

**Undergraduate Curriculum Committee
Minutes
March 12, 2020
UC 221 at 3:30 pm**

Chair Graham called the meeting to order at 3:32.

Chair Graham asked to amend the agenda to include the addition of ADAP 470 and the removal of ARKE 320. It was moved by Lanci and seconded by Seebach. The committee approved the amendments to the agenda.

I. Announcements

- A. Committee Representatives were reminded to check on their departmental changes this fall/spring to insure all curriculum changes needed due to approved proposals had been/would be submitted. Aaron is working on a cross check and will contact you if there is a proposal that still needs to be addressed. Chair Graham asked that those be done and ready for submission early fall.
- B. Chair Graham reminded faculty that Faculty Senate must approve the UCC proposals, which can take time since the first Faculty Senate meeting the UCC Minutes go only on the consent agenda. UCC Minutes are not approved until the following meeting. Once that occurs there are several more steps in the workflow process before a course will appear on the schedule.
- C. Chair Graham reminded the committee that no curriculum proposals will be entertained at the April meeting.

II. Unfinished Business

- A. Committee members were reminded to let faculty know to use templates when creating new programs. It will make the process much easier for faculty and UCC.
- B. Going forward all course changes and program modifications should be submitted to workflow at the same time. This fall in order to begin using CIM, departments did not need to submit all together; however, that will not be the case going forward.
- C. Chair Graham reminded committee members that the April meeting would include voting on a new UCC Chair, on the revised curriculum manual, on a revised calendar and descriptions for reserved numbers which will be included in manual.
- D. Committee members and faculty are encouraged to continue to work in CIM but not submit to workflow until fall. Availability to CIM will resume as soon as this year's proposals are cleared.

III. Ex-Officio Reports

- A. Assistant Vice President of Academic Affairs for Assessment and Accreditation
No Report
- B. Registrar

Bodyfelt reminded UCC that curriculum changes will not appear on the schedule for up to two months after the proposals have been approved at UCC. All proposals approved this fall will be on the schedule for spring registration.

C. Financial Aid

No Report

D. Library

No Report

E. Catalog Description Reviewer

No Report

F. Essential Learning

The ESSL Committee met and reviewed several courses for the GT Pathways review. The Committee also discussed the preliminary assessment results from the Milestone Speech and Milestone Courses.

IV. Curriculum Proposals

- A. **Summary of committee action on curriculum proposals follows the minutes on page 3.**

V. Information Items

- A. Later this spring there will be 2-3 CIM Focus Groups to discuss the new process and any changes that need to occur. Also, to be discussed will be ideas to improve the curriculum process. If you are interested, please let AVPAA Bridge know.

VI. New Business

Adjournment:

With no objections from the committee, Chair Graham adjourned the meeting at 5:10pm.
Respectfully submitted by Aaron Osborne, March 12, 2020.

UCC Programs 3-12-20

Effective Term - Summer 2020

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

| Proposal | Degree | Committee Action | Motion Second |
|--|--|-------------------------------|------------------------|
| : Theatre Arts: Design/Technology | BFA | Approved - New Program | Elliot Gurka |
| UCC Discussion: Updating the program to a BFA to compliment and streamline current programs of study, and to meet student demand. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| Rationale and justification for the program demonstrating the demand, as evidenced by: | Throughout the state of Colorado and the rest of the country, theatre companies are looking for more specialized professionals with critical thinking skills, that can facilitate ever changing circumstances and technology. General degrees in theatre (or BA programs) don't provide enough practical experience on the technology side of the industry, and students with BA's tend to lose jobs to more experienced BFA students from comparable universities. Professional organizations also want graduates who are specialized in one area, rather than a graduate who knows a little bit about all areas. Many BA's who spent the majority of their time as actors or historians, know very little about the technical side of theatre. Additionally, most full-time employment opportunities in theatre are in Production (ex. Technical Directors, Production Managers, Master Electricians, Audio Engineers, etc.). The largest percentage of employees at major regional theatres around the country, such as the Alley Theatre, Steppenwolf Theatre, Looking Glass Theatre Company, and Milwaukee Rep, are on the Production side of the company. Attached are some letters from employers, in and out of state, who feel that BFA students stand a higher chance of full time or seasonal employment than BA's. (Continued on Proposal) | | |
| : International Business | MNR | Approved - New Program | Lanci Gurka |
| UCC Discussion: Minor designed for students to combine business studies with interest in the Spanish language and Hispanic culture. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| Rationale and justification for the program demonstrating the demand, as evidenced by: | While Spanish is the first language commonly spoken in most US states, aside from English, our nation has not capitalized on such an advantage for international business activities. Also, Spanish is considered the language with the fastest growth in the American market segment. As indicated in the Colorado Spring Business Journal (2019), in the case of Colorado, international trade supports 1-5 jobs. Hispanic markets (21 countries in Central, South America, the Caribbean region, and Spain) are among the top three import/export partners for our state, with Mexico at the front of the list. Thus, considering that Spanish is the first language among those countries, it is evident that for Coloradans, having Spanish language and culture competencies will boost their employability. Potential employers for this minor are broad, including any private or nonprofit organizations engaging in international business and e-commerce in the hospitality industry. In the case of the western slope, the City of Grand Junction and the Airport Authority... (Continued on Proposal) | | |

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| : Cybersecurity | | MNR | Approved - New Program | Lanci Gurka |
| UCC Discussion: Collaborative effort between the Computer Information Systems for Business (CISB) faculty and the Computer Science (CSCI) faculty. The minor is designed to prepare students for managerial decision-making in an information security context. No other discussion. | | | | |
| Change Item Description | Department Justification | | | |
| Rationale and justification for the program demonstrating the demand, as evidenced by: | The number of cybersecurity related events in the news can barely be tallied from day to day. Furthermore, cybersecurity is no longer the sole concern of for-profit businesses. Rather, research has shown that small and medium businesses, as well as public institutions, are being targeted with increasing frequency. Monetary losses continue to increase in the business environment and so the need for cybersecurity professionals and penetration testers will continue to increase annually for the foreseeable future. (Continued on proposal) | | | |

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| : Innovation | | PCT | Approved - New Program | Elliot Seebach |
| UCC Discussion: Three-course sequence designed to spark innovative thinking for any CMU undergraduate student in all disciplines. No other discussion. | | | | |
| Change Item Description | Department Justification | | | |
| Rationale and justification for the program demonstrating the demand, as evidenced by: | James Madison University created JMU X-Labs to be an interdisciplinary collaboration using project-based learning, and unscripted open-ended research to take students through the long and often aggravating process of developing new ways of thinking about complex problems. Students are pushed to think big on huge problems like "solve homelessness in the local community." Students may design drones to help with environmental problems, tackle foreign-policy challenges, build autonomous vehicles, or develop medical innovations to help with the opioid crisis. Students have 15-weeks to produce a prototype of a product, plan, or service. (Continued on proposal) | | | |

| 1464: Sustainability Practices | PCT | Approved - Program Modification | Gurka Elliot |
|--|---|--|-----------------------|
| UCC Discussion: Change in course credit hours and course numbers (ENVS 278 to ENVS 378 and ENVS 278L to ENVS 378L). No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | List all proposed changes to the program:1. Changing ENVS 278 from 2 credit hours to ENVS 378 and 3 credit hours2. Changing ENVS 278 L from 2 credit hours to ENVS 378 L and 1 credit hour | | |
| Justify each proposed modification to the program: | We propose modifying ENVS 278 and ENVS 278 L to upper division (ENVS 378 and ENVS 378 L) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. The current course, in addition to requiring students learn and understand basic scientific and design principles of permaculture (soils and mycology, integrated pest management, water management, decomposition, etc.) includes a field-based project where students assess and map a local site and apply the concepts learned in class to designing a permaculture system for the site. Students present their completed project design as a written report with maps, and orally through a video presentation. We propose modifying the credit hours for ENVS 278 (ENVS 378) lecture and lab from a 2 credit hour lecture + 2 credit hour lab to a 3 credit hour lecture and a 1 credit hour lab. This modification does not change the total credit hours students would earn taking the lecture and lab (4 credit hours). The justification for this change is that it more accurately reflects the amount of time students spend in the lab and lecture portions of this course. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed and agreed to with the instructor of the course (Robyn Wilson), and the three full-time faculty of the Environmental Science and Technology program (Freddy Witarasa, Tamera Minnick, and Deb Kennard) fall 2019. | | |

UCC Discussion: Program outcome addition, credit hours adjustment, program overview modification, course credit hour and title adjustments, course addition/deletions. Adjustments made to reflect changes in program courses. 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.

Department Justification

1. Added program outcomes. | 2. Decreased program credit hours from 68 to 67 semester credit hours. | 3. Modified program overview. | 4. Added foundation courses to curriculum list. | 5. Course titles and associated credit hours were changed. | 6. Added two new course numbers and deactivated two course numbers. -SUTE 204 was changed to 202L to align with didactic course 202 - SUTE 214 was changed to 212L to align with didactic course 212

1. Program outcomes were added for the purpose of curriculum mapping. | 2. Clinical course credit hours were adjusted to match the Department of Health Sciences requirement of 45 clinical hours to 1 credit hour ratio. Credit hours were reduced as could meet accreditation hour requirement with one less credit. | 3. Program overview was modified to improve clarity. | 4. Added foundation courses for completeness of the surgical technology program sheet. | 5. Course titles and associated credit hours were changed to align with course content. - SUTE 200 was reduced from 3 to 2 credits. Course was changed to computerized delivery, and content can be taught in 2 credit hours. - SUTE 210 course title changed to better identify safety of equipment, and not safety in general. - SUTE 212L course name was changed to lab to correspond to SUTE 212 - SUTE 220, 230, 240 were changed from the word practicum to clinical in keeping with industry standards. | 6. New courses were added so that course numbers can align between didactic and clinical courses, i.e. 212 and 212L.

The two surgical technology program instructors agreed on the changes, and all changes were made in conjunction with the DHS department head during discussions in fall 2019. Department head recommended moving forward with the proposed changes.

