

**Undergraduate Curriculum Committee  
Meeting Minutes  
February 25, 2021  
via Zoom**

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

**Members Absent:** Wayne Smith

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

**Guests present:** Jeremy Hawkins, Brenda Wilhelm, Christi Sanders, Suzie Garner

**Recording Secretary:** Aaron Osborne

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

**I. Announcements**

- A. Chair Elliot stated that CIM closed February 20, unless a clean-up proposal needs to be submitted. The March meeting will be used to finalize everything currently in workflow and complete any clean-up needed.

**II. Ex-Officio Reports**

- A. Assistant Vice President of Academic Affairs for Assessment and Accreditation  
AVPAA Bridge thanked the committee for their work on curriculum this year.
- B. Registrar’s Office  
The Registrar’s Office shared that only courses that were approved last fall by UCC and subsequently approved by Faculty Senate will show up on the upcoming spring schedule for fall registration. If the curriculum proposal was approved this spring, those courses will appear later this spring/summer.
- C. Financial Aid  
Deputy Director Martin stated the process for adding Financial Aid information on curriculum proposals for new programs may be changing. More information will follow in the next meetings.
- D. Library  
Librarian D’Ambrosio thanked the committee for the forewarning of upcoming needed library assessments which greatly helped the library plan their work this year.
- E. Catalog Description Reviewer  
J. Varner also thanked everyone for sending the catalog descriptions to her and forewarning her of upcoming changes this year.

- F. Essential Learning  
No updates.

### III. Curriculum Proposals

**Summary of committee actions and details on curriculum proposals begins on page 3.**

- IV. New Business  
None

### V. Information Items

- A. Chair Elliot reminded committee members that all program modifications caused by course changes need to be addressed this week. All proposals in the workflow que will be addressed at the March meeting.
- B. “Hidden prereqs” and the need for these to be included either as a course or on the program sheet as a footnote were discussed. This allows students to know the true credit hours and cost of the program. It is not necessary to make a curriculum change just for this issue, but as proposals come through, departments are asked to make this change.
- C. Chair Elliot discussed the need for training for new faculty/new members for fall. If you have suggestions about what needs to be included, please let him know. Volunteers to assist with the training are also welcome.
- D. In preparation for either the March or April UCC meeting, PTO status designation and Institutional Requirements Addition for Certificates and Minors will be addressed. This is an informational item only to prepare for upcoming meetings.

### **Adjournment:**

With no objections from the committee, Chair Elliott adjourned the meeting at 4:13pm.

Respectfully submitted by Aaron Osborne, February

**Courses - Effective Term: Summer 2021**

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

<b>Proposal</b>	<b>Degree</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<b>: Music: Commercial Music</b>	<b>BA</b>	<b>Program Addition - Approved</b>	<b>Schlieff   Lanci</b>
<b>UCC Discussion:</b> New degree to address the needs of students relative to the current marketplace. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
New Proposal: No differences to report	The Music Department has agreed it is time to create a Commercial Music degree program to address the needs of our students relative to the current marketplace. Discussions about this type of program have been ongoing and all department faculty agreed on September 23, 2020 to move ahead with this program development.		
(1) Rationale for the program to be in the PTO category.	The Department of Music is accredited by the National Association of Schools of Music (NASM). NASM requires 30%-45% music content for a liberal arts music degree. For a concentration (defined as an area of emphasis by NASM), they require at least 10% of credits to be in the concentration. The music faculty included more than this required 10% of courses in the proposed concentration to ensure students meet objectives that are necessary for a student's success in the commercial music field. <a href="https://nasm.arts-accredit.org/">https://nasm.arts-accredit.org/</a>		
(2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.	In proposing this new program, we consulted the NASM Handbook for degrees of this type and worked to align the program requirements as stipulated. We will be undergoing NASM re-accreditation during the upcoming 2021-2022 academic year and are currently making sure any and all programs are compliant.		
(3) Rationale for an associate's program to exceed 60 credit hours, if applicable. If this is not an associate's program, but exceptions are needed to exceed any other rules limiting credit hours (either overall hours or hours in a given area), please provide a rationale. If no exceptions are needed, please explicitly state that this question is not applicable.	All of our other degree programs are professional degree programs with the exception of our BA in Music: Liberal Arts, which was used as a template for this new degree program. This was done because of the flexibility of the BA course structure. The Music Department is scheduled to be re-accredited by the National Association of Schools of Music (NASM) within the next year. We always build our degrees to the specific requirements stipulated by the NASM handbook. Therefore, the number of hours in question exceeds 60.		

<b>: Human Resource Management</b>	<b>PCT</b>	<b>Program Addition - Approved</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> A new program designed to prepare students to practice HR Management in a variety of organizations. No other discussions.			

<b>Change Item Description</b>	<b>Departmental Justification</b>		
New Proposal: No differences to report	The Human Resource Management Certificate is designed to prepare students to practice HR Management in a variety of organizations. The curriculum is aligned with the Society for Human Resource Management (SHRM) Body of Competency and Knowledge (BoCK). Students will gain technical HR knowledge and expertise to demonstrate mastery of critical HR functions including: HR Strategic Planning, Talent Acquisition, Employee Engagement & Retention, Training and Development, Total Rewards, Structure of the HR Function, Organizational Effectiveness & Development, Workforce Management, HR in the Global Context, Diversity & Inclusion, Risk Management, Corporate Social Responsibility, U.S. Employment Law & Regulations. Throughout the program, students will be given opportunities to participate in hands-on learning activities. The program can be completed in one year and can be completed fully online or as a hybrid of on-campus and online courses.		

