2 hours twice a week, however a single 3 hour meeting each week is more conducive to the lab activities done in this class. A 1 unit lab with a single 3-hour meeting per week is also consistent with similar upper division lab courses taught within the biology department.
Describe discussions about this proposal within the department and outcomes.	Fall 2019, the department agreed upon the addition of two new courses (BIOL 351 and 352) to the appropriate programs. As these courses cover material from BIOL 341/341L the department approved the deletion of BIOL 341/341L on 12/2/2020. The department has discussed the proposed changes to Developmental Biology Lab, BIOL 310L, and has approved the course modification and program modification.

3611: Nursing	BSN	Program Modification - Approved	Lanci Gurka
UCC Discussion: New equivalent course pairing added to capstone in Program Specific Courses. No other discussions.			

Change Item Description	Departmental Justification
List all proposed changes to the program:	NURS 493A/NURS 493B capstone pairing added as an alternative to NURS 493/NURS 493L pairing. Added a footnote to NURS493 493L (in both program requirements and suggested course sequencing) to show there is occasionally an option to take the equivalent of those courses over Winter break for those students who qualify. The equivalent courses are NURS 493A and 493B and are exactly the same as their equivalent. 2: Correcting the credit hours on the Suggested Course Sequencing for NURS 457 to say 2 credit hours as currently nothing is entered.

Justify each proposed modification to the program:

This new course pairing are capstone courses offered over the winter break, starting with 493A in December and 493B in January. This course offering has been a Topics course option for 10-20 students (dependent on clinical site placements availability and/or faculty availability) for two semesters and is now being given course numbers. It is the same course(s) as NURS 493 (1 credit hour) and NURS 493L (3 Credit hours), but split across both the end of fall and J-Term. This is done, when able, to help with senior capstone clinical placement spaces in the community. This course will only be offered if clinical space and faculty availability allow, there may be winter breaks when it is not an option. This is why additional information is included in footnotes to explain its limited availability.

Describe discussions about this proposal within the department and outcomes.

Decision to make a full course with number was discussed with Health Science Department Head Dr. Bette Schans, the Registrar's office, BSN faculty leadership, Health Sciences UCC rep, and Assistant Vice President of Academic Affairs for Assessment and Accreditation, Dr. Morgan Bridge. In addition, all faculty who teach this course and will be affected by this change are aware of the new course proposal. Discussions took place in Fall 2020.

3701: Criminal Justice - POST Academy	BAS	Program Modification - Approved	Seebach Bardo
UCC Discussion: Program-Specific Courses modified to include additional course options for electives and to update courses affected by the continuing transition from FOAN to ANTH. No other discussion.			

Change Item Description	Departmental Justification
List all proposed changes to the program:	The CJ program was advised by President Foster that he believes education in criminal justice professions, law enforcement in particular, is critical. Accordingly, he directed the CJ program to ensure working CJ professionals could come, or return, to CMU to complete their bachelor's degree in a convenient and accessible fully online format. Appropriate schedule changes have been made starting in spring 2021 to increase online course offerings and to ensure all required courses are offered in a fully online modality. For the BAS degree, the only courses that cannot be offered online are the POST academy (i.e., CRJW) courses; however, those courses will be transferred in from working law enforcement officers who would have had to complete them, or their equivalent courses, to be certified and working as a law enforcement officer. Editing existing SLOs to incorporate language to better address Ethical Reasoning/Personal and Social Responsibility, and Quantitative Fluency and Information Literacy. Revising elective course prefixes and titles to reflect the changes from FOAN232 FOAN 232L to ANTH 270 ANTH 270L. Adding two new CRMJ courses (i.e., CRMJ 345 - Mental Illness and Crime CRMJ 445 - Media and Crime) to the list of CJ Theory electives. Adding SOWK 210 - Social Work for Diverse Populations to the list of Restricted Electives. Deletion of SOCO 400.

Justify each proposed modification to the program:

The online delivery modification is justified by community need and supported by President Foster. The SLO charges we prompted as directed by Faculty Senate. The ANTH program is changing course prefixes and titles as part of their ongoing revisions, which requires changes to our program sheets. CRMJ 345 - Mental illness is commonly associated with crime and criminals, yet the realities of this relationship are not well understood by the public. Given this, in addition to our current social climate which demands we better educate on this topic, providing students with greater knowledge provides considerable benefit. CRMJ 445 - The media can be both a great tool and a dangerous weapon when it comes to understanding what is going on around us, especially in our current climate. SOWK 210 - The CJ program recognizes the importance of social work in all CJ professions and the overlap we experience in many areas (e.g., victim advocacy, etc.). Whether CJ students will directly take on such roles or work closely with Social Work professionals, the CJ program faculty feel it is important to include a social work course that provides an overview of what social work is and does to the program's restricted electives.