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| 1710: Cultural Resource Management | PCT | Approved - Program Modification | Elliot Gurka |
| UCC Discussion: Added/deleted elective options. No other discussions. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Removing ARKE 300, ARKE 301 and ARKE 302 as elective choices. 2. Add ANTH 222 to the list of available electives. | | |
| Justify each proposed modification to the program: | 1. These courses are being deleted from the curriculum and will no longer be taught. 2. ANTH 222 is being added to the curriculum and will take the place of ARKE 301 and ARKE 302. | | |
| Describe discussions about this proposal within the department and outcomes. | The discussions concerning this set of changes took place at two meetings on September 17 and December 3, 2019. Participants were Herrick, Connor, Parece and Seebach. The need for a two-year rotation was discussed and ARKE 300, 301 and 302 were marked for deletion. Connor suggested the content of ARKE 300 overlapped with that of ANTH 231/L and could be deleted. ARKE 301 and 302 will be substituted for a single class, ANTH 222, World Prehistory. | | |

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| 1770: Geographic Information Science and Technology | PCT | Approved - Program Modification | Gurka Elliot |
| UCC Discussion: Courses added to electives. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | Adding GEOG 341 GIS for Social Scientists and GEOG 341L GIS for Social Scientist Lab to the electives list for this certificate program. | | |
| Justify each proposed modification to the program: | GEOG 341 GIS for Social Scientists and GEOG 341L GIS for Social Scientist Lab are courses that were added for the 2018/2019 Year. These two courses were added to the GIST Minor but not to the GIST Certificate program. This request is being completed to also add these courses to the certificate program. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed with Dr. Verner Johnson, GIS Program Director and Dr. Russ Walker in 2018, (then Department Head of Physical and Environmental Sciences). The discussion was repeated with Dr. Johnson on October 14, 2019 when it was discovered the change had not been accomplished for the certificate program. | | |

3119: Business Administration: Entrepreneurship

BBA Approved - Program Modification

Lanci | Gurka

UCC Discussion: SLO modification and language update. Committee changed hours in Program Specific Requirements subheader explanation and General Electives subheader to match the actual program requirements. 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.

Department Justification

1. Modify Critical Thinking SLOs | 2. Modify Teamwork SLO (Specialized Knowledge/Applied Learning)

1. Remove 'Problem Solving' from the Learning Goal. This simplifies the learning goal while still maintain alignment with our mission statement "We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen." The assessment of this SLO is about students' ability to use "critical thinking" skills which is separate from "problem solving" skills. While all of the assessment activities more than likely require the student to "solve a problem" it's their ability to apply critical thinking on how to solve the problem we are actually wanting to measure. SLO's #1". | 2. Modification of BBA SLO – Teamwork 3.1 Proposed SLO #3.1: Teamwork:*3.1 Differentiate various functions of teams within organizations. Explanation: When we modified all the BBA core classes for AY19-20 the Undergraduate Curriculum Committee accepted our SLO's however, they made suggestions that SLO 3.1 was not measurable due to the wording "demonstrate an understanding". The CiC committee also discussed the difference between "roles" and "functions" of teams and determined there could be confusion surrounding role of team members (e.g., note taker; task master; leader) vs. functions of team (e.g., cross-functional; problem-solving; self-directed; virtual). (Continued in proposal)

The above listed BBA program revision was presented to the Department of Business department faculty on October 23, 2019 with a unanimous vote in favor of the program modifications as listed above.

| 3122: Business Administration: Business Economics | BBA Approved - Program Modification | Lanci Gurka |
|---|---|---------------|
| UCC Discussion: Gurka explained the change of MATH 121 to MATH 113. Course additions/removals, SLO modification and language update, Program overview update, Suggested Course Plan revision. No other discussions. | | |
| Change Item Description | Department Justification | |
| List all proposed changes to the program: | <p>1. Change Nucleus from Econ 310 (Money and Banking), Econ 342 (Intermediate Macroeconomic Theory), Econ 343 (Intermediate Microeconomic Theory), Econ 420 (International Economics), and one course from Econ 301 (Labor Economics), Econ 320 (History of Economic Ideas), or Econ 410 (Public Sector Economics) to Econ 310 (Money and Banking), Econ 342 (Intermediate Macroeconomic Theory), Econ 343 (Intermediate Microeconomic Theory), and two other upper division Economics courses. 2. SLOs changed. 3. Program Overview updated. 4. Remove MATH 121 (Calculus for Business) and replace it with MATH 113 (College Algebra). 5. Adjust General Electives for the one additional MATH 113 credit.6. Revise Suggested Course Plan consistent with the above.</p> | |
| Justify each proposed modification to the program: | <p>1. Econ 420 (International Economics) has been offered only once since 2010, which has required overrides for many Business Economics majors. Additionally, Econ 301 (Labor Economics) and Econ 410 (Public Sector Economics) have only been offered once each in the last nine years, while Econ 320 (History of Economic Ideas) has not been offered during these same years. This change will allow students greater variety of choice regarding upper division Business Economics electives and eliminate needed overrides. 2. SLOs changed to reflect new Department SLOs. 3.. Program Overview updated to reflect program goals and content, and to highlight program graduates' successes. 4-6. CMU's BBA - Economics concentration prepares students for a career in government, banking or data analytics. Calculus is generally used in mathematical economic theory, and not in the applied economics disciplines. The focus of CMU's BBA - Economics concentration focus is on practical applications, not the mathematical theory of the discipline derived with calculus. After evaluating the needs of our students, and the courses in the Economics Concentration, the Economics faculty determined that MATH 113 (College Algebra) provides an adequate basis for the current Economics concentration.</p> | |
| Describe discussions about this proposal within the department and outcomes. | <p>1-3. The Business Department voted unanimously to move forward with these changes in September of 2019. 4-6. The Business Department voted unanimously to move forward with these changes in January of 2019.</p> | |

3125: Business

Administration: Finance

BBA

**Approved - Program
Modification**

Lanci | Seebach

UCC Discussion: Course removal/addition, General electives adjusted, Suggested Course plan revision. No other discussion.

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.

Department Justification

1. Remove MATH 121 (Calculus for Business) and replace it with MATH 113 (College Algebra). | 2. Adjust General Electives for the one additional MATH 113 credit. | 3. Revise Suggested Course Plan consistent with the above.

1-3. CMU's BBA - Finance concentration prepares students for a career in general finance, and not quantitative finance. As such, the focus of CMU's BBA - Finance concentration is on practical applications of financial concepts but not on advanced quantitative methods. After evaluating the needs of our students, and the courses in the Finance Concentration, the Finance faculty determined that MATH 113 (College Algebra) provides an adequate basis for the current Finance Concentration.

The BBA - Finance concentration revision does not impact any other degree programs, minors, and certificates within the Business Department. This proposal was presented to the business faculty at our January 16th, 2020 department meeting. No objections were raised, and the faculty unanimously approved of the proposal.

| 3126: Business Administration: Management | BBA Approved - Program Modification | Gurka Lohse |
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| UCC Discussion: SLOs modified, course name and number updated. No other discussion. | | |
| Change Item Description | Department Justification | |
| List all proposed changes to the program: | 1. Modify Critical Thinking SLOs 2. Modify Teamwork SLO (Specialized Knowledge/Applied Learning) 3. Modify the course prefix and title of HRMA 373 (Human Resource Management, Leadership, Ethics, and Social Responsibility) to MANG 370 (Leadership). | |
| Justify each proposed modification to the program: | Remove ‘Problem Solving’ from the Learning Goal. This simplifies the learning goal while still maintain alignment with our mission statement “We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.” The assessment of this SLO is about students' ability to use “critical thinking” skills which is separate from “problem solving” skills. While all of the assessment activities more than likely require the student to “solve a problem” it’s their ability to apply critical thinking on how to solve the problem we are actually wanting to measure. SLO’s #1”. 2. Modification of BBA SLO – Teamwork 3.1 Proposed SLO #3.1: Teamwork:*3.1 Differentiate various functions of teams within organizations. Explanation: When we modified all the BBA core classes for AY19-20 the Undergraduate Curriculum Committee accepted our SLO’s however, they made suggestions that SLO 3.1 was not measurable due to the wording “demonstrate an understanding”. The CiC committee also discussed the difference between “roles” and “functions” of teams and determined there could be confusion surrounding role of team members (e.g., note taker; task master; leader) vs. functions of team (e.g., cross-functional; problem-solving; self-directed; virtual). 3. The HRMA 373 now resides within the MANG discipline as MANG 370, all the faculty agree that it should be changed back to MANG instead of HRMA. (Continued in proposal) | |
| Describe discussions about this proposal within the department and outcomes. | The above listed BBA program revision was presented to the Department of Business department faculty on October 23, 2019 with a unanimous vote in favor of the program modifications as listed above. | |

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| 3128: Business Administration: Human Resource Management | BBA | Approved - Program Modification | Gurka Lohse |
| UCC Discussion: Added/deleted courses from program, course name and number updated, discussed course sequencing change to accommodate new 8-week module courses. No other discussion. | | | |

| Change Item Description | Department Justification |
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| <p>List all proposed changes to the program:</p> <p>Justify each proposed modification to the program:</p> <p>Describe discussions about this proposal within the department and outcomes.</p> | <p>1. Remove MANG 410 (Effective Workplace Communication) from the HR Nucleus 2. Add HRMA 474 (Training Development) to the HRMA Nucleus 3. Modify the course prefix and title of HRMA 373 (Human Resource Management, Leadership, Ethics, and Social Responsibility) to MANG 370 (Leadership). 4. Offer HRMA 372 (Employee Recruitment and Selection), HRMA 474 (Training and Development), HRMA 475 (Compensation), and HRMA 478 (Advanced Human Resource Management) as 8-week modules, online only. 5. Modify Suggested Course Sequencing to accommodate new sequence that supports the 8-week courses noted above in item #4.</p> <p>The Society for Human Resource Management (SHRM) recognizes degree programs that are in alignment with the recommended SHRM curriculum and promotes these programs on their website. It is important that the CMU BBA HRMA degree program continues to reflect the SHRM requirements to maintain this industry recognition. 1. All BBA students take BUGB 211 (Business Communication), ESSL 290 (Maverick Milestone) and ESSL 200 (Essential Speech) and we continue to see an improvement in students' presentation abilities with the addition of the ESSL 200 requirement. We are adding HRMA 474 (Training and Development), which is part of the SHRM curriculum alignment. 2. Training and Development (TD) is one of the 6 key areas identified by SHRM for the recommended undergraduate curriculum. The creation of a new course (HRMA 474) will fill this needs gap in our program. 3. The HRMA 373 course has been taught as a "Leadership" course for at least 10 years. Now that it actually resides within the MANG discipline, all the faculty agree that it should be changed back to MANG instead of HRMA. 4. By offering HRMA 372, HRMA 474, HRMA 475, and HRMA 478 as 8-week modules, online-only, the program will provide several new benefits to students. Students will be able to essentially complete the entire HR concentration in one year instead of having to adjust their schedules to meet course offerings that depend on prerequisites and spring or fall only offerings. Finally, the online option is desirable for students who are frequently working by the time they are seniors and need more flexible class options. Another benefit of offering the HRMA concentration courses online is the potential for a HRMA Certification. 5. The suggested course sequencing needed modification due to item #4 (8-week courses) and reflects the appropriate credit hours necessary for each semester. (Continued in proposal)</p> <p>The above listed BBA - HRMA program revision was presented to the Department of Business department faculty on October 9, 2019 with a unanimous vote in favor of the program modifications as listed above. These changes do not impact any other degree programs, minors, and certificates.</p> |

