COLORADO MESA UNIVERSITY

Undergraduate Curriculum Committee
Meeting Minutes
December 8, 2022
UC 222

Members Present: Denise McKenney, Olga Grisak, Tracii Friedman, Sarah Lanci, Sloane Milstein, Scott Andrews, Brian Hosterman, Kristina Pagel, Evan Curtis, Geoffrey Gurka, Andrew Bajorek, Elaine Venter

Members Absent: Wayne Smith, Nick Bardo

Ex-officio members present: Maggie Bodyfelt, Morgan Bridge, Amber D'Ambrosio, Janel Davis, Johanna Varner

Guests Present: Troy Miller, Carrie McVean

Recording Secretary: Aaron Osborne and Caitlin Cuevas

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

Before the announcements Chair Lanci asked to amend the agenda and remove 2421 Liberal Arts: Computer Science and DANC 115 Dance Appreciation-GTAH1 from the Committee Meeting agenda. Gurka moved and Andrews seconded. Both proposals will be removed from today's agenda.

I. Announcements

A. Chair Lanci reminded UCC that CIM closes February 6, 2023. This is the last date any proposal can be entered into workflow this year.

II. Ex-Officio Reports

A. Associate Vice President of Academic Affairs for Assessment and Accreditation
   i. AVPAA Bridge thanked faculty for their work on the 100-200 level course SLOs and topical course outlines. There have been great discussions in departments around these courses and the appropriate course descriptions and SLOs as the work has progressed in CIM.

B. Registrar's Office
   i. Nothing to report

C. Financial Aid Deputy Director Martin
   i. No comments

D. Librarian D'Ambrosio
   i. Please let the Library know as soon as possible when you have new courses/programs to allow the Library time to work on their assessments. The Library only needs the

course description and topical course outline as a beginning point so please send that information to Librarian D'Ambrosio, even before you place the information in CIM, if possible, to allow the Library to begin their research.

E. Catalog Description Reviewer Varner
   i. Please send your course descriptions to Dr. Varner, even before you enter information into CIM to help facilitate the process.

F. Essential Learning
   i. Nothing to report.

III. Old Business

A. Chair Lanci reminded UCC that CIM Clean-up is underway. Please look at your 100/200 and Essential Learning departmental courses and see which courses still need Course SLOs, Course Outlines, Typical Semester Offered, and Course Minutes added into CIM. Any course/program changes in CIM by February 6 will be reviewed and approved for addition to this year's Catalog.

IV. Curriculum Proposals

A. **Summary of committee actions and additional details on curriculum proposals begins on page 4.**

V. Information Items

A. Chair Lanci reminded Committee Members to please include the following in the justification for cleanup changes: Typical semester offered, SLOs, Topical Course Outline, and Course Minutes (info was not transferred when CIM was implemented). The preceding statement can also be used as the justification for the change.

B. Chair Lanci reminded UCC that all curriculum proposals must also have any affected program proposals submitted before Executive Committee will review. For course proposals to be reviewed for this year, all course modifications and impacted program modifications must be in CIM before February 6th, 2023.

C. Since Executive Committee meets two weeks, usually, before UCC, Exec Committee needs time to review the proposals before the Executive meeting. Proposals need to be in CIM and to the UCC Executive que by at least Monday of the week the Executive Committee is meeting.

D. Please do not use first person in the proposal justifications and ensure that all departmental faculty, as appropriate, have provided input to the proposed changes.

VI. New Business

A. There was no new business.

Bardo motioned and Gurka seconded adjourning the meeting. With no objections from the committee, Chair Lanci adjourned the meeting at 4:07pm. Respectfully submitted, Aaron Osborne 12/9/2022.

Effective Term - Summer 2023			Programs
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Program	**Degree**	**Committee Action**	**Motion | Second**
3409: Biological Sciences: Ecology, Evolution and Organismal Biolo	**BS**	**Program Modification - Approved**	**Gurka | Milstein**

UCC Discussion: 1) Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2) Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences. 3) Clarify Mathematics choices necessitated by major changes in the Math course sequencing. 4) Adding PHYS 112/112L General Physics to the Required Related Study Area and adjusted the total credit hours. 5) Adjusted credit hours in the General Electives to reflect both the specified CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences and the addition of PHYS 112/112L General Physics to the Required Related Study Area. 6) Adjust the Suggested Course Plan to reflect the changes listed above.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics.2. Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences.3. Clarify Mathematics choices necessitated by major changes in the Math course sequencing adopted by the Mathematics Department in Spring 2022. MATH 113 College Algebra is taken by most majors in this program, and the course has been re-designed as a terminal math course. However, if the student desires a higher-level Math course, MATH 113 is no longer a prerequisite. Instead, the ALEKS (Assessment and Learning in Knowledge Spaces) Math Placement Test will be needed to determine the correct MATH course. An expanded footnote in the Essential Learning Mathematics requirement will direct students to the ALEKS placement test if a higher-level Math is needed.4. Adding PHYS 112/112L General Physics to the Required Related Study Area and adjusted the total credit hours.5. Adjusted credit hours in the General Electives to reflect both the specified CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences and the addition of PHYS 112/112L General Physics to the Required Related Study Area.6. Adjust the Suggested Course Plan to reflect the changes listed above.
Justify each proposed modification to the program:	1. In a growing department such as ours, the addition of a Conservation Biology course will complement existing courses in Fish Management and Wildlife Management, and strengthen the Ecology area.2. Science majors, especially in Biology, require a large number of Essential Learning science courses as part of their program. The need to take still more EL science courses, in addition to the required EL science courses, reduces elective course choices and creates challenges for students in complete the required 40 hours of upper-level courses for the BS

degree with so many lower-level courses to be completed. An addition to the Faculty Senate Curriculum Policies and Procedures Manual adopted May 5, 2022 allows programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes to specify courses in the Natural Sciences category provided there are at least 10 credits of Natural Sciences Essential Learning classes remaining in the Foundation or Major requirements section of the program.3. Students that plan to take a higher-level math course may take MATH 113 unnecessarily if they are not aware of changes made to MATH sequencing. In the past, MATH 119 Precalculus had MATH 113 as a prerequisite. That prerequisite has been removed. Instead, the ALEKS placement test will determine if the appropriate higher-level math will be MATH 119A Algebra for Calculus or MATH 119 Precalculus or MATH 151 Calculus I. 4. PHYS 112/112L General Physics has been recommended for all majors in this concentration, and is already part of the Suggested Course Plan. But the reality is that very few students in this concentration have been completing it. The Biology faculty strongly feel that the second semester physics course is needed by all Biology majors, and therefore students shouldn't have the option of not taking PHYS 112/PHYS 112L.5. Total credit hours in General Electives increased reflecting the specified Essential Learning Natural Sciences and adding PHYS 112/PHYS 112L to the Program Specific courses.6. The Suggested Course Plan needs to remove the reference to the Essential Learning Natural Sciences and include the additional elective credit hours.

Describe discussions about this proposal within the department and outcomes.