<p><b>: Athletic Coaching and Officiating</b></p>	<p><b>MNR</b></p>	<p><b>Program Addition - Approved</b></p>	<p><b>Lanci   Schlieff</b></p>
<p><b>UCC Discussion:</b> New program designed to alleviate the lack of qualified and professionally trained coaches and officials. No other discussions.</p>			
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>		
<p>New Proposal: No differences to report</p>	<p>There is lack of professionally trained coaches and officials in the United States. This minor combines courses in Sport Management and Kinesiology to prepare students to enter the fields of coaching and officiating. Courses will focus on overarching topics of coaching and officiating such as: the certification process, roster management, budget, legal issues, ethics, behavior management as well as the philosophical and psychological components associated with coaching and officiating. Students will gain theoretical knowledge along with practical experience, while working towards industry certification. This minor is best suited for Sport Management and education students, and will be open to all majors.</p>		
<p><b>3272: Art: Studio Art</b></p>	<p><b>BFA</b></p>	<p><b>Program Modification - Approved</b></p>	<p><b>Schlieff   Gurka</b></p>
<p><b>UCC Discussion:</b> A modification to make some upper division courses required and to update the suggested course plan. No other discussions.</p>			
<p><b>Change Item Description</b></p>	<p><b>Departmental Justification</b></p>		
<p>List all proposed changes to the program:</p>	<p>1. Changing upper division Art History classes from open to required classes 2. Updating SLO's 3. Updating Suggested Course Plan</p>		
<p>Justify each proposed modification to the program:</p>	<p>1. The Studio Art faculty decided that ARTH 400 Criticism and Research: Theory and Method is an essential class for our majors. Art theory and criticism are needed for anyone planning to go on to graduate school or planning to teach, but when given the option students consistently chose easier courses. So we are now making it required. The prerequisites for ARTH 400 are "ARTE 118 and ARTE 119, ARTH 315 or ARTH 316 or permission of instructor". BFA Studio Art students are already required to take the three ARTE courses, but not 315 or 316. To avoid having students having to seek out permission to take ARTH 400, we are giving them the choice of taking either ARTH 315 or ARTH 316, so that they will have all the prerequisites necessary to take ARTH 400. These changes will also have the added effect of narrowing student choice so that we can guarantee that our core art history classes will get adequate enrollment.2. Since this is the first time the Studio Art BFA has been updated since the transition to using CIM, it is necessary to add the new Information Literacy SLO, Curriculum map, etc to the system.3. Suggested Course Plan was updated to include the changes to the art history course. Also, the previous plan was missing a 300-level course so the total was not adding up to 120, so this needed to be fixed.</p>		
<p>Describe discussions about this proposal within the department and outcomes.</p>	<p>These changes were agreed upon at the Department Faculty meeting on Jan. 22nd, 2021.</p>		

<b>3470: Chemistry</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> Update to reflect course changes, restricted elective changes, and general elective changes. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	CHEM 315L is being deleted and replaced with CHEM 317L. These course changes are reflected in the slightly modified restricted electives list. Removed MATH 151 (2 credits) from General Electives because those credits are being applied to the Foundation section.		
Justify each proposed modification to the program:	In the restricted electives, CHEM 315L is being deleted and replaced with CHEM 317L. This change aligns with the recently-submitted course change. These two courses are comparable in content; the main different is this lab is no longer a corequisite for CHEM 315. MATH 151 (2 credits) was listed in both foundation and electives in error, so this change is just cleanup.		
Describe discussions about this proposal within the department and outcomes.	The chemistry program faculty members strongly support this change, fall 2020.		
<b>3476: Chemistry:</b>	<b>BS</b>	<b>Program Modification - Approved</b>	<b>Gurka   Lanci</b>
<b>Biochemistry</b>			
<b>UCC Discussion:</b> A modification to reorganize, replace, and correct program specific restricted electives and general electives. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	BIOL 341/341L General Physiology is being removed from the Program Specific Restricted Electives choices. Added BIOL 352/352L to Program Specific Restricted Electives. Remove 315L and replace with 317L. Remove MATH 151 (2 credits) from General Electives and correct footnote on Math requirement in Essential Learning section.		
Justify each proposed modification to the program:	BIOL 341/341L is being inactivated by the Department of Biological Sciences. BIOL 352/352L fills a similar role to 341/341L and is appropriate for Biochemistry majors. Chem 315L is being replaced with 317L, since Chem 315L will be deleted. The extra 2 credits from MATH 151 are being applied to the Foundation section. This is just clean-up, since those credits were accidentally listed twice (in Foundation and General Electives). Footnote at bottom of program specific courses had to be re-added because for some reason it had been deleted in the modification of this form.		
Describe discussions about this proposal within the department and outcomes.	Email was sent to the Head of the Physical and Environmental Sciences Department, Dr. James Ayers, January 2021.		
<b>3491: Liberal Arts, Elementary Education: Mathematics</b>	<b>BA</b>	<b>Program Modification - Approved</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> A modification to reflect the ongoing changes from ARKE to ANTH courses, to add an elective, and update the SLOs. No other discussions.			
<b>Change Item Description</b>	<b>Departmental Justification</b>		
List all proposed changes to the program:	1) ARKE 205 and ARKE 225 are being changed to ANTH 220 and ANTH 225 respectively. 2) Add MATH 225 to list of concentration electives. 3) Add courses and assessments to the mathematical SLOs.		
Justify each proposed modification to the program:	1) These changes are part of the move to collect all archaeology and forensic anthropology classes under the ANTH prefix. 2) The program currently lists four choices for a concentration elective, but only one or perhaps two are realistic choices. We wish to expand the list of choices and provide flexibility for students to take an elective in either the fall or spring semester. We propose to add MATH 225 as an additional choice because it is offered in the spring semester, does not require prerequisites beyond the program requirements, and meets the elective goal of a specialized course that furthers the concentrators' mathematical experience. MATH 225 broadens the choices beyond MATH 305, which is the course that the vast majority of the elementary education math concentrators actually choose.		

Describe discussions about this proposal within the department and outcomes.

1) John Seebach emailed with Blake Bickham on 11-12 October 2020 to inform him of the change. He in turn informed Nick Bardo and Lisa Friel-Redifer of the change. 2) Addition of MATH 225 to the electives was approved by the Math Program Working Group in November, 2020. Department head Lisa Driskell is part of that group. Interested parties in the Teacher Education department (Blake Bickham, Lisa Friel-Redifer, and Denise Hoctor) have all been informed of the proposal and have no objections (November, 2020).

**3611: Nursing**

**BSN**

**Program Modification -  
Approved**

**Flanigan | Gurka**

**UCC Discussion:** Update to add alternative capstone pairing, to correct the credit hours and suggested course sequencing, and adjust credit hour totals for program specific requirements and suggested course sequencing. No other discussions.