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| 3137: Kinesiology: K-12 Education | BA | Approved - Program Modification | Miller Gurka |
| UCC Discussion: Course options removed in favor of a required course, SLO update, program specific requirement added to course, course title changed, a course moved in course sequencing from year 3 to year 2, curriculum map updated. No other discussions. | | | |

| Change Item Description | Department Justification |
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| List all proposed changes to the program: | Changed Kinesiology program outcome 6. Updated curriculum map. Deleted the option of taking KINA 101, KINA 102, or KINE 251. Students must take KINE 251. Changed suggested course outline. Added a program specific requirement of "B" or better in KINE 497. Changed title of KINE 265. In the course sequence, switched KINE 260 from the junior year to the sophomore year. |
| Justify each proposed modification to the program: | Kinesiology program outcome 6 was changed to align with the new SHAPE America Standards for Beginning Physical Education Teachers. Deleted the option of taking KINA 101, KINA 102, or KINE 251. Students must take KINE 251. This also changed the program specific courses from "68-70" to 70. The suggested course sequence was changed (moved KINE 408 to senior year and KINE 401 to junior year). This accommodates the new prerequisite of KINE 301 before KINE 408. KINE 408 requires a lot of grading and assessment and it is helpful for students to have already been exposed to Excel basics and management of data (learned in KINE 301) before taking KINE 408. The requirement of a passing grade of B or higher was added to KINE 497 as a footnote in the program specific requirements. The appropriate changes were made to KINE 265 that reflect the changes of the entire Kinesiology department. KINE 250 was removed as an option as it is rarely offered. A required CPR card (that is current) at graduation was added (this is a requirement for going out into the schools for internships). This resulted in changes to foundation semester hours ("4-7" changed to 7) and a change in the course sequencing. In the course sequence, KINE 260 was switched from the junior year to the sophomore year. The KINE 260 class was switched with a 3 credit elective. (Continued in proposal) |
| Describe discussions about this proposal within the department and outcomes. | Discussed with teachers of the courses in Nov 2019. Discussed with Teacher Education in Nov 2019. Approved by email with Kinesiology department, Dec 2019. |

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| 3138: Exercise Science | BS | Approved - Program Modification | Lanci Gurka |
| UCC Discussion: SLO updates, course name change, graduation requirements change, foundation courses credit hour change, change in restrictive electives. Committee fixed a typo in the justification. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | Update of student learning outcomes. Name change for KINE 265The requirement for a student to have a current CPR card to graduate. Changed the credit hour count for Foundation Courses from 17-20 to 20Remove BIOL 341/341L as a restrictive elective option and add BIOL 352/352L. | | |
| Justify each proposed modification to the program: | Every undergraduate program in the Department of Kinesiology went through a program review over the last year. As a result of this review, programmatic student learning outcomes were revised and updated and a new assessment plan created. These changes need to be reflected in the program. The name for KINE 265 was changed to Emergency Care to more appropriate cover the content included therein. As a required course for Exercise Science, the program sheet needed to be updated accordingly. The Department of Kinesiology decided to change the requirement from KINE 265 or a current CPR card to KINE 265 and a CPR card because a current CPR card is required for most entry-level professionals and we believe the content covered in KINE 265 is an important aspect of the Exercise Science major. The Department of Biological Sciences developed BIOL 352/352L - Human Physiology/Lab and we believe that it is a better fit than its predecessor. | | |
| Describe discussions about this proposal within the department and outcomes. | The changes were discussed at each Department of Kinesiology faculty meeting during the fall semester (8/26, 9/23, 10/28, and 11/18). A vote was taken in the 11/18 meeting to finalize the changes. | | |
| 3150: Fitness and Health Promotion | BS | Approved - Program Modification | Gurka Lanci |
| UCC Discussion: SLO updated, course additions to program specific courses, foundation course requirement removed. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | SLO #3 was changed Added KINE 403 or KINE 404, reduced KINE 499 from 6 credits to 3 credits. Removed the option of having a current CPR card OR taking a class. | | |
| Justify each proposed modification to the program: | SLO #3 was changed to reflect feedback received during program review. Course changes were made to better prepare students to go into the industry upon graduation. | | |
| Describe discussions about this proposal within the department and outcomes. | This was discussed by the Department of Kinesiology faculty via email correspondence fall 2019. | | |

| 3173: Business Administration: Business Analytics | BBA Approved - Program Modification | Gurka Lanci |
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| UCC Discussion: SLOs modified. No other discussion. | | |
| Change Item Description | Department Justification | |
| <p>List all proposed changes to the program:</p> <p>Justify each proposed modification to the program:</p> | <p>1. Modify Critical Thinking SLOs 2. Modify Teamwork SLO (Specialized Knowledge/Applied Learning)</p> <p>1. Remove ‘Problem Solving’ from the Learning Goal. This simplifies the learning goal while still maintain alignment with our mission statement “We strive to develop prepared students who demonstrate strong ethical principles, superior critical thinking, effective communication, and robust business acumen.” The assessment of this SLO is about students' ability to use “critical thinking” skills which is separate from “problem solving” skills. While all of the assessment activities more than likely require the student to “solve a problem” it’s their ability to apply critical thinking on how to solve the problem we are actually wanting to measure.SLO’s #1”. 2. Modification of BBA SLO – Teamwork 3.1 Proposed SLO #3.1: Teamwork:*3.1 Differentiate various functions of teams within organizations. Explanation: When we modified all the BBA core classes for AY19-20 the Undergraduate Curriculum Committee accepted our SLO’s however, they made suggestions that SLO 3.1 was not measurable due to the wording “demonstrate an understanding”. The CiC committee also discussed the difference between “roles” and “functions” of teams and determined there could be confusion surrounding role of team members (e.g., note taker; task master; leader) vs. functions of team (e.g., cross-functional; problem-solving; self-directed; virtual). (Continued in proposal)</p> <p>The above listed BBA program revision was presented to the Department of Business department faculty on October 23, 2019 with a unanimous vote in favor of the program modifications as listed above.</p> | |
| Describe discussions about this proposal within the department and outcomes. | | |

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| 3253: Music: Liberal Arts | BA | Approved - Program Modification | Lanci Elliot |
| UCC Discussion: Addition of language specifying Music Department standards for courses and program. Committee corrected an error in program specific courses credit hours. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | The following addition of language specifying Music Department standards for courses and program: Students must pass all music courses with a “C” or better and maintain a 2.0 cumulative GPA or higher in coursework in this area. Addition of clarifying language that students must complete eight semesters of lessons, two at each academic level. | | |
| Justify each proposed modification to the program: | Music Department standards must be met and maintained; therefore this language must be included in the program sheet. Clarification of lesson requirements to ensure Degreeworks does not count a 2-credit lesson for the full requirement at a given academic level. | | |
| Describe discussions about this proposal within the department and outcomes. | This was discussed and approved by the full Music Department faculty on January 22, 2020. | | |
| 3262: Theatre Arts: Design/Technology | BA | Approved - Program Inactivation | Gurka Elliot |
| UCC Discussion: BA being replaced by BFA to compliment and streamline existing departmental offerings and to meet student demand. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| Delete Proposal: No differences to report | The Department of Theatre Arts is adding a BFA in Design/Technology to compliment and streamline the existing programs within the department. Here is the Justification of that program. "On 10-2-19, at a Departmental meeting, the Theatre faculty was in agreement with the addition of a BFA Design/Technology program. It was discussed how it would compliment our current programs of study and streamline all of our programs. It also would raise the quality of our design program and help with the recruiting of top technical theatre students. A subsequent meeting with the Head of the Department and other design faculty have further encouraged the department to move forward with the addition. Current students have also requested a more specified degree in design and technology. Many of these students will be our first class and are already taking the required classes to continue in our program, once it is established." With only two students who will be graduating after this May, we will create teach out plans for those two students. All other students, who are only in their first or second year with be admitted to the new BFA D/T program. | | |

| 3281: Music with Elective Studies in Business | BM | Approved - Program Modification | Gurka Elliot |
|--|---|--|-----------------------|
| UCC Discussion: Course credit hour/content changes, course additions, required and elective course choice changes, general and program specific requirement credit hour changes, course sequencing changes. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Reflects credit hour and content changes submitted for: MUSA 363 Music Industry and Marketing and MUSA 365 Entrepreneurship for Creatives. 2. Reflects the addition of the following new courses: MUSA 367 Arts Management and MUSA 312 Electronic Music. 3. Changes are made in required classes and elective choices to provide flexibility for students based upon their area of interest. 4. Reflects a change from 1 to 2 credit hours for MUSA 311 5. General Electives changed from 3 to 6 credit hours and Program Specific Requirements changed from 57 to 54 credit hours 6. Changes were made in the course sequencing. | | |
| Justify each proposed modification to the program: | 1. Credit hours and content changes were made to accommodate the creation of the new courses referenced in 2. 2. These new courses have been added to reflect important areas of study required in the music industry. 3. Balancing electives will insure proper credit hour requirements within the 120 hour limit. 4. See Course Modification justification for MUSA 311 5. This change was made to provide more flexibility in the program 6. Course sequencing changes were needed to account for the changes described above. | | |
| Describe discussions about this proposal within the department and outcomes. | All changes discussed and approved by Music Faculty during Fall 2019 semester. | | |

| 3285: Music Performance - Instrumental Performance | BM | Approved - Program Modification | Gurka Seebach |
|---|---|--|------------------------|
| UCC Discussion: Elective additions to program specific courses, credit hour correction to reflect changes to a course, increased credit hours in general electives, and course sequence modifications. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Creating an elective list of music business courses including the previously required MUSA 363 and MUSA 365 and the newly created MUSA 312 and MUSA 367. Students will be required to select two of these courses. 2. Reflects a change from 1 to 2 credit hours for MUSA 311 3. General Electives increased from 4 credits to 5 credits 4. Changes were made in the course sequencing. | | |
| Justify each proposed modification to the program: | 1. These changes are proposed to provide students with more flexibility according to their area of interest and include the newly created music business courses in electronic music and arts management. 2. See Course Modification justification for MUSA 311 3. General Electives were increased since Program Specific Requirements decreased by an hour 4. Course sequencing changes were needed to account for the changes described above. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed by the full music department faculty and approved in the fall of 2019. | | |