1. BIOL 420 was initially proposed in Fall 2021, and was approved by the Biology faculty at a Department meeting. In the Fall 2021 proposal, a laboratory component was also proposed and approved. A proposal to drop the laboratory component and offer only the lecture course was discussed in Spring 2022 and approved by the Biology faculty at a department meeting. The course addition of BIOL 420 Conservation Biology is currently in workflow.2. The Biology department met on August 25, 2022 and approved specifying CHEM 131 and 131L, and CHEM 132 and 132L in the Essential Learning Natural Sciences.3. Changes to the Math program were discussed in a Biology department meeting May 12, 2022. Adding clarifying language in a footnote was approved by the faculty at a Biology department meeting August 25, 2022.4. Discussed adding PHYS 112/112L General Physics at a department meeting on October 20, 2022. All the faculty agreed that all Biology majors in any concentration should have two semesters of physics coursework. 5. The Biology faculty approved adjusting the Electives at the department meeting on October 20, 2022.6. The Biology faculty also approved the adjustment to the Suggested Course Plan at the October 20, 2022 department meeting.

3410: Biological Sciences: BS Biology	Program Modification - Approved	Gurka | Milstein

UCC Discussion: 1) Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2) Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences. 3) Clarify Mathematics choices necessitated by major changes in the Math course sequencing. 4) Adjusted the General Electives credit hours to reflect the addition of 7 credit hours to the total. 5) Adjust the Suggested Course Plan to reflect the Essential Learning Natural Sciences change to CHEM 131/CHEM 131L and CHEM 132/CHEM 132L allowing more elective choices in the course plan.

Change Item Description	Department Justification
List all proposed changes to the program:	1. Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics.2. Specify CHEM 131 and CHEM 131L, and CHEM 132 and CHEM 132L in the Essential Learning Natural Sciences.3. Clarify Mathematics choices necessitated by major changes in the Math course sequencing adopted by the Mathematics Department in Spring 2022. MATH 113 College Algebra is taken by most majors in this program, and the course has been re-designed as a terminal math course. However, if the student desires a higher-level Math course, MATH 113 is no longer a prerequisite. Instead, the ALEKS (Assessment and Learning in Knowledge Spaces) Math Placement Test will be needed to determine the correct MATH course. An expanded footnote in the Essential Learning Mathematics requirement will direct students to the ALEKS placement test if a higher-level Math is needed.4. Adjusted the General Electives credit hours to reflect the addition of 7 credit hours to the total.5. Adjust the Suggested Course Plan to reflect the Essential Learning Natural Sciences change to CHEM 131/CHEM 131L and CHEM 132/CHEM 132L allowing more elective choices in the course plan.
Justify each proposed modification to the program:	1. In a growing department such as ours, the addition of a Conservation Biology course will complement existing courses in Fish Management and Wildlife Management, and strengthen the Ecology area.2. Science majors, especially in Biology, require a large number of Essential Learning science courses as part of their program. The need to take still more EL science courses, in addition to the required EL science courses, reduces elective course choices and creates challenges for students in complete the required 40 hours of upper-level courses for the BS degree with so many lower-level courses to be completed. An addition to the Faculty Senate Curriculum Policies and Procedures Manual adopted May 5, 2022 allows programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes to specify courses in the Natural Sciences category provided there are at least 10 credits of Natural Sciences Essential Learning classes remaining in the Foundation or Major requirements section of the program.3. Students that plan to take a higher level math course may take MATH 113 unnecessarily if

	they are not aware of changes made to MATH sequencing. In the past, MATH 119 Precalculus had MATH 113 as a prerequisite. That prerequisite has been removed. Instead, the ALEKS placement test will determine if the appropriate higher-level math will be MATH 119A Algebra for Calculus or MATH 119 Precalculus or MATH 151 Calculus I. 4. General Elective credits need to include the addition of 7 credit hours now that the 7 credit hours of Essential Learning Natural Sciences is specified, instead of requiring two additional courses.5. The Suggested Course Plan needs to include extra elective choices.
Describe discussions about this proposal within the department and outcomes.	1. BIOL 420 was initially proposed in Fall 2021, and was approved by the Biology faculty at a Department meeting. In the Fall 2021 proposal, a laboratory component was also proposed and approved. A proposal to drop the laboratory component and offer only the lecture course was discussed in Spring 2022 and approved by the Biology faculty at a department meeting. The course addition of BIOL 420 Conservation Biology is currently in workflow.2. The Biology department met on August 25, 2022 and approved specifying CHEM 131 and 131L, and CHEM 132 and 132L in the Essential Learning Natural Sciences.3. Changes to the Math program were discussed in a Biology department meeting May 12, 2022. Adding clarifying language in a footnote was approved by the faculty at a Biology department meeting August 25, 2022.4. Adjustments to General Electives was approved by the faculty at a department meeting on October 20, 2022.5. Adjustments to the Suggested Course Plan was also approved at the October 20, 2022 department meeting.

3414: Biological Sciences: Cellular, Molecular and Developmental B	**BS**	**Program Modification - Approved**	**Gurka | Milstein**

UCC Discussion: 1) Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics. 2) Specify CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences, and change footnote 3 in that section to indicate the number of credit hours for the two courses and that 7 credits apply to the Essential Learning requirement and 3 credits apply to electives. 3) Clarify Mathematics choices necessitated by major changes in the Math course sequencing. 4) Remove footnote from CHEM 311/CHEM 311L and CHEM 312/CHEM 312L , and in the General Electives referring to the CHEM 131/CHEM131L and CHEM 132/CHEM132L as prerequisites for program requirements.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Add new course, BIOL 420 Conservation Biology, as a choice in the Additional Biology courses, Category 4 Ecology, Evolution, and Systematics.2. Specify CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in the Essential Learning Natural Sciences, and change footnote 3 in that section to indicate the number of credit hours for the two courses and that 7 credits apply to the Essential Learning requirement and 3 credits apply to electives.3. Clarify Mathematics choices necessitated by major changes in the Math course sequencing adopted by the

	Mathematics Department in Spring 2022. MATH 151 Calculus I is required in this concentration, but the student may need an additional Math course to prepare for MATH 151. THE ALEKS (Assessment and LEarning in Knowledge Spaces) Math Placement test will determine if the student is ready to register for MATH 151 or if additional preparatory math courses are needed. MATH 113 has been redesigned as a terminal math and is no longer a prerequisite for any higher level math courses. A footnote in the Essential Learning Mathematics requirement will direct students to the ALEKS placement test.4. Remove footnote from CHEM 311/CHEM 311L and CHEM 312/CHEM 312L , and in the General Electives referring to the CHEM 131/CHEM131L and CHEM 132/CHEM132L as prerequisites for program requirements.
Justify each proposed modification to the program:	1. In a growing department such as ours, the addition of a Conservation Biology course will complement existing courses in Fish Management and Wildlife Management and strengthen the Ecology area.2. Science majors, especially in Biology, require a large number of Essential Learning Natural Sciences courses as part of their program. The need to take still more EL natural science courses, in addition to the required EL natural science courses, reduces elective course choices and creates challenges for students in complete the required 40 hours of upper-level courses for the BS degree with so many lower-level courses to be completed. The Faculty Senate Curriculum Policies and Procedures Manual adopted May 5, 2022 allows programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes to specify courses in the Natural Sciences category provided there are at least 10 credits of Natural Sciences Essential Learning classes remaining in the Foundation or Major requirements section of the program. This concentration meets the criteria.3. Students that feel they are not prepared to take MATH 151 may take MATH 113 unnecessarily if they are not aware of changes made to MATH sequencing. In the past, MATH 119 Precalculus had MATH 113 as a prerequisite. That prerequisite has been removed. Instead, the ALEKS placement test will determine the appropriate math course, if needed, prior to registering for MATH 151. 4. The footnote to CHEM 311/CHEM 311L and CHEM 312/ CHEM 312L, and in the General Electives regarding prerequisites is no longer needed if CHEM 131/CHEM131L and CHEM 132/CHEM132L are specified in the Essential Learning Natural Sciences.