Describe discussions about this proposal within the department and outcomes.

The SLO revisions and fully-online degree completion were discussed amongst all CJ program faculty (i.e., Drs. Reece, Delaney, Dreiling, Santos, Watters, and Kragnes) and SBS Department Head Dr. Herrick on several occasions. Meeting Dates: 08/13/2020 (Dept. Meeting), 08/31/2020 (CJ Faculty), 09/04/2020 (CJ Faculty), and 09/23/2020 (Program meeting w/ Dr. Herrick). There were also follow-up emails between CJ Program faculty. Dr. Melissa Connor (ANTH program) advised Dr. Watters of the changes to her program's courses that would require changes to CJ's program. Dr. Watters advised all CJ program faculty of the course prefix and title changes via email with no concerns of disagreement voiced. Dr. Santos discussed the addition of her two new courses to the program's curriculum at the 08/31/2020 CJ Program faculty meeting. All members of the CJ faculty agreed to the addition of the courses as they are relevant to the CJ program and profession, and have already been successfully taught as Contemporary Issues and Topics courses. Dr. Santos emailed all program faculty on 10/06/2020 to solicit input on where the new courses should fall on the program sheets and all agreed they should fall under the Theory subfield of the program's CJ Electives. Dr. Watters discussed the possibility of adding a SOWK course with CJ program faculty in the spring of 2020, before the emergence of COVID-198, and all CJ faculty were supportive. It was discussed again during the 08/31/2020 CJ Program faculty meeting and all CJ faculty were still in agreement. Dr. Watters discussed the adding the SOWK 210 course with SOWK Faculty members (i.e., Dr. Lewallen and Prof. Peoples) via email on 10/01/2020. Both SOWK professors agreed SOWK 210 was an appropriate course for CJ Majors and that they course support the addition of such students into the classes.

3706: Criminal Justice	BA	Program Modification - Approved	Seebach Bardo
UCC Discussion: Program Specific Courses modified to include additional course options for electives and to update courses affected by the continuing transition from FOAN to ANTH. No other discussion.			

Change Item Description	Departmental Justification
<p>List all proposed changes to the program:</p> <p>Justify each proposed modification to the program:</p>	<p>The CJ program was advised by President Foster that he believes education in criminal justice professions, law enforcement in particular, is critical. Accordingly, he directed the CJ program to ensure working CJ professionals could come, or return, to CMU to complete their bachelor's degree in a convenient and accessible fully online format. Appropriate schedule changes have been made starting in spring 2021 to increase online course offerings and to ensure all required courses are offered in a fully online modality. Editing existing SLOs to incorporate language to better address Ethical Reasoning/Personal and Social Responsibility, and Quantitative Fluency and Information Literacy. Revising elective course prefixes and titles to reflect the changes from FOAN232 FOAN 232L to ANTH 270 ANTH 270L Adding two new CRMJ courses (i.e., CRMJ 345 - Mental Illness and Crime CRMJ 445 - Media and Crime) to the list of CJ Theory electives. Adding SOWK 210 - Social Work for Diverse Populations to the list of Restricted Electives. Justify each proposed modification to the program. The SLO changes we prompted by directives from the university's administration. Deletion of SOCO 400.</p> <p>The online delivery modification is justified by the directive from President Foster. The SLO changes we prompted by directives from Faculty Senate. The ANTH program is changing course prefixes and titles as part of their ongoing revisions, which requires changes to our program sheets. CRMJ 345 - Mental illness is commonly associated with crime and criminals, yet the realities of this relationship are not well understood by the public. CRMJ 445 - The media can be both a great tool and a dangerous weapon when it comes to understanding what is going on around us, especially in our current climate. To better understand what we see and hear, and to become an improved consumer of knowledge, it is important to understand how the media functions and the implications and consequences when this is applied to crime, criminals, criminal justice agents, and the overall criminal justice system. SOWK 210 - The CJ program recognizes the importance of social work in all CJ professions and the overlap we experience in many areas (e.g., victim advocacy, etc.). Whether CJ students will directly take on such roles or work closely with Social Work professionals, the CJ program faculty feel it is important to include a social work course that provides an overview of what social work is and does to the program's restricted electives.</p>

Describe discussions about this proposal within the department and outcomes.