| 3286: Music Performance - Keyboard Performance | BM | Approved - Program Modification | Gurka Seebach |
|---|--|--|------------------------|
| UCC Discussion: Elective additions to program specific courses, credit hour correction to reflect changes to a course, increased credit hours in general electives, and course sequence modifications. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Creating an elective list of music business courses including the previously required MUSA 363 and MUSA 365 and the newly created MUSA 312 and MUSA 367. Students will be required to select two of these courses. 2. Reflects a change from 1 to 2 credit hours for MUSA 311 3. General Electives changed from 3 to 6 credit hours and Program Specific Requirements changed from 57 to 56 credit hours 4. Changes were made in the course sequencing. | | |
| Justify each proposed modification to the program: | 1. These changes are proposed to provide students with more flexibility according to their area of interest and include the newly created music business courses in electronic music and arts management. 2. See Course Modification justification for MUSA 311 3. This change was made to provide more flexibility in the program 4. Course sequencing changes were needed to account for the changes described above. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed by the full music department faculty and approved in the fall of 2019. | | |

| 3287: Music Performance - Vocal Performance | BM | Approved - Program Modification | Gurka Seebach |
|--|---|--|------------------------|
| UCC Discussion: Elective additions to program specific courses, credit hour correction to reflect changes to a course, increased credit hours in general electives, course sequence modifications, removed inactive courses from restricted electives. No other discussion | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Creating an elective list of music business courses including the previously required MUSA 363 and MUSA 365 and the newly created MUSA 312 and MUSA 367. Students will be required to select two of these courses. 2. Reflects a change from 1 to 2 credit hours for MUSA 311 3. The addition of 1 credit hour of General Electives because the Program Specific Requirements changed from 57 to 56 credit hours 4. Changes were made in the course sequencing 5. MUSP 350 and 450 removed from restricted electives since those courses were deactivated December 2019. | | |
| Justify each proposed modification to the program: | 1. These changes are proposed to provide students with more flexibility according to their area of interest and include the newly created music business courses in electronic music and arts management. 2. See Course Modification justification for MUSA 311 3. This change was made to provide more flexibility in the program 4. Course sequencing changes were needed to account for the changes described above. 5. MUSP 350 and 450 deactivated December 2019. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed by the full music department faculty and approved in the fall of 2019. | | |

| 3443: Environmental Science and Technology | BS | Approved - Program Modification | Seebach Gurka |
|---|---|--|------------------------|
| UCC Discussion: Credit hour and course number corrections for re-numbered courses, added footnote for special permission request info in program specific courses. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Changing ENVS 278 from 2 credit hours to ENVS 378 and 3 credit hours 2. Changing ENVS 278 L from 2 credit hours to ENVS 378 L and 1 credit hour 3. Added footnote to BIOL 107/L that students can ask instructor to waive prerequisites. | | |
| Justify each proposed modification to the program: | We propose modifying ENVS 278 and ENVS 278 L to upper division (ENVS 378 and ENVS 378 L) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. The current course, in addition to requiring students learn and understand basic scientific and design principles of permaculture (soils and mycology, integrated pest management, water management, decomposition, etc.) includes a field-based project where students assess and map a local site and apply the concepts learned in class to designing a permaculture system for the site. Students present their completed project design as a written report with maps, and orally through a video presentation. We propose modifying the credit hours for ENVS 278 (ENVS 378) lecture and lab from a 2 credit hour lecture + 2 credit hour lab to a 3 credit hour lecture and a 1 credit hour lab. This modification does not change the total credit hours students would earn taking the lecture and lab (4 credit hours). The justification for this change is that it more accurately reflects the amount of time students spend in the lab and lecture portions of this course. The added footnote does not change current practice but informs students more directly. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed and agreed to with the instructor of the course (Robyn Wilson), and the three full-time faculty of the Environmental Science and Technology program (Freddy Witarsa, Tamera Minnick, and Deb Kennard). ENVS 278/L is also an option for the Sustainability Practices certificate, which is also offered through the Environmental Science and Technology program. No other departments are affected. | | |

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| 3724: Psychology: Counseling Psychology | BA | Approved - Program Modification | Gurka Lanci |
| UCC Discussion: Inactive course removed, credit hour modification, course added as general elective. No other discussion. | | | |

| Change Item Description | Department Justification |
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| List all proposed changes to the program: | PSYC 216L Research Methods Laboratory should be inactivated/deleted. PSYC 216 Research Methods three-credit hours should be changed to four-credit hours. PSYC 345 Abnormal Child Psychology should be added as a new three-credit hour upper division elective course. |
| Justify each proposed modification to the program: | Deletion of PSYC 216L and modification of PSYC 216 discussed and passed UCC during November 2019 meeting. The addition of PSYC 345 will be discussed at UCC in March 2020. Pending its acceptance, it needs to be added to the program as a new three-credit hour upper division elective course. |
| Describe discussions about this proposal within the department and outcomes. | The Department Head and Psychology faculty discussed the organization and restructure of Research Methods and Lab. The prerequisite will now require PSYC 216 (4-credit hours). An ad-hoc committee was created with four psychology faculty members. Research was conducted to evaluate the format of similar courses at other Colorado Universities. A comparison chart was created and a decision for the restructure was agreed on by the ad-hoc committee (Chelsie Hess, Jeremy Tost, Crystal Baker, Jenny Peil) that communicated weekly Fall 2018. The new structure was proposed at the psychology discipline meeting January 30th and all faculty agreed. Abnormal Child Psychology course was developed Summer 2019 as a new online course and was reviewed and approved August 28, 2019. The course is currently being offered a second time, Spring 2020. |

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| 3726: Psychology | BA | Approved - Program Modification | Gurka Lanci |
| UCC Discussion: Inactive course removed, credit hour modification, course added as general elective. No other discussion. | | | |

| Change Item Description | Department Justification |
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| List all proposed changes to the program: | PSYC 216L Research Methods Laboratory should be inactivated/deleted. PSYC 216 Research Methods three-credit hours should be changed to four-credit hours. PSYC 345 Abnormal Child Psychology should be added as a new three-credit hour upper division elective course. |
| Justify each proposed modification to the program: | The modifications to PSYC 216 (to 4 credit hours) and the deactivation of PSYC 216L were discussed and passed during the November 2019 meeting of UCC. The addition of PSYC 345 requires its addition to the Restricted Elective List. |
| Describe discussions about this proposal within the department and outcomes. | The Department Head and Psychology faculty discussed the organization and restructure of Research Methods and Lab. The prerequisite will now require PSYC 216 (4-credit hours). An ad-hoc committee was created with four psychology faculty members. Research was conducted to evaluate the format of similar courses at other Colorado Universities. A comparison chart was created and a decision for the restructure was agreed on by the ad-hoc committee (Chelsie Hess, Jeremy Tost, Crystal Baker, Jenny Peil) that communicated weekly Fall 2018. The new structure was proposed at the psychology discipline meeting January 30th and all faculty agreed. Abnormal Child Psychology was developed summer 2019 as a new online course and was reviewed and approved August 28, 2019. The course is currently being offered a second time, spring 2020. |

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| 3780: Applied Anthropology and Geography | BA | Approved - Program Modification | Flanigan Elliot |
| UCC Discussion: Course additions/deletions, updated SLOs. Committee corrected MATH 110 credit hours and corrected formatting in program specific courses. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. Replace FOAN350 with ANTH331; Replace FOAN 280 with CRMJ 280; Replace FOAN 280L with CRMJ 280L 2. Remove ARKE 300, ARKE 301 and ARKE 302 from the list of electives. 3. Reactivate ANTH 222 and add it to the list of electives4. Updated Program SLOs | | |
| Justify each proposed modification to the program: | 1. This degree was built from courses with four separate prefixes (ANTH, ARKE, FOAN, GEOG) and where appropriate we are making prefix changes to create a more cohesive program. The ANTH and CRMJ prefix will also be better recognized by other institutions, as ARKE and FOAN are unique to CMU. 2. These classes are being deleted from the curriculum. ARKE 300, Human Evolution, has a certain amount of content overlap with ANTH 231/L, Introduction to Biological Anthropology. 3. ARKE 301 and 302 are being replaced by ANTH 222, World Prehistory. 4. Program SLOs updated to better reflect program goals and content. | | |
| Describe discussions about this proposal within the department and outcomes. | The need for a common prefix was discussed by program faculty, John Seebach, Tammy Parece, and Melissa Connor in September 2018. The course deletions and addition were discussed with ADH Jessica Herrick at a program meeting 09/17/2019. Herrick stressed the necessity of a two-year course rotation for all Applied Anthropology courses and requested the number of ARKE classes be reduced accordingly. The three courses being deleted were chosen for different reasons: ARKE 300 shares some overlap with ANTH 231/L, while ARKE 301 and 302 are being replaced by ANTH 222. Though this will curtail the depth of content available to students in the upper division courses, ANTH 222 suffices at the undergraduate level in our interdisciplinary program. A meeting was held on 12/3/2019 to further discuss the deletion of ARKE 300. Melissa Connor, Tammy Parece, John Seebach (all AAG faculty), and Jessica Herrick (SBS DH) attended. We decided unanimously to go forward with the course deletion. | | |

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| M104: Exercise Science | MNR | Approved - Program Modification | Schultz-Ela Fritz |
| UCC Discussion: Graduation requirement added. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | We are proposing a change from a current First Aid/CPR card to a card that is current upon graduation. This is being done so that students are qualified to apply for jobs in the field. | | |
| Justify each proposed modification to the program: | The modification of current CPR card to current card upon graduation is being done for the student to be prepared for a job upon graduation (not requiring that they re-certify first). | | |
| Describe discussions about this proposal within the department and outcomes. | The Department of Kinesiology agreed on this change at the January, 2020 Department meeting. | | |