Describe discussions about this proposal within the department and outcomes.	1. BIOL 420 was initially proposed in Fall 2021 and was approved by the Biology faculty at a Department meeting. In the Fall 2021 proposal, a laboratory component was also proposed and approved. A proposal to drop the laboratory component and offer only the lecture course was discussed in Spring 2022 and approved by the Biology faculty at a Spring 2022 department meeting. 2. The Biology department met on August 25, 2022 and approved specifying CHEM 131/CHEM131L, and CHEM 132/CHEM132L in the Essential Learning Natural Sciences.3. Changes to the Math program were discussed in a Biology department meeting May 12, 2022. Adding clarifying language in a footnote was approved by the faculty at a Biology department meeting August 25, 2022.4. All program changes related to specifying CHEM 131/CHEM 131L and CHEM 132/CHEM 132L in Essential Learning Natural Sciences, including removing the unneeded footnotes, were approved by the faculty at the August 25, 2022 department meeting.

3151: Outdoor Recreation BS Industry Studies	**Program Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Remove from Program Specific Requirements: BIOL 113. 2) Remove from CHOOSE ONE of Program Specific Requirements: HMGT 350 or 352, replace with the required course of OREC 335. 3) Modify Program Specific Requirements. 4) Move the Wilderness First Responder requirement to Program Specific Requirements. 5) Change requirement in Foundation Course Requirements of ENVS 204 and 204L to ENVS 304. 6) Add to About This Major… "Additional fees are required throughout the Outdoor Recreation Industry Studies Program for equipment and gear during field days." 7) Add a footnote in Essential Learning Requirement section for requirement of ENVS 101 for Natural Science Requirement.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1. Remove from Program Specific Requirements: BIOL 113 (3)2. Remove from CHOOSE ONE of Program Specific Requirements: HMGT 350 or 352 (3). Replace with the required course of OREC 335 (3) 3. Modify Program Specific Requirements from: "Choose two of the following courses: OREC 311, OREC 312, OREC 313, and OREC 315". Modification will be as follows: "Choose three of the following courses: OREC 311, OREC 312, OREC 313, and OREC 315"4. Move the Wilderness First Responder requirement to "Program Specific Requirements" section5. Change requirement in Foundation Course Requirements of ENVS 204 and 204L to ENVS 3046. Add to About This Major… "Additional fees are required throughout the Outdoor Recreation Industry Studies Program for equipment and gear during field days."7. Add a footnote in Essential Learning Requirement section for requirement of ENVS 101 for Natural Science Requirement.
Justify each proposed modification to the program:	1 and 3. After reading course evaluations, examining content, and speaking with the instructor, it became clear to the OREC faculty that BIOL 113 was duplicating much of what is taught in OREC 100, 104, 105, and 315, which are all required courses in

the OREC program. Additionally, the Biology department does not require this course for their Majors, so they are bearing the burden of hiring and managing adjunct faculty to teach this course. Furthermore, OREC Faculty came to the consensus that requiring students to take an additional UD course in technical field skills would benefit their knowledge as well as make them more employable as graduates.2. A current requirement of the program is to take HMGT 350: Private and Commercial Recreation Systems or HMGT 352: Public Recreation Systems, dependent on the student's interest. HMGT 350 was taught in Spring 2022 and will be taught Spring 2023. We discovered that much of the content in HMGT 350 is covered in OREC 305: Outdoor Industry Business. Furthermore, it is the wish of the Dept of Business that the OREC program takes over this course. Meanwhile, HMGT 352 was not prioritized by the Dept of Business and therefore never taught.Additionally, we noticed a content deficiency in the OREC Program due to the students' lack of knowledge about public lands. When we completed both the Year End Assessment in Spring 2022 as well as the 3 Year Assessment in Fall 2022, we realized that Program Outcome 5 "Explain and navigate the relationships between the outdoor recreation industry and state/federal legislation, public lands and water, climate science, wildlife corridors, and regulatory agencies. (Critical thinking)" had some deficiencies. Creating the course, OREC 335, will meet the program outcome as well as give students the content on public lands and its intersection with outdoor recreation that is so vital to the industry. Furthermore, it will take the burden off of the Department of Business to teach courses that Business students are not required to take.4. Students are required to obtain a Wilderness First Responder certificate on their own prior to graduation. Moving this requirement to the Program Specific Requirements section on the program sheet makes it more visible to the students.5 and 7. When the OREC BS degree was originally built, Sarah reached out to Deb Kennard to ask what ENVS course would be best to include in the degree. She recommended ENVS 204/204L. In the first semester of OREC students taking the course, Deb contacted Sarah to suggest rather than requiring ENVS 204/204L, that she would want to teach a course to specifically address Environmental Science and Outdoor Recreation. This course was created and taught as a topics course (ENVS 296) Spring 2022 and will be taught Spring 2023, and Sarah substituted the ENVS 204/204L requirement in degreeworks for ENVS 296.ENVS 296 will now be taught as ENVS 304, with the prerequisite of ENVS 101. ENVS 101 will be an Essential Learning suggestion in a footnote.6. For many OREC courses, there is a significant field portion of the course that requires equipment, gear, and/or an overnight with transportation and food. Currently, the Outdoor Program (OP) is incurring these costs that are created by the OREC Program in the Kinesiology Department. The OP has

	been an excellent partner to the OREC program since our inception, but cannot continue to bear these costs. Therefore, OREC needs to be clear to students that additional fees will be required throughout the program on the Program Sheet. The details of those fees will go through the typical budgetary process in the Kinesiology Department.
Describe discussions about this proposal within the department and outcomes.	1. Spring 2021 to Fall 2022: Sarah spent time discussing content, syllabus, and student evaluations with instructor of BIOL 113.Spring 2022: OREC faculty reached out to Sarah with concerns about the course being duplicative to the content they were already teaching in OREC 104, 105, 315. Spring 2022: OREC 100: Leave No Trace was added to the OREC Program Sheet, also covering content in BIOL 113.August 2022: OREC faculty met and discussed the need for more UD technical field skills to be taught to OREC students. September 2022: Sarah proposed to Kinesiology Department to eliminate BIOL 113 and replace it with one more UD field course option. Department approved in meeting on 9/12/22October 2022: Sarah spoke with current adjunct faculty of BIOL 113 and he agreed with the change. Also, Dept of Biology Head Carrie McVean approved this in an email on 10/22/22 and agreed to modify the offering of the course as soon as Sarah made the programmatic change.2. 8/16/22 Instructor of HMGT 350 (Britt Mathwich) reached out to Sarah Shrader to inform her that the Dept of Business did not plan to teach HMGT 350/352 any longer.8/17/22 Sarah Shrader and Dept of Kinesiology Head Jeremy Hawkins discussed this, and asked Carlos Baldo to let Britt teach the course in the Spring 2023. Sarah and Jeremy then began to discuss a plan to bring the course (s) into the OREC program8/22/22 Sarah reviewed assessments as well as program outcomes and determined the need to eliminate HMGT 350 (as content in that course is covered for the most part in OREC 305) and to create a new course focusing entirely on public lands. September, 2022:-Sarah discussed the change with OREC faculty and they had consensus to move forward with OREC 335 as a required course-Department of Kinesiology reviewed and approved the proposal in meeting on 9/12/22-Sarah reached out to public lands professionals to help develop the course, including Kirk Oldham, CPW, Mike Jones, USFS, and Arlene Jackson, NPS.3. August 2022: Change was suggested by OREC faculty. September 2022: Change was approved by Department of Kinesiology in meeting on 9/12/224. April 2022: It came to Sarah's attention that the WFR requirement wasn't on Degreeworks. She reached out to Maggie Bodyfelt, who made the change within Degreeworks on 4/14/22, but then suggested the following: "it would be best for you to submit a Program Modification next year to move that requirement to the “Program Specific Requirements” section, so that it is more visible/transparent to students." September 2022: Change approved by Department of Kinesiology in meeting on 9/12/225.Fall 2020- Fall 2022: Ongoing discussions over phone