The SLO revisions and fully-online degree completion were discussed amongst all CJ program faculty (i.e., Drs. Reece, Delaney, Dreiling, Santos, Watters, and Kragnes) and SBS Department Head Dr. Herrick on several occasions. Meeting Dates: 08/13/2020 (Dept. Meeting), 08/31/2020 (CJ Faculty), 09/04/2020 (CJ Faculty), and 09/23/2020 (Program meeting w/ Dr. Herrick). There were also follow-up emails between CJ Program faculty. Dr. Melissa Connor (ANTH program) advised Dr. Watters of the changes to her program's courses that would require changes to CJ's program. Dr. Watters advised all CJ program faculty of the course prefix and title changes via email with no concerns of disagreement voiced. Dr. Santos discussed the addition of her two new courses to the program's curriculum at the 08/31/2020 CJ Program faculty meeting. All members of the CJ faculty agreed to the addition of the courses as they are relevant to the CJ program and profession, and have already been successfully taught as Contemporary Issues and Topics courses. Dr. Santos emailed all program faculty on 10/06/2020 to solicit input on where the new courses should fall on the program sheets and all agreed they should fall under the Theory subfield of the program's CJ Electives. Dr. Watters discussed the possibility of adding a SOWK course with CJ program faculty in the spring of 2020, before the emergence of COVID-198, and all CJ faculty were supportive. It was discussed again during the 08/31/2020 CJ Program faculty meeting and all CJ faculty were still in agreement. Dr. Watters discussed the adding the SOWK 210 course with SOWK Faculty members (i.e., Dr. Lewallen and Prof. Peoples) via email on 10/01/2020. Both SOWK professors agreed SOWK 210 was an appropriate course for CJ Majors and that they course support the addition of such students into the classes.

3724: Graphic Design: Visual Design	BA	Program Modification - Approved	Gurka Schlieff
UCC Discussion: Additional courses added to fill need for web and user experience design education in graphic design program and course titles updated for existing courses to illustrate continuity of offerings. These modifications are in line with recommendations from institutional and professional organizations. No other discussions.			

Change Item Description	Departmental Justification	
	Old	New
Program-Specific Courses / Requirements:	(51 semester hours. To continue in the program and eventually graduate as graphic design majors a student must earn, within no more than three attempts, at least a grade of "B" in the major requirements.)	(57 semester hours. To continue in the program and eventually graduate as graphic design majors a student must earn, within no more than three attempts, at least a grade of "B" in the major requirements.)
List all proposed changes to the program:	1. The addition of new courses ARTG 220 UX Design I ARTG 290 UX Design II require the Program Specific Course requirements and Suggested Course Plan to be updated. 2. Addition of SLOs to CIM	

Justify each proposed modification to the program:

1. These new classes are required and need to be intergraded into the Program Specific Course requirements and Suggested Course Plan. By taking our two existing web design classes and changing their name to UX Design III UX Design IV, and adding two new lower division classes, UX Design I UX Design II, we will have a more robust program that is preparing students appropriately for their future workspace. Another need being met by this evolution, is the absence of web design in the lower division which has become an issue. Currently when they take the web classes, they are 2 1/2 years into Graphic Design but are taking their first web class. This doesn't allow them enough time to get proficient at designing in the digital space. By spreading UX throughout the curriculum, the majors will receive a much stronger UX skillset and be more employable.2. This is the first time there has been a modification to this program in CIM, so the SLOs needed to be added.3. Suggested Course Plan was changed to add the two new courses UX Design I II.

Describe discussions about this proposal within the department and outcomes.

Discussed both modifications with Department Head Suzie Garner and she agrees that the changes are the correct approach to evolving the Graphic Design Program. Mentioned the name change to Evan Curtis, the Animation professor and he had no concerns with the name change. Both conversations took place December 9th, 2020.

(1) Rationale for the program to be in the PTO category.

The Graphic Design program here at Colorado Mesa University follows the recommendation from both NASAD (National Association of Schools of Art and Design) and AIGA (American Institute of Graphic Arts).

(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.

With the pace of technology, coupled with demand for students to be proficient in design process across the board, our program needs to add classes to accurately respond to the NASAD recommendations. To stay relevant as a PTO, we must constantly be growing and adapting. (NASAD-Briefing-Paper-Degree-Programs1.pdf) (<https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2015/11/BFA-CommunicationDesign.pdf>)

(3) Rationale for an associate's program to exceed 60 credit hours, if applicable. If this is not an associate's program, but exceptions are needed to exceed any other rules limiting credit hours (either overall hours or hours in a given area), please provide a rationale. If no exceptions are needed, please explicitly state that this question is not applicable.

