

**Undergraduate Curriculum Committee**  
**Meeting Minutes**  
**December 4, 2025**  
**UC 221, 3:30 – 5:00**

**Members Present:** Blake Bickham, Olga Grisak, Evan Curtis, Joe Richards, Kyle McQuade, Justin Gollob, DJ Rew, Lisa Driskell, Scott Kessler, Nate Bachman, Cecilia Battauz, Jason Roberson, and Margaret Knapp for Scott Andrews

**Members Absent:** Andrew Bajorek

**Ex-officio members present:** Jeremy Hawkins, Robert Cackler, Greg Baker, Janel Davis, Maygen Simm, Johanna Varner, Amber D'Ambrosio, and John Stewart

**Recording Secretary:** Lisa Bessette

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

**I. Announcements**

- A. CIM will close on December 19, 2025, for all proposals. The proposals submitted into workflow by this date will be shown in the next catalog publication. The courses that are approved today in this meeting (and all meetings prior) will be available for Spring registration (for Fall 2026 courses).

**II. Ex-Officio Reports**

- A. Senior Associate Vice President
  - i. No update.
- B. Registrar's Office
  - i. Janel Davis announced the Registrar's Office is working to resolve an issue with Courseleaf, which is preventing courses from being pushed from CIM to Banner after all course-processing steps have been completed on our end. Despite this setback, the Registrar's Office will honor its commitment to ensure that all courses approved through the December meeting are ready for Spring registration.
- C. Financial Aid
  - i. No update.
- D. Library
  - i. Amber D'Ambrosio informed the committee that the December meeting will be her last meeting as the Library Representative. Carl Smith will be her replacement for the remainder of the academic year.
- E. Catalog Description Reviewer
  - i. Dr. Varner announced that she will be attending the UN Environmental Assembly in Kenya and will not be reviewing catalog descriptions very quickly over the next several weeks. If departments need a catalog description reviewed quickly, please email Dr. Varner the description with the subject line of the email: Urgent Catalog Description Emergency.

- F. SLO Reviewer
  - i. No update.
- G. Essential Learning Chair
  - i. No update.

**III. Old Business**

- A. None.

**IV. Curriculum Proposals**

- A. Curriculum proposals begin on page 3.

**V. Information Items**

- A. None.

**VI. New Business**

- A. None.

Justin Gollob moved to adjourn and with no objections from the committee, Chair Bickham adjourned the meeting at 4:35 pm.

## UCC Proposals December 4, 2025

Effective Term - Summer 2026		Programs	
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Program	Degree	Committee Action	Motion   Second
1610: Diagnostic Medical Sonography	PCT	Program Modification - Approved	Bachman   Kessler
UCC Discussion: 1.) During the initial program planning in 2024, the decision was made to develop two tracks, with the potential for more in the future, to offer students additional specialization options in diagnostic sonography. The program launched in 2025 with the Cardiac Sonography track and plans to add a General Diagnostic Sonography track in summer 2026. 2.) Most courses are shared between the two tracks. The only differences are three courses: Cardiac Sonography students take DMSO 400L, DMSO 411, and DMSO 421, while General Diagnostic Sonography students take DMSO 401L, DMSO 412, and DMSO 422. The course list and suggested plan reflect these options, with footnotes clarifying the distinctions between the tracks. 3.) The three new courses were added to the curriculum map to ensure alignment and assessment of the SLOs. 4.) A clarification statement was added to the program overview to ensure transparency and consistency in the application process. This update helps prospective students better understand the expectations for admission and reduces the potential for misinterpretation.			
Change Item Description		Department Justification	
List all proposed changes to the program:		1. Added DMSO 401L, DMSO 412, and DMSO 422 - three new courses to the existing DMS program to support the new General Diagnostic Sonography track. 2. The program course list and suggested course plan were updated to include the three courses in the new track. The corresponding footnotes were added to both sections. 3. The program assessment map was updated to reflect the new courses changes. 4. Added clarification statement on the admission requirements for the program.	
1615: Nursing	AAS	Program Modification - Approved	Bachman   Kessler
UCC Discussion: 1.) The program learning outcomes did not fully reflect, nor did they align with the updated associate degree program outcomes for CMU. The program outcomes also needed to better align with the professional guidelines for the AAS program as noted by our ACEN site visitors during the accreditation site visit on 9/9-9/11/2025. 2.) The original course sequencing was not conducive to effective student learning and created unnecessary confusion for clinical affiliates. The restructuring eliminates redundancy in both coursework and clinical experiences, ensuring a more logical and cohesive progression through the program. Previously, some content was delivered in courses where it did not appropriately belong, and additional material was added rather than optimizing the sequence. Because this program admits only one cohort at a time, curriculum changes can be implemented only once every two years, making this revision essential to improve program structure and efficiency. 3.) During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. The course titles were revised to			

clearly differentiate laboratory and clinical courses. Some course titles were revised for conciseness. 4.) Two new courses were added, NURS 243L and NURS 258. NURS 243L was created to separate a laboratory component from the course that contained laboratory and clinical experience, NURS 247L. Course NURS 258 incorporated content from NURS 256, which is being inactivated, and provided additional topics that support the transition to nursing practice in alignment with the Colorado State Board of Nursing (SBON) requirements. 5.) The total number of didactic and clinical credits in the AAS program remains the same. Content from the inactivated courses was incorporated into existing and new courses to maintain curriculum integrity. Specifically, NURS 244 was integrated into NURS 248; NURS 244L into NURS 248L; NURS 251 into NURS 248 and NURS 255; NURS 251L into NURS 248L and NURS 255L; and NURS 256 into NURS 258. As a result, NURS 248 and NURS 255 increased from 3 to 4 credits. Additionally, NURS 252 was increased from 2 to 3 credits to align with comparable 3-credit-hour courses offered in other accredited nursing programs and ensure compliance with the SBON requirements. NURS 256L was increased from 2 to 5 credits to meet the requirements for clinical education. 6.) According to the Curriculum Policies and Procedures Manual, the Foundation Courses category applies only to bachelor's programs and should not be used for associates' programs. All program-specific requirements should instead be listed within the Program-Specific Courses category. 7.) The curriculum map was updated to include assessments to ensure program learning outcomes were being met to demonstrate program effectiveness.

#### **Change Item Description**

List all proposed changes to the program:

#### **Department Justification**

1. Updated the Program Learning Outcomes.
2. Change the progression of courses.
3. Change the course titles to differentiate laboratory courses from clinical courses and improve conciseness.
4. Added 2 new courses: NURS 243L and NURS 258. The Program Specific Requirements and Suggested Course Plan were updated accordingly.
5. Inactivated 5 courses: NURS 244, NURS 244L, NURS 251, NURS 251L, and NURS 256. The Program Specific Requirements and Suggested Course Plan were updated accordingly.
6. Program-specific requirements (BIOL 209/209L, BIOL 210/210L, 241) were moved from the Foundation Courses section to the Program-Specific section to comply with the Curriculum Policies and Procedures Manual.
7. Curriculum map was updated to align the updated Program Learning Outcomes with the new progression of courses.

#### **2226: Graphic Design**

**AA**

#### **Program Modification - Approved**

**Driskell | Roberson**

**UCC Discussion:** 1) Removal of ARTE 103 Digital Art and Design - ARTE 103 overlaps significantly with content introduced in Graphic Design I and II. Removing it reduces redundancy in the degree and allows for a more intentional sequencing that prioritizes perceptual and compositional skills before digital software instruction. 2) Addition of ARTE 104 Color Theory and Design - ARTE 104 strengthens students' understanding of color relationships, harmony, and hierarchy — all critical to visual communication. Including it in the core ensures students enter intermediate courses with essential conceptual and technical competencies that align with current professional standards in design. 3) Designation of ARTE 101 2D Design as an Alternate - Retaining ARTE 101 as an alternate provides flexibility for transfer and returning students who may have already completed comparable

coursework. This preserves accessibility and credit transfer options without compromising curricular quality.

**Change Item Description**

List all proposed changes to the program:

**Department Justification**

- 1) Remove ARTE 103: Digital Art and Design from program specific requirement and from suggested course plan first year fall semester.
- 2) Add ARTE 104: Color Theory and Design to program specific requirement and to suggested course plan first year fall semester..
- 3) List ARTE 101: 2D Design as an approved alternate to ARTE 104 under both the program specific requirement and suggested course plan sections.

**2425: Liberal Arts: Mathematics**

**AS**

**Program Modification - Approved**

**Roberson | Bachman**

**UCC Discussion:** 1.) Linear Algebra is a foundational subject in mathematics and course that can typically be found at a community college. It is also universally required for a B.S. degree in math so it is an appropriate course for the A. S. degree and should have been added to the degree when the course was created several years ago. Note that the previous requirement was MATH 260 or MATH 236 so this only add one additional option for the course outside of the calculus sequence. 2.) A footnote suggested that students take MATH 240: Introduction to Advanced Math or CSCI 111: CS1 Foundations of Computer Science. The footnote was edited to suggest both MATH 240 and one computer science programming course. CSCI 110+110L is an appropriate alternative to CSCI 111 and the option between the two is listed on all of our B.S. Math concentrations. 3.) The courses and assessment methods to the Learning Outcomes were added to align with those for the B.S. degree. 4-5.) These were necessary edits to include the newly listed MATH 225 and CSCI 110 and to correct the credit hours. Note that MATH 225 and MATH 260 are spring-only courses while MATH 236 is offered every semester.

**Change Item Description**

List all proposed changes to the program:

**Department Justification**

1. Add MATH 225: Computational Linear Algebra as an option under Program-Specific Requirements. Note, MATH 236: Differential Equations and Linear Algebra was already an alternative to MATH 260: Differential Equations but it is not showing the red-green mark-up.
2. Add CSCI 110+110L to footnote #1 under General Electives.
3. Add MATH 253 and its assessment method to the both required program learning outcomes.
4. Edit course sequencing to recommend CSCI 110 and CSCI 110L as a general elective and recommend MATH 240 as a general elective in second year spring. Include MATH 225 as option in second year spring.
5. Updated hours in suggested course plan to reflect all changes.

**3147: Sport Management**

**BS**

**Program Modification - Approved**

**Gollob | Bachman**

**UCC Discussion:** 1.) With the addition of two new faculty members, reviewing and updating our assessment plans became a top priority. These revisions reflect both current needs and future directions

for the program. 2.) STAT 200 must be a required course in our program to satisfy the Bachelor of Science standards at CMU. Changes to total hours in Foundation courses and in electives, as well as changes to the course sequence, were made to account for this addition. 3.) The current senior seminar course (KINE 494A) 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 394A (mock interviews, researching graduate programs and jobs, applying for internships that support long-term professional goals, asking for letters of recommendation) to enable students to prepare for life after graduation. KINE 494A doesn't include these components, so students haven't learned about these ideas that are fundamental to being successful professionals. Securing a position in sport requires years of intentional planning to build a strong resume. This includes volunteering, solid internship placement, work experience, 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 394A earlier in the curriculum will present an opportunity to both increase awareness, and prepare for, these fundamental experiences. This will provide students with more time to gain experience and build connections in the industry before graduation. 4.) As a direct result of adding STAT 200 to the program and placing it earlier in the sequence, MANG 201 was consequently shifted to a later point in the program.

#### **Change Item Description**

List all proposed changes to the program:

#### **Department Justification**

1. Updated SLO course assessments.
2. Under the Foundation Courses section, added STAT 200 to meet Bachelor of Science standards, changing total foundation credits from 9-12. Reduced number of total electives from 21 to 18 to account for this addition. Added STAT 200 to second year fall on suggested course plan, replacing 3-credit elective.
3. Removed KINE 494A and added KINE 394A within the Program Specific Requirements section. Removed KINE 494A from fourth year fall and added KINE 394A to third year fall under suggested course plan
4. As a result of adding STAT 200, adjusted suggested course plan, moving MANG 201 from second year spring to second year fall.