	and email with Deb Kennard.9/5/22: Deb asked for approval on name and UD requirement via email September 2022: Change was approved by Department of Kinesiology in meeting on 9/12/226.Fall 2020- Fall 2022: Ongoing discussions with OREC faculty, Head of the Department of Kinesiology, and Coordinator of the Outdoor Program to find a solution to the issue of the OP paying for OREC courses. These discussions involved details of each course fee and we collaboratively agreed that these fees should be passed on to students. September 2022: Change of the language approved by Department of Kinesiology in meeting on 9/12/227.10/30/22: Deb McKenney emailed Sarah to request a programmatic change to the EL requirement. Per her email "The Suggested Plan of Courses in the OREC program does list ENVS 101 specifically as a choice for the Essential Learning Natural Science without a lab. But you can't specify Essential Learning without at least a footnote. This was missed when the program addition was first approved. A fairly ease fix for the OREC program would be for you to add a footnote to the Essential Learning Natural Sciences stating that ENVS 101 is recommended and that ENVS 101 is a pre-req for ENVS 304. Then the pre-req wouldn't be "hidden" for ENVS 304, and ENVS 101 can stay listed specifically in the Suggested Plan of Courses." Sarah agreed to do this through the CIM.

3472: Geosciences: Geology	**BS**	**Program Modification - Approved**	**Venter | Gurka**

UCC Discussion: Addition of newly created courses, GEOL 465 Climate Change Science and GEOL 463 Subsurface Methods, to list of Restricted Electives. Addition of GEOL 496 Topics to list of Restricted Electives.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Addition of newly created courses, GEOL 465 Climate Change Science and GEOL 463 Subsurface Methods, to list of Restricted Electives. Addition of GEOL 496 Topics to list of Restricted Electives.
Justify each proposed modification to the program:	GEOL 465: Climate-change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth's climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today's world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, most universities in the USA offer a climate-change science course. GEOL 463: The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and

	populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, most universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering these courses to our student body. GEOL 496/496L Topics should be added to the Restricted Electives list to streamline registration by students for Topics courses. This will reduce some confusion that occurs when students are advised to register for a course, but don't see it listed in our program sheet.
Describe discussions about this proposal within the department and outcomes.	GEOL 465: In discussions in Spring and Fall 2022 among the Geosciences faculty, and between the Geosciences, Environmental Sciences, Chemistry, and Biology Programs in the Departments of PES and Biology, this new course proposal was well supported and encouraged by faculty and the respective program coordinators. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Geosciences Secondary Education BS, the Watershed Sciences Minor and Geology minor programs. GEOL 463: In discussions in the Spring and Fall of 2022 among the Geosciences faculty this new course proposal was well supported and encouraged by faculty. The course will be added as a restricted elective choice available to the Geosciences BS, Environmental Geosciences BS, Geosciences Secondary Education BS, Watershed Sciences Minor, and Geology minor programs. GEOL 496/496L: This proposal is well supported by Geosciences faculty and by the PES Department Chair.

M717: Forensic Investigation - Criminal Justice	**MNR**	**Program Modification - Approved**	**Venter | Gurka**

UCC Discussion: Adding new course CRMJ 413 to the list of Restricted Electives for this minor. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Adding new course CRMJ 413 to the list of Restricted Electives for this minor. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.
Justify each proposed modification to the program:	Adding CRMJ 413. A similar (deactivated) course, CRMJ 411 - Serial Murders, was previously taught, but went dormant due to the departure of a faculty member. A new faculty member wishes to teach this topic area, but on a wider scope. Accordingly, reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent

Describe discussions about this proposal within the department and outcomes.	and Serial Offenders course. Students, including those in the minor, have expressed an interest in having a course on this topic back in the regular criminal justice course rotation. Several meetings and discussions, and approval occurred between the CJ faculty about this change, in person and via email, in the fall semester of 2022. These changes do not impact any other program or department.

3701: Criminal Justice - BAS POST Academy	**Program Modification - Approved**	**Venter | Gurka**

UCC Discussion: Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.

Change Item Description	**Department Justification**
List all proposed changes to the program:	Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.
Justify each proposed modification to the program:	1) CRMJ 210 is being inactivated because it relies on hiring faculty with the required academic qualifications and specialized professional knowledge and experience. In addition, the faculty member would need access to the county dispatch center to use it as a learning space. Multiple attempts have been made, without success, to get a new adjunct who works in the dispatch center to teach the course, but those efforts proved unsuccessful over the last several years. Offering this course as a criminal justice elective is not sustainable.2) Adding CRMJ 413. A similar (deactivated) course, CRMJ 411 - Serial Murders, was previously taught, but went dormant due to the departure of a faculty member. A new faculty member wishes to teach this topic area, but on a wider scope. Accordingly, reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent and Serial Offenders course. Students have expressed an interest in having a course on this topic back in the regular criminal justice elective course rotation.
Describe discussions about this proposal within the department and outcomes.	Several meetings and discussions, and approval occurred between the CJ faculty above these changes, in person and via email, in the fall semester of 2022. The program coordinator worked closely with the new faculty member to mentor him through the course creation process during that same time period. These changes do not impact any other program or department.

3706: Criminal Justice	**BAS**	**Program Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map. 2) Adding min 2.5 GPA requirement to institutional degree requirements section.

Change Item Description	**Department Justification**
List all proposed changes to the program:	1) Removing CRMJ 210, which is being inactivated, and adding new course CRMJ 413 to the list of electives for this program. This proposed change does not impact the SLOs, suggested course plan, or curriculum map.2) Add min 2.5 GPA requirement to institutional degree requirements section.
Justify each proposed modification to the program:	1) CRMJ 210 is being inactivated because it relies on hiring faculty with the required academic qualifications and specialized professional knowledge and experience. In addition, the faculty member would need access to the county dispatch center to use it as a learning space. Multiple attempts have been made, without success, to get a new adjunct who works in the dispatch center to teach the course, but those efforts proved unsuccessful over the last several years. Offering this course as a criminal justice elective is not sustainable.2) Adding CRMJ 413 to Restricted Electives. A similar (deactivated) course, CRMJ 411 - Serial Murders, was previously taught, but went dormant due to the departure of a faculty member. A new faculty member wishes to teach this topic area, but on a wider scope. Accordingly, reactivation of the CRMJ 411 course was not possible due to the amount of difference between the old and now newly created CRMJ 413 - Violent and Serial Offenders course. Students have expressed an interest in having a course on this topic back in the regular criminal justice course rotation.3) Min GPA requirement has always been the case, was somehow left off. CIM cleanup.
Describe discussions about this proposal within the department and outcomes.	Several meetings and discussions, and approval occurred between the CJ faculty above these changes, in person and via email, in the fall semester of 2022. The program coordinator worked closely with the new faculty member to mentor him through the course creation process during that same time period. These changes do not impact any other program or department.