This change will put the Graphic Design program at 57, up from 51, required credits but still under the 60. This amount of curriculum is needed to accommodate the expectations of the Graphic Design industry. Not only is this rigor recommended by NASAD and AIGA, but it is also supported by our own relationships with many agencies, in-house and boutiques. We are constantly mining for information to help us provide the best Graphic Design degree we can.

M201: Graphic Design	MNR	Program Modification - Approved	Gurka Schlieff
UCC Discussion: Addressing a problem arising between major and minor GPA. No other discussions.			

Change Item Description	Departmental Justification
List all proposed changes to the program: Justify each proposed modification to the program:	A requirement of all foundation and core classes to be passed with a 3.0 or higher. This modification would make the minor track in line with the major track. Currently a student can move through the classes with a 3.0 average whereas their peers taking the major track have to fulfill the 3.0 for every class to move forward. This is creating a rift between students and the minor students are not being held as accountable. This evens the playing field which will increase quality and competition.

Describe discussions about this proposal within the department and outcomes.

I have discussed this change with Department Head Suzie Garner and she agrees with the change. She is the only other Graphic Design professor that will be affected.

Courses - Effective Term: Summer 2021

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

Proposal	Committee Action	Motion Second
ARKE 466: Field Research in Archeology	Course Modification - Approved	Gurka Lanci
UCC Discussion: Course description, prerequisite, and contact hours changed. No other discussion.		
Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of modern archaeological practice. Over six weeks students will take part in archaeological field research including excavation, survey, mapping, and occasionally rock art recording. Field trips to significant western Colorado sites will be taken.	Exploration of modern archaeological practice. Over six weeks, students will take part in archaeological field research including excavation, survey, mapping, and occasionally rock art recording. Field trips to significant western Colorado sites will be taken.
Prerequisites:	ARKE 205, ARKE 410, and ARKE410L	ANTH 420 and ANTH 420L
Field/Studio/Other:	40	15
Total Contact Hours:	40	15
Academic engagement minutes per term:		11250
Student preparation minutes for a term:		2250
ARTA 326: Intermediate Filmmaking	Course Modification - Approved	Lanci Gurka
UCC Discussion: Course name and description updated, type of instructional activity corrected. No other discussions.		
Change Item Description	Old	New
Course name:	Digital Filmmaking	Intermediate Filmmaking
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of advanced motion design techniques. Manipulation of related audio, image, animation, typography, and visual effects. Focus on movement, cutting, shot selection, timing, rhythm, matching action, story arc, typography, choreography, light, and color. Historical progression of editing techniques. Production includes output to various web, mobile, or digital devices.	Continuation of ARTA 224. Exploration of intermediate filmmaking techniques and aesthetics.
Course abbreviated schedule name:	Digital Filmmaking	Intermediate Filmmaking
Academic engagement minutes per term:		3750
Student preparation minutes for a term:		3000

Explain distribution of minutes:

Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.

ARTA 327: Sound Design and Post-Production	Course Modification - Approved	Lanci Gurka
UCC Discussion: Course name, description, and prerequisites updated. Type of instructional activity and hours corrected. No other discussions.		
Change Item Description	Old	New
Course name:	Sound Principles and Production	Sound Design and Post-Production
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Mixed Instructional Method
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Examination of techniques and applications of sound as a component of time and time-based media. Technical, historical, aesthetic, conceptual, recording, and editing issues will be explored in depth. Designed to introduce the student to some of the major modes of working with sound through projects that explore the relationship of sound to image.	Exploration of the relationship between sound and image through post-production techniques including Editing, Coloring, and Sound Design. Create Foley sound effects for short films, podcasts, and video games.
Course abbreviated schedule name:	Sound Principles and Production	Sound Design/Post Production
Prerequisites:	ARTA 223 and ARTA 225	ARTA 322, ARTA 324, ARTA 325, and ARTA 326
Lab:	4	
Field/Studio/Other:		4
Academic engagement minutes per term:		3750
Student preparation minutes for a term:		3000
Explain distribution of minutes:		Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.