#### **3180: Construction Management**

**BS**

#### **Program Modification - Approved**

**Gollob | Rew**

**UCC Discussion:** 1.) CMU Tech is inactivating and will no longer offer CONC 218 - Surveying. 2.) CMU Tech is adding a new course CONM 222 - Site Layout as a replacement course for CONC 218. 3.) With some courses only offered in fall or spring, suggested course plan needed to reflect those offerings.

#### **Change Item Description**

List all proposed changes to the program:

#### **Department Justification**

- 1.) Remove CONC 218 - Surveying as a program requirement under the foundation course section and from second year spring on the Suggested Course Plan.
- 2.) Add CONC 222 - Site Layout as a program requirement under the foundation course section and added to second year spring on the Suggested Course Plan.
- 3.) Added footnotes in suggested course plan to clarify fall

only and spring only options: CONM 341 or 342; CONM 375 or 370.

<b>3204: Early Childhood Education: Early Childhood Special Education</b>	<b>BA</b>	<b>Program Modification - Tabled</b>	<b>Kessler   Driskell</b>
<b>UCC Discussion:</b> This proposal was tabled for further clarification on the core courses under Program Specific Requirements.			
<b>3206: Early Childhood Education, Inclusive Non-Licensure</b>	<b>BA</b>	<b>Program Modification - Tabled</b>	<b>Kessler   Driskell</b>
<b>UCC Discussion:</b> This proposal was tabled for further clarification on the core courses under Program Specific Requirements.			
<b>3248: Spanish: Secondary Education</b>	<b>BA</b>	<b>Program Modification - Approved</b>	<b>Roberson   Driskell</b>
<b>UCC Discussion:</b> 1.) EDUC 475, Classroom Management, is being increased from 1 credit to 2 in response to consistent feedback from students, both in course evaluations and post graduate surveys. In addition, our principal survey also mentions providing more classroom management instruction to our candidates. The shifting of the elementary education program from a BA in liberal arts to a BA in elementary education gives us the perfect opportunity to boost the classroom management course. Because the EDUC 475 course is also taken by secondary and art candidates, we had to make an adjustment in those programs. In order to make this change without increasing the total number of program credits in secondary and art programs, we have reduced EDUC 442, Integrating Literacy Across the Curriculum, from 3 credits to 2. Reducing this course by one hour has the least impact on the overall program goals and works the best logistically. 2.) CDE changed the Teacher Quality Standards from 5 to 4. We have adjusted our plan to reflect that change and have a final internship assessment presentation.			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		1. Under program specific requirements section and suggested course plan, course credits decreased for EDUC 442 (from 3 to 2) and increased for EDUC 475 (from 1 to 2). 2. Added "Field Internship Assessment Presentation" as and assessment item under learning outcome #10 and changed the 5 to a 4 in the assessment section of learning outcome #11.	
<b>3283: Graphic Design</b>	<b>BFA</b>	<b>Program Modification - Approved</b>	<b>Driskell   Roberson</b>
<b>UCC Discussion:</b> This change strengthens the foundational sequencing by emphasizing traditional design fundamentals and color theory prior to digital applications. By prioritizing ARTE 104 Color Theory and Design, students gain a deeper understanding of color relationships, composition, and visual hierarchy — essential skills that support success in subsequent graphic design courses. Maintaining ARTE 101 2D Design as an alternate allows flexibility for transfer students or those who have already completed equivalent coursework while ensuring all students meet essential foundational outcomes.			



### Change Item Description

List all proposed changes to the program:

### Department Justification

- 1) Remove ARTE 103 Digital Art and Design as an alternate to ARTE 101 2D Design under foundation courses section and first year fall in the suggested course sequencing section.
- 2) Added ARTE 104 Color Theory and Design, with ARTE 101 2D Design serving as the alternate under foundation courses section and first year fall in the suggested course sequencing section.

### 3284: Animation, Film, Photography and Motion Design

BFA

### Program Modification - Approved

Driskell | Roberson

**UCC Discussion:** 1.) Course Learning Outcome #4 and #8 are covered in other courses. 2.) Color Theory class was developed to address the department's need for our students to understand color theory in all Art and Design majors. It is also set up for majors only, is not part of the ESSL categories. ARTE 101 2D Design is an ESSL and more appropriate for non-majors, Studio Arts has already removed it from their foundations. Our new Foundations Coordinator said to replace it with the new Color Theory course, specific to art majors. 3.) ARTA 327 content and assignments can be dispersed between other courses, and this class sometimes feels redundant for students. It also allows for a new elective to be offered. 4&5.) To allow students to specialize in one area and take specific classes in those areas, such as extra drawing classes for animators, more film and photo elective options. Get as many of our classes on Degree Works as possible for students to see, since many don't read my advising emails with these suggestions. It will also save advisors from submitting hundreds of substitutions. New course ARTA 434 is replacing ARTA 426. 6.) Update Suggested Course Plan to be more accurate and helpful during advising. 7.) Footnote update - ARTA 222 is offered both semesters, ARTA 223 is only offered in the Fall. 8.) ARTA 426 will no longer be required for this program and should not be part of the assessment plan. ARTA 434 will replace it in the plan.

### Change Item Description

List all proposed changes to the program:

### Department Justification

1. Remove ARTA 327 - Sound Design and Post Production from Course Map Learning Outcome #4 and #8.
2. Added ARTE 104-Color Theory and Design and removed ARTE 101-Two Dimensional Design from Foundation Courses section.
3. Remove ARTA 327 - Sound Design and Post Production as a requirement under Program Specific Requirements section.
4. Made the following changes to classes in the Program Specific requirements with OR options for students to specialize in animation, photo, or film electives:  
Added  
-Take 3 credits of either - ARTA 322 or ARTS 325 or ARTS 152  
-Take 3 credits of either - ARTA 329 or ARTS 335  
-Take 3 credits of either - ARTA 435 or ARTA 428 or ARTA 430  
Removed  
"or" option of ARTA 323 or ARTA 426  
Added in its place



- Take 3 credits of ARTA 421 or ARTA 323
- Take 3 credits of ARTA 434 or ARTA 351
- 5. Removed Restricted Electives to keep Program Requirement courses to 48 credits total.
- 6. Update Suggested Course Plan to reflect new changes:
  - Removed OR option of ARTE 101 or ARTE 102 and replaced with OR option ARTE 104 or ARTE 102 under first year Fall semester and first year Spring Semester.
  - Added OR option ARTS 151 or ARTA 250 to second year Fall semester.
  - Removed Restrictive Elective option and added OR options ARTS 325 or ARTA 322 or ARTS 152 and ARTA 435 or ARTA 428 or ARTA 430 under Third year Fall Semester.
  - Added ARTA 421 as OR option with ARTA 323, removed ARTA 327 and added OR option ARTA 329 or ARTS 335 under Third year Spring semester.
  - Removed Restrictive Elective option and added OR option of ARTA 434 or ARTS 351 under Fourth year Fall semester.
- 7. Updated Footnote on ARTA 222 or ARTA 223.
- 8. Updated Assessment plan in program outcomes to remove ARTA 426 and added ARTA 434 in its place.

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<b>3291: Liberal Arts, Elementary Education: English</b>	<b>BA</b>	<b>Program Deactivation - Approved</b>	<b>Driskell   Richards</b>
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**UCC Discussion:** The proposed Bachelor of Arts in Elementary Education program is replacing the three liberal arts in elementary education programs (social science, math, English). To provide context, new elementary education program is ostensibly the collapsing of three BA liberal arts degree concentrations into a singular BA in elementary education track. The current program configuration, with three concentration tracks, is not congruous with programs across the state and country. Beyond this, on our recent CDE reauthorization visit (Fall 2024), the state team felt that the model in place was confusing and outdated, something they highlighted in their final report.

All students currently in this program will complete by Fall 2027 at the latest. Modifications have been made for spring 2027 and fall 2027 graduates so that there will be no changes to their total credit load. Program changes have been communicate to all impacted students. See table at the bottom of attached document.

Initial discussions regarding program modification began in March 2025 after reviewing recommendations from the Colorado Department of Education following a program review in Fall 2024. Discussion continued with faculty throughout summer and fall of 2025. Multiple program planning meetings were held with teacher education faculty as well as affected programs' Academic Department Heads (LLMC, SBS, Math/Stat) in September 2025. All Teacher Education faculty who teach Elementary Education Classes were invited as well as Spencer Rockwell. Adjustments were made based on faculty recommendations. Involved faculty and staff recommended moving forward with this plan at a meeting on September 19th.

<b>Change Item Description</b>	<b>Department Justification</b>
Deactivation program proposal	

<b>3424: Mathematics</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Roberson   Bachman</b>
<p><b>UCC Discussion:</b> 1.) This credit hour change is initiated by the CS faculty and is justified in their course modification proposal. After discussions with those faculty and within our department, the Math/Stat faculty determined that the credit hour change would not impact our decision to include the course in our program. 2-3.) The concentration elective list for the Mathematics concentration includes all of our upper division math courses. Thus, it is appropriate to include our new MATH 461 course in the list. This new class will replace MATH 366 and MATH 466 so those courses need to be removed. While MATH 466 will be taught for the last time in Fall 2026, MATH 366 will no longer be offered after Spring 2026. Any student taking MATH 466 in Fall 2026 and majoring in math will be on a program sheet that includes the course in the concentration electives list. 4.) Adjusted the name for MATH 452, in accordance with the course modification, in the course list for SLO 3. 5.) With the change in CSCI 111 from 4 to 3, the CSCI course requirement is now "3-4" which was corrected in the program requirements and course sequencing. This also impacted the number of overall general electives required and was corrected in the heading paragraph as well as the general electives requirement during the final semester.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		<p>1. Change the credit hours for CSCI 111: CS1 Foundations of Computer Science from 4 to 3. 2. Remove MATH 366: Methods of Applied Mathematics II and MATH 466: Methods of Applied Mathematics III from the concentration electives list within the program specific requirements section. 3. Add MATH 461: Advanced Numerical Methods to the concentration electives list in the program specific requirements section. 4. MATH 452 and MATH 453 name changes - automatic update with course modification; fixed in the SLO mapping. 5. Adjust credit hours from 43-46 to 42-46 in the program specific requirements section, from 29-32 to 29-33 in the general electives section, and from 117-123 to 116-124 in the course sequencing section due to the CSCI 111 credit hour change.</p>	
<b>3430: Mathematics: Secondary Education</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Roberson   Bachman</b>
<p><b>UCC Discussion:</b> 1.) This credit hour change is initiated by the CS faculty and is justified in their course modification proposal. After discussions with those faculty and within our department, the Math/Stat faculty determined that the credit hour change would not impact our decision to include the course in our program. 2. &amp; 3.) EDUC 475: Classroom Management, is being increased from 1 credit to 2 in response to consistent feedback from students, both in course evaluations and post graduate surveys. In addition, our principal survey also mentions providing more classroom management instruction to our candidates. The shifting of the elementary education program from a BA in liberal arts to a BA in elementary education gives us the perfect opportunity to boost the classroom management course. Because the EDUC 475 course is also taken by secondary and art candidates, we had to make an adjustment in those programs. In order to make this change without increasing the total number of program credits in secondary and art programs, we have reduced EDUC 442: Integrating Literacy Across the Curriculum, from 3 credits to 2. Reducing this course by one hour has the least impact on the overall program goals and works the best logistically. 4.) We no longer use edtpa as an assessment. Also, Colorado Teacher Quality Standards (TQS) changed from 5 to 4. Therefore, we have</p>			

realigned our assessment tool to match those standards, and we have a final assessment presentation. 5.) With the change in CSCI 111 from 4 to 3, the CSCI course requirement is now "3-4" which was corrected in the program requirements and course sequencing. This also impacted the number of overall general electives required and was corrected in the heading paragraph as well as the general electives requirement during the final semester.