3724: Psychology: Counseling Psychology	**BAS**	**Program Inactivation - Approved**	**Venter | Gurka**

UCC Discussion: After multiple program meetings it was determined that the best use of resources would be to have one major instead of two and create multiple minors over the next few years that will allow students to have a more diverse selection of psychology specialties to gain knowledge and information about a wider range of psychology specialty areas. Changes in faculty at CMU have left us with two counseling psychology faculty, which is not enough to support an entire major. Also, with changes in the field of psychology, student interest has shifted to other areas of specialization in the psychology field and maxing out our faculty resources to offer one specialization is not viewed as an efficient way to offer education to our students. In summary, deactivating the Counseling Psychology major allows us to provide a more comprehensive psychological education by allowing us to devote all faculty resources to the Psychology major. For example, we will be able to offer all students an internship opportunity instead of only counseling psychology students.

Change Item Description	**Department Justification**
Justify change in status:	After multiple program meetings and discussions among the psychology faculty (2019-2022), it was determined that the best use of our resources would be to have one major instead of two. In addition, changes in faculty at CMU have left us with two counseling psychology faculty, which is not enough to support an entire major. Also, with changes in the field of psychology, student interest has shifted to other areas of specialization in the psychology field and maxing out our faculty resources to offer one specialization is not viewed as an efficient way to offer education to our students. We plan to create multiple minors over the next few years that will allow students to have a more diverse selection of psychology specialties to gain knowledge and information about a wider range of psychology specialty areas. In summary, deactivating the Counseling Psychology major allows us to provide a more comprehensive psychological education by allowing us to devote all faculty resources to the Psychology major. For example, we will be able to offer all students an internship opportunity instead of only counseling psychology students.
How long will the program be deactivated?	Two Years

Effective Term - Summer 2023			Courses
The following is a summary: Additional information can be found on the individual curriculum proposals.			
Course	**Credits**	**Committee Action**	**Motion | Second**
ARTA 224: Principles of Film	**3**	**Course Modification - Approved**	**Venter | Gurka**
UCC Discussion: The pre-requisites ARTE 102 and ARTE 103 foundation courses do not affect the success or performance of students in the ARTA 224 Principles of Film class. They only prevent students from taking major-specific classes, which affects retention and engagement. Getting students into the Major specific classes sooner helps keep them feeling engaged with their programs and prevents a lot of unnecessary work as an advisor to have to create multiple overrides every year. It will also increase retention because often students don't feel engaged or feel like they are learning what they came here for when they have to spend an entire year taking classes that aren't directly related to their major.			
Change Item Description		**Old**	**New**
Prerequisites:		ARTE 101 and ARTE 102	
ARTA 323: Character Design and Story Concepts	**3**	**Course Modification - Approved**	**Venter | Gurka**
UCC Discussion: 1) Students do not need ARTA 224 to succeed in ARTA 323 since 224 is a filmmaking course, and 323 is a Character Design course. They're both offered in Spring, and students can take ARTA 224 at the same time as ARTA 323. This will also allow students in the Animation Minor to not be affected since ARTA 223 and ARTA 224 are not required in the Minor. 2) Minor course description update to remove course projects information.			
Change Item Description		**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):		In-depth exploration of the power of story and how it influences the design process. World building through character design and concept art for animation, live-action, comics, and video games. Individual and collaborative projects.	In-depth exploration of the power of story and how it influences the design process. World building through character design and concept art for animation, live-action, comics, and video games.
Prerequisites:		ARTA 223, ARTA 224, and ARTA 225	ARTA 225

BIOL 101: General Human Biology-GTSC1	**3**	**Course Modification - Approved**	**Hosterman | Gurka**

UCC Discussion: 1) Course description was updated to remove pedagogical elements .2) Academic engagement minutes and student preparation minutes were filled in. 3) Terms typically offered, Essential Learning SLOs, SLOs and Topical Course Outline were added. 2 and 3 were existing course information that was omitted in the transition to CIM.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Scientific method, ecology, pollution, drugs, reproduction, cancer, heart disease, nutrition, and selected body structure and function relationships. Labs will include required field trips. Can be taken for graduation or essential learning credit by biology majors who have completed no more than 10 hours in BIOL.	Scientific method, ecology, pollution, drugs, reproduction, cancer, heart disease, nutrition, and selected body structure and function relationships.

BIOL 101L: General Human Biology Laboratory-GTSC1	**1**	**Course Modification - Approved**	**Hosterman | Gurka**

UCC Discussion: 1) Cleanup - adding Essential Learning SLOs, SLOs, terms typically offered, academic engagement minutes, student preparation minutes, and topical course outlines to CIM for Essential Learning courses. 2) Course description was updated to mirror BIOL 101 to align with Curriculum Manual.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 101.	Scientific method, ecology, pollution, drugs, reproduction, cancer, heart disease, nutrition, and selected body structure and function relationships.

BIOL 108: Diversity of Organisms-GTSC1	**3**	**Course Modification - Approved**	**Hosterman | Gurka**

UCC Discussion: 1) Cleanup - adding Essential Learning SLOs, SLOs, and topical course outlines to CIM for Essential Learning courses since these did not migrate when CIM was implemented. 2) Academic engagement minutes, student prep minutes, and typical semester offered added (info did not migrate to CIM)**.**

BIOL 108L: Diversity of Organisms Laboratory- GTSC1	**1**	**Course Modification - Approved**	**Hosterman | Gurka**

UCC Discussion: 1) Cleanup - adding Essential Learning SLOs, SLOs, academic engagement and student prep minutes, terms typically offered, and topical course outlines to CIM for Essential Learning courses. These were not included when curriculum migrated to CIM. 2) Course description was updated to mirror BIOL 101 to align with Curriculum Manual.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 108.	Broadly integrated survey of biological diversity with an emphasis on evolutionary relationships, ecology, and functional anatomical features of major groups.

BIOL 301: Principles of Genetics	**3**	**Course Modification - Approved**	**Hosterman | Gurka**

UCC Discussion: 1) Course description updated to improve clarity and to remove lecture and lab reference. 2) Course engagement minutes, student preparation minutes, typical terms offered, SLOs and a topical course outline missing from transition to CIM have been added. 3) Students in the Cellular, Molecular, and Developmental Biology concentration are required to take MATH 151. Therefore, a prerequisite of MATH 113 would require the CMDB majors to seek an override to register. Changing the prerequisite to MATH 113 or higher will allow students with any higher-level MATH to register.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Principles of genetics at the organismal, cellular, and molecular level dealing with the genetics of prokaryotic and eukaryotic organisms and viruses. Three lectures and one three-hour laboratory per week.	Principles of genetics at the organismal, cellular, and molecular levels. Includes the unique genetic processes of prokaryotic organisms, eukaryotic organisms, and viruses.
Prerequisites:	BIOL 105/BIOL 105L and MATH 113	BIOL 105/BIOL 105L and MATH 113 or higher

BIOL 301L: Principles of Genetics Laboratory	**1**	**Course Modification - Approved**	**Hosterman | Gurka**

UCC Discussion: 1) Corrections to prerequisite and corequisite. BIOL 302 can't be a recommended prerequisite because BIOL 302 has a prerequisite of BIOL 301/301L.The recommendation has been removed. 2) Corequisite lists BIOL 301L, but should read BIOL 301, which is the lecture component of this lab. 3) Added engagement and student preparation minutes, typical terms offered, topical course outline and SLOs since these did not migrate to CIM. 4) Modified the catalog description as suggested by Johanna Varner October 24, 2022.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for BIOL 301.	Principles of genetics at the organismal, cellular, and molecular levels. Includes the unique genetic processes of prokaryotic organisms,

		eukaryotic organisms, and viruses.
Prerequisites:	BIOL 105/BIOL 105L and MATH 113; BIOL 302 recommended	BIOL 105/BIOL 105L and MATH 113 or higher
Corequisites:	BIOL 301L	BIOL 301

BIOL 420: Conservation Biology	**3**	**Course Addition - Approved**	**Hosterman | Gurka**

UCC Discussion: Conservation Biology focuses on the preservation of biodiversity at all levels from genetics to ecosystems. This course will cover a variety of topics that differentiate it from other similar courses such as Fish Management and Wildlife Management. These courses are specifically focused on the management of game species. In contrast, Conservation Biology will focus more on the conservation of all species. Many of the students in the biology department are interested in pursuing a career in some aspect of biological conservation. Conservation Biology has been offered as a topics course with an enrollment of 20 students. There is a clear student interest in taking this course as it is likely to be beneficial for them to pursue graduate degrees in conservation or to enter conservation-related careers.