ARTG 220: UX Design I			Course Addition - Approved			Lanci McKenney		
UCC Discussion: New course for graphic design program to round out its user experience design offerings. No other discussions.								
Change Item Description			Departmental Justification					
New Proposal: No differences to report			<p>1. UX (user experience) is a term that has come to mean the digital side of Graphic Design. For our program to remain relevant, UX Design needs to be more outward facing in our curriculum. By taking our two existing web design classes and changing their name to UX Design III & UX Design IV, and adding two new lower division classes, UX Design I & UX Design II, we will have a more robust program that is preparing students appropriately for their future workspace. Another need being met by this evolution, is the absence of web design in the lower division which has become an issue. Currently when students take the web classes, they are 2 1/2 years into Graphic Design but are taking their first web class. This doesn't allow them enough time to get proficient at designing in the digital space. By spreading UX throughout the curriculum, the majors will receive a much stronger UX skillset and be more employable.</p> <p>2. Mixed Instructional Method and credit hours was chosen to keep consistent with all art classes. Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.</p>					
ARTG 221: Graphic Design II			Course Modification - Approved			Lanci Gurka		
UCC Discussion: Instructional activity type corrected and co-requisites adjusted for course additions to program. No other discussions.								
Change Item Description			Old			New		
Type of Instructional Activity:			Lecture/Lab: Vocational/Tech			Mixed Instructional Method		
Corequisites:			ARTG 222			ARTG 220 and ARTG 222		
Academic engagement minutes per term:						3750		
Student preparation minutes for a term:						3000		
Explain distribution of minutes:						Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.		
ARTG 222: Illustration I			Course Modification - Approved			Lanci Gurka		
UCC Discussion: Instructional activity type corrected and co-requisites adjusted for course additions to program. No other discussions.								
Change Item Description			Old			New		
Type of Instructional Activity:			Lecture/Lab: Vocational/Tech			Mixed Instructional Method		
Corequisites:			ARTG 221			ARTG 220 and ARTG 221		
Academic engagement minutes per term:						3750		
Student preparation minutes for a term:						3000		
Explain distribution of minutes:						Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.		

ARTG 290: UX Design II			Course Addition - Approved			Lanci McKenney		
UCC Discussion: New course for graphic design program to round out its user experience design offerings. No other discussions.								
Change Item Description			Departmental Justification					
New Proposal: No differences to report			<p>1. UX (user experience) stands for user experience and is a term that has come to mean the digital side of Graphic Design. For our program to remain relevant, UX Design needs to be more outward facing in our curriculum. By taking our two existing web design classes and changing their name to UX Design III & UX Design IV, and adding two new lower division classes, UX Design I & UX Design II, we will have a more robust program that is preparing students appropriately for their future workspace. Another need being met by this evolution is the absence of web design in the lower division which has become an issue. Currently when students take the web classes, they are 2 1/2 years into Graphic Design but are taking their first web class. This doesn't allow them enough time to get proficient at designing in the digital space. By spreading UX throughout the curriculum, the majors will undoubtedly get a much stronger UX skillset.</p> <p>2. Mixed Instructional Method and credit hours was chosen to keep consistent with all art classes. Art classes are a mix of 1 credit lecture and 2 credits of art studio, so Mixed Method has been recommended as the type of instructional activity.</p>					
BIOL 241: Pathophysiology			Course Modification - Approved			Schlieff Lanci		
UCC Discussion: Prerequisite change. No other discussions.								
Change Item Description			Old			New		
Prerequisites:			BIOL 209/BIOL 209L or BIOL 341/BIOL 341L			BIOL 209/BIOL 209L		
Academic engagement minutes per term:						3000		
Student preparation minutes for a term:						6000		
BIOL 310L: Developmental Biology Laboratory			Course Modification - Approved			Schlieff Lanci		
UCC Discussion: Course description, prerequisite, and credit hour changes. No other discussions.								
Change Item Description			Old			New		
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):			Lab component required for BIOL 310.			Embryonic growth and development of plants and animals. Errors in normal development, cancer, aging, and related topics.		
Prerequisites:			BIOL 301/BIOL 301L or permission of instructor			BIOL 301/BIOL 301L		
Credit hours:			2			1		
Lab:			4			3		
Total Contact Hours:			4			3		
Academic engagement minutes per term:						1500		
Student preparation minutes for a term:						750		