**Change Item Description**

List all proposed changes to the program:

**Departmental Justification**

1. NURS 493A/NURS 493B capstone pairing added as an alternative to NURS 493/NURS 493L pairing. Added a footnote to NURS493 493L (in both program requirements and suggested course sequencing) to show there is occasionally an option to take the equivalent of those courses over Winter break for those students who qualify. The equivalent courses are NURS 493A and 493B and are exactly the same as their equivalent. 2: Correcting the credit hours on the Suggested Course Sequencing for NURS 457 to state 2 credit hours as currently nothing is entered. 3. NURS 373L is increasing from 3 credits to 4 credits and NURS 394 is decreasing from 3 credits to 2 credits. Credit hours updated in both program-specific requirements and suggested course sequencing.

Justify each proposed modification to the program:

1. This new course pairing are capstone courses offered over the winter break, starting with 493A in December and 493B in January. This course offering has been a Topics course option for 10-20 students (dependent on clinical site placements availability and/or faculty availability) for two semesters and is now being given course numbers. It is the same course(s) as NURS 493 (1 credit hour) and NURS 493L (3 Credit hours), but split across both the end of fall and J-Term. This is done, when able, to help with senior capstone clinical placement spaces in the community. This course will only be offered if clinical space and faculty availability allow, there may be winter breaks when it is not an option. This is why additional information is included in footnotes to explain its limited availability. 2. Corrected an error on prior sheet; hours were missing. 3. Hours increased in NURS 373L to better align with the current number of hours required to meet the objectives of the course. Hours were decreased in NURS 394 to keep total hours for degree the same and because course content can be covered in 2 credits.

Describe discussions about this proposal within the department and outcomes.

Regarding changes to NURS 493A/NURS 493B: Decision to make a full course with number was discussed with Health Science Department Head Dr. Bette Schans, the Registrar's office, BSN faculty leadership, Health Sciences UCC rep, and Assistant Vice President of Academic Affairs for Assessment and Accreditation, Dr. Morgan Bridge. In addition, all faculty who teach this course and will be affected by this change are aware of the new course proposal. Discussions took place in Fall 2020. Regarding the changes to NURS 373L and NURS 394: Discussed with Department Head on 1/26/2021 and change approved. Summary of changes proposed and reasons for said changes sent to all full-time faculty for discussion and approval. Change approved by Faculty on 1/27/2021.

**UCC Discussion:** Course credit hour changes required an update to program specific requirements, general electives. Rearranged the semester some general elective courses were suggested to adjust total credit hours listed for those suggested semesters. No other discussions.

**Change Item Description**

List all proposed changes to the program:

Justify each proposed modification to the program:

Describe discussions about this proposal within the department and outcomes.

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

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

**Departmental Justification**

1. Increase RADS 469 from 3 credits to 5 credits. This also increases Program Specific Requirements from 65 credits to 67 credits. General Electives reduced from 3 credits to 1 credit to accommodate this change. 2. Add 2 credits to the clinical course, RADS 469 Radiographic Clinical Experience V in the Senior Year, Spring Semester. This will bring this semester from 14 to 16 credits. Eliminate the General Elective requirement of 2 credits in the Sophomore Year, Spring Semester 3. Move KINA Activity course (1 credit) to the Sophomore Year, Spring Semester to keep credits at 12- 13 for that semester. 4. Update of Program SLOs, Courses, and Assessment method

1. In the fall of 2017, the program made a change from a two-year associate's degree to a four-year bachelor's degree. The change resulted in the reduction of clinical hours, most noticeably in the last semester of the program. Since then, the community of interest (the affiliated clinical sites) and students expressed concerns regarding only one clinical day in the last semester of the program. These concerns were documented through the exit interviews and employer's surveys. It was recommended to increase the number of clinical hours in the last semester in order to improve the continuity of the clinical experience, especially during surgical and trauma rotations. Adding two more credits to the RADS 469 course will increase the credit hours from three to five, which translates into 15 clinical hours per week, or two clinical days per week. The program believes that this adjustment will improve student's transition into a role of an entry-level radiographers. 2. Adjusted course sequencing to reflect increase credits for RADS 469. General Electives removed from sequencing since they are no longer required due to increase in RADS 469 credits. 3. Movement of KINA activity course from Sophomore year, Fall Semester to Sophomore Year, Spring semester determined by UCC Department of Health Science Rep, Dr Bridge, and the BSRS Program coordinator. This change is needed to keep credit hours at minimum of 12 in the Sophomore Year, Spring semester with the proposed change of eliminating the extra elective courses that semester. 4. Update of Program SLOs, Courses, and Assessment method as not before entered in CIM. All changes and new information directly from most current RSBS 2019-2020 Assessment plan.

All changes above discussed internally within the Radiologic Science Faculty and determined as per surveys taken from students, as discussed above. Also, Department Head, Dr. Bette Schans is aware of the proposed changes and has stated her agreement to both the BSRS Program Coordinator and also the UCC Health Science Department Rep.

BSRS is designated as PTO per curriculum manual.

The BSRS accreditation agency is the Joint Review Committee on Education in Radiologic Technology (JRCERT). The JRCERT bases the quality of clinical experience on the required clinical competencies and emphasize the equitable experience for all students. The American Registry of Radiologic Technologists (ARRT) is the credentialing agency for BSRS students. In order to earn ARRT certification and registration, graduates from the program have to meet the ARRT specified clinical competencies

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

The change proposed will take the program to from 65 to 67 hours. Adding two more credits to the RADS 469 course will increase the credit hours from three to five. The program believes based on surveys conducted with the students and community partners (clinical sites across western Colorado) that increasing these hours will allow for better alignment with ARRT competency requirements and a more equitable clinical experience for all students (a requirement of JRCERT

(4) Rationale for prescribing Essential Learning courses, if applicable.

N/A

(5) Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.

Essential learning for a transfer student with an AA degree in the discipline of the program would be waived, except for the foundation courses. The requirement for foundation courses and core courses would have to be met. This could not be done in 60 additional hours.