Change Item Description	Department Justification
List all proposed changes to the program:	<ol style="list-style-type: none"> <li>1. Change credit hours for CSCI 111: CS1 Foundations of computer Science from 4 to 3.</li> <li>2. Change credit hours for EDUC 442: Integrating Literacy Across the Curriculum from 3 to 2</li> <li>3. Change credit hours for EDUC 475: Classroom Management from 1 to 2.</li> <li>4. Update EDUC assessment plan.</li> <li>5. Adjust credit hours in program, general electives, and course sequencing due to the CSCI 111 change. Add the general elective credits to the course sequencing and adjust the credits for the concentration elective to reflect the semester that the 4-credit course is offered.</li> </ol>

<b>3434: Mathematics: Statistics</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Roberson   Bachman</b>
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**UCC Discussion:** 1.) This credit hour change is initiated by the CS faculty and is justified in their course modification proposal. After discussions with those faculty and within our department, the Math/Stat faculty determined that the credit hour change would not impact our decision to include the course in our program. 2.) With the change in CSCI 111 from 4 to 3, the CSCI course requirement is now "3-4" which was corrected in the program requirements and course sequencing. This also impacted the number of overall general electives required and was corrected in the heading paragraph as well as the general electives requirement during the final semester.

Change Item Description	Department Justification
List all proposed changes to the program:	<ol style="list-style-type: none"> <li>1. Change the credit hours for CSCI 111: CS1 Foundations of Computer Science from 4 to 3.</li> <li>2. Adjust credit hours in program, general electives, and course sequencing due to the CSCI 111 change.</li> </ol>

<b>3437: Mathematics: Applied Mathematics</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Roberson   Bachman</b>
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**UCC Discussion:** 1.) These credit hour change is initiated by the CS faculty and is justified in their course modification proposal. After discussions with those faculty and within our department, the Math/Stat faculty determined that the credit hour change would not impact our decision to include the courses in our program. 2.) MATH 236: Differential Equations and Linear Algebra is designed for our engineering students and we are able to offer two sections per semester of that course. The MATH 260: Differential Equations class is a classic course in math curriculum that predates our MATH 236 class. Unfortunately, even with only one section per year (Spring) the course is low-enrolled. So, we are adding MATH 236 as an alternative option. There is much overlap in the content of the two courses and the Applied Math faculty are satisfied that students taking MATH 236 can be successful in the subsequent courses in the program. This will allow us flexibility to not offer MATH 260 when enrollment is low and will allow students flexibility to take the differential equations course in either semester. The will see some overlap of linear algebra content by taking MATH 236 and MATH 225: Computational Linear Algebra, but linear algebra is foundational in [applied] math, so extra exposure is

not bad. 3 & 4.) There has been a 4-course sequence after completing Calculus II that spans 3 academic years (MATH 260- MATH 360 - MATH 366 - MATH 466). We are changing this requirement to be two 2-course sequences instead, with less overlap in content: MATH 260/236 -> MATH 360 and MATH 361 -> MATH 461. This means requiring MATH 361 and MATH 461 and removing MATH 366 and MATH 466 from the program. The splitting of the 4-course sequence increases the flexibility of the concentration and students' ability for timely completion of the program. Enrollment: Both MATH 366 and MATH 466 are low enrolled courses while MATH 361 is offered once per year with good enrollment. The new MATH 461 will have only MATH 361 as a prerequisite and thus will be an option for many more students; it should see higher enrollment than MATH 466 which is only available to those who have completed a prior sequence of several courses. For example, MATH 361 is an elective option for Computer Science majors and so MATH 461 may be of interest to those students since they will have met the prerequisite. Content: MATH 366: Methods of Applied Mathematics II, has overlap with our well-established MATH 361: Numerical Analysis course. The non-overlapping content from MATH 366 will be covered in this MATH 461 course along with other more advanced topics. Thus removing MATH 366 will not impact the content the students see. By replacing MATH 466 with MATH 461, we ensure that students have already seen the basics of numerical analysis and are ready for the advanced numerical methods (including methods of solving ODEs and PDEs numerically) which is the main focus of the 400-level course. This change makes it more clear on what is being taught in each of the applied math courses. 5.) The concentration elective list allows for one course not labeled "MATH". We'd like to expand the options there to include CHEM 322, PHYS 351, and CSCI 425. This will encourage Applied Math students to minor or double major in another science or more minimally to take additional science courses. Applied mathematicians need to be able bring their expertise and integrate into other fields and we hope to encourage more exposure to those other fields. The applied math faculty reviewed the syllabi of the courses listed here and felt that they each included mathematics and that students would benefit from the diversity. Note however that these courses have prerequisites outside of the Applied Math program so they are not made to be required. 6.) MATH 366 and MATH 466 were part of the curriculum mapping but will no longer be course in the program. Instead, the other 300 and 400-level foundational courses for the program will be use for assessment purposes. These are MATH 360: Methods of Applied Math and MATH 461: Advanced Numerical Methods. Projects are already assigned and assessed in MATH 360 and are planned to be in the new MATH 461. 7.) The combined credit hour changes in the various courses did not change the overall number of credits nor general elective credits in the program, but did change the upper division credits needed from 12-13 to 12 due to the required MATH 361 (4 credits). This was corrected in the appropriate places. 8.) With the adjustment to the required courses and the addition of MATH 461, the course sequencing has been updated to reflect the semesters that the new required courses will be offered. Note that MATH 361 is changing from a fall to a spring course.

#### **Change Item Description**

List all proposed changes to the program:

#### **Department Justification**

1. Changes credits for CSCI 111: CSI: Foundations of Computer Science and CSCI 112: CS2: Data Structures from 3 to 4 and adjust credit ranges for those course choices.
2. Include MATH 236: Differential Equations and Linear Algebra as an alternative to MATH 260: Differential Equations; adjust credits from 3 to 3-4.
3. Add MATH 361: Numerical Analysis and MATH 461: Advanced Numerical Methods as required courses; remove MATH 361 from the Concentration Electives list and adjust credits from 9-10 to 9.
4. Remove MATH 366: Methods of Applied Math II and MATH 466: Methods of Applied Math III from the program
5. Add courses to the Concentration Elective list - CHEM

322: Physical Chemistry II; PHYS 311: Electromagnetic Theory; CSCI 425: Python Machine Learning  
 6. Update the SLO curriculum map to include the new courses in place of MATH 366 and MATH 466  
 7. Adjust the upper division credits hours needed in the heading for general electives and in the footnote there.  
 8. Update the course sequencing to reflect the new program requirements and the semesters courses will be offered. and adjust the credits for the corresponding courses with changed credits.

<b>3438: Mathematics: Actuarial Science</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Roberson   Bachman</b>
<p><b>UCC Discussion:</b> 1.) This credit hour change is initiated by the CS faculty and is justified in their course modification proposal. After discussions with those faculty and within our department, the Math/Stat faculty determined that the credit hour change would not impact our decision to include the course in our program. 2.) With the change in CSCI 111 from 4 to 3, the CSCI course requirement is now "3-4" which was corrected in the program requirements and course sequencing. This also impacted the number of overall general electives required and was corrected in the heading paragraph as well as the general electives requirement during the final semester.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		1. Change the credit hours for CSCI 111: CS1 Foundations of Computer Science from 4 to 3. 2. Adjust credit hours in program, general electives, and course sequencing due to the CSCI 111 change.	
<b>3491: Liberal Arts, Elementary Education: Mathematics</b>	<b>BA</b>	<b>Program Deactivation - Approved</b>	<b>Driskell   Richards</b>
<p><b>UCC Discussion:</b> The proposed Bachelor of Arts in Elementary Education program is replacing the three liberal arts in elementary education programs (social science, math, English). To provide context, new elementary education program is ostensibly the collapsing of three BA liberal arts degree concentrations into a singular BA in elementary education track. The current program configuration, with three concentration tracks, is not congruous with programs across the state and country. Beyond this, on our recent CDE reauthorization visit (Fall 2024), the state team felt that the model in place was confusing and outdated, something they highlighted in their final report. All students currently in this program will complete by Fall 2027 at the latest. Modifications have been made for spring 2027 and fall 2027 graduates so that there will be no changes to their total credit load. Program changes have been communicate to all impacted students. See table at the bottom of attached document (BA Elem ED Roll Out Plan.pdf). Initial discussions regarding program modification began in March 2025 after reviewing recommendations from the Colorado Department of Education following a program review in Fall 2024. Discussion continued with faculty throughout summer and fall of 2025. Multiple program planning meetings were held with teacher education faculty as well as affected programs' Academic Department Heads (LLMC, SBS, Math/Stat) in September 2025. All Teacher Education faculty who teach Elementary Education Classes were invited as well as Spencer Rockwell. Adjustments were made based on faculty recommendations. Involved faculty and staff recommended moving forward with this plan at a meeting on September 19th.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	



Deactivation program  
proposal

<b>3611: Nursing</b>	<b>BSN</b>	<b>Program Modification - Approved</b>	<b>Bachman   Kessler</b>
<p><b>UCC Discussion:</b> 1.) NURS 353L (3 credit hours) combines both laboratory and clinical hours for student nurses. We want to delineate lab hours from clinical hours by creating a new course, NURS 354L. NURS 354L would solely focus on clinical hours while NURS 353L would focus on laboratory hours. We are also proposing splitting the credits. 2.) The new course, NURS 354L, would be a 2-credit clinical and NURS 353L would be a 1-credit laboratory class. This split would also make it easier for our accrediting body to differentiate between lab hours and clinical hours.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		<p>1.) Changed the credits for NURS 353L from 3 credits to 1 credit in the Program Specific Requirements and the Suggested Course Plan. 2.) Added the new 2 credit course (NURS 354L) to the the Program Specific Requirements and the Suggested Course Plan.</p>	
<b>3718: Political Science</b>	<b>BA</b>	<b>Program Modification - Approved</b>	<b>Driskell   Knapp</b>
<p><b>UCC Discussion:</b> 1.) Having discussed the major requirements with recent alumni, soon to be graduates, and graduate programs, several stakeholders expressed an interest and a need for more economics training especially for those going into government or graduate school or choose to do an MBA. 2.) We submitted our new assessment plan in 2023 but failed to push the changes through CIM at that time. These updates ensure the catalog and assessment plan align.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		<p>1. Added ECON201 Principles of Macroeconomics as a choice to the Occupational Preparation category in the major, under Program-Specific Requirements. 2. Added SLOs to the major to align with our assessment plan, which was approved in 2023.</p>	
<b>3780: Applied Anthropology and Geography</b>	<b>BA</b>	<b>Program Modification - Approved</b>	<b>Driskell   Knapp</b>
<p><b>UCC Discussion:</b> Geographies of Migration was taught as an upper division seminar in Fall of 2024 successfully with 16 enrolled students. Adding the course to our list of electives will enable students to choose the elective and count it towards the major without having to individually meet with the faculty advisor to add it as an elective substitution. The course received excellent student evaluations and we anticipate continued interest.</p>			
<b>Change Item Description</b>		<b>Department Justification</b>	
List all proposed changes to the program:		GEOG 356 was added as an option to Program-Specific Courses Requirements.	