BIOL 341: General Physiology			Course Inactivation - Approved			Gurka Lanci		
UCC Discussion: Being replaced by course work specific to respective fields. No other discussion.								
Change Item Description			Departmental Justification					
Delete Proposal: No differences to report			BIOL 341/341L (General Physiology) has traditionally been taught as a course to accommodate students interested in careers in the medical field and those interested in ecology and wildlife biology. To provide a more thorough education for the respective fields, two new courses BIOL 351/351L Ecophysiology and BIOL 352/352L Human Physiology, were approved by UCC last year. BIOL 341 will no longer be taught.					
BIOL 341L: General Physiology Laboratory			Course Inactivation - Approved			Gurka Lanci		
UCC Discussion: Being replaced by coursework specific to respective fields. No other discussion.								
Change Item Description			Departmental Justification					
Delete Proposal: No differences to report			BIOL 341/341L (General Physiology) has traditionally been taught as a course to accommodate students interested in careers in the medical field and those interested in ecology and wildlife biology. To provide a more thorough education for the respective fields, two new courses BIOL 351/351L Ecophysiology and BIOL 352/352L Human Physiology, were approved by UCC last year. BIOL 341 will no longer be taught.					
CSCI 360: Robotic Perception and Planning			Course Addition - Approved			Lanci Schultz-Ela		
UCC Discussion: Elective course addition for computer science. No other discussions.								
Change Item Description			Departmental Justification					
New Proposal: No differences to report			This is an elective course. 21st century day to day life and technology use are built upon the foundation of automated and autonomous systems. Robotic perception and planning CSCI 360 provides students with the theoretical and practical foundation for the design, implementation and analysis of autonomous systems, with an emphasis in autonomous robotic perception and control. With a programming foundation (CSCI 111 and/or CSCI 130), Robotics Perception and Planning students can span design, sensing, signal analysis and control system architecture, blending programming, machine perception, ultrasonics, and algorithm development towards the design of autonomous robotic systems. Students will build small mobile robots, implement a sensor data analysis system and learn to design autonomous robotic controllers using digital hardware design, software programming, and digital and analogue environment perception and analysis. Students will also apply knowledge of transducers, actuators, and advanced software development to mechanically design and engineer as well as analyze advanced robotics technology.					

EDUC 374: Exceptional and English Language Learners in the Inclusive Classroom **Course Modification - Approved** **Lanci | Gurka**

UCC Discussion: Course description and prerequisites adjusted. No other discussions.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Study of exceptionalities and English Language Learner (ELL) characteristics. The use of strategies for identifying, adapting, accommodating, and/or modifying the learning environment to meet the various needs. Includes intellectually challenged, learning disabled, social/emotional disorders, physically disabled, gifted, and English language learners. May be taken concurrently with EDUC 340.	Study of exceptionalities and English Language Learner (ELL) characteristics. The use of strategies for identifying, adapting, accommodating, and/or modifying the learning environment to meet the various needs. Includes intellectually challenged, learning disabled, social/emotional disorders, physically disabled, gifted, and English language learners.
Prerequisites:	EDUC 341 or EDUC 342, and EDUC 343	Completion of EDUC 343 with a grade of "B" or higher OR may be taken concurrently with EDUC 340
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

KINE 308: Philosophy and Psychology of Officiating **Course Addition - Approved** **Lanci | Schultz-Ela**

UCC Discussion: New officiating course. No other discussions.

Change Item Description	Departmental Justification
New Proposal: No differences to report	In October a discussion was had with CMU Co-Athletic Director Kris Mort about the lack of qualified officials and coaches in the area as well as the industry. She conveyed the demand for officials was at an all-time high while qualified candidates were at an all-time low. She discussed an initiative with NCAA football programs where an officiating representative often attends the last game of the season with the intention to recruit graduating seniors for officiating roles. As a national level official in the sport of equestrian, I have also witnessed firsthand the drop of officials due to the physical demands of the job, increased liabilities, and new level of technical knowledge. In both commercial sports and Olympic sports, governing bodies have seen a decrease in officials over the last few years. In addition, students are now beginning to request officiating and coaching positions for internships but lack the knowledge of what the role entails and how to get. This class will expose them to the industry requirements and start them on a pathway for a full time or part time career.

MATC 090: Foundations of Math Course Modification - Approved

UCC Discussion: Course name, description and credit hour adjustment. No other discussion.

Change Item Description	Old	New
Course name:	Introductory Algebra	Foundations of Math
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to algebra with a review of basic arithmetic. Includes decimals, fractions, percentage, ratio, proportion, signed numbers, algebraic expressions, factoring, exponents and radicals, linear equations, functions and graphs.	Development of mathematical thinking skills, basic algebraic skills, as well as everyday life math skills. Mathematical literacy concepts and skills are developed through practical applications. Technology and calculator usage are integrated into the course.
Course abbreviated schedule name:	Introductory Algebra	Foundations of Math
Credit hours:	4	2
Lecture:	4	2
Total Contact Hours:	4	2
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		3000