**3728: Sociology**

**BA**

**Program Modification -  
Approved**

**Lanci | Schlieff**

**UCC Discussion:** Program changes required to reflect additions and inactivations. No other discussions.

**Change Item Description**

List all proposed changes to the program:

**Departmental Justification**

1. Replace SOCO 400 (Classical Social Theory) with SOCO 370 (Roots of Sociological Thought) and replace 410 (Contemporary Social Theory) with SOCO 375 (Contemporary Sociological Perspectives) 2. Move SOCO 264 out of foundation and into the core 3. Move STAT 215 out of the core and into the foundation 4. Add a senior capstone class. 5. Add an internship option to the list of upper-division sociology electives. 6. We are proposing reducing the number of upper-division restricted electives by one course and increasing the number of upper-division sociology electives by one course. 7. The program SLOs are new. 8. Add CRMJ 470 (Restorative Justice) to the list of Restricted Electives. 9. Removed the link to career services. 10. Updated suggested course plan.



Justify each proposed modification to the program:

1. SOCO 400 and 410 were a capstone sequence. Feedback from graduates indicates that they would like the theory courses to come earlier in the program. Also, we are proposing a more traditional capstone class that would replace theory as a capstone sequence. 2. We want to move SOCO 264 into the core so that it counts toward the major GPA. This is also more consistent with other programs in the department, most of which have only the language sequence in the foundation. 3. Students having trouble with STAT 215 is often a reason that we need to override the Sociology GPA requirement. This change would eliminate that problem and, since STAT 215 is not a sociology course, it makes sense that it not count in the Sociology GPA. 4. We would like to replace the theory sequence with a more traditional capstone course more similar to what is offered in other disciplines. 5. Students who wanted an internship opportunity were previously directed to the Social Work minor, where an internship was included. This is no longer the case, so we are developing an internship option within the sociology program based on student demand. 6. This change is both more consistent with other majors in SBS and allows for the addition of an internship without a reduction in academic electives. 7. The program SLOs have been redone in service of adding the two new campus SLOs and to bring them in line with the recommendations of the American Sociological Association. They were submitted to the Assessment Committee and we have made the small changes recommended by that committee. 8. We have been accepting this course on an ad hoc basis since it was taught as a topics course as it fits the spirit of our restricted electives list. 9. The link to the document in Career Services is no longer active. 10. The course plan was updated to include all the above changes being made.

Describe discussions about this proposal within the department and outcomes.

Fall 2020, these changes have been agreed on by the sociology faculty and do not directly impact other programs with three exceptions: (1) Changing the number of restricted electives could have an effect on other disciplines. However, that list contains so many options that there is no reason to believe it will have undue impacts on other disciplines. (2) Adding CRMJ 470 affects Criminal Justice. Per an email exchange with Katie Dreiling during the week of 12/9/2020, the CJ faculty approved this addition. (3) Criminal Justice currently allows SOCO 400 as an option in their course. John Reece and Eric Watters have been made aware of this change.

**3780: Applied Anthropology and Geography**

**BA Program Modification - Lanci | Schlieff Approved**

**UCC Discussion:** Program updates to reflect ongoing effort to move ARKE and FOAN courses under ANTH, some movement of electives and restricted electives, and a change in elective credit hours. No other discussions.

**Change Item Description**

**Departmental Justification**

List all proposed changes to the program:

1. Change FOAN480 to ANTH478 2. Change FOAN232 to ANTH270 3. change FOAN232L to ANTH270L 4. Change ARKE350 to ANTH422 5. Change ARKE352 to ANTH321 6. Change ARKE225 to ANTH225 7. Change ARKE205 to ANTH220 8. Change ARKE402 to ANTH421 9. Change ARKE410 to ANTH420 10. Change ARKE410L to ANTH420L 11. Change ARKE320 to ANTH326 12. Adding GEOG 354/POLS 354 to the list of electives. 13. STAT 215 moved from the Core to the Foundation 14. ANTH 222, ANTH 270, ANTH 296, CRMJ 280 and GEOL 103 moved from the Elective category to the Restricted Elective category. 15. BIOL 105/L, BIOL 403, GEOL 100 and GEOL 402/L removed from the list of Restricted Electives. 16. The number of elective credit hours in the major reduced to 15.

Justify each proposed modification to the program:

1 thru 10: This is part of the ongoing effort by AAG faculty to reduce the number of prefixes used by the three faculty from four, to two (ANTH and GEOG) 11. This is part of the ongoing effort by AAG faculty to reduce the number of prefixes used by the three faculty from four, to two (ANTH and GEOG). This course has also had minor revisions to strengthen the geography component and allow it to be part of the new Geography minor. 12. We are cross listing this course with a GEOG prefix as geography topics - mapping, territory, and social and ecological impacts - are key components of the course. The course is being added as an UD elective for the Applied Anthropology and Geography Program. 13. Moved in order to bring the number of major credit hours down to 48 without sacrificing the need for knowledge of basic statistics. 14. This was done so that students were limited to upper division courses for their elective choices. This ensures 50% of the major hours will be at the upper division at graduation. 15. The substantive changes we were making to the program required us to think squarely about the knowledge we need our students to have in order to gain employment. The four courses removed were judged superfluous to that goal. 16. This was done to bring the total number of major credit hours down to 48, as required by the curriculum manual on p. 28.

Describe discussions about this proposal within the department and outcomes.

1-11. All changes were discussed among the AAG faculty when the program was created and reaffirmed at a program meeting September 2020. 12. Multiple discussions were held with Professor of Political Science Tim Casey (instructor for this course) and Assistant Professor of Geography Tammy Parece during August and September 2020. On October 6, 2020, a formal agreement (Tim Casey and Tammy Parece) was reached to cross list this course with a GEOG prefix. 13-15. All discussed and agreed to between Connor, Parece and Seebach in December 2020. 16. Discussed and agreed to via email between Connor and Seebach on January 12, 2020.

<b>M410: Chemistry</b>	<b>MNR</b>	<b>Program Modification - Approved</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> Added 300-level required course and lab and reduced the number of 300-level elective credit hours. No other discussions.			