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<b>3791: Liberal Arts, Elementary Education: Social Science</b>	<b>BA</b>	<b>Program Deactivation - Approved</b>	<b>Driskell   Richards</b>
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**UCC Discussion:** The proposed Bachelor of Arts in Elementary Education program is replacing the three liberal arts in elementary education programs (social science, math, English). To provide context, new elementary education program is ostensibly the collapsing of three BA liberal arts degree concentrations into a singular BA in elementary education track. The current program configuration, with three concentration tracks, is not congruous with programs across the state and country. Beyond this, on our recent CDE reauthorization visit (Fall 2024), the state team felt that the model in place was confusing and outdated, something they highlighted in their final report. All students currently in this program will complete by Fall 2027 at the latest. Modifications have been made for spring 2027 and fall 2027 graduates so that there will be no changes to their total credit load. Program changes have been communicate to all impacted students. See table at the bottom of attached document. Initial discussions regarding program modification began in March 2025 after reviewing recommendations from the Colorado Department of Education following a program review in Fall 2024. Discussion continued with faculty throughout summer and fall of 2025. Multiple program planning meetings were held with teacher education faculty as well as affected programs' Academic Department Heads (LLMC, SBS, Math/Stat) in September 2025. All Teacher Education faculty who teach Elementary Education Classes were invited as well as Spencer Rockwell. Adjustments were made based on faculty recommendations. Involved faculty and staff recommended moving forward with this plan at a meeting on September 19th.

<b>Change Item Description</b>	<b>Department Justification</b>
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Deactivation program  
proposal

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<b>M460: Mathematics</b>	<b>MNR</b>	<b>Program Modification - Approved</b>	<b>Roberson   Bachman</b>
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**UCC Discussion:** The Group C elective list for the minor includes all of our upper division math courses. Thus, it is appropriate to include our new MATH 461 course in the list. This new class will replace MATH 366 and MATH 466 so those courses need to be removed. While MATH 466 will be taught for the last time in Fall 2026, MATH 366 will no longer be offered after Spring 2026. Any student taking MATH 466 in Fall 2026 and minoring in math will be on a program sheet that includes the course in Group C.

<b>Change Item Description</b>	<b>Department Justification</b>
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List all proposed changes to the  
program:

1. Add the new course, MATH 461: Advanced Numerical Methods, to the elective list (Group C).
2. Remove MATH 366: Methods of Applied Math II and MATH 466: Methods of Applied Math III from the elective list in Group C.

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<b>M730: Political Science</b>	<b>MNR</b>	<b>Program Modification - Approved</b>	<b>Driskell   Knapp</b>
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**UCC Discussion:** 1.) Reducing the number of hours required for the minor will allow more students the opportunity to complete the minor. 2.) POLS 201 is not necessary for students that are not going to major in political science. 3.) Providing more choice of courses for students allows them to align the minor to better compliment their major and/or career choice. 4.) 33% requirement of upper level



courses in a minor. Reducing the total credit hours for the minor to 18 allows upper level requirement to be reduced to 6 credits.

**Change Item Description**

List all proposed changes to the program:

**Department Justification**

1. Reduce the number of hours required for the minor from 23 to 18.
2. Remove POLS 201 from the core courses in the minor.
3. Create electives in the minor core and add POLS 261 as one of the options.
4. Changed requirement from 9 upper division credits to 6 upper division credits.

**M753: International Studies**

**MNR**

**Program Modification - Approved**

**Driskell | Knapp**

**UCC Discussion:** POLS 488 has a substantial international component and has been requested by several minors to be included in the minor. I have subbed this course into the minor a few times. Thus, it makes sense to add this course to the list of options in the minor.

**Change Item Description**

List all proposed changes to the program:

**Department Justification**

Adding POLS 488 Environmental Politics and Policy as a choice to the minor.

**: Elementary Education**

**BA**

**Program Addition - Approved**

**Roberson | Bachman**

**UCC Discussion:** The program directly supports affordable and accessible education by providing a local, high-quality pathway for aspiring teachers to enter a vital profession. By preparing graduates to serve in local schools, it ensures that accessible, quality education is delivered to the community's youngest learners. The proposed pathway looks to further focus our existing program to meet the needs of these learners and of our current candidates. Furthermore, the curriculum is designed around meaningful and mutually enriching partnerships. Extensive field placements, practicums, and student teaching experiences in local elementary schools currently create, and will continue to, foster collaborations between CMU, its students, and the community. These partnerships provide real-world learning for future teachers while addressing the staffing needs of district schools. Furthermore, the proposed pathway will open greater opportunities for concurrent enrollment, apprenticeship possibilities, and credential stacking in coordination with CMU Tech and local school districts, recruiting local talent into these pipelines and keeping them here on the western slope as educators – a historic challenge especially faced by our rural districts.

**Change Item Description**

New program proposal

**Department Justification**

**: Graphic Design**

**TCT**

**Program Addition - Approved**

**Driskell | Gollob**

**UCC Discussion:** The Graphic Design Certificate (18 credit hours) distinguishes itself through its hands-on, project-based curriculum and direct connection to Colorado Mesa University's established AA and BFA in Graphic Design programs. It provides a flexible, accessible credential that integrates both traditional design foundations and contemporary digital applications, preparing students for professional practice or continued study.

Program Strengths:

- Stackable Pathway: Fully integrates with CMU's degree ladder (Certificate → AA → BFA in Graphic Design), enabling students to advance without repeating coursework.

- Applied Studio Learning: Every course emphasizes real-world projects, critique, and portfolio development aligned with professional design standards.
  - Expert Faculty: Courses are taught by practicing designers and artists with industry experience, ensuring students receive current, relevant instruction.
- Special Features and Innovations:
- Cross-Platform Design Experience: Students develop fluency in both analog and digital methods, including typography, UX/UI, illustration, and print/digital production.
  - Community Engagement: Certificate students participate in collaborative projects with local businesses and nonprofits, connecting academic learning with regional creative industries.
  - Access to Professional Facilities: Students utilize the same design studios and labs as BFA majors, including Adobe Creative Cloud workstations, large-format printers, and fabrication tools like laser cutters and screen-printing presses.
  - Human-Scale Mentorship: Small class sizes and personalized feedback reflect CMU’s commitment to student-centered learning and individual growth.
- Unique Elements:
- Regional Impact: The only short-term, design-specific credential in Western Colorado, addressing workforce needs identified by the Grand Junction Economic Partnership and the Creative District.
  - Flexible Entry Point: Serves a diverse range of learners—concurrent enrollment students, working professionals, and career changers—who seek design proficiency without a multi-year degree commitment.
  - Portfolio-Driven Outcomes: Graduates complete the program with a professional-quality portfolio, creative confidence, and the technical and conceptual foundation to enter the workforce or transition into the AA or BFA degree.

Change Item Description	Department Justification
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New program proposal

: Legal Studies	MNR	Program Addition - Approved	Roberson   Gollob
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**UCC Discussion:** A Legal Studies minor is transformative in a number of ways. 1.) Academic Rigor: Our curriculum does challenge students intellectually, and by design, the minor compels students to “engage in critical thinking, tackle complex problems, and immerse themselves in advanced concepts and methodologies pertinent to their discipline.” Our proposed minor reaches this level of rigor by requiring students to take courses in law and legal systems, communication, and critical thinking. 2.) Practical Application: The minor will offer opportunities for students to apply theoretical knowledge in real-world contexts through internships. 3.) Innovation and Creativity: A minor in Legal Studies is inherently interdisciplinary because the curriculum includes courses from political science, English, philosophy, criminal justice, business, mass communication, psychology, and speech. 4.) Personal Growth: Yes, a minor in Legal Studies helps students cultivate resilience, adaptability, effective communication, leadership, and teamwork skills. Inherent to any educational experience, students will grow intellectually, collaborate with others, express themselves verbally and in writing, and guide others.

Change Item Description	Department Justification
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New program proposal

**Effective Term - Summer 2026**
**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>ARTA 250: Films for Filmmakers</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> Removed ARTA 224 as a Prerequisite because it is unnecessary and was preventing students from being able to register for the course.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		ARTA 224	
<b>ARTA 322: Intermediate Photography</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> 1.) Change prerequisite ARTE 101 to ARTE 104, reflecting the BFA program change of replacing 101 with 104 in the foundations.2.) Add ARTS 225 photo class as an optional prerequisite so that students can take the ARTS or ARTA photo classes, without the professor needing to give overrides.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		ARTE 101 and ARTA 222	ARTE 104; and ARTA 222 or ARTS 225
<b>ARTA 324: Animation Production</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> Change prerequisite ARTE 101 to ARTE 104, reflecting the BFA program change of replacing ARTE 101 with ARTE 104 in the foundations.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		ARTE 101, ARTA 224, and ARTA 225	ARTE 104, ARTA 224, and ARTA 225
<b>ARTA 422: Advanced Photography and Studio Lighting</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> 1.) Change prerequisite ARTE 101 to ARTE 104, reflecting the BFA program change of replacing ARTE 101 with ARTE 104 in the foundations.2.) Add ARTS 225 photo class as an optional prerequisite so that students can take the ARTS 225 or ARTA 222 photo classes, without the professor needing to give overrides.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		ARTE 101 and ARTA 222	ARTE 104; and ARTA 222 or ARTS 225
<b>ARTA 430: Creature Design</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> Change prerequisite ARTE 101 to ARTE 104, reflecting the BFA program change of replacing ARTE 101 with ARTE 104 in the foundations. Remove ARTA 323 as a prerequisite because as a fall only class, many exceptions and overrides were being made.			

Change Item Description		Old	New
Prerequisites:		ARTE 101, ARTS 151, ARTA 123, and ARTA 323	ARTE 104, ARTS 151, and ARTA 123
<b>ARTA 434: Professional Videography</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gollob   Roberson</b>
<b>UCC Discussion:</b> The predecessor course, ARTA 426 - Advanced Motion Studio, was created with a very vague description. Over time it has evolved into a more defined and specific course and we felt its course title and description should reflect that. Because of the number of updates required to ARTA 426, it was determined that creating a new course was necessary.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>ARTS 325: Intermediate Photography</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> Change prerequisite ARTE 101 to ARTE 104, reflecting the Studio Arts foundation courses which has replaced ARTE 101 with ARTE 104.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		ARTE 101; and ARTS 225 or ARTA 222	ARTE 104; and ARTS 225 or ARTA 222
<b>ARTS 425: Advanced Studio Photography</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Kessler</b>
<b>UCC Discussion:</b> Add ARTA 222 or ARTS 225 photo classes as a prerequisite so that students can take the ARTS 225 or ARTA 222 photo classes, without the professor needing to give overrides. Remove ARTS 325. Similar to the ARTA 422 section, ARTA 322 is not a prerequisite, so ARTS 425 should not have ARTS 325 as a prerequisite.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		ARTS 325	ARTA 222 or ARTS 225
<b>ARTT 390: 3D Digital CNC Art</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gollob   Roberson</b>
<b>UCC Discussion:</b> This course expands the department's digital fabrication curriculum by providing advanced study in computer-aided sculptural processes. As CNC routing and 3D printing have become essential tools in contemporary art, design, and industry, this course equips students with the technical proficiency and conceptual depth necessary to produce complex, professional-level works. It supports the BFA program's emphasis on innovation, interdisciplinary practice, and the integration of emerging technologies within fine art. Additionally, it prepares students for graduate study or professional application in digital fabrication, public art, and creative industries that bridge art and technology.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			

<b>CONM 370: Managing the Regulatory Environment</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> Update semester offering to remove Fall to reflect current delivery schedule of course.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Please indicate the semester(s) in which the course will typically be offered:	Fall	Spring	
<b>CSCI 110: Beginning Programming with Python</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> This course has long carried the title Beginning Programming with Python. However, the words with Python were inadvertently omitted from the official course title, creating unnecessary confusion during semester scheduling. The current proposal does not represent a substantive change but rather a long-overdue correction to align the official title with the course's established content and focus.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Course name:	Beginning Programming	Beginning Programming with Python	
Course abbreviated schedule name:	Beginning Programming	Begin Prog with Python	
<b>CSCI 110L: Beginning Programming with Python Laboratory</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> This course has long carried the title Beginning Programming with Python Lab. However, the words with Python were inadvertently omitted from the official course title, creating unnecessary confusion during semester scheduling. The current proposal does not represent a substantive change but rather a long-overdue correction to align the official title with the course's established content and focus.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Course name:	Beginning Programming Laboratory	Beginning Programming with Python Laboratory	
Course abbreviated schedule name:	Beg. Programming Laboratory	Begin Prog with Python Lab	
<b>CSCI 111: CS1: Foundations of Computer Science</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> 1.) Changed the credit hour from 4 credit hour to 3 credit hours for this course. Since the CS curriculum recently added CSCI 110 and CSCI 110 Lab (3+1=4) credit hours) and CSCI 480 (3 credit hours) as required courses, it was decided that the faculty could continue to cover the same materials and concepts without compromising quality in this course with 3 credit hours. Some of the concepts covered in this class are emphasized in CSCI 110 and CSCI 110 Lab with a different programming language. The 3-credit-hour CSCI 111 will also closely align with the 4-credit-hour CSCI 130 course, as CSCI 130 covers approximately 1 credit hour of materials in the MATLAB programming language, in addition to 3 credit hours of C++.			