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| M480: Forensic Science | MNR | Approved - Program Modification | Flanigan Elliot |
| UCC Discussion: Program reflection of course prefix changes from FOAN to CRMJ. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | Change FOAN280 to CRMJ280. Change FOAN280L to CRMJ280L. | | |
| Justify each proposed modification to the program: | This is part of a comprehensive change to place the FOAN prefix courses in more universal prefixes, either ANTH or CRMJ. | | |
| Describe discussions about this proposal within the department and outcomes. | These changes were discussed with John Reese, Program Coordinator for Criminal Justice approximately April 17, 2019. It was discussed again with him in September 2019 after a separate meeting where it was discussed with Applied Anthropology and Geography faculty (Connor, Seebach and Parence). It was discussed with SBS Department Head Jessica Herrick on 9/17/2019. All agreed that the changes made sense. Melissa Connor (SBS, Applied Anthropology) emailed Biology head Carrie McVean and Curriculum Committee member Denise McKenney on 10/28/2019 outlining the reason for the number change. There was no disagreement. | | |
| M725: Archaeology | MNR | Approved - Program Modification | Schultz-Ela Elliot |
| UCC Discussion: Course addition to and deletions from program. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| List all proposed changes to the program: | 1. ARKE 300 is being deleted from the curriculum 2. ARKE 301 is being deleted from the curriculum 3. ARKE 302 is being deleted from the curriculum 4. ANTH 222 is being added to the curriculum | | |
| Justify each proposed modification to the program: | 1, 2, 3. ARKE 300, 301 and 302 are being deleted from the curriculum for the purposes of creating a solid two-year course rotation for all ARKE courses, with the further stipulation that only one upper division course can be taught per semester. Currently the program has too many upper division courses for a two-year rotation. The deleted classes were marked as expendable for different reasons. ARKE 300 overlaps to some degree with ANTH 231/L. ARKE 301 and 302 are being replaced by ANTH 222. 4. This course is being reactivated and will replace ARKE 301 and 302. | | |
| Describe discussions about this proposal within the department and outcomes. | ADH Herrick and Applied Anthropology faculty met on September 17, 2019 and again on December 3, 2019 to discuss the Applied Anthropology curriculum. The purpose of the meeting was to pare our ARKE offerings down into a two-year rotation. The course deletions and reactivation of ANTH 222 came out of that discussion. The changes were discussed on December 3. All changes were made by unanimous decision of program faculty and approved by ADH Herrick. | | |

UCC Courses 3-12-20

All Changes Effective Term - Summer 2020

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

| Proposal | Committee Action | Motion Second |
|--|--|------------------------|
| ADAP 460: Advanced Addictions Practice UCC Discussion: New course needed to meet Colorado Addiction Counselor III (CAC III) certification requirements. No other discussion. | Approved - New Course | Elliot Gurka |
| Change Item Description New Proposal: No differences to report | Department Justification Needed for Colorado Addiction Counselor III (CAC III) certification. Offer this class to students so they can meet the CAC III level certification requirements and expand the addictions program to meet the growing community need. | |
| ADAP 470: Addictions Clinical Supervision UCC Discussion: New course needed to meet Colorado Addiction Counselor III (CAC III) certification requirements. No other discussion. | Approved - New Course | Elliot Gurka |
| Change Item Description New Proposal: No differences to report | Department Justification This class is needed for Colorado Addiction Counselor III (CAC III) certification. This class helps students meet the CAC III level certification requirements and expand the addictions program to meet the growing community need. | |

**ANTH 222: World
Prehistory-GTSS3**

Approved - Course Modification Seebach | Elliot

UCC Discussion: ANTH 222 reactivation to replace inactivated courses ARKE 301 and ARKE 302. Enables Applied Anthropology and Geography program to configure courses into a set two-year rotation. No other discussion.

Change Item Description

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

Essential Learning Student Learning Outcomes:

Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 1.

Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 4.

Include 2-3 sentences describing how the course will meet EL Student Learning Outcome 5.

Old

Basic theory and method will be described. Prehistory includes human origins, Stone Age hunters, domestication of animals, the rise of agriculture and the emergence of civilizations.

New

Exploration of human cultural evolution as documented through global archaeology. Topics to be discussed include foraging and early agriculture, the rise of complex states, and the origin of civilization in both the eastern and western hemispheres.

1. Produce effective arguments and summaries in written English. | 4. Critically examine and evaluate an argument. | 5. Demonstrate investigative and analytical thinking skills to solve problems.

Students will have to summarize information during written exams and in-class projects (such as write-to-learn activities). Topics could range from the basics of our hominin ancestry to the spread of Homo sapiens to all corners of the globe.

Competing anthropological explication of the modes and tempos of culture change, particularly when assessing more complex political units, is rife in world prehistory. Students will be asked to weigh the fit between competing theories and the archaeological evidence. Topics could include, for example, the transition from foraging to agriculture, or the establishment and legitimacy of elites in social hierarchies.

In short written pieces, students will be asked to compare the ways of life in two geographic regions and argue for why they think cultures in those regions developed in the way they did. Akin to SLO 4, students could investigate and compare the symbology of pyramids in Egypt and Guatemala, or the gendered division of labor among the Hopi and Neolithic Europeans.

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| ARKE 320: Colorado Archaeology | Removed from Agenda | Lanci Seebach |
| UCC Discussion: Agenda amended. ARKE faculty requested this course be removed from consideration. No longer a candidate for inactivation. No other discussion. | | |
| Change Item Description | Department Justification | |
| | Agenda amended. ARKE faculty requested this course be removed from consideration. | |
| ARTE 494: Studio Art Senior Seminar | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: Contact and engagement hours change, course title change, removed repeatability. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Senior Seminar and Portfolio | Studio Art Senior Seminar |
| Repeatable for credit: | Yes | No |
| Lecture: | 2 | 3 |
| Please explain change in repeatability: | | We are making the class so that it is not repeatable for credit because this is a class that focuses on putting on the senior show, and a student can only do this once, so repeating it for credit does not make sense. |
| BIOL 113: Outdoor Survival | Approved - Reactivation | Gurka Seebach |
| UCC Discussion: Biology reactivated as an OREC program requirement. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Learning skills necessary for biologists working in the field, including wilderness survival, wilderness medicine, camping/climbing skills, edible/poisonous plants, urban survival skills, and epidemiological/radiation/chemical threats. Three one-hour lectures per week. | Skills necessary for biologists working in the field, including wilderness survival, wilderness medicine, camping/climbing skills, edible/poisonous plants, and urban survival skills. |
| BIOL 351: Ecological Physiology | Approved - New Course | Flanigan Lanci |
| UCC Discussion: BIOL 341 split into BIOL 351 and BIOL 352 to create specific ecological and human physiology courses to better meet student needs. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | BIOL 341 has historically covered human and ecological physiology. To better serve the needs of students, these topics need to be split into two courses: BIOL 351 (Ecological Physiology) and BIOL 352 (Human Physiology). BIOL 341 will be deactivated next year, pending approval of BIOL 351/L and 352/L. (Continued in proposal) | |

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| BIOL 351L: Ecological Physiology Laboratory | Approved - New Course | Flanigan Lanci |
| UCC Discussion: BIOL 341L split into BIOL 351L and BIOL 352L to create specific ecological and human physiology laboratory courses to better meet student needs. No other discussion | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | BIOL 341L has historically covered human and ecological physiology. To better serve the needs of students, these topics need to be split into two courses: BIOL 351L (Ecological Physiology Laboratory) and BIOL 352L (Human Physiology Laboratory). BIOL 341L will be deactivated next year, pending approval of BIOL 351/L and 352/L. (Continued in proposal) | |
| CISB 211: Introduction to Cybersecurity | Approved - New Course | Flanigan Gurka |
| UCC Discussion: Course needed to prepare students from non-computer related majors for topics covered by cybersecurity minor. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | Since the minor is being proposed as an open minor, it is by design open to all majors. That is, it is open to any and all students who are interested in cybersecurity. Therefore, it is absolutely essential that we have a class, which can ease the transition of non-computer related majors into the topics that will be covered in depth by the remainder of the classes in the minor. | |
| CISB 221: Introduction to Digital Forensics | Approved - New Course | Flanigan Gurka |
| UCC Discussion: New course for new cybersecurity minor that will offer computer and network hardware and software instruction to students with both technical and non-technical backgrounds. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | Introduction to Digital Forensics serves two distinct but related functions. First, it offers the opportunity for students who are interested in digital forensics, but who may not be interested in completing the rest of the minor, such as criminal justice students, an opportunity to be exposed to digital forensics tools and techniques. That is why it is being proposed without prerequisites. It will also serve as a mechanism to deliver much needed computer and network hardware and software instruction to students with both technical and non-technical backgrounds. | |

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| CISB 311: Fundamentals of Cloud Security | Approved - New Course | Flanigan Gurka |
| UCC Discussion: New course for new cybersecurity minor that will build upon concepts from previous courses. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | CISB 311 builds on previous concepts and dives into their applications in greater detail in the overall context of cloud-based architectures. Amazon AWS, the world's largest cloud-based infrastructure provider, posted revenue of 70 billion dollars for the third quarter in 2019 alone. That is because organizations are increasingly moving their data structures and infrastructures to cloud-based solutions. All of those organizations desperately need employees who know how to design and implement secure cloud-based solutions. In addition, this class is a scaffolding class because it will introduce topics that are discussed in greater detail in CSCI 420 – Cybersecurity class; for instance, using deliberately vulnerable virtual machines and Kali Linux to set up Red team/Blue team hacking exercises. | |
| CSCI 370: Computer Security | Approved - Course Modification | Lanci Seebach |
| UCC Discussion: Prerequisite change. Committee changed the prerequisite "and" back to "or" to align with the new cybersecurity minor. No other discussions. | | |
| Change Item Description | Old | New |
| Prerequisites: | CSCI 250 and CISB 400 | CSCI 250 or CISB 311 |
| EDUC 440: Methods of Teaching Language and Literacy: EC | Approved - Course Modification | Miller Gurka |
| UCC Discussion: Course description, prerequisite, instructional and credit hour changes to correct possible migration issue. No other discussion. | | |
| Change Item Description | Old | New |
| 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): | Survey of current research in early/emergent language and literacy, including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum, and ongoing assessment in instruction. Includes a minimum of 50 hours of field experience. | Survey of current research in early/emergent language and literacy, including language development and acquisition, family and community roles, teaching and learning strategies, literature in the curriculum and ongoing assessment in instruction. Includes a minimum of 40 hours of field, experience. |
| Prerequisites: | Admission to the Teacher Education Program and EDUC 340; may be taken concurrently with EDUC 451 | Admission to the Teacher Education Program; EDUC 340 or EDUC 341 |
| Field/Studio/Other: | 2.6 | |
| Lecture: | | 3 |

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| EDUC 442: Integrating Literacy Across the Curriculum: Secondary and K-12 Art | | |
| Approved - Course Modification Miller Gurka | | |
| UCC Discussion: Co-requisite removal. No other discussion. | | |
| Change Item Description | Old | New |
| Corequisites: | EDUC 497 | |
| EDUC 475: Classroom Management for K-12 Educators | | |
| Approved - Course Modification Miller Gurka | | |
| UCC Discussion: Prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Prerequisites: | EDUC 341 or EDUC 342, EDUC 343, EDUC 441, EDUC 451, and EDUC 461, or permission of instructor | EDUC 342 or EDUC 440 |
| ENVS 278: Permaculture Design | | |
| Approved - Course Inactivation Flanigan Elliot | | |
| UCC Discussion: Course content and assignments more closely aligned with upper-division courses, new ENVS 378 will replace ENVS 278. No other discussion. | | |
| Change Item Description | Department Justification | |
| Delete Proposal: No differences to report | We propose changing this course from lower-division (ENVS 278) to upper division (ENVS 378) credits, which requires a course deletion and new course proposal. We would like to make this change because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. The current course, in addition to requiring students learn and understand basic scientific and design principles of permaculture (soils and mycology, integrated pest management, water management, decomposition, etc.) includes a field-based project where students assess and map a local site and apply the concepts learned in class to designing a permaculture system for the site. Students present their completed project design as a written report with maps, and orally through a video presentation. | |