<b>Change Item Description</b>	<b>Departmental Justification</b>
List all proposed changes to the program:	We are adding Analytical Chemistry with Lab (CHEM 301/301L) to the required course list. We are reducing the number of 300-level electives from 9 to 5 to reflect the fact that CHEM 301/301L are four credits of upper-division coursework. We are removing the additional lab requirement, as CHEM 301L is a lab so that students still get at least three lab credits with this minor plan.
Justify each proposed modification to the program:	Analytical chemistry is a common course that nonmajors use when they leave CMU. Many jobs in other sciences are benefitted by some analytical chemistry knowledge and skills. The other changes cascade from this change to keep the minor at the same number of credit hours and with the same amount of required lab.
Describe discussions about this proposal within the department and outcomes.	The CHEM faculty are unanimously excited about this change, fall 2020.

<b>M725: Archaeology</b>		<b>MNR</b>	<b>Program Modification - Approved</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> Updates to reflect ongoing effort to move ARKE and FOAN courses under ANTH. No other discussions.				
<b>Change Item Description</b>		<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Change ARKE 225 to ANTH 225 2. Change ARKE 352 to ANTH 321 3. Change ARKE 350 to ANTH 422 4. Change ARKE 205 to ANTH 220 5. Change ARKE 402 to ANTH 421 6. Change ARKE 410 to ANTH 420 7. Change ARKE 410L to ANTH 420L			
Justify each proposed modification to the program:	These changes are being made as part of the continuing effort to collect all forensic anthropology and archaeology courses under the ANTH prefix, as is common at universities nationwide. We are also removing ANTH231/L from the list of restrictive electives to ensure that all minors will have 33% of their coursework at the upper division.			
Describe discussions about this proposal within the department and outcomes.	All AAG faculty (Connor, Parece, Seebach) and the SBS Department Head (Herrick) agreed on this set of changes during 2019-20.			
<b>M750: Sociology</b>		<b>MNR</b>	<b>Program Modification - Approved</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> Program changes required to reflect additions and inactivations, elective credit hour adjustment. No other discussions.				
<b>Change Item Description</b>		<b>Departmental Justification</b>		
List all proposed changes to the program:	1. Add SOCO 370 (Roots of Sociological Thought) or SOCO 375 (Contemporary Sociological Perspectives) / delete one elective to keep credit hours the same.2. Changes to the program overview. 3. Addition of student learning objectives.			
Justify each proposed modification to the program:	1. These are courses that are replacing what used to be a 400-level capstone sequence. Since these are no longer capstone courses for majors, it makes sense to include them in the minor. Further, it would strengthen the minor if students have more grounding in general sociological perspectives beyond what they get in ESSL and topical courses. 2. We cut the program overview down to make it more consistent with other programs. We removed most of the detailed information about sociology as a discipline, leaving just the more essential components.3. Since this is the first change to the minor since CIM, the SLOs needed to be added.			
Describe discussions about this proposal within the department and outcomes.	These changes were agreed upon by all of the sociology faculty, fall 2020.			

**Courses - Effective Term: Summer 2021**

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

<b>Proposal</b>	<b>Committee Action</b>	<b>Motion   Second</b>
<p><b>ANTH 220: Principles of Archaeology</b></p> <p><b>UCC Discussion:</b> Part of a continued effort to move archeology and anthropology courses to ANTH prefix. No other discussions.</p> <p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Course Addition - Approved</b></p> <p><b>Departmental Justification</b></p> <p>This course will replace our current ARKE 205. It is the exact same course, but is being brought under the ANTH prefix just like all other archaeology and forensic anthropology courses.</p>	<p><b>Gurka   Lanci</b></p>
<p><b>ANTH 225: North American Archaeology</b></p> <p><b>UCC Discussion:</b> Part of a continued effort to move archeology and anthropology courses to ANTH prefix. No other Discussions.</p> <p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Course Addition - Approved</b></p> <p><b>Departmental Justification</b></p> <ol style="list-style-type: none"> <li>1. Our current ARKE 225 is being inactivated and replaced by ANTH 225 in order to collect all archaeology and forensic anthropology courses under the ANTH prefix.</li> <li>2. The course name change and changes to the course description are being updated to reflect the course presentation as currently configured.</li> <li>3. The fourth and fifth Student Learning Outcomes have been added to reflect the course presentation as currently configured.</li> </ol>	<p><b>Gurka   Lanci</b></p>
<p><b>ARKE 205: Principles of Archaeology - GTSS3</b></p> <p><b>UCC Discussion:</b> Part of a continued effort to move archeology and anthropology courses to ANTH prefix. No other discussions.</p> <p><b>Change Item Description</b></p> <p>Delete Proposal: No differences to report</p>	<p><b>Course Inactivation - Approved</b></p> <p><b>Departmental Justification</b></p> <p>This class will now be designated ANTH 220.</p>	<p><b>Lanci   Schlieff</b></p>
<p><b>ARTE 103: Digital Art and Design</b></p> <p><b>UCC Discussion:</b> New course to help students combine digital literacy and design thinking. No other discussions.</p> <p><b>Change Item Description</b></p> <p>New Proposal: No differences to report</p>	<p><b>Course Addition - Approved</b></p> <p><b>Departmental Justification</b></p> <p>Students entering the workforce today will communicate predominantly through digital platforms. The overwhelming presence of screens, digital interactions, remote learning, and remote work in everyday life increases the need for digital literacy and design thinking. Prepare students today, to adapt tomorrow.</p>	<p><b>Schlieff   Lanci</b></p>
<p><b>ARTE 498: Studio Assistant and Teaching Aid</b></p> <p><b>UCC Discussion:</b> Updated the course to make it repeatable. Updated course description, contact hours, and engagement/preparation minutes. No other discussions.</p> <p><b>Change Item Description</b></p> <p>Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):</p> <p>Repeatable for credit:</p> <p>Field/Studio/Other:</p> <p>Total Contact Hours:</p>	<p><b>Course Modification - Approved</b></p> <p><b>Old</b></p> <p>Designed for the senior level artist. Gain experience in teaching by preparing demonstrations and performing in-studio maintenance of studio equipment. Taught in conjunction with 200-level classes.</p> <p>No</p> <p>4</p> <p>5</p>	<p><b>New</b></p> <p>Teaching experience via preparing demonstrations and performing in-studio maintenance of studio equipment. Taught in conjunction with 200-level classes. Designed for the senior level artist.</p> <p>Yes</p> <p>5</p> <p>6</p>

Academic engagement minutes per term:	4500
Student preparation minutes for a term:	2250
Repeat limit	2
Please provide justification for repeatability:	Allowing students to repeat this Studio Assistant and Teaching Aid positions will provide Instructors with students who are well versed in the area, without the Instructors having to train a new Assistant every semester. This would allow a Junior to assist classes as they progress towards Senior year, which provides Instructors with well-trained students who know what to expect and how to assist effectively.