MATH 365: Mathematical Modeling

Course Modification - Approved

Lanci | Schlieff

UCC Discussion: Course description and prerequisite changes. No other discussions.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	A bridge between calculus and the application of mathematics. Investigation of meaningful and practical problems chosen from experiences, encompassing the disciplines of mathematical sciences, operations research, engineering, management sciences and life sciences.	Bridge between calculus and the application of mathematics. Investigation of meaningful and practical problems encompassing the disciplines of mathematical sciences, operations research, engineering, management sciences and life sciences.
Prerequisites:	STAT 200, MATH 152 or MATH 136, and one of the following: MATH 236, MATH 240, MATH 253, MATH 260, MATH 325, or permission of instructor	MATH 152 or MATH 136, and one of the following: MATH 225, MATH 236, MATH 240, MATH 253, MATH 260, or STAT 200
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

MUSA 262: Commercial Arranging

Course Modification - Approved

Lanci | Gurka

UCC Discussion: Contact hours, course description, and prerequisites adjusted. No other discussions.

Change Item Description	Old	New
Total Contact Hours:		1
Academic engagement minutes per term:		750
Student preparation minutes for a term:		1500

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

Approaches to arranging music for
commercial music styles, including
lead sheets, pop chord symbols,
lyrics, transposition, rhythm section
parts, and chord voicings.
MUSA 111 and MUSA 115

Prerequisites:

**NURS 300: Developing the
Baccalaureate Role**

Course Modification - Approved

Lanci | Schlieff

UCC Discussion: Course description and prerequisite adjustments. No other discussions.

Change Item Description

Old

New

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

Designed to facilitate the transition
from diploma or associate degree
registered nurse to professional
practice of nursing at the
baccalaureate level. Development of
leadership and management skills in
the context of the dynamic field of
health care including effective
communication, resolution, critical
thinking, management of resources
and quality improvement. Focus on
the role of nurse leader and manager
as a safety using evidence based
practice principles. Prerequisites for
RN-BSN students: RN licensure and
admission to RN-BSN program. All
prerequisite essential learning
course work for the BSN degree
must be completed before starting
the 300-level nursing courses.

Introduction to baccalaureate role
development for the professional
nurse in current issues, nursing
theory and philosophy, leadership
and management skills, and legal
and ethical behaviors in the practice
setting. Skills associated with the
impact of change to promote patient
safety and collaboration in nursing
and healthcare will be explored.

Academic engagement minutes per
term:

2250

Student preparation minutes for a
term:

4500

Prerequisites:

Admission to the RN-BSN Program

**NURS 418: Gerontological
Nursing and Chronic Illness**

Course Modification - Approved

UCC Discussion: Course description and prerequisite adjustments. No other discussions.

Change Item Description

Old

New

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

Evaluate current key clinical
information and issues central to
caring for the highly specialized
physiological and psycho-social
needs of older adults. Review of the
current financial, social, political,
and cultural issues that affect
nursing care for the elderly explored
through a geriatric nursing
curriculum in a scientifically sound,
holistic process to provide care to
this vulnerable population.

Evaluation of nursing leadership and
trends central to individualized care
of the older adult that affect nursing
care. A scientifically sound, holistic
process to provide culturally
sensitive care for the geriatric
population will be explored.

Academic engagement minutes per
term:

2250

Student preparation minutes for a
term:

4500

Prerequisites:

Admission to the RN-BSN Program

NURS 426: Nursing Research and Evidence-Based Practice		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Updated missing course information from transition to CIM/CourseLeaf. No other discussions.		
Change Item Description	Old	New
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
NURS 430: Leadership for the RN		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Updated course description. No other discussions.		
Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	The multiple nursing leadership roles at the baccalaureate level. Business and culture of health care. Roles include mentorship, change agents that inform, direct and manage the organizational structure, and evaluation of multiple health care systems. Evaluation of legislative and organizational policies influencing health care trends.	Exploration of nurses functioning in leadership and management capacity at the baccalaureate level. Application of components of leadership to the delivery of care and the role of the nurse in shaping the future of health care. Examination of trends and issues impacting nursing and the future of health care delivery systems.
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
NURS 430L: Leadership for the RN Laboratory		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Updated course description and prerequisites. No other discussions.		
Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Exploration of the multiple nursing leadership roles at the baccalaureate level. Business and culture of health care. Roles include mentorship, change agents that inform, direct, and manage the organizational structure, and evaluation of multiple health care systems. Evaluation of legislative and organizational policies influencing health care trends.	Application of theory into practice while functioning in a leadership and management capacity. Clarification of short and long-term career goals and plans for other aspects of entry into practice. Development and evaluation of individual learning objectives throughout the practice experience. Application of theory in the role of a mentor in a practice setting.
Prerequisites:	Admission to the RN-BSN program, NURS 426, and NURS 428	Admission to the RN-BSN program and NURS 426
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		750