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| ENVS 278L: Permaculture Design Laboratory | | Approved - Course Inactivation | Flanigan Elliot |
| UCC Discussion: Course content and assignments more closely aligned with upper-division courses, new ENVS 378L will replace ENVS 278L. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| Delete Proposal: No differences to report | We propose changing this course from lower-division (ENVS 278L) to upper division (ENVS 378L) credits, which requires a course deletion and new course proposal. We would like to make this change because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. The current course, in addition to requiring students learn and understand basic scientific and design principles of permaculture (soils and mycology, integrated pest management, water management, decomposition, etc.) includes a field-based project where students assess and map a local site and apply the concepts learned in class to designing a permaculture system for the site. Students present their completed project design as a written report with maps, and orally through a video presentation. | | |
| ENVS 370: Renewable Energy | | Approved - Course Modification | Elliot Flanigan |
| UCC Discussion: Course description and prerequisite changes. No other discussion. | | | |
| Change Item Description | Old | New | |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | An introduction to renewable energy resources from a technical perspective with an emphasis on sustainability. Topics include an introduction to the concepts of energy and power, units of measure, sources and forms of energy, uses of energy, energy efficiency, electricity, solar thermal and photovoltaics, bioenergy, hydropower, tidal power, wave power, wind power, geothermal, hydrogen, efficient building design and integration of renewables with current energy supplies. | Introduction to renewable energy resources from a technical perspective with an emphasis on sustainability. Includes concepts of energy and power, units of measure, sources and forms of energy, uses of energy, energy efficiency, electricity, solar thermal and photovoltaics, bioenergy, hydropower, tidal power, wave power, wind power, geothermal, hydrogen, efficient building design, and integration of renewables with current energy supplies. MATH 113 or higher | |
| Prerequisites: | | | |

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| ENVS 378: Permaculture Design | Approved - New Course | Flanigan Elliot |
| UCC Discussion: New course to replace ENVS 278. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | <p>This proposal is primarily to change an existing course (ENVS 278) from a lower-division to upper division (ENVS 378) course, which requires a course addition (ENVS 378) and course deletion (ENVS 278).</p> <p>We propose changing ENVS 278 to upper division (ENVS 378) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. The current course, in addition to requiring students learn and understand basic scientific and design principles of permaculture (soils and mycology, integrated pest management, water management, decomposition, etc.) includes a field-based project where students assess and map a local site and apply the concepts learned in class to designing a permaculture system for the site. Students present their completed project design as a written report with maps, and orally through a video presentation.</p> | |
| ENVS 378L: Permaculture Design Laboratory | Approved - New Course | Flanigan Elliot |
| UCC Discussion: New course to replace ENVS 278L. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | <p>This proposal is primarily to change an existing course (ENVS 278) from a lower-division to upper division (ENVS 378) course, which requires a course addition (ENVS 378) and course deletion (ENVS 278).</p> <p>We propose changing ENVS 278 to upper division (ENVS 378) because the course content and assignments are more closely aligned with upper-division courses in the Environmental Science and Technology program. The current course, in addition to requiring students learn and understand basic scientific and design principles of permaculture (soils and mycology, integrated pest management, water management, decomposition, etc.) includes a field-based project where students assess and map a local site and apply the concepts learned in class to designing a permaculture system for the site. Students present their completed project design as a written report with maps, and orally through a video presentation.</p> | |

| GEOL 404: Geophysics | Approved - Course Modification | Gurka Elliot |
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| UCC Discussion: Course description clarification, prerequisites change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration for mineral and petroleum and preliminary investigation of sites for engineering and environmental projects with emphasis on refraction and reflection seismic, gravity, magnetic, electrical, electromagnetic ground-penetrating radar and radioactive methods. Laboratory: interpretation of data, computer applications, and field trips. Four lectures and one two-hour laboratory per week. | Exploration for mineral and petroleum and preliminary investigation of sites for engineering and environmental projects with emphasis on refraction and reflection seismic, gravity, magnetic, electrical, electromagnetic ground-penetrating radar, and radioactive methods. |
| Prerequisites: | GEOL 202, GEOL 204, GEOL 112, GEOL 112L, and PHYS 112; calculus is recommended but not required | GEOL 202; GEOL 204; GEOL 112/GEOL 112L; and either PHYS 111/PHYS 111L or PHYS 131/ PHYS 131L. PHYS 112/PHYS 112L and MATH 151 are recommended but not required. |

| GEOL 404L: Geophysics Laboratory | Approved - Course Modification | Gurka Elliot |
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| UCC Discussion: Course description clarification, prerequisites change. No other discussion. | | |
| 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 GEOL 404. | Exploration for mineral and petroleum and preliminary investigation of sites for engineering and environmental projects with emphasis on refraction and reflection seismic, gravity, magnetic, electrical, electromagnetic ground-penetrating radar and radioactive methods. |
| Prerequisites: | GEOL 202, GEOL 204, GEOL 112, GEOL 112L, and PHYS 112; calculus is recommended but not required | GEOL 202; GEOL 204; GEOL 112/GEOL 112L; and either PHYS 111/PHYS 111L or PHYS 131/ PHYS 131L. PHYS 112/PHYS 112L and MATH 151 are recommended but not required. |

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| HMGT 311: Experiential Travel | | |
| Approved - New Course | | |
| Lanci Gurka | | |
| UCC Discussion: New course in experiential travel to coordinate with business courses. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | Students have expressed interest in experiential travel that coordinates with their business courses. While a previous course (HMGT 211 - Travel Destinations) was available, a new (more advanced) course is needed at the 300 level to provide an optional upper division elective available to all students. The new course will be available to International Business and Hospitality Management concentrations as well as all other CMU undergraduate students as an elective course. | |
| HMGT 371: Events Management | | |
| Approved - New Course | | |
| Lanci Gurka | | |
| UCC Discussion: Successful topics course moved to regular course to fill need of hospitality specific electives. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | The hospitality management program is growing. We are looking to add new hospitality specific electives. Events Management is one of the highest indicated career choices of our students. Also, this course was taught in Fall 2018 and 2019 as a topics course. It was well received by the students. | |
| HRMA 478: Advanced Human Resource Management | | |
| Approved - Course Modification | | |
| Flanigan Gurka | | |
| UCC Discussion: Description change, prerequisite change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Capstone course for HRM concentration. Expanded examinations of human resource topics such as performance appraisal, sexual harassment, religion and spirituality in the workplace, compensation, and labor relations. Reviews current topics in HRM providing a practical application of topics covered in other HRM courses as well as current issues. | Capstone course for Human Resource Management concentration. Application of human resource practices. |
| Prerequisites: | HRMA 371, HRMA 372, HRMA 373, HRMA 475, and senior standing | HRMA 371, HRMA 372, HRMA 474, HRMA 475, and senior standing |

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| INOV 310: The Process of Innovation | Approved - New Course | Flanigan Elliot |
| UCC Discussion: Innovation's unique body of knowledge requires new courses/minor. Provides students tools to move from ideation to commercialization. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | Due to the necessity of preparing students for the 21st century, innovation is a key requisite needed skill. These courses are designed to allow students to draw from a interdisciplinary platform to create innovations within their specific discipline. The interdisciplinary focus could draw from any department across campus allowing the student the ability to gain a variety of perspectives in order to solve critical problems in today's society. An interdisciplinary hands-on approach will allow students the opportunity to move from ideation to commercialization. | |
| INOV 320: Innovation Launch | Approved - New Course | Flanigan Elliot |
| UCC Discussion: Innovation's unique body of knowledge requires new platform. Provides students tools to move from ideation to commercialization. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | Due to the necessity of preparing students for the 21st century, innovation is a key requisite needed skill. These courses are designed to allow students to draw from a interdisciplinary platform to create innovations within their specific discipline. The interdisciplinary focus could draw from any department across campus allowing the student the ability to gain a variety of perspectives in order to solve critical problems in today's society. An interdisciplinary hands-on approach will allow students the opportunity to move from ideation to commercialization. | |
| INOV 450: Innovation Garage | Approved - New Course | Flanigan Elliot |
| UCC Discussion: Innovation's unique body of knowledge requires new platform. Provides students tools to move from ideation to commercialization. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | Due to the necessity of preparing students for the 21st century, innovation is a key requisite needed skill. These courses are designed to allow students to draw from a interdisciplinary platform to create innovations within their specific discipline. The interdisciplinary focus could draw from any department across campus allowing the student the ability to gain a variety of perspectives in order to solve critical problems in today's society. An interdisciplinary hands-on approach will allow students the opportunity to move from ideation to commercialization. | |

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| KINA 101: Beginning Swimming | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: Course descriptions and SLOs added to all KINA courses to help students choose the most appropriate activity course for their interests and abilities. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the basic swimming strokes and knowledge needed to prevent aquatic emergencies. Prepare students to acquire proper competitive swimming skills. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of beginning swimming to promote lifelong physical activity. |
| KINA 102: Intermediate Swimming | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Continued development of swimming and water safety skills. Enhance swimming fitness and overall conditioning. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate swimming to promote lifelong physical activity. |
| KINA 103: Springboard Diving | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Instruction of the basic techniques and mechanics of springboard diving. Develop proper competitive diving skills. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of springboard diving to promote lifelong physical activity. |

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| KINA 104: Water Polo | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): Student learning outcomes: | | Introduction to the basic skills and rules of water polo. Progression of skills leading into full scrimmages. Practice and develop the skills and knowledge of water polo to promote lifelong physical activity. |
| KINA 105: Water Aerobics | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): Student learning outcomes: | | Conditioning program in the pool that emphasizes muscle tone, strength, flexibility, balance, coordination, and cardiovascular endurance. Practice and develop the skills and knowledge of water aerobics to promote lifelong physical activity. |
| KINA 106: Beginning Scuba | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): Student learning outcomes: | | Introduction to snorkeling techniques, scuba gear preparation, equipment maintenance, and 20 basic scuba skills. Designed to prepare students for a certification by helping them become safe, comfortable, and confident divers. Practice and develop the skills and knowledge of beginning scuba to promote lifelong physical activity. |