<b>ARTH 220: History of Modern Art</b>	<b>Course Modification - Approved</b>	<b>Flanigan Schlieff</b>
<b>UCC Discussion:</b> Updates to course description and engagement/preparation minutes. No other discussions.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	A general survey class of Western and non-Western art from 1750 to the 21st Century. The emphasis of this survey is on the major movements and civilizations, methods of analysis, historical and cultural context.	General survey of Western and non-Western art from 1850 to the 21st Century, with an emphasis on modern and contemporary art. This is a survey on the major movements and civilizations, methods of analysis, historical and cultural context.
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

<b>BIOL 310: Developmental Biology</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updates to course description, prerequisites, and engagement/preparation minutes. No other discussions.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Embryonic growth and development of plants and animals. Also errors in normal development, cancer, aging, and related topics. Three lectures and two two-hour laboratories per week.	Embryonic growth and development of plants and animals. Errors in normal development, cancer, aging, and related topics.
Prerequisites:	BIOL 301/BIOL 301L or permission of instructor	BIOL 301/BIOL 301L
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

<b>CHEM 151: Engineering Chemistry</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   McKenney</b>		
UCC Discussion: Updates to engagement/preparation minutes and Essential Learning category. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Academic engagement minutes per term:		3000
Student preparation minutes for a term:		6000
Essential Learning category (if applicable):		Natural Science with Lab
<b>CHEM 151L: Engineering Chemistry Laboratory</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   McKenney</b>		
UCC Discussion: Updates to engagement/preparation minutes and Essential Learning category. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		750
Essential Learning category (if applicable):		Natural Science with Lab
<b>CHEM 315: Biochemistry I</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   McKenney</b>		
UCC Discussion: Updates to course name, course description, corequisites, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Biochemistry	Biochemistry I
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Classical biochemistry concerned with the control of metabolism, the production of energy, the relationship of structure to function, carbohydrates, lipids, proteins, and nucleic acids. Three lectures and one three-hour laboratory per week.	Classical biochemistry concerned with the application of chemical principles to biological systems. Topics covered include: organic reactions in living cells, thermodynamics, water, acids and bases, and structural-functional relationships of carbohydrate, lipid, protein, and nucleic acid monomers and polymers.
Course abbreviated schedule name:	Biochemistry	Biochemistry I
Corequisites:	CHEM 315L	
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>CHEM 316: Biochemistry II</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   McKenney</b>		
UCC Discussion: Update to course description, prerequisites, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	In-depth examination of fundamental biological processes including DNA replication, transcription, and protein synthesis. Skills for comparative genomics, protein visualization and sequence alignment developed.	Continuation of fundamental biochemical principles, focused upon metabolism. Topics include: intersection of reciprocal regulation of catabolism and anabolism, citric acid cycle, oxidative phosphorylation, and intersections of carbohydrate, amino acid, nucleotide, and lipid metabolism.

Prerequisites:	CHEM 312/CHEM 312L and CHEM 315/CHEM 315L	CHEM 315
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
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<b>CHEM 317L: Biochemistry Laboratory</b>	<b>Course Addition - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Renumbering CHEM 315L so students can take CHEM 315 without the lab, but still offer the lab separately. No other discussions.		
<b>Change Item Description</b> New Proposal: No differences to report	<b>Departmental Justification</b> This course is effectively a renumbering of CHEM 315L. CHEM 315L used to be a co-requisite for CHEM 315. However, many students do not need to take the lab for either their CMU program or for professional schooling they intend to enroll in after graduation from CMU. This change will allow students to take the lecture, CHEM 315, without taking the lab. However, students who take this new course (CHEM 317L: Biochemistry Lab), will need to take CHEM 315, either at the same time or in a previous semester.	
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<b>FLAS 311: History and Culture of Spain</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated course description, prerequisites, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> History and culture of Spain. Early inhabitants through the twenty-first century. Written and oral reports in Spanish. Emphasizes development of cultural awareness and language skills.	<b>New</b> Introduction to Spanish culture and history, including the physical characteristics of the Iberian Peninsula, the earliest Pre-Roman inhabitants, the Roman conquest to the Germanic invasions, the Islamic empire, the Christian “Reconquest”, the Spanish empire, its decline and end, the industrial revolution, the modernization, the II Republic, Civil War, Franco’s dictatorship and Spain’s conversion into the democratic monarchy of today.
Prerequisites:	FLAS 304	FLAS 304 or FLAS 305
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
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<b>FLAS 312: History and Culture of Latin America</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated course description, prerequisites, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b> Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	<b>Old</b> History and culture of Latin America from early inhabitants through the twenty-first century. Written and oral reports in Spanish. Emphasizes development of cultural awareness and language skills.	<b>New</b> Exploration of Latin American culture, including origins of pre-Columbian cultures of Meso-America, the Caribbean and South-America; Spanish invasion and colonial culture; new racial and ethnic groups; independence and new republics; neo-colonialism in the western hemisphere; post-Cuban Revolutionary influence; influence of U.S. during the “cold war”; economic and commercial interdependence; immigration of Latinos to the U.S.; and current events.