NURS 432: Capstone Leadership for the RN		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Updated course description. No other discussions.		
Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Contributions of the registered nurse to quality health care through lifelong learning and professional development of herself/himself and others, research data generation, clinical supervision and development of policy, and clinical practice guidelines. The registered nurse develops their professional practice in accordance with the health needs of the population/society and changing patterns of disease and illness.	Contributions of the registered nurse to quality healthcare through lifelong learning and professional development impacts quality of patient care and safety. The course will provide structure to develop and implement a formal professional plan to exhibit competency as a Baccalaureate prepared nurse in an ever-changing practice environment.
Academic engagement minutes per term:		3000
Student preparation minutes for a term:		6000
NURS 493A: Senior Capstone and Senior Capstone Clinical I		
Course Addition - Approved		
Lanci Schlieff		
UCC Discussion: Part A of equivalent course pairing for program capstone. No other discussions.		
Change Item Description	Departmental Justification	
New Proposal: No differences to report	This course is a capstone course offered over the winter break, starting with 493A in December and 493B in January. This course offering has been a Topics course option for 10-20 students (dependent on clinical site placements availability and/or faculty availability) for two semesters and now needs a course number. It is the same course(s) as NURS 493 (1 credit hour) and NURS 493L (3 Credit hours), but split across both the end of December and J-Term. This is done, when able, to help with senior capstone clinical placement spaces in the community. This course will only be offered if clinical space and faculty availability allow. There may be winter breaks when it is not an option.	
NURS 493B: Senior Capstone and Senior Capstone Clinical II		
Course Addition - Approved		
Lanci Schlieff		
UCC Discussion: Part B of equivalent course pairing for program capstone. No other discussions.		
Change Item Description	Departmental Justification	
New Proposal: No differences to report	This course is a capstone course offered over the winter break, starting with 493A in December and 493B in January. This course offering has been a Topics course option for 10-20 students (dependent on clinical site placements availability and/or faculty availability) for two semesters and now needs a course number. It is the same course(s) as NURS 493 (1 credit hour) and NURS 493L (3 Credit hours), but split across both the end of December and J-Term. This is done, when able, to help with senior capstone clinical placement spaces in the community.	
POLS 354: Political Geography		
Course Modification - Approved		
Gurka Lanci		
UCC Discussion: All codes updated to show course equivalence. No other discussions.		
Change Item Description	Old	New
All codes	POLS 354	POLS 354GEOG 354
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

STAT 430: Categorical Data Analysis		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Date of course offering and prerequisites updated. No other discussions.		
Change Item Description	Old	New
Please indicate the semester(s) in which the course will typically be offered:	Fall	Fall Spring
Prerequisites:	STAT 312	STAT 301
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
STAT 435: Introduction to Time Series		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Date of course offering and prerequisites updated. No other discussions.		
Change Item Description	Old	New
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall Spring
Prerequisites:	STAT 312	STAT 301
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
SUTE 202L: Fundamentals in Surgical Technology Laboratory		
Course Modification - Approved		
Lanci Schlieff		
UCC Discussion: Credit hours adjusted for adequate content coverage. Approved with additional justification for changes to be included. No other discussions.		
Change Item Description	Old	New
Credit hours:	4	3
Lab:	8	6
Total Contact Hours:	8	6
Academic engagement minutes per term:	6000	4500
Student preparation minutes for a term:	3000	2250
Is there overlapping content with present courses offered?	Yes	No
Explain:	This new course incorporates the same content as SUTE 204 and has been added so that a new course number could be used that aligns with the didactic course, SUTE 202.	

SUTE 212L: Surgical Procedures I Laboratory **Course Modification - Approved** **Lanci | Schlieff**

UCC Discussion: Credit hours adjusted for adequate content coverage. Approved with additional justification for changes to be included. No other discussions.

Change Item Description	Old	New
Credit hours:	4	3
Lab:	8	6
Total Contact Hours:	8	6
Academic engagement minutes per term:	6000	4500
Student preparation minutes for a term:	3000	2250
Is there overlapping content with present courses offered?	Yes	No
Explain:	This course is equivalent to SUTE 214 Surgical Procedures Lab, which will be inactivated. The change is occurring to align the didactic and lab numbers. The additional credit hour was added to enhance the students learning in the laboratory setting. To further apply their skills of therapeutic interventions for surgical patients, and Identify infection control strategies to promote patient safety.	