- 2.) Adjusted contact hours (reduced from 4 to 3), Academic engagement minutes (from 3000 to 2250) and student prep minutes from (6000 to 4500) to match the reduction in credit hours on course.
- 3.) Cleaned up punctuation on course description.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	4	3
Course description for the catalog:	Introduction to problem solving techniques with emphasis on modularity, abstraction, analysis, and correctness of algorithm design. Using C/C++ language as a tool. Topics covered include data types, version control, Makefile, control structures, I/O, pointers, dynamic memory, functions, unit testing, debugging, structs.	Introduction to problem-solving techniques, with emphasis on modularity, abstraction, analysis, and correctness of algorithm design. Using C/C++ language as a tool, topics covered include: data types, version control, Makefile, control structures, I/O, pointers, dynamic memory, functions, unit testing, debugging, and structs.

<b>CSCI 112: CS2: Data Structures</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> Reduced credit hours from 4 to 3. Since the CS curriculum recently added CSCI 110 and CSCI 110 Lab (3+1=4) credit hours) and CSCI 480 Algorithms: Design and Analysis (3 credit hours) as required courses, it was decided that the faculty could cover the same materials and concepts without compromising quality in this course, with 3 credit hours. Some of the data structures, such as Trees and graphs, introduced in this class are covered in depth in CS3: Intro to Algorithms and CSCI 480.			

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	4	3

<b>CSCI 241: Computer Architecture and Assembly Language</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> CSCI 241 credit hours being reduced from 4 credit hour to 3 credit hours. The reduction in hours is due to the fact that many of the subjects in this class are now covered in CSCI 110 which is required. The addition of CSCI 110 to the program has allowed us to see an approach to this class that will not have to re-iterate loops, conditional statements, and functions because students will have heard that content in CSCI 110, CSCI 111, CSCI 112 before this class. Contact hours, student engagement minutes, student preparation minutes, and topical outline have all been adjusted to reflect the reduction in credit hours.			

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	4	3

<b>CSCI 306: Full Stack Development</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> 1) Name change to match change in industry-standard language. Also, this title will match the series Front End Development, Progressive Web Applications, and Full Stack Development as part of the new Full Stack Developer certificate. 2) The addition of CSCI 260 as a prereq is seen as making explicit the need for some Database knowledge in this class that was implied in the past. The need for CSCI 460 Database Design later in the curriculum was not explicitly stated in the past, because many students use Databases in other classes and projects. The CSCI 260 class is a practical use of Databases that is offered to non-CS majors and is required for CS majors in the current catalog. We feel this makes the need for entry level database skill clear and at an appropriate level. CSCI 460 covers topics that Database Administrators might need to know but that most Database users do not need to be effective in developing applications.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Course name:		Web Page Design III	Full Stack Development
Course abbreviated schedule name:		Web Page Design III	Full Stack Development
Prerequisites:		CSCI 206	CSCI 206, CSCI 260
<b>CSCI 420: Software Security</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> 1) Added CSCI 260 as an "or" prerequisite. Since CSCI 370 is not a required course for Computer Science majors, adding CSCI 260 as an alternative will open up this course as an important elective for CS majors. 2) Edited the topical course outline to clarify the C/C++ programming element of the course. Basic programming is not taught in this class. Instead, students examine C/C++ code for flaws.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		CSCI 370	CSCI 260 or CSCI 370
<b>CSCI 465: Network/Application Security</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> 1) Added CSCI 260 as an "or" prerequisite. The current prerequisite CSCI 370 is not required for CS majors. Adding CSCI 260 as an alternative will make the course a valuable elective for many CS majors. 2) Cleaned up the topical course outline to more clearly show the course topics.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		CSCI 420	CSCI 260 or CSCI 370
<b>CSCI 484: Computer Networks</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Richards   Driskell</b>
<b>UCC Discussion:</b> Removed CSCI 112 and added CSCI 260 as a prerequisite. CSCI 260 is a more appropriate prerequisite compared to CSCI 112. This removes the "hidden" prerequisite, as this course is also required for the Professional Certificate in Cybersecurity, which requires CSCI 260 and not CSCI 112.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Prerequisites:		CSCI 112	CSCI 260



<b>DMSO 401L: Introduction to Diagnostic Sonography Laboratory</b>	<b>1</b>	<b>Course Addition - Approved</b>	<b>Gollob   Driskell</b>
<b>UCC Discussion:</b> This course is included in the new General Track of the existing Diagnostic Medical Sonography (DMS) program. Although an Introduction to Cardiac Sonography Lab (DMSO 400L) course is similar, the differences in content and equipment are significant and require the development of a separate course.			
<b>Change Item Description</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 Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> The corequisite DMSO 411 was removed to accommodate the addition of the program's second track. Most courses will be shared between both tracks, with the exception of three course pairs: DMSO 400L/DMSO 401L, DMSO 411/DMSO 412, and DMSO 421/DMSO 422, which are specific to each track. Keeping the existing corequisites in place would create registration conflicts for students enrolled in their designated track courses.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Corequisites:		DMSO 410 and DMSO 411	DMSO 410
<b>DMSO 410: Sonography Principles and Instrumentation I</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> The corequisite DMSO 411 was removed to accommodate the addition of the program's second track. Most courses will be shared between both tracks, with the exception of three course pairs: DMSO 400L/DMSO 401L, DMSO 411/DMSO 412, and DMSO 421/DMSO 422, which are specific to each track. Keeping the existing corequisites in place would create registration conflicts for students enrolled in their designated track courses.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Corequisites:		DMSO 409 and DMSO 411	DMSO 409
<b>DMSO 412: Diagnostic Sonography Procedures I</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Gollob   Driskell</b>
<b>UCC Discussion:</b> This course is part of the new General Track within the existing Diagnostic Medical Sonography (DMS) program. Students in the General Track will take this course in place of DMSO 411 Cardiac Sonography Procedures I.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
New Proposal: No differences to report			
<b>DMSO 419: Sonography Clinical Experience II</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> The corequisite DMSO 421 was removed to accommodate the addition of the program's second track. Most courses will be shared between both tracks, with the exception of three course pairs: DMSO 400L/DMSO 401L, DMSO 411/DMSO 412, and DMSO 421/DMSO 422, which			

are specific to each track. Keeping the existing corequisites in place would create registration conflicts for students enrolled in their designated track courses.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Corequisites:	DMSO 420, DMSO 421, and DMSO 429	DMSO 420 and DMSO 429

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<b>DMSO 420: Sonography Principles and Instrumentation II</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** The corequisite DMSO 421 was removed to accommodate the addition of the program's second track. Most courses will be shared between both tracks, with the exception of three course pairs: DMSO 400L/DMSO 401L, DMSO 411/DMSO 412, and DMSO 421/DMSO 422, which are specific to each track. Keeping the existing corequisites in place would create registration conflicts for students enrolled in their designated track courses.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Corequisites:	DMSO 419, DMSO 421, and DMSO 429	DMSO 419 and DMSO 429

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<b>DMSO 422: Diagnostic Sonography Procedures II</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gollob   Driskell</b>
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**UCC Discussion:** This course is part of the new General Track within the existing Diagnostic Medical Sonography (DMS) program. Students in the General Track will take this course in place of DMSO 421 Cardiac Sonography Procedures II.

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

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<b>DMSO 429: Sonography Clinical Experience III</b>	<b>12</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** The corequisite DMSO 421 was removed to accommodate the addition of the program's second track. Most courses will be shared between both tracks, with the exception of three course pairs: DMSO 400L/DMSO 401L, DMSO 411/DMSO 412, and DMSO 421/DMSO 422, which are specific to each track. Keeping the existing corequisites in place would create registration conflicts for students enrolled in their designated track courses.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Corequisites:	DMSO 419, DMSO 420, and DMSO 421	DMSO 419 and DMSO 420

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<b>EDUC 374: Exceptional and English Language Learners in the Inclusive Classroom</b>	<b>4</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1) Increasing credit hours from 3 to 4 as part of the changes to the Elementary Education program from a BA in Liberal Arts to a BA in Elementary Education. Increasing by 1 hour gives students more knowledge in working with students with different needs. Including more time given to relationships with families and community partners. Adjusted contact hours, academic engagement, and student prep minutes to coincide with change in credit hour increase. 2) Removed

prerequisites to simplify registration for candidates who already have the necessary coursework. 3) Added Spring to Semesters Typically Offered to accurately reflect when the course is taught. 4) Added content in Topical Course Outline and added language in SLO 10 related to families and community partners.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	3	4
Prerequisites:	EDUC 343 with a grade of "B" or higher or may be taken concurrently with EDUC 340	
Please indicate the semester(s) in which the course will typically be offered:	Fall	Fall Spring

<b>EDUC 442: Integrating Literacy Across the Curriculum: Secondary and K-12 Art</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) In the process of shifting the elementary education program from a BA in liberal arts to a BA in elementary education, we added 1 credit to the EDUC 475, classroom management, course. Because this course is also taken by secondary and art candidates, we had to take an hour from another EDUC course for these programs. EDUC 442 is a shared class for secondary and art candidates. It is also a class where we can afford to reduce curriculum in favor of classroom management. 2.) The contact hours per week, course outline, and student learning outcomes have been reduced in order to reflect the reduced 1 credit hour.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	3	2

<b>EDUC 444: Methods for Teaching Writing and Spelling in the Elementary Classroom</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gollob   Bachman</b>
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**UCC Discussion:** Updates to the Colorado Elementary Education Standards require an increased focus in this area of literacy. Offering this additional class will allow the Elementary Education program to meet these standards in a way that promotes student success.

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

<b>EDUC 471: Educational Assessment for the K-12 Educator</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) Updates to the credit hours reflect changes to the State Standards for Elementary Education. Increasing the credit load from 1 credit to 2 credits facilitates completion of work that demonstrates current expectations for student competency. Adjusted contact hours, academic engagement, and student prep minutes to coincide with change in credit hour increase. 2.) Removed "or permission of instructor" from co-requisites as that is enforced at the section level. 3.) Co-requisites of EDUC 441 and EDUC 461 were removed to simplify registration and lifting permission holds. 4.)

Added topical course outline, SLOs, engagement minutes, and semesters typically offered, as information was not transferred in when CIM was implemented.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	1	2
Corequisites:	EDUC 441, EDUC 451, EDUC 461, or permission of instructor	EDUC 451

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<b>EDUC 475: Classroom Management for K-12 Educators</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) EDUC 475 is increasing from 1 credit hour to 2 credit hours in response to student feedback through course evaluations and post graduate surveys. 2.) The contact hours per week, course outline and student learning outcomes have been adjusted to reflect increased hour.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	1	2

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<b>EDUC 481: Elementary Science Methods</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gollob   Bachman</b>
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**UCC Discussion:** Offering this additional class will allow the Elementary Education program to meet the Colorado standards and stakeholder expectations in a way that promotes student success.