Prerequisites:	FLAS 304	FLAS 304 or FLAS 305
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>FLAS 323: Introduction to Hispanic Literature I</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated prerequisites and preparation/engagement minutes. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	FLAS 305	FLAS 304 or FLAS 305
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>FLAS 324: Introduction to Hispanic Literature II</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated prerequisites and preparation/engagement minutes. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	FLAS 305	FLAS 304 or 305
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>FLAS 341: Introduction to Hispanic Linguistics</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated prerequisites and preparation/engagement minutes. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	FLAS 301, FLAS 302, and FLAS 303, or permission of instructor	FLAS 305
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>FLAS 431: Spanish for Medical and Social Services</b>	<b>Course Modification - Approved</b>	<b>Lanci   Gurka</b>
<b>UCC Discussion:</b> Updated course description, prerequisites, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Provides for acquisition and refinement of superior linguistic and cross-cultural Spanish/English skills used in health care and social services.	Acquisition and refinement of superior linguistic and cross-cultural Spanish/English skills used in health care and social services.
Prerequisites:	FLAS 341	One of the following: FLAS 311, FLAS 312, FLAS 323, FLAS 324, or FLAS 341
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500



<b>FLAS 446: Spanish Language Variation</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Gurka</b>		
<b>UCC Discussion:</b> Updated prerequisites and preparation/engagement minutes. No other discussion.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Prerequisites:	FLAS 341	One of the following: FLAS 305, FLAS 311, FLAS 312, FLAS 323, FLAS 324, FLAS 341, or FLAS 441
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>GEOG 131: Introduction to Cartography</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Gurka</b>		
<b>UCC Discussion:</b> Updated engagement/preparation minutes and prerequisites. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
Prerequisites:		MATH 107 or higher
<b>MASS 271: Video Production</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Gurka</b>		
<b>UCC Discussion:</b> Updated type of instructional activity, credit hours, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture
Lecture:	2	3
Lab:	2	
Total Contact Hours:	4	3
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
<b>MASS 452: Designing for Brand and Message</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Gurka</b>		
<b>UCC Discussion:</b> Updated type of instructional activity, course description, credit hours, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Publishing attractive and effective content. Includes designing print materials such as company newsletters, logos, brochures, magazines, as well as electronic publishing.	Publication of attractive and effective content. Includes designing print materials such as company newsletters, logos, brochures, magazines, as well as electronic publishing.
Lecture:	2	3
Lab:	2	
Total Contact Hours:	4	3
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500

<b>MASS 471: Advanced Video Production</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Gurka</b>		
<b>UCC Discussion:</b> Updated type of instructional activity, course description, credit hours, and engagement/preparation minutes. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Type of Instructional Activity:	Lecture/Lab: Vocational/Tech	Lecture
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Emphasis on aesthetic values of electronic field productions and post-production projects. Builds upon concepts and skills acquired in MASS 271 to create and execute high quality video and creative productions for air and/or web use.	Aesthetic values of electronic field productions and post-production projects. Builds upon concepts and skills acquired in MASS 271 to create and execute high quality video and creative productions for air and/or web use.
Lecture:	2	3
Lab:	2	
Total Contact Hours:	4	3
Academic engagement minutes per term:		2250
Student preparation minutes for a term:		4500
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<b>MATC 091: Intermediate Algebra</b>		
<b>Course Inactivation - Approved</b>		
<b>Gurka   Lanci</b>		
<b>UCC Discussion:</b> The math department chair and the Developmental Education department chair created a path from the prerequisites of MATC 090 and 092 to MATH 110 and 113. The idea was to have students spend less time in Developmental Education courses. The state legislation along with Complete College America has stated that we needed to have a plan to have less students take Developmental Education courses. There are some students that still will need help before taking college courses. We decided this plan would reduce the number of credit hours students would have to take. We met with the Developmental Education instructors and the Math department faculty and agreed this was the best plan. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	The Developmental Math department created a course that combined MATC 090 and 091. Then we created a prerequisite of MATC 090 for MATH 110 and MATC 092 as a prerequisite for MATH 113. The MATC 091 course is no longer needed. Reducing the number of courses the students would take in Developmental Math would reduce the time the student has to take more than one Math class as with many degrees only one math class is required.	
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<b>MUSL 139: Jazz/Commercial</b>		
<b>Course Modification - Approved</b>		
<b>Gurka   Lanci</b>		
<b>UCC Discussion:</b> Course name change, course description change, engagement/preparation minute update, repeatability justification update. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Jazz	Jazz/Commercial
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. An instructional fee is required. For first-year students.
Course abbreviated schedule name:	Jazz	Jazz/Commercial
Field/Studio/Other:	.5-1	.5,1
Total Contact Hours:	.5-1	.5,1
Academic engagement minutes per term:		375,750

Student preparation minutes for a term:  
Please provide justification for repeatability:

18,753,750

All MUSL (lesson) courses are designated by year. First-year students take 2 MUSL 1xx courses before moving on to 2 MUSL 2xx courses their second year, and so on. The content of lessons changes every semester in terms of literature or building on techniques.

**MUSL 239: Jazz/Commercial**      **Course Modification - Approved**      **Gurka | Lanci**  
**UCC Discussion:** Course name change, course description change, engagement/preparation minute update, repeatability justification update. No other discussions.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Jazz	Jazz/Commercial
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. An instructional fee is required. For second-year students.
Course abbreviated schedule name:	Jazz	Jazz/Commercial
Field/Studio/Other:	.5-1	.5,1
Total Contact Hours:	.5-1	.5,1
Academic engagement minutes per term:		375,750
Student preparation minutes for a term:		18,756,750
Please provide justification for repeatability:		All MUSL (lesson) courses are designated by year. First-year students take 2 MUSL 1xx courses before moving on to 2 MUSL 2xx courses their second year, and so on. The content of lessons changes every semester in terms of literature or building on techniques.

**MUSL 339: Jazz/Commercial**      **Course Modification - Approved**      **Gurka | Lanci**  
**UCC Discussion:** Course name change, course description change, engagement/preparation minute update, repeatability justification update. No other discussions.

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Jazz	Jazz/Commercial
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. An instructional fee is required. For third-year students.
Course abbreviated schedule name:	Jazz	Jazz/Commercial

Field/Studio/Other:	.5-1	.5,1	
Total Contact Hours:	.5-1	.5,1	
Academic engagement minutes per term:			375,750
Student preparation minutes for a term:			18,753,750
Please provide justification for repeatability:			All MUSL (lesson) courses are designated by year. First-year students take 2 MUSL 1xx courses before moving on to 2 MUSL 2xx courses their second year, and so on. The content of lessons changes every semester in terms of literature or building on techniques.