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| KINA 107: Advanced Scuba | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Advanced scuba skills and dives to expand safety, confidence, and enjoyment of scuba diving. Designed for certified scuba divers. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of advanced scuba to promote lifelong physical activity. |
| KINA 108: Canoeing | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the basic skills and safety of canoeing. Students will learn how to use the equipment involved, as well as how to scout the river. Practice and develop the skills and knowledge of canoeing to promote lifelong physical activity. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of canoeing to promote lifelong physical activity. |
| KINA 108A: Stand Up Paddle Boarding | | |
| Approved - New Course | | |
| Lohse Flanigan | | |
| UCC Discussion: Course added to enhance outdoor recreation options in KINA courses. No other discussions. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course will be a recommended course for the new Outdoor Recreation Industry Studies major. This course will enhance our outdoor options. | |
| KINA 109: Kayaking | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to basic kayak and water reading skills. Students will learn kayaking safety, hazard evaluation, terminology, whitewater river reading skills, and paddling strokes. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of kayaking to promote lifelong physical activity. |

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| KINA 110: River Rafting Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to whitewater rafting skills and knowledge. Students will learn about river trip planning, safety procedures, equipment, logistics, and minimizing environmental impact. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of river rafting to promote lifelong physical activity. |
| KINA 111: Rock Climbing Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the sport of rock climbing. Students will learn how to use equipment, tie knots, belay, communicate, basic climbing movements, and proper progression. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of rock climbing to promote lifelong physical activity. |
| KINA 111A: Rock Climbing II Approved - New Course Lohse Flanigan | | |
| UCC Discussion: Course added to enhance outdoor recreation options in KINA courses. No other discussions. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course is being proposed to meet the requirements of the new Outdoor Recreation Industry Studies major. It also offers students the opportunity to advance their skills in rock climbing beyond the current rock-climbing course. | |
| KINA 112: Hiking Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to hiking. Students will learn how to read a map, be safe while hiking, and properly prepare for a hike. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of hiking to promote lifelong physical activity. |

| KINA 115: Beginning Golf | Approved - Course Modification | Gurka Flanigan |
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| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamentals, rules, and regulations of golf. Students will learn skills such as putting, chipping, and driving the ball, as well as proper golf etiquette. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of beginning golf to promote lifelong physical activity. |

| KINA 115A: Disc Golf and Ultimate Frisbee | Approved - Course Modification | Gurka Flanigan |
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| UCC Discussion: Course name change. See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Disc Golf and Ultimate | Disc Golf and Ultimate Frisbee |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamental knowledge and skills of disc golf and ultimate frisbee. Students will learn the fundamental skills of throwing and catching, as well as the rules and strategies of the game. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Disc Golf and Ultimate Frisbee to promote lifelong physical activity. |

| KINA 116: Intermediate Golf | Approved - Course Modification | Gurka Flanigan |
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| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Development of the student's golf skills. Designed to refine the skills and strategies to ensure students can compete at an intermediate level. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate golf to promote lifelong physical activity. |

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| KINA 117: Badminton | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamental knowledge and skills of badminton. Students will enhance their skills related to the various serves and shots including drop, lob, clear, and smash shots. Instruction will include an emphasis on the fundamental strategies and rules used in both singles and doubles play. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of badminton to promote lifelong physical activity. |
| KINA 118: Karate | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the history, culture, and practice of Okinawan Karate. Students will learn the basic terminology, warm-up procedure, and moving drills associated with the art of Karate. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Karate to promote lifelong physical activity. |
| KINA 119: Archery | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the basic skills of archery. Students will learn about the safety, rules, equipment, and regulations associated with archery. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of archery to promote lifelong physical activity. |

KINA 120: Backpacking**Approved - Course Modification****Gurka | Flanigan****UCC Discussion:** See UCC Discussion for KINA101. No other discussion.**Change Item Description****Old**

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

Student learning outcomes:

New

Introduction to the basics of backpacking. Foundational technical skills required to successfully and safely perform an overnight backpacking trip in a wilderness setting. Focuses on technical specifications and proper use of equipment, how to properly load and carry a backpack, campsite selection, camp cooking, water treatment and Leave No Trace etiquette. Practice and develop the skills and knowledge of backpacking to promote lifelong physical activity.

KINA 121: Beginning Tennis**Approved - Course Modification****Gurka | Flanigan****UCC Discussion:** See UCC Discussion for KINA101. No other discussion.**Change Item Description****Old**

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

Student learning outcomes:

New

Introduction to the basic skills of tennis. Topics include forehand, backhand, serve, and volley. Students will learn strategies, history, rules, and etiquette of tennis. Practice and develop the skills and knowledge of beginning tennis to promote lifelong physical activity.

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| KINA 121A: Pickleball | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamental knowledge and skills of pickleball. Students will enhance their skills related to the various serves and shots including drop, lob, clear, and smash shots. Instruction will also emphasize the fundamental strategies and rules used in both singles and doubles play. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of pickleball to promote lifelong physical activity. |
| KINA 122: Intermediate Tennis | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Development and refinement of the fundamentals of tennis. Students will learn advanced strokes and strategies that can be used to compete at an intermediate level. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate tennis to promote lifelong physical activity. |
| KINA 123A: Racquet Sports | | |
| Approved - New Course | | |
| Lohse Flanigan | | |
| UCC Discussion: Combination of KINA racquet sport courses. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | After review of the activity courses, it was determined by the faculty in the Kinesiology department that course descriptions should be included to help students choose the most appropriate activity course for their interests/abilities at November, 2019, Department meeting. This course no longer had adequate courts to offer racquetball alone, therefore it was decided to combine multiple racquet sports that can be taught in the rec center adjacent to the racquetball courts. | |

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| KINA 126: Fitness Walking | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Individualized approach to fitness walking. Students will gain knowledge about fitness principles and practices, as well as improve one's individual fitness levels. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of fitness walking to promote lifelong physical activity. |
| KINA 127: Physical Conditioning | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to basic skills in physical conditioning and new fitness concepts. Students will gain knowledge on developing and executing an exercise program that combines strength training and cardiovascular endurance training. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of physical conditioning to promote lifelong physical activity. |
| KINA 128: Intermediate Weight Training | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Proper guidelines, principles, and techniques of weight lifting. Development of muscular strength, endurance, and power at an advanced level. Introduces Olympic lifting techniques. Continues development of individual weight training programs and advanced evaluation techniques. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate weight training to promote lifelong physical activity. |

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| KINA 129: Weight Training Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to weight training principles and application with an individualized approach. Students will learn to design and implement a weight training program tailored to their own fitness goals. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of weight training to promote lifelong physical activity. |
| KINA 131A: Aerobics Approved - New Course Lohse Flanigan | | |
| UCC Discussion: Combination of KINA high and low-impact aerobics courses. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | After review of the activity courses, it was determined by the faculty in the Kinesiology department that course descriptions should be included to help students choose the most appropriate activity course for their interests/abilities at November, 2019, Department meeting. This course was created to replace both high- and low-impact aerobics to be inclusive of all abilities in one course. High-impact aerobics (KINA 132) and low-impact aerobics (KINA 131) are being removed. Therefore, this course will meet the needs of students interested in low or high-impact aerobics. Appropriate modifications will be provided in the instruction. | |
| KINA 133: Downhill Skiing Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the knowledge, techniques, equipment, and safety necessary for participating in downhill skiing. Students will learn about the safety, practice, and etiquette associated with the snow sport. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of downhill skiing to promote lifelong physical activity. |

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| KINA 134: Snowboarding | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the knowledge, techniques, equipment, and safety necessary for participating in snowboarding. Students will learn about the safety, practice, and etiquette associated with the snow sport. Practice and develop the skills and knowledge of snowboarding to promote lifelong physical activity. |
| Student learning outcomes: | | |
| KINA 135A: Backcountry Winter Travel | | |
| Approved - New Course Lohse Flanigan | | |
| UCC Discussion: Course added to enhance outdoor recreation options in KINA courses. No other discussions. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course is designed to be a part of the new OREC program. It will include multiple forms of winter travel, which is not currently offered in the activity course offerings. | |
| KINA 137: Fencing | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the basic skills and rules involved in fencing. Students will develop strategies for both attacking and defending using all three weapons (foil, saber, epee) of fencing. Practice and develop the skills and knowledge of fencing to promote lifelong physical activity. |
| Student learning outcomes: | | |

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| KINA 137A: Intermediate Fencing | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Development of basic fencing skills and strategies. Footwork and handwork skills will be developed to ensure students can compete at an intermediate level. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate fencing to promote lifelong physical activity. |
| KINA 138: Step Aerobics | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Basic aerobic step patterns with the freedom of creativity. Students will learn choreographic terminology, as well as improve their cardiovascular fitness through aerobic step training. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of step aerobics to promote lifelong physical activity. |
| KINA 140: Snowshoeing | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to snowshoeing. Topics include on- and off-trail techniques for various terrains, recognition and treatment of cold injuries, risk management, and trip planning. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of snowshoeing to promote lifelong physical activity. |

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| KINA 142: Self-Defense | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Fundamental applications of Jujitsu, boxing, karate, wrestling, and Kung Fu. Students will learn the proper maneuvers for a variety of potential real-life combative situations. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of self-defense to promote lifelong physical activity. |
| KINA 143: Orienteering | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the science of orienteering. Emphasis on acquiring a respect for the environment by route finding in a “low-impact” manner and gaining the knowledge to comfortably navigate from a map. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of orienteering to promote lifelong physical activity. |
| KINA 144: Pilates | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the practice of Pilates. Students will learn low-impact mat exercises designed to develop whole body awareness and control for various fitness levels. Focus is on increasing core strength and stabilization, muscle balance, tone, coordination, and flexibility. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Pilates to promote lifelong physical activity. |

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| KINA 146: Indoor Cycling | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Basic concepts associated with indoor cycling. Emphasis on building cardiorespiratory endurance through structured, individually-paced indoor cycling workouts. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of indoor cycling to promote lifelong physical activity. |
| KINA 151: Adaptive Physical Activity | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Adaptive physical activity for students with a variety of disabilities, including both temporary and permanent injuries. Focus is on an individualized program that could include training and activity in muscle strength and endurance, flexibility, motor skills, swim skills, and/or cardiovascular endurance. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of adaptive physical activity to promote lifelong physical activity. |
| KINA 152: Softball | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamental skills of softball. Topics include the rules and regulations of the game and how to play each position on the field. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of softball to promote lifelong physical activity. |