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

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<b>EDUC 482: Elementary Social Studies Methods</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Gollob   Bachman</b>
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**UCC Discussion:** Offering this additional class will allow the Elementary Education program to meet the Colorado standards and stakeholder expectations in a way that promotes student success.

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

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<b>ENGL 389: Screenwriting</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Driskell   Roberson</b>
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**UCC Discussion:** 1) SLOs, topical course outline, and meeting minutes were added, as information did not transfer over when CIM was implemented. 2) Semester when the course is typically offered was corrected from Fall to Spring to accurately reflect when the course is offered.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Please indicate the semester(s) in which the course will typically be offered:	Fall	Spring

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<b>MATH 101: Jump Start</b>	<b>0-3</b>	<b>Course Modification - Tabled</b>	<b>Richards   Roberson</b>
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**UCC Discussion:** This course was tabled after discussion with the Registrar's Office. The recommendation is to keep MATH 101 as is and create a zero-credit course numbered MATH 101z as another option for students.

<b>MATH 361: Numerical Analysis</b>	<b>4</b>	<b>Course Modification - Approved</b>	<b>Gollob   Bachman</b>
<b>UCC Discussion:</b> The adjustments to the Applied Math Concentration which include requiring this course and making it a prerequisite to the new MATH 461: Advanced Numerical Methods course necessitates the need to offer this course in the spring semester rather than fall. This will ensure a smooth course sequencing, leading to the capstone course for the program.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Please indicate the semester(s) in which the course will typically be offered:	Fall	Spring	
<b>MATH 365: Mathematical Modeling</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Gollob   Bachman</b>
<b>UCC Discussion:</b> 1.) Removing the following options from the list of prerequisites: MATH 225, MATH 236, MATH 240, MATH 253, MATH 260, and STAT 200. The content prerequisite needed for this course is Calculus II (MATH 152: Calculus II or MATH 136: Engineering Calculus II) while the other prerequisite choice list of 200-level courses was likely to help ensure mathematical maturity and upper class status. Since the content of those courses is not needed, we are removing the list to create more flexibility for students enrolling in math courses. The Calculus II prerequisite aligns the prerequisite requirement with our other 300-level non-proof based math courses. 2.) Added an Oxford comma to the course description for consistency among department courses. 3.) After some other course offering adjustments, we will want to change this class from being offered in Spring to instead being offered in the Fall semester. Justification: It is necessary to move MATH 361: Numerical Analysis from Fall to Spring. This MATH 365 course is a class taken by a similar set of students as it has only a MATH 152: Calculus II prerequisite. So, to increase students' options as well as their ability to take both courses, we'd like to have them offered in opposite semesters. This is an elective class on the programs where it appears and so the course sequencing does not need adjusting.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Prerequisites:	MATH 136 or MATH 152, and one of the following: MATH 225, MATH 236, MATH 240, MATH 253, MATH 260, or STAT 200	MATH 152 or MATH 136	
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall	
<b>MATH 369: Discrete Structures</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Gollob   Bachman</b>
<b>UCC Discussion:</b> The course MATH 370: Discrete Structures II was inactivated and this is clean up. Without a second course in discrete mathematics, there is no need to distinguish this as the first course. The mark-up makes it look like a change was made to the response of overlapping content with other courses, but there has been no change and there is no overlap with other courses.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Course name:	Discrete Structures I	Discrete Structures	
Course abbreviated schedule name:	Discrete Structures I	Discrete Structures	

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<b>MATH 452: Real Analysis</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Gollob   Bachman</b>
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**UCC Discussion:** Course Title: As a 400-level course, the use of "Introduction" in the title does not align with our other courses. MATH 352: Advanced Calculus is treated as the introduction to these topics. While we do have MATH 453: (Introduction) to Real Analysis II, that course is only offered on demand and thus removing the "I" from the title makes it clear that MATH 452 is the main Real Analysis course in the program with no expectation that another (3rd) course in this subject is necessary. Note, another course modification is being submitted to remove "Introduction" from the title of MATH 453 as well. The change in marking overlapping content is not a change to the course, but rather more accurate note that any topics that sound to be overlapping are actually treated differently in the two courses, MATH 352 and MATH 452.

Change Item Description	Old	New
Course name:	Introduction to Real Analysis I	Real Analysis
Course abbreviated schedule name:	Intro to Real Analysis I	Real Analysis

<b>MATH 453: Real Analysis II</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>Gollob   Bachman</b>
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**UCC Discussion:** The content of this course overlaps graduate-level mathematics and so as an undergraduate course, it is misleading to have "Introduction" in the title. Removing "Introduction to" aligns with the removal of the same portion of the title for MATH 452: (Introduction to) Real Analysis (I) and with the titles of our other upper division courses. Note, another course modification is being submitted to remove "Introduction" from the title of MATH 452: (Introduction to) Real Analysis (I) as well.

Change Item Description	Old	New
Course name:	Introduction to Real Analysis II	Real Analysis II
Course abbreviated schedule name:	Intro to Real Analysis II	Real Analysis II

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<b>MATH 461: Advanced Numerical Methods</b>	<b>3</b>	<b>Course Addition - Approved</b>	<b>Roberson   Rew</b>
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**UCC Discussion:** The addition of this course is to leverage the expertise of the current faculty in the department, to reduce redundancy between other low-enrolled courses in the Applied Math concentration by eliminating those other courses, and to streamline the requirements and prerequisite courses to increase student scheduling flexibility and course enrollment.

- In the Applied Math concentration, there is a 4-course sequence after completing Calculus II that spans 3 academic years (MATH 260- MATH 360 - MATH 366 - MATH 466). This MATH 461 course will be part of a stand-alone two-course sequence for the applied math program used to replace the second half of the four course sequence. This will increase the flexibility of the concentration and students' ability for timely completion of the program.

- One of those courses, MATH 366: Methods of Applied Mathematics II, has overlap with our well-established MATH 361: Numerical Analysis course. The non-overlapping content from MATH 366 will be covered in this MATH 461 course along with other more advanced topics. This allows us to discontinue MATH 366, to funnel more students into MATH 361, and to replace MATH 466: Methods of Applied Math III with the new MATH 461.

- With only MATH 361: Numerical Analysis as the prerequisite to MATH 461: Advanced Numerical Methods, this new course will be available for many more students whereas MATH 466 is only available to those who have completed a prior sequence of several courses. For example, MATH 361 is

an elective option for Computer Science majors and so MATH 461 may be of interest to those students since they will have met the prerequisite.

**Change Item Description**

**Old**

**New**

New Proposal: No differences to report

**MATH 490: Abstract Algebra**

**3**

**Course Modification - Approved**

**Gollob | Bachman**

**UCC Discussion:** Change to course title. While we do have MATH 491: Abstract Algebra II, that course is only offered on demand and thus removing the "I" from the title of MATH 490 makes it clear that MATH 490 is the typical Abstract Algebra course with no expectation that another course in this subject is necessary or required.

**Change Item Description**

**Old**

**New**

Course name:

Abstract Algebra I

Abstract Algebra

Course abbreviated schedule name:

Abstract Algebra I

Abstract Algebra

**NURS 243L: Foundational Nursing Skills Laboratory**

**1**

**Course Addition - Approved**

**Gollob | Driskell**

**UCC Discussion:** NURS 247L was a combined clinical and lab course. At our ACEN accreditation site visit on 9/9-9/11/2025, the site visitors did not like that there was not transparency between lab and clinical courses. NURS 247L is being modified to function solely as a clinical course. The lab portion has been removed and incorporated into this course.

**Change Item Description**

**Old**

**New**

New Proposal: No differences to report

**NURS 244: Introduction to Adult Concepts of Health**

**2**

**Course Inactivation - Approved**

**Roberson | Bachman**

**UCC Discussion:** The AAS program was restructured to establish a more logical and effective sequence of courses. The previous sequencing was not conducive to student learning and caused unnecessary confusion for our clinical affiliates. The new structure reduces redundancy across courses and clinical experiences. The content from this course will now be incorporated into NURS 248.

**Change Item Description**

**Old**

**New**

Delete Proposal: No differences to report

**NURS 244L: Introduction to Adult Concepts of Health Laboratory**

**2**

**Course Inactivation - Approved**

**Roberson | Bachman**

**UCC Discussion:** The AAS program was restructured to establish a more logical and effective sequence of courses. The previous sequencing was not conducive to student learning and caused unnecessary confusion for our clinical affiliates. The new structure reduces redundancy across courses and clinical experiences. The content from this course will now be incorporated into NURS 247L and 248L.

**Change Item Description**

**Old**

**New**

Delete Proposal: No differences to report



<b>NURS 246: Pharmacological Concepts I</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) Course description was revised to better illustrate the current content of the course. 2.) Course outcomes were updated to be more clear and reflective of the expected learning outcomes for this course. 3.) Topical outline was extended to ensure inclusion of all relevant topics. The categories were written broadly so that updates to medications can be incorporated without requiring frequent revisions. 4.) Corequisites courses were updated due to the change in course progression through the program (NURS 244/NURS 244L were removed and NURS 243L and NURS 250/NURS 250L were added).			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Course description for the catalog:		Introduction to basic pharmacology concepts, which include interactions, classification, adverse effects, drug dosages and math calculations.	Introduction to basic pharmacological principles and safe medication administration. Focus on medication calculation, drug classifications, adverse effects, and nursing considerations with administering medications.
Corequisites:		NURS 244/NURS 244L, and NURS 247/NURS 247L	NURS 243L, NURS 247/NURS 247L, and NURS 250/NURS 250L

  

<b>NURS 247: Fundamentals of Nursing</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) Course description was changed to better illustrate the content and learning experiences for students in the course. 2.) Course outcomes were updated to be more reflective of the "active" learning that is done in the course. 3.) Topical outline was broadened to ensure students would gain experiences related to all listed topics. 4.) Corequisites were updated due to the change in course progression through the program (NURS 244/NURS 244L were removed and NURS 243L and NURS 250/NURS 250L were added).			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Course description for the catalog:		Exploration of nursing concepts and skills utilized in the nursing process to develop critical thinking. Application of essential nursing skills including IV skills for safe practice.	Introduction of foundational nursing concepts and skills utilized to provide client-centered care in various health care settings. Emphasis is on concepts of basic nursing care, safety, evidence-based practice, therapeutic communication, and quality care as a competent, compassionate member of the health care team.