<b>MUSL 439: Jazz/Commercial</b>	<b>Course Modification - Approved</b>	<b>Gurka   Lanci</b>
<b>UCC Discussion:</b> Course name change, course description change, engagement/preparation minute update, repeatability justification update. No other discussions.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Course name:	Jazz	Jazz/Commercial
Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered):	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. Lessons may be taken twice at each level. Music majors are required to attend and perform at weekly recitals as a component of applied music lessons. An instructional fee is required.	Development of individual music performance skills through weekly lessons. Available to all students and may be used as an elective choice to students concurrently enrolled in a MUSP course. An instructional fee is required. For fourth-year students.
Course abbreviated schedule name:	Jazz	Jazz/Commercial
Field/Studio/Other:	.5-1	.5,1
Total Contact Hours:	.5-1	.5,1
Academic engagement minutes per term:		375,750
Student preparation minutes for a term:		18,753,750
Please provide justification for repeatability:		All MUSL (lesson) courses are designated by year. First-year students take 2 MUSL 1xx courses before moving on to 2 MUSL 2xx courses their second year, and so on. The content of lessons changes every semester in terms of literature or building on techniques.

<b>NURS 373L: Acute and Chronic Illness I Clinical</b>	<b>Course Modification - Approved</b>	<b>Lanci   Schlieff</b>
<b>UCC Discussion:</b> Credit hour change and engagement/preparation minute update. No other discussions.		

<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	3	4
Lab:	9	12
Total Contact Hours:	9	12
Academic engagement minutes per term:		6000
Student preparation minutes for a term:		3000

<b>NURS 394: Nursing Research: An Evidence-Based Practice</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Schlieff</b>		
UCC Discussion: Credit hour change and engagement/preparation minute update. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	3	2
Lecture:	3	2
Total Contact Hours:	3	2
Academic engagement minutes per term:		1500
Student preparation minutes for a term:		3000
<b>PHYS 105: Physics by Inquiry-GTSC1</b>		
<b>Course Inactivation - Approved</b>		
<b>Lanci   Schlieff</b>		
UCC Discussion: Last offered in Fall 2004. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	This course is no longer offered from our department, and it will not be offered in the foreseeable future. It would be best to inactivate this course to avoid any registration confusion.	
<b>PHYS 105L: Physics by Inquiry Laboratory-GTSC1</b>		
<b>Course Inactivation - Approved</b>		
<b>Lanci   Schlieff</b>		
UCC Discussion: Last offered in Fall 2004. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	This course is no longer offered from our department along with PHYS 105, and it will not be offered in the foreseeable future. We have already requested PHYS 105 to be inactivated. It would be best to inactivate this course to avoid any registration confusion.	
<b>RADS 469: Radiographic Clinical Experience V</b>		
<b>Course Modification - Approved</b>		
<b>Lanci   Schlieff</b>		
UCC Discussion: Credit hour change and engagement/preparation minute update. No other discussions.		
<b>Change Item Description</b>	<b>Old</b>	<b>New</b>
Credit hours:	3	5
Lab:	9	10
Total Contact Hours:	9	10
Academic engagement minutes per term:		7500
Student preparation minutes for a term:		3750
<b>SOCO 370: Roots of Sociological Thought</b>		
<b>Course Addition - Approved</b>		
<b>Gurka   Schlieff</b>		
UCC Discussion: This course will replace SOCO 400 (Classical Social Theory). No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course will replace SOCO 400 (Classical Social Theory). SOCO 400 was part of a theory capstone sequence, which will be replaced with a proposed new Senior Capstone course. Also, graduating students have indicated that they would have liked to do the theory courses earlier in their coursework. Replacing the 400-level course with a 300-level course, especially with a more accurate name and description, will help them see the course as at the same level as their upper-division electives.	

<b>SOCO 375: Contemporary Sociological Perspectives</b>		
<b>Course Addition - Approved</b> <b>Gurka   Schlieff</b>		
<b>UCC Discussion:</b> This course will replace SOCO 410 (Contemporary Social Theory). No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	This course will replace SOCO 410 (Contemporary Social Theory). SOCO 410 was part of a theory capstone sequence, which will be replaced with a proposed new Senior Capstone course. Also, graduating students have indicated that they would have liked to do the theory courses earlier in their coursework. Replacing the 400-level course with a 300-level course, especially with a more accurate name and description, will help them see the course as at the same level as their upper-division electives	
<b>SOCO 400: Classical Social Theory</b>		
<b>Course Inactivation - Approved</b> <b>Lanci   Schlieff</b>		
<b>UCC Discussion:</b> This course replaced by SOCO 370. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	We are proposing to replace this class with the SOCO 370 course. This course will replace SOCO 400 (Classical Social Theory). SOCO 400 was part of a theory capstone sequence, which will be replaced with a proposed new Senior Capstone course.	
<b>SOCO 410: Contemporary Social Theory</b>		
<b>Course Inactivation - Approved</b> <b>Lanci   Schlieff</b>		
<b>UCC Discussion:</b> A change to correct student confusion about course sequencing. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
Delete Proposal: No differences to report	We are proposing to replace this course with a similar course SOCO 375. This course will replace SOCO 410 (Contemporary Social Theory). SOCO 410 was part of a theory capstone sequence, which will be replaced with a proposed new Senior Capstone course.	
<b>SPCH 307: Professional Presentations</b>		
<b>Course Addition - Approved</b> <b>Seebach   Schlieff</b>		
<b>UCC Discussion:</b> A new course designed to allow students to work on their advanced public speaking skills related to any major that can be used toward any student's upper-division required credits. No other discussions.		
<b>Change Item Description</b>	<b>Departmental Justification</b>	
New Proposal: No differences to report	Across all majors, students need professional presentation skills tailored to their chosen field of study. The Communication Studies faculty determined the best way to meet this substantial need is by creating high-pressure, dynamic, state-of-the-art opportunities for practice in professional settings. SPCH 307 will allow students to work on their advanced public speaking skills related to any major, and can be used toward any student's upper-division required credits.	