Change Item Description	**Justification for this proposal**
New Proposal: No differences to report	Conservation Biology focuses on the preservation of biodiversity at all levels from genetics to ecosystems. This course will cover a variety of topics that differentiate it from other similar courses such as Fish Management and Wildlife Management. These courses are specifically focused on the management of game species. In contrast, Conservation Biology will focus more on the conservation of all species. In short, Conservation Biology will cover topics that affect biodiversity at a global level including climate change, economics, human interactions, and strategies for nature preserves and restoration ecology. I have discussed the topics of this course with the professors that teach Wildlife Management and Fish Management. There will be little, if any, overlap in the courses. Many of the students in the biology department are interested in pursuing a career in some aspect of biological conservation. Conservation Biology has been offered as a topics course with an enrollment of 20 students. There is a clear student interest in taking this course as it is likely to be beneficial for them to pursue graduate degrees in conservation or to enter conservation-related careers.

CONM 370: Managing the Regulatory Environment	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: 1) Name and Course Description Alteration: Safety is a regulatory requirement and therefore redundant in the title. 2) Although safety is not specifically mentioned in the proposed course description edit, the SLO, "Describe the Code of Federal Regulation (29 CFR Part 1926)" covers safety. The 29 CFR Part 1926 publication is titled "Occupational Safety and Health Standards for the Construction Industry" and is the federal regulation governing safety in the construction industry. The other four listed SLOs, are cohesive with the course content which is described in the current course description. In summary, the proposed edits are to make the course name, course description and course content cohesive. There is no intent to change any course content. 3) Academic engagement and student prep minutes, typical semester offered, topical course outline, and SLOs added (info did not migrate to CIM).

Change Item Description	**Old**	**New**
Course name:	Managing Safety and the Regulatory Environment	Managing the Regulatory Environment
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Impact of safety on the construction industry, in-depth discussions concerning application of O.S.H.A. Safety and Health Standards for the Construction Industry. Course emphasis on safety management training for jobsite supervisory personnel. Additionally, various regulatory requirements encountered in construction addressed.	Exploration of regulatory requirements by local, state, and federal agencies in the planning and execution of construction projects.
Course abbreviated schedule name:	Safety and Regulatory Env.	Managing Regulatory Environmnt
Prerequisites:	CONC 101 and junior status	CONC 101 and junior standing

CONM 375: Sustainability in the Built Environment	**3**	**Course Addition - Approved**	**Gurka | Venter**

UCC Discussion: The addition of this course as a restricted elective will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree.

Change Item Description	**Justification for this Proposal**
New Proposal: No differences to report	The addition of this course as a restricted elective will allow the construction management student to diversify their education, making them marketable into other areas of the construction industry that has not been available to them in the BS degree.

CRMJ 110: Orientation to Criminal Justice Inquiry	**1**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: 1) Academic engagement and student preparation minutes, typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 2) SLOs reduced to three and revised. 3) CRMJ 201 added as a co-req (this course has always been required to be taken in the same semester, the info was missing from CIM for some reason).

Change Item Description	Old	New
Corequisites:		CRMJ 201

CRMJ 201: Introduction to Criminal Justice	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: 1) Academic engagement and student preparation minutes, typical semester offered, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented). 2) CRMJ 110 was changed from a prereq that may be taken concurrently to a co-req to align with how the courses are structured and content covered.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Philosophy, history and development of the American criminal justice system. Survey of the role of law enforcement agencies, the courts, jails, prisons, probation and parole in both juvenile and adult systems.	Philosophy, history, and development of the American criminal justice system. Survey of the role of law enforcement agencies, the courts, jails, prisons, probation, and parole in both juvenile and adult systems.
Prerequisites:	CRMJ 110 (May be taken concurrently with CRMJ 201)	
Corequisites:		CRMJ 110

CRMJ 413: Violent and Serial Offenders	**3**	**Course Addition - Approved**	**Venter | Gurka**

UCC Discussion: Originally developed with a focus on serial murders (CRMJ 411), the change in content to include various aspects of violent and serial offenders required the course be rebuilt as a new course. This change in name and content provides for additional course offering that adds to the forensic investigation focus for those students seeking a minor in criminal justice forensic investigation.

Change Item Description	Justification for this Proposal
New Proposal: No differences to report	Improving the Forensic Investigation - Criminal Justice minor. The course was initially developed with a focus on serial murders. However, we changed the name and content to include various aspects of violent and serial offenders. This change in content provides for additional course offering that adds to the forensic investigation focus for those students seeking a minor in criminal justice forensic investigation.

CSCI 100: Computers In Our Society	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs, Essential Learning Outcomes and Topical Course Outline added (not transferred into CIM at implementation).

CSCI 110: Beginning Programming	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs and Topical Course Outline added (not transferred into CIM at implementation). 2) Removed subtitle and updated course description to represent the intended audience more accurately. 3) Prerequisite language cleaned up. 4) Existing corequisite listed.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Introduction to computer programming. Includes syntax and semantics for sequential, selection, and repetition structures, program design and modularization simple and structured data types, and file I/O. Designed for majors outside the scientific disciplines. "Subtitle" indicates language of implementation.	Introduction to computer programming. Includes syntax and semantics for sequential, selection, and repetition structures, program design and modularization, simple and structured data types, and file I/O. Designed for students with no programming experience or majors outside of Computer Science.
Prerequisites:	MATH 110 or MATH 113 (either may be taken concurrently) or permission of instructor	MATH 113 or higher (may be taken concurrently)
Corequisites:		CSCI 110L

CSCI 110L: Beginning Programming Laboratory	**1**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs and Topical Course Outline added (not transferred into CIM at implementation). 3) Updated course description to match closer with CSCI 110. 4) Updated wording for Prerequisites to match CSCI 110.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	An optional laboratory course to be taken as a co-requisite to CSCI 110. This lab is intended for those students currently enrolled in CSCI 110 who have little or no previous programming/computer experience. The student taking this course will	Optional laboratory course to be taken as a co-requisite to CSCI 110 to enhance knowledge of computer programming. Includes syntax and semantics for sequential, selection, and repetition structures, program design and modularization, simple and

	complete several computer assignments designed to increase the student's knowledge of programming, debugging, and program design. "Subtitle" indicates language of implementation.	structured data types, and file I/O. Designed for students with no programming experience or majors outside of Computer Science.
Prerequisites:	MATH 113 or permission of instructor	MATH 113 or higher (may be taken concurrently)