Corequisites: NURS 244/NURS 244L, NURS 246, and NURS 247L NURS 243L, NURS 246, NURS 247L, and NURS 250/NURS 250L

<b>NURS 247L:</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>Fundamentals of Nursing Clinical</b>			
<b>UCC Discussion:</b> 1.) The course title was revised to clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the course is a true clinical experience. With lab portions moving to NURS 243L, this course will also absorb some of the clinical experience from inactivated course NURS 244L. 2.) Course description was updated to reflect the current content and students' learning experiences in the course. 3.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 4.) Topical outline was broadened to ensure that the listed topics correlate with the students' educational experiences. 5.) Corequisites were updated due to the change in course progression through the program (NURS 244/244L were removed and NURS 243L and NURS 250/250L were added).			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Course name:		Fundamentals of Nursing Laboratory	Fundamentals of Nursing Clinical
Course abbreviated schedule name:		Fundamentals of Nursing Lab	Fundmntls of Nursing Clinical
Course description for the catalog:		Lab component required for NURS 247.	Application of foundational nursing concepts and skills utilized to provide client-centered care in various health care settings. Emphasis is on concepts of basic nursing care, safety, evidence-based practice, therapeutic communication, and quality care as a competent, compassionate member of the health care team.
Corequisites:		NURS 244/NURS 244L, NURS 246, and NURS 247	NURS 243L, NURS 246, NURS 247, and NURS 250/NURS 250L

<b>NURS 248: Adult Health I</b>	<b>4</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) The course title and abbreviated course title were shortened for clarity and conciseness: Adult Concepts of Health I to Adult Health I. 2.) Course description was revised to reflect the current content of the course. 3.) Topical outline was broadened to include all relevant topics. 4.) The course outcomes were clarified to better reflect student learning expectations after the changes to the course. 5.) Prerequisite courses were updated to better scaffold content and reflect the changes in the program (NURS 244/NURS 244L were removed and NURS 243L and NURS 250/NURS 250L			

were added). 6.) Corequisite courses were updated to better scaffold content and reflect the changes in the program (NURS 250/NURS 250L were removed). 7.) The course increased by one credit hour to absorb content from NURS 251 and NURS 244, which are being inactivated. Reducing three Adult Health courses to two allows for better sequencing, alignment with Colorado SBON requirements, clearer clinical expectations, and a structure that more closely reflects associate degree nursing programs. Adjusted contact hours per week, academic engagement minutes, and student prep minutes to reflect the increase in credits.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Adult Concepts of Health I	Adult Health I
Course abbreviated schedule name:	Adult Concepts of Health I	Adult Health I
Course description for the catalog:	Exploration of the role of the registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes in adults.	Application of clinical judgment to care for adult clients with acute and chronic medical-surgical conditions. Emphasis on the impact of illness that influences a client's health and wellness while focusing on the role of the registered nurse.
Prerequisites:	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	NURS 243L, NURS 246, NURS 247/NURS 247L, and NURS 250/NURS 250L
Corequisites:	NURS 248L, NURS 250/NURS 250L, and NURS 252/NURS 252L	NURS 248L and NURS 252/NURS 252L

### **NURS 248L: Adult Health I Clinical 3**

### **Course Modification - Approved**

**McQuade | Roberson**

**UCC Discussion:** 1.) Course title was revised to be more concise and also clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the course is a true clinical experience. The title was changed from Adult Concepts of Health I Laboratory to Adult Health I Clinical. 2.) Abbreviated course title was changed from Adult Concepts I Lab to Adult Health I Clinical. 3.) Course description was updated to reflect the current content and students' learning experiences in the course. 4.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 5.) The course incorporated topics from NURS 244L and NURS 251L. The topical outline was updated to ensure that the listed topics correlate with the students' educational experiences. 6.) Prerequisites were updated due to the change in course progression through the program (NURS 244/NURS 244L were removed and NURS 243L and NURS 250/NURS 250L were added). 7.) Corequisites were updated due to the change in course progression through the program (NURS 250/NURS 250L were removed).

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Adult Concepts of Health I Laboratory	Adult Health I Clinical
Course abbreviated schedule name:	Adult Concepts I Lab	Adult Health I Clinical

Course description for the catalog:	Exploration of the role of the registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes in adults.	Application of clinical judgment to care for adult clients with acute and chronic medical-surgical conditions in a variety of settings. Emphasis on the impact of illness that influences a client's health and wellness, while practicing clinical skills as a student nurse.
Prerequisites:	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	NURS 243L, NURS 246, NURS 247/NURS 247L, and NURS 250/NURS 250L
Corequisites:	NURS 248, NURS 250/NURS 250L, and NURS 252/NURS 252L	NURS 248 and NURS 252/NURS 252L

<b>NURS 249:</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>Pharmacological Concepts II</b>			
<b>UCC Discussion:</b> 1.) Course description was updated to accurately describe the current content of the course. 2.) Course topical outline was change to be more broad and capture all relevant topics. 3.) Course outcomes were changed to be more clear and be reflective of what student expectations are for the course. 4.) Prerequisites courses were updated to better scaffold content (NURS 251/NURS 251L was removed and NURS 255/NURS 255L was added). 5.) Corequisite courses were updated to better scaffold content (NURS 255/NURS 255L and NURS 256 were removed and NURS 258 was added).			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Course description for the catalog:	Integration of concepts in pharmacology, with a focus on high risk medications, drug calculations, and teaching.	Application of foundational pharmacology concepts in preparation for clinical practice and the NCLEX-RN exam for entry into the nursing profession. Emphasis on clinical reasoning, clinical judgment, the mechanism of action, nursing considerations, client education, and the application of critical concepts for the integration of nursing interventions for safe client care.	
Prerequisites:	NURS 251/NURS 251L and NURS 253/NURS 253L	NURS 253/NURS 253L and NURS 255/NURS 255L	
Corequisites:	NURS 255/NURS 255L and NURS 256/NURS 256L	NURS 256L and NURS 258	

<b>NURS 250: Health Assessment for Nurses</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) Course description was changed to reflect the current content of the course better. 2.) Course outcomes were updated to be more reflective of the "active" learning that is done in the course. 3.) Topical outline was broadened to include all relevant topics. 4.) Prerequisites were updated due to the change in course progression through the program. 5.) Corequisites were updated due to the change in course progression through the program (NURS 248/NURS 248L and NURS 252/NURS 252L were removed and NURS 243L, NURS 246, and NURS 247/NURS 247L were added). 6.) Changed the semester offered to fall to reflect when course would be taught and to better scaffold content and align with the updated program sequencing.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>
Course description for the catalog:		Acquisition of knowledge and skills necessary for completing health assessment across the life span.	Introduction to basic health history and physical assessment skills needed as a registered nurse. Emphasis on assessing healthy adults using systematic approaches and essential skills needed to conduct and document basic health assessments.
Prerequisites:		NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	Admission to the AAS nursing program
Corequisites:		NURS 248/NURS 248L, NURS 250L, and NURS 252/NURS 252L	NURS 243L, NURS 246, NURS 247/NURS 247L, and NURS 250L
Please indicate the semester(s) in which the course will typically be offered:		Spring	Fall
<b>NURS 250L: Health Assessment for Nurses Laboratory</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) Course description was updated to reflect the current content and students' learning experiences in the course. 2.) Course outcomes were updated for greater clarity and alignment with the intended learning objectives. 3.) Topical outline was broadened to ensure that the listed topics correlate with the students' educational experiences. 4.) Prerequisites were updated due to the change in course progression through the program. 5.) Corequisites were updated due to the change in course progression through the program (NURS 248/NURS 248L and NURS 252/NURS 252L were removed and NURS 243L, NURS 246, and NURS 247/NURS 247L were added). 6.) Changed the semester offered to fall to reflect when the course would be taught and to better scaffold content and align with the updated program sequencing.			
<b>Change Item Description</b>		<b>Old</b>	<b>New</b>

Course description for the catalog:	Acquisition of knowledge and skills necessary for completing health assessment across the life span.	Application of basic health history and physical assessment skills needed as a registered nurse. Emphasis on assessing healthy adults using systematic approaches and essential skills needed to conduct and document basic health assessments.
Prerequisites:	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	Admission into the AAS nursing program
Corequisites:	NURS 248/NURS 248L, NURS 250, and NURS 252/NURS 252L	NURS 243L, NURS 246, NURS 247/NURS 247L, and NURS 250
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall

<b>NURS 251: Adult Concepts of Health II</b>	<b>3</b>	<b>Course Inactivation - Approved</b>	<b>Roberson   Bachman</b>
<b>UCC Discussion:</b> The AAS program was restructured to establish a more logical and effective sequence of courses. The previous sequencing was not conducive to student learning and caused unnecessary confusion for our clinical affiliates. The new structure reduces redundancy across courses and clinical experiences. The content from this course will now be incorporated into NURS 248 and NURS 255.			

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

<b>NURS 251L: Adult Concepts of Health II Laboratory</b>	<b>3</b>	<b>Course Inactivation - Approved</b>	<b>Roberson   Bachman</b>
<b>UCC Discussion:</b> The AAS program was restructured to establish a more logical and effective sequence of courses. The previous sequencing was not conducive to student learning and caused unnecessary confusion for our clinical affiliates. The new structure reduces redundancy across courses and clinical experiences. The content from this course will now be incorporated into NURS 248L and NURS 255L.			

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

<b>NURS 252: Mental Health in Nursing</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) Course title was changed from Mental Health Concepts in Nursing to Mental Health in Nursing to be more concise. 2.) Course description was updated to reflect the current content of the course. 3.) Topical outline was broadened to include all relevant topics. 4.) The course outcomes were revised to better align with the intended student learning expectations. 5.) Prerequisite courses			

were changed to better scaffold content and reflect the program changes (NURS 244/NURS 244L were removed and NURS 243 and NURS 250/NURS 250L were added). 6.) Corequisite courses were changed to better scaffold content and reflect the program changes (NURS 250/NURS 250L were removed). 7.) The credit hours for this course were increased from 2 to 3. This change aligns the course with comparable 3-credit-hour courses offered in other accredited nursing programs and ensures compliance with the Colorado State Board of Nursing (SBON) requirements regarding the minimum number of didactic hours for professional nursing courses. 8.) Academic engagement and student preparation minutes were updated for the increased credit hours.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Mental Health Concepts in Nursing	Mental Health in Nursing
Course description for the catalog:	Exploration of psychosocial concepts, with a focus on maintaining mental health of the community, individual, and family.	Exploration of psychosocial concepts and mental health disorders that impact clients across the lifespan. Introduction to therapeutic communication in the nurse-client relationship. Emphasis on the role of the nurse and health care team to promote mental and emotional health of the individual, family, and community.
Prerequisites:	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	NURS 243L, NURS 246, NURS 247/NURS 247L, and NURS 250/NURS 250L
Corequisites:	NURS 248/NURS 248L and NURS 250/NURS 250L	NURS 248/NURS 248L, and NURS 252L
Credit hours:	2	3

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<b>NURS 252L: Mental Health in Nursing Clinical</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) Course title was revised from Mental Health Concepts in Nursing Laboratory to Mental Health in Nursing Clinical, to be more concise and clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the course is a true clinical experience. 2.) Abbreviated course title was changed from Mental Health Nursing Lab to Mental Health Nursing Clinical. 3.) Course description was updated to reflect the current content and students' learning experiences in the course. 4.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 5.) Topical outline was broadened to ensure that the listed topics correlate with the students' educational experiences. 6.) Prerequisites were updated due to the change in course progression through the program (NURS 244/NURS 244L were removed and NURS 243L and NURS 250/NURS 250L were added). 7.) Corequisites were updated due to the change in course progression through the program (NURS 250/NURS 250L were removed and NURS 252 was added).

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
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Course name:	Mental Health Concepts in Nursing Laboratory	Mental Health in Nursing Clinical
Course abbreviated schedule name:	Mental Health Nursing Lab	Mental Health Nursing Clinical
Course description for the catalog:	Exploration of psychosocial concepts, with a focus on maintaining mental health of the community, individual, and family.	Exploration of psychosocial concepts and mental health disorders that impact clients across the lifespan. Introduction to therapeutic communication in the nurse-client relationship. Emphasis on the role of the nurse and health care team to promote mental and emotional health of the individual, family, and community.
Prerequisites:	NURS 244/NURS 244L, NURS 246, and NURS 247/NURS 247L	NURS 243L, NURS 246, NURS 247/NURS 247L, and NURS 250/NURS 250L
Corequisites:	NURS 248/NURS 248L and NURS 250/NURS 250L	NURS 248/NURS 248L and NURS 252

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**NURS 253: Family Nursing Obstetrics and Pediatrics**
**4**
**Course Modification - Approved**
**McQuade | Roberson**

**UCC Discussion:** 1.) The course description was updated to accurately reflect current course content. 2.) The topical outline was revised to provide a broader scope and include all essential topics. 3.) The course outcomes were clarified to better reflect student learning expectations. 4.) Prerequisite courses were updated to align with the revised program sequencing (NURS 250/NURS 250L were removed). 5.) Corequisite courses were updated to align with the revised program sequencing (NURS 251/NURS 251L were removed and NURS 253L and NURS 255/NURS 255L were added).

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

Course description for the catalog:

Exploration of family health, with particular focus on pregnant women and the developmental health of infants, children, and adolescents.

Exploration of nursing care of the childbearing family and developmental health of an infant, child, and adolescent client. Emphasis on physiological, psychosocial, cultural, ethical, and legal considerations for the childbearing family and health and illness needs of the child within the family. Focus on the role of the nurse to formulate a plan of care for diverse family needs.

Prerequisites:	NURS 248/NURS 248L, NURS 250/NURS 250L, and NURS 252/NURS 252L	NURS 248/NURS 248L and NURS 252/NURS 252L
Corequisites:	NURS 251/NURS 251L and NURS 253L	NURS 253L and NURS 255/NURS 255L

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<b>NURS 253L: Family Nursing Obstetrics and Pediatrics Clinical</b>	<b>2</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) Course title was revised from Family Nursing Obstetrics and Pediatrics Laboratory to Family Nursing Obstetrics and Pediatrics Clinical, to clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the course is a true clinical experience. 2.) Abbreviated course title was changed from OB and Pediatrics Nursing Lab to OB Peds Nursing Clinical. 3.) Course description was updated to reflect the current content and students' learning experiences in the course. 4.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 5.) Topical outline was broadened to ensure that the listed topics correlate with the students' educational experiences. 6.) Prerequisite courses were updated due to the change in course progression through the program (NURS 250/NURS 250L were removed). 7.) Corequisite courses were updated due to the change in course progression through the program (NURS 251/NURS 251L were removed and NURS 255/NURS 255L were added).

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Family Nursing Obstetrics and Pediatrics Laboratory	Family Nursing Obstetrics and Pediatrics Clinical
Course abbreviated schedule name:	OB and Pediatrics Nursing Lab	OB Peds Nursing Clinical
Course description for the catalog:	Exploration of family health, with particular focus on pregnant women and the developmental health of infants, children, and adolescents.	Development of nursing skills to provide care for the childbearing family, infants, children, and adolescent clients. Emphasis on physiological, psychosocial, cultural, ethical, and legal considerations for the childbearing family and health and illness needs of the child within the family. Focus on the role of the nurse to formulate a plan of care for diverse family needs.
Prerequisites:	NURS 248/NURS 248L, NURS 250/NURS 250L, and NURS 252/NURS 252L	NURS 248/NURS 248L and NURS 252/NURS 252L
Corequisites:	NURS 251/NURS 251L and NURS 253	NURS 253 and NURS 255/NURS 255L

<b>NURS 255: Advanced Adult Health</b>	<b>4</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) Course title was changed. It was shortened to be more concise and added the word "advanced" to illustrate the complexity of topics in this course. 2.) Abbreviated course title was changed to match the new course title. 3.) Course description was revised to reflect the current content of the course. 4.) Topical outline was broadened to include all relevant topics. 5.) The course outcomes were clarified to better reflect student learning expectations after the updates. 6.) The course increased by one credit hour to incorporate some content from NURS 251, which is being inactivated. The remaining material from NURS 251 is added to NURS 248. Reducing three Adult Health courses to two allows for better sequencing, alignment with Colorado SBON requirements, clearer clinical expectations, and a structure that more closely reflects associate degree nursing programs. 7.) Academic engagement and student preparation minutes were updated for the increased credit hours. 8.) Prerequisite courses were updated to better scaffold content and reflect the changes in the program (NURS 250/NURS 251L and NURS 253/NURS 253L were removed and NURS 248/NURS 248L and NURS 252/NURS 252L were added). 9.) Corequisite courses were updated to better scaffold content and reflect the changes in the program (NURS 249 and NURS 256/NURS 256L were removed and NURS 253/NURS 253L were added). 10.) Changed offering from spring to fall to better reflect course offerings and sequence.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Adult Concepts of Health III	Advanced Adult Health
Course abbreviated schedule name:	Adult Concepts of Health III	Advanced Adult Health
Course description for the catalog:	Exploration of critical care needs of adult patients. Previous knowledge is integrated throughout to assist with optimal functioning in various complex health care situations.	Exploration of clients with higher levels of acuity and complex medical needs. Emphasis on the application of clinical reasoning, prioritizing client care, and critically ill or injured clients in the role of a registered nurse. Focus on multi-system disease processes and promoting optimal levels of functioning of clients inside and outside of an acute care setting.
Credit hours:	3	4
Prerequisites:	NURS 251/NURS 251L and NURS 253/NURS 253L	NURS 248/NURS 248L and NURS 252/NURS 252L
Corequisites:	NURS 249, NURS 255L, and NURS 256/NURS 256L	NURS 253/NURS 253L and NURS 255L
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall

<b>NURS 255L: Advanced Adult Health Clinical</b>	<b>3</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
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**UCC Discussion:** 1.) Course title was revised to be more concise and clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the

course is a true clinical experience. 2.) Course description was updated to reflect the current content and students' learning experiences in the course. 3.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 4.) The course incorporated some topics from NURS 251L. Topical outline was broadened to ensure that the listed topics correlate with the students' educational experiences. 5.) Prerequisites were updated due to the change in course progression through the program (NURS 251/NURS 251L and NURS 253/NURS 253L were removed and NURS 248/NURS 248L and NURS 252/NURS 252L were added). 6.) Corequisites were updated due to the change in course progression through the program (NURS 249 and NURS 256/NURS 256L were removed and NURS 253/NURS 253L were added). 7.) The semester offered was changed to fall to align with the new sequencing of the courses in the program.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Adult Concepts of Health III Laboratory	Advanced Adult Health Clinical
Course abbreviated schedule name:	Adult Concepts III Lab	Advanced Adult Health Clinical
Course description for the catalog:	Exploration of critical care needs of adult patients. Previous knowledge is integrated throughout to assist with optimal functioning in various complex health care situations.	Delivery of care to clients with higher levels of acuity and complex medical needs. Emphasis on the application of clinical reasoning, prioritizing client care, and critically ill or injured clients in the role of a registered nurse. Focus on multi-system disease processes and promoting optimal levels of functioning of clients inside and outside of an acute care setting.
Prerequisites:	NURS 251/NURS 251L, and NURS 253/NURS 253L	NURS 248/NURS 248L and NURS 252/NURS 252L
Corequisites:	NURS 249, NURS 255, and NURS 256/NURS 256L	NURS 253/NURS 253L and NURS 255
Please indicate the semester(s) in which the course will typically be offered:	Spring	Fall

<b>NURS 256: Capstone</b>	<b>1</b>	<b>Course Inactivation - Approved</b>	<b>Roberson   Bachman</b>
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**UCC Discussion:** The AAS program was restructured to establish a more logical and effective sequence of courses. The previous sequencing was not conducive to student learning and caused unnecessary confusion for our clinical affiliates. The new structure reduces redundancy across courses and clinical experiences. The content from this course will now be incorporated into NURS 258.

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

<b>NURS 256L: Nursing Capstone Clinical</b>	<b>5</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<b>UCC Discussion:</b> 1.) Course title was revised to clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the course is a true clinical experience. 2.) Course description was updated to reflect the current content and students' learning experiences in the course. 3.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 4.) Topical outline was broadened to ensure students would be likely to have experiences related to those topics. 5.) Prerequisites were updated due to the change in course progression through the program (NURS 251/NURS 251L were removed and NURS 255/NURS 255L were added). 6.) Corequisites were updated due to the change in course progression through the program (NURS 255/NURS 255L and NURS 256 were removed and NURS 258 was added). 7.) Course credit hours were increased to 5 to ensure students meet the total number of required clinical hours across the program, in accordance with Colorado SBON standards. This adjustment also maintains the overall number of clinical hours students previously completed in their final semester, ensuring consistent clinical experience. 8.) Academic engagement and student preparation minutes were updated for the increased credit hours.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Course name:	Capstone Laboratory	Nursing Capstone Clinical	
Course abbreviated schedule name:	Capstone Laboratory	Nursing Capstone Clinical	
Course description for the catalog:	Exploration of the physiological and psychosocial factors that contribute to altered health states and their impact on patients and their families. Emphasis is on the application of the nursing process and refinement of clinical skills. Students gain experience in working with patients in acute care settings as well as working with the families of acutely ill individuals.	Application of nursing knowledge, skills, and attitudes through the refinement of clinical skills in a practicum experience with a nurse preceptor and under the direction of nursing faculty. Emphasis on the development of personal and professional skills required to transition from the role of a student to the role of a graduate nurse.	
Prerequisites:	NURS 251/NURS 251L, and NURS 253/NURS 253L	NURS 253/NURS 253L and NURS 255/NURS 255L	
Corequisites:	NURS 249, NURS 255/NURS 255L, and NURS 256	NURS 249 and NURS 258	
Credit hours:	2	5	
<b>NURS 258: Transition to Nursing Practice</b>	<b>4</b>	<b>Course Addition - Approved</b>	<b>Gollob   Driskell</b>
<b>UCC Discussion:</b> This course will incorporate content from NURS 256 (1 credit), which is being inactivated. The course will also include additional topics that support the transition to nursing practice. This change aligns with the Colorado SBON requirements for didactic content and instructional hours.			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	

New Proposal: No differences to report

<b>NURS 353L: Foundations of Nursing Practice Laboratory</b>	<b>1</b>	<b>Course Modification - Approved</b>	<b>McQuade   Roberson</b>
<p><b>UCC Discussion:</b> 1.) Course title was revised from Family Nursing Obstetrics and Pediatrics Laboratory to Family Nursing Obstetrics and Pediatrics Clinical, to clearly indicate that it is a clinical course. During the ACEN accreditation site visit on September 9–11, 2025, the reviewers noted a lack of transparency in distinguishing between lab and clinical courses. This change clarifies that the course is a true clinical experience. 2.) Abbreviated course title was changed from OB and Pediatrics Nursing Lab to OB &amp; Peds Nursing Clinical. 3.) Course description was updated to reflect the current content and students' learning experiences in the course. 4.) Course outcomes were updated to be more reflective of the "active" learning that is done in a clinical course. 5.) Topical outline was broadened to ensure that the listed topics correlate with the students' educational experiences. 6.) Prerequisite courses were updated due to the change in course progression through the program (NURS 250/NURS 250L were removed). 7.) Corequisite courses were updated due to the change in course progression through the program (NURS 251/NURS 251L were removed and NURS 255/NURS 255L were added).</p>			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
Credit hours:	3	1	
Course description for the catalog:	Application of fundamental concepts and evidenced based nursing skills in a variety of settings. Emphasis on performing basic nursing skills, documentation, and professional development as a student nurse. Focus is on providing safe care for diverse adult populations.	Application of fundamental concepts and evidenced based nursing skills in a campus laboratory setting. Emphasis on learning to perform basic nursing skills, documentation, communication, and professional development as a student nurse. Focus is on practicing safe care for diverse adult populations	
Corequisites:	NURS 350/NURS 350L, NURS 353, NURS 370, and NURS 372	NURS 350/NURS 350L, NURS 353, NURS 354L, NURS 370, and NURS 372	
<b>NURS 354L: Foundations of Nursing Practice Clinical</b>	<b>2</b>	<b>Course Addition - Approved</b>	<b>Gollob   Driskell</b>
<p><b>UCC Discussion:</b> NURS 353L (3 credit hours) combines both laboratory and clinical hours for student nurses. We want to delineate lab hours from clinical hours by creating a new course, NURS 354L. NURS 354L would solely focus on clinical hours while NURS 353L would focus on laboratory hours. We are also proposing splitting the credits. The new course, NURS 354L, would be a 2-credit clinical and NURS 353L would be a 1-credit laboratory class. This split would also make it easier for our accrediting body to differentiate between lab hours and clinical hours.</p>			
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>	
New Proposal: No differences to report			