CSCI 250: CS3: Introduction to Algorithms	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Clean up course description. 2) Specify 1 more required prerequisite. 3) Topical course outline and SLOs added as they did not carry over from the old course management system.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Complexity analysis and program performance; abstract data types such as lists, trees, stacks and queues; sorting; searching and hashing.	Complexity analysis and program performance. Abstract data types such as lists, trees, stacks and queues; sorting; searching and hashing; classic algorithmic strategies, including brute force, greedy, divide and conquer; space-time tradeoff; limitations of algorithm power; and optimization strategies.
Prerequisites:	CSCI 112	CSCI 112; MATH 151 (may be taken concurrently)

CSCI 484: Computer Networks	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Academic engagement minutes and student preparation minutes, typical semesters offered, SLOs and Topical Course Outline added (previously not transferred into CIM). 2) Course description updated. 3) Prerequisite CSCI 112 gives students in CSCI 484 a better grasp of foundational concepts that weren't covered in STAT 200.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Topics include: hardware technology for local and long haul networks, circuit and packet switching, interface between computer and network hardware, network architectures and protocols, routing, congestion and flow problems, queuingtheory, and reliability issues.	Survey of computer networks, including hardware technology for local and long-haul networks, circuit and packet switching, interface between computer and network hardware, network architectures and protocols, routing, congestion and flow

	Instructors may choose to implement a sample network in which case the contents may be particularized to that network.	problems, queuing theory, and reliability issues.
Prerequisites:	STAT 200	CSCI 112

DANC 219: Ballroom Dance	**2**	**Course Inactivation - Approved**	**Gurka | Venter**

UCC Discussion: This class was last offered in Fall 2018 and, per the Department Head, given the changing times--i.e., changing forms of Dance--will not be in the future. It was deemed best that the course be inactivated.

Change Item Description	**Justification for this inactivation request**
Delete Proposal: No differences to report	This class has not been offered in many years, and, per the Department Head, given the changing times--i.e., changing forms of Dance--will not be in the future. It was deemed best that the course be stricken from the books, or at least inactivated in CIM.

ENVS 304: Environmental Science for Outdoor Recreation	**3**	**Course Addition - Approved**	**Venter | Gurka**

UCC Discussion: The Outdoor Recreation major was designed with a curriculum that would educate its students on public lands, water, climate science, wildlife corridors, and conservation and stewardship. This proposed course is designed to explore these topics at a level appropriate for non-science majors.

Change Item Description	**Old**	**New**
New Proposal: No differences to report		The relatively new Outdoor Recreation major was designed with a curriculum that would educate its students on public lands, water, climate science, wildlife corridors, and conservation and stewardship.(OREC Student Learning Outcomes include the following: Explain and navigate the relationships between the outdoor recreation industry and state/federal legislation, public lands and water, climate science, wildlife corridors, and regulatory agencies. Articulate the implications of economic development, education and workforce, public health and wellness, and conservation and stewardship within the outdoor recreation industry.) This proposed course is designed to explore these topics at a level appropriate for non-science majors.

ESSL 200: Essential Speech	**1**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: 1) Academic engagement minutes, student preparation minutes, terms typically offered, Essential Learning SLOs, Course SLOs and Topical Course Outline were added (info was not transferred when CIM was implemented).

FOAN 296: Topics:	**1-3**	**Course Inactivation - Approved**	**Gurka | Venter**

UCC Discussion: A part of the continued effort to move away from the FOAN prefix and move the Anthropology and Geography courses under the ANTH or GEOG prefixes. Last offered Fall 2016.

Change Item Description	**Justification for this inactivation request**
Delete Proposal: No differences to report	The Applied Anthropology and Geography topics courses will be offered under the ANTH or GEOG prefixes.

FOAN 396: Topics	**1-3**	**Course Inactivation - Approved**	**Gurka | Venter**

UCC Discussion: A part of the continued effort to move away from the FOAN prefix and move the Anthropology and Geography courses under the ANTH or GEOG prefixes. Last offered Summer 2013.

Change Item Description	**Justification for this inactivation request**
Delete Proposal: No differences to report	The Applied Anthropology and Geography program no longer uses the FOAN prefix.

FOAN 499: Internship	**1-6**	**Course Inactivation - Approved**	**Gurka | Venter**

UCC Discussion: A part of the continued effort to move away from the FOAN prefix and move the Anthropology and Geography courses under the ANTH or GEOG prefixes. Last offered Spring 2021.

Change Item Description	**Justification for this inactivation request**
Delete Proposal: No differences to report	The Applied Anthropology and Geography faculty no longer use the FOAN prefix. Internships are completed under the ANTH prefix.

GEOL 463: Subsurface Methods	**3**	**Course Addition - Approved**	**Gurka | Venter**

UCC Discussion: Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, many U.S. universities offer courses training students on tools and techniques for subsurface mapping since it is fundamental to developing and exploring natural resources. CMU would benefit from offering this course to our student body.

Change Item Description	**Justification for this Proposal:**
New Proposal: No differences to report	The course of subsurface methods is a fundamental course for understanding (1) what tools geoscientists use to characterize the subsurface, (2) the stratigraphic and structural characterization of sedimentary strata distributed in the subsurface, and (3) how to use these characterization techniques to map, predict and populate petrophysical properties and lithological distributions for different depositional environments. Educating this generation and future generations about how to map and characterize rocks in the subsurface is fundamental to optimizing the extraction of natural resources such as water or hydrocarbons to contribute to the development of society. Additionally, many universities in the USA offer courses training students on tools and techniques for subsurface mapping since it is

fundamental to developing and exploring natural resources. CMU would benefit from offering this course to our student body.

GEOL 465: Climate Change Science	**3**	**Course Addition - Approved**	**Gurka | Venter**

UCC Discussion: Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, many U.S. universities offer a climate change science course. CMU would benefit from offering this course to our student body.

Change Item Description	Old	New
New Proposal: No differences to report	Climate change science builds a foundation for understanding (1) what climate change is, (2) the rate at which it is happening, relative to past changes in Earth's climate, and (3) how science-based solutions and mitigation can make a meaningful impact in today's world. Educating this generation and future generations about the science-based causes and effects of global climate change is important, because implementing solutions and/or policy depends on informed citizens with science-based critical thinking skills. Lastly, many universities in the USA offer a climate change science course. CMU would benefit from offering this course to our student body.	

HIST 101: Western Civilization I-GTHI1	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: Typical semester offered, Academic engagement minutes, Student preparation minutes, Essential Learning SLOs, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).

HIST 102: Western Civilization II-GTHI1	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: Typical semester offered, Academic engagement minutes, Student preparation minutes, Essential Learning SLOs, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).

HIST 131: United States History I-GTHI1	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: 1) Academic engagement minutes, student preparation minutes, terms typically offered, Essential learning outcomes, topical course outline and SLOs were added since this information did not populate when migrated into CIM. 2) Course description was modified to more accurately reflect content taught.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	History of the United States from Colonial period through the Civil War.	History of the United States from prehistory through the Civil War.

HIST 132: United States History II-GTHI1	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: 1) Academic engagement minutes, student preparation minutes, terms typically offered, Essential learning outcomes, topical course outline and SLOs were added since this information did not populate when migrated into CIM. 2) Course description was modified to more accurately reflect content taught.

Change Item Description	Old	New
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	History of the United States from the Civil War through modern times.	History of the United States from Reconstruction through modern times.

HIST 202: Introduction to Historical Research	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline and SLOs were added since this information did not populate when migrated into CIM.

HMGT 101: Travel Industry I	**3**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussion: Academic engagement minutes, student preparation minutes, terms typically offered, topical course outline and SLOs were added since this information did not populate when migrated into CIM.

MATH 119A: Algebra for Calculus	**4**	**Course Modification - Approved**	**Venter | Milstein**

UCC Discussion: Corrected a Topical Course Outline copy/paste error that occurred during creation of Math 119A last year.

Change Item Description	Old	New
Topical Course Outline:	Functions and Graphs: Graph (coordinate plane), functional notation, properties of functions and graphs (increasing, maximums and minimums, domain and range), linear equations, slope (Parallel and perpendicular lines), transformations of graphs, operations on functions, inverse functions, circles Polynomial and rational functions: Complex numbers, quadratics functions and graphs, polynomial functions, dividing polynomials, rational zero theorem, rational functions and	Functions and Graphs: Graph (coordinate plane), functional notation, properties of functions and graphs (increasing, maximums and minimums, domain and range), linear equations, slope (Parallel and perpendicular lines), transformations of graphs, operations on functions, inverse functions, circles Polynomial and rational functions: Complex numbers, quadratics functions and graphs, polynomial functions, dividing polynomials, rational zero theorem, rational functions and

graphs, polynomial and rational inequalities Exponential and logarithmic functions: Exponential functions, logarithmic functions, properties of logarithms, exponential and logarithmic equations, modeling using logarithms and exponentials Trigonometric functions: Angles and Radians, trigonometric functions in terms of a unit circle, right triangles, trigonometric functions of any angle, unit circle, graphs of sine and cosine functions, graphs of other trigonometric functions, inverse trigonometric functions, applications of trigonometric functions Analytic trigonometry: Verifying basic trigonometric identities, sum and difference formulas, double-angle, power-reducing, and half-angle formulas, product-to-sum and sum-to-product formulas, trigonometric equations	graphs, polynomial and rational inequalities Exponential and logarithmic functions: Exponential functions, logarithmic functions, properties of logarithms, exponential and logarithmic equations, modeling using logarithms and exponentials

OREC 335: Public Lands Management	**3**	**Course Addition - Approved**	**Venter | Gurka**

UCC Discussion: The Outdoor Recreation Industry Studies program currently requires HMGT 350: Private and Commercial Recreation Systems or HMGT 352: Public Recreation Systems. Much of the content in HMGT 350 is covered in OREC 305: Outdoor Industry Business. The Dept of Business would like the OREC program takes over HMGT 350. HMGT 352 is not a priority of the Dept of Business and not taught. There are deficiencies in the OREC Program due to the students' lack of knowledge about public lands. Creating OREC 335 will meet the program outcomes as well as give students the content on public lands and its intersection with outdoor recreation that is so vital to the industry. Furthermore, it will take the burden off the Department of Business to teach courses that Business students are not required to take.

Change Item Description	**Justification for this Proposal:**
New Proposal: No differences to report	The BS in Outdoor Recreation Industry Studies started in Fall 2020. After four semesters, we have over 100 students- 2/3 of these as Majors. A current requirement of the program is to take HMGT 350: Private and Commercial Recreation Systems or HMGT 352: Public Recreation Systems, dependent on the student's interest. HMGT 350 was taught in Spring 2022 and will be taught Spring 2023. We discovered that much of the content in HMGT 350 is covered in OREC 305: Outdoor Industry Business. Furthermore, it is the wish of the Dept of Business that the OREC program takes over this course. Meanwhile, HMGT 352 was not prioritized by the Dept of Business and therefore never taught. Additionally, we noticed a content deficiency in the OREC Program due to the students' lack of knowledge about public lands. When we completed both the Year End Assessment in Spring 2022 as well as the 3 Year Assessment in Fall 2022, we realized that Program Outcome 5 "Explain and navigate the relationships between the outdoor recreation industry and state/federal legislation, public lands and water, climate science, wildlife corridors, and regulatory agencies. (Critical thinking)" had some deficiencies. **(More in CIM proposal)**

PHYS 111: General Physics-GTSC1	**4**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Student engagement and preparation minutes, Terms typically offered, EL SLOs, Course outline, SLOs added as they were not transferred to CIM at implementation. 2) Removed pedagogy from course description.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Algebra-based introduction to classical mechanics and thermodynamics. Includes mechanics, energy and momentum conservation, thermodynamics and statistical mechanics.	Algebra-based introduction to classical mechanics and thermodynamics. Includes mechanics, energy and momentum conservation, thermodynamics and statistical mechanics.

		Extensive use of high school level algebra and trigonometry, mastery of these subjects required. Four lectures and one two-hour laboratory per week.	Extensive use of high school level algebra and trigonometry.

PHYS 111L: General Physics Laboratory-GTSC1	**1**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Student engagement and preparation minutes, Terms typically offered, EL SLOs, Course outline, SLOs added as they were not transferred to CIM at implementation. 2) Course description adjusted to meet standards.

Change Item Description	**Old**	**New**
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Lab component required for PHYS 111.	Algebra-based introduction to classical mechanics and thermodynamics. Includes mechanics, energy and momentum conservation, thermodynamics and statistical mechanics. Extensive use of high school level algebra and trigonometry.

POLS 151: Introduction to Political Ideas	**3**	**Course Modification - Approved**	**Venter | Gurka**

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

POLS 236: State and Local Government	**3**	**Course Modification - Approved**	**Venter | Gurka**

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

POLS 261: Comparative Politics-GTSS1	**3**	**Course Modification - Approved**	**Venter | Gurka**

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

POLS 270: World Politics	**3**	**Course Modification - Approved**	**Venter | Gurka**

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

POLS 324: United States Congress	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) The faculty member (Dr. Gollob) that teaches this course recommends changing the name of the course and course description to better represent the topic. 2) The course content has not changed. 3) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course name:	The Legislative Process	United States Congress
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	A study of the legislative process emphasizing the U.S. Congress. Attention will be given to the development of legislative systems, the operation of legislatures, the election of legislators, and a comparison with legislatures in other national states.	Study of the United States Congress. Attention will be given to the development of Congress, congressional operations, and the election of members of Congress.
Course abbreviated schedule name:	The Legislative Process	United States Congress

POLS 471: International Organizations and Law	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: 1) Name of the course changing from Global Governance to International Organizations and Law. This is more straightforward, and it will drive more students to the course. 2) The course content has not changed. 3) Typical semester offered, engagement and preparation minutes, SLOs, and topical course outline were added (info was not transferred when CIM was implemented).

Change Item Description	**Old**	**New**
Course name:	Politics of Global Governance	International Organizations and Law
Course abbreviated schedule name:	Politics of Global Governance	International Orgs and Law

SOCI 101: Introduction to Lesbian, Gay, Bisexual, and Transgender Studies- GTSS3	**3**	**Course Modification - Approved**	**Gurka | Venter**

UCC Discussion: Course minutes, typical semester offered, topical course outline, essential learning SLOs and course SLOs added since these did not import into CIM at implementation.

SOWK 150: Introduction to Social Work	**3**	**Course Modification - Approved**	**Venter | Gurka**

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

SOWK 210: Social Work for Diverse Populations	**3**	**Course Modification - Approved**	**Venter | Gurka**

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

SPCH 101: Interpersonal Communications	**3**	**Course Modification - Approved**	**Venter | Gurka**

UCC Discussion: Academic engagement minutes, student preparation minutes, and typical semester offered, Essential Learning SLOs, SLOs, and Topical Course Outline were added (info was not transferred when CIM was implemented).