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| KINA 156: Soccer | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the basic skills and techniques of soccer. Topics include rules, strategies, and the etiquette involved in a game situation. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of soccer to promote lifelong physical activity. |
| KINA 157: Adaptive Physical Activity II | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Activity course for students with temporary and permanent disabilities. This course continues with the development of individualized training and activities that improve one's muscular strength, muscular endurance, flexibility, motor skills, swimming skills, and/or cardiovascular endurance. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate adaptive physical activity to promote lifelong physical activity. |
| KINA 160A: Nordic Skiing | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to Nordic skiing techniques for groomed tracks and ungroomed snow conditions. Emphasizes speed control, efficient body movement, and safety. Covers basic winter survival techniques, proper clothing, and trail etiquette. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Nordic skiing to promote lifelong physical activity. |

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| KINA 161: Two-Person Outdoor Volleyball | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Exploration of the game of sand volleyball as a lifetime activity. Students build on their basic understanding of volleyball skills and game strategies. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of two-person outdoor volleyball to promote lifelong physical activity. |
| KINA 162: Volleyball | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction course of the fundamentals of volleyball including passing, serving, setting, and spiking. Students will learn rules and court strategies involved in the game and be able to demonstrate their skills in game-play. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of volleyball to promote lifelong physical activity. |
| KINA 163: Intermediate Volleyball | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Enhancement of basic skills of volleyball learned as a beginner volleyball player. Advanced techniques taught such as, blocking, setting, and hitting. Different strategies of offense and serving will be emphasized. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate volleyball to promote lifelong physical activity. |

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| KINA 164: Beginning Basketball | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamental skills of basketball. Acquaints the student with the knowledge and skills necessary to participate in the game of basketball while acquiring the necessary physical fitness to play the sport. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of beginning basketball to promote lifelong physical activity. |
| KINA 165: Intermediate Basketball | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Development of basketball skills and knowledge at an intermediate level. This course covers the implementation of set plays and skills through drills and game play. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of intermediate basketball to promote lifelong physical activity. |
| KINA 166: Flag Football | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the fundamental skills, rules, and strategies of flag football. Students will learn the safety and etiquette of the game. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of flag football to promote lifelong physical activity. |

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| KINA 166A: Touch Rugby | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the basic skills of touch rugby. This course emphasizes ball handling and attacking strategies. Students will learn the rules and the history of the game. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of touch rugby to promote lifelong physical activity. |
| KINA 167: Tai Chi | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to the ancient Chinese traditional martial art of Tai Chi as an effective way to reduce stress levels, improve health, and increase the ability to focus. Students will develop a relaxed sequence of moves that emphasize proper alignments and release muscular tension, aiding in preventing and recovering from injuries. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Tai Chi to promote lifelong physical activity. |
| KINA 168: Introduction to Yoga | Approved - Course Modification | Gurka Flanigan |
| UCC Discussion: Course name change. See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Hatha Yoga Relaxation I | Introduction to Yoga |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Fundamental poses for the practice of yoga, stress reduction techniques, and strength and flexibility development. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of beginning yoga to promote lifelong physical activity. |

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| KINA 169: Hatha Yoga & Relaxation | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: Course name change. See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Hatha Yoga Relaxation II | Hatha Yoga Relaxation |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Participation in the practice of Hatha yoga, including the integration of mind-body, stress reduction techniques, strength and flexibility enhancement. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Hatha Yoga and Relaxation to promote lifelong physical activity. |
| KINA 169A: Flow Yoga | | |
| Approved - New Course Lohse Flanigan | | |
| UCC Discussion: Course added to enhance options in KINA courses. No other discussions. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | After review of the activity courses, it was determined by the faculty in the Kinesiology department that course descriptions should be included to help students choose the most appropriate activity course for their interests/abilities at November, 2019 Department meeting. This course will cover a different form of yoga than what has previously been offered. | |
| KINA 170: Zumba | | |
| Approved - Course Modification Gurka Flanigan | | |
| UCC Discussion: Course name change. See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Latin Rhythms | Zumba |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to Zumba, Latin dance styles, through a variety of choreographed songs. Topics include basic information about aerobic training, how to perform basic Latin steps, and how to design a choreographed Latin-based dance routine. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of Zumba to promote lifelong physical activity. |

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| KINA 171: Adaptive Skiing/Snowboarding | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Adaptive snowsports for students with all types of disabilities. Students will develop knowledge, techniques, and an understanding of the safety involved in skiing/snowboarding. Specialized equipment will be available and customized depending on abilities. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of adaptive skiing/snowboarding to promote lifelong physical activity. |
| KINA 174: Social Dance | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to partner dancing in common styles of social dance. Styles for each course will be specific to instructor expertise. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of social dance to promote lifelong physical activity. |
| KINA 175: Snorkeling/Free Diving | | |
| Approved - Course Modification | | |
| Gurka Flanigan | | |
| UCC Discussion: See UCC Discussion for KINA 101. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | | Introduction to snorkeling and free diving. Topics include how to handle the equipment and the physics involved in free diving. Takes basic snorkelers to an advanced level of knowledge, skills, and safety. |
| Student learning outcomes: | | Practice and develop the skills and knowledge of snorkeling/free diving to promote lifelong physical activity. |

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| KINA 180V: Varsity Sport Participation | Approved - New Course | Lohse Flanigan |
| UCC Discussion: Combination of all varsity sports courses. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | To make the varsity activity course offerings more feasible for the Department of Kinesiology, the faculty determined that one section of varsity athletics could be offered to athletes of all varsity sports. | |
| KINE 265: Emergency Care | Approved - Course Modification | Flanigan Miller |
| UCC Discussion: Course name change, course description changes, and course content change. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | First Aid and CPR/AED for the Health Care Provider | Emergency Care |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Knowledge and skills required to meet the needs of first aid and CPR situations that lead to obtaining valid First Aid and CPR/AED for the Health Care Provider cards. | Knowledge and skills required to meet the needs of emergency care situations. Course leads to obtaining valid First Aid and CPR/AED for the Health Care Provider cards as well as experience associated with care and prevention of common injuries experienced by the physically active. |
| KINE 497: Pre-Internship in Physical Education | Approved - Course Modification | Lanci Bardo |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | K-12 physical education majors study teaching and standard-based education in a physical education setting. One hundred twenty laboratory hours required. | Standards-based education and teaching practices in a K-12 physical education setting. |
| MANG 370: Leadership | Approved - New Course | Gurka Lanci |
| UCC Discussion: Explanation of the change in course name, prefix, and number. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | The goal is to change the original course prefix and title of HRMA 373 (Human Resource Management, Leadership, Ethics, and Social Responsibility) to MANG 370 (Leadership). The course was originally a 'MANG' prefix but changed a few years ago to 'HRMA'. Now that it actually resides within the MANG discipline, all the faculty agree that it should be changed back to MANG instead of HRMA. | |

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| MATC 092: Foundations of Algebra | Approved - New Course | Gurka Seebach |
| UCC Discussion: State required change. Option condenses MATH 113/110 prerequisites to one course, MATC 092. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | The State of Colorado has indicated that it will be pushing for students to spend less time in Developmental Education courses. The data point often cited is that student retention increases if students can get to/through their terminal math class early in their college career. To this end, we would like to condense the two semester College Algebra/College Math (MATH 113/110) prerequisite, into a one-semester course. | |
| MATH 110: College Mathematics-GTMA1 | Approved - Course Modification | Schultz-Ela Gurka |
| UCC Discussion: Prerequisite change. No other discussion. | | |
| Change Item Description | Old | New |
| Prerequisites: | MATC 091 or equivalent or appropriate mathematics placement test score | MATC 090 or equivalent or appropriate mathematics placement test score |
| MATH 113: College Algebra-GTMA1 | Approved - Course Modification | Gurka Miller |
| UCC Discussion: Prerequisite change. No other discussion. | | |
| Change Item Description | Old | New |
| Prerequisites: | MATC 091 or equivalent, or appropriate mathematics placement test score | MATC 091 or MATC 092 or equivalent, or appropriate mathematics placement test score |
| MUSA 122: Class Guitar | Approved - New Course | Elliot Miller |
| UCC Discussion: New course built from a section of private lessons. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | New course will take the place of one of the existing sections of MUSL 131 that has been designated in the past as a group guitar class but does not appropriately conform to the Music Private Instruction type of instructional activity for the MUSL designation. | |
| MUSA 311: Advanced Music Technology | Approved - Course Modification | Gurka Lanci |
| UCC Discussion: Course description and credit hour changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Application of advanced technological tools in music recording, editing, composition, and production, including audio components and connections; digital audio multi-track recording, synthesis, sequencing, sampling, and editing; and microphone techniques. | Application of advanced technological tools in music including recording, editing, production, and sound reinforcement. |
| Credit hours: | 1 | 2 |
| Lab: | 2 | |
| Lecture: | | 2 |

MUSA 312: Electronic Music **Approved - New Course** **Gurka | Elliot**
UCC Discussion: New course that covers composition or live performance of electronic music topics not covered in existing music technology courses. No other discussion.

| Change Item Description | Department Justification |
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| New Proposal: No differences to report | Students in the BM with Elective Studies in Business currently take Music Technology and Advanced Music Technology. Music Technology focuses on basic audio editing, music notation, and accompanying software. Advanced Music Technology explores many aspects of music technology, including microphones and microphone techniques; mixing and signal flow; multitrack recording, editing, and mixing; and MIDI. Time in the course does not allow for exploration of composing contemporary electronic music or using electronic music in live performance. A great deal of contemporary commercial music is created using electronic music, and live performance in all genres is increasingly relying on electronics. This course will give our students skills to apply in these areas. |

MUSA 317: Applied Orchestration and Arranging **Approved - Course Modification** **Gurka | Lanci**
UCC Discussion: Course description, instructional activity, prerequisite, and credit hour changes. No other discussion.

| Change Item Description | Old | New |
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| Type of Instructional Activity: | Lecture/Lab: Vocational/Tech | Mixed Instructional Method |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Choral and instrumental arranging; instrumentation, scoring, and analysis of harmonic styles of various composers. Students are required to compose and arrange original works. | Choral and instrumental arranging; instrumentation, scoring, and analysis of harmonic styles of various composers. Arrangement of works for various combinations of instruments. |
| Prerequisites: | MUSA 215 | MUSA 214 |
| Lecture: | 1 | 1.5 |
| Lab: | 2 | 1 |

MUSA 363: Music Industry and Marketing **Approved - Course Modification** **Gurka | Lanci**
UCC Discussion: Credit hour change, course content change. No other discussion.

| Change Item Description | Old | New |
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| Credit hours: | 3 | 2 |
| Lecture: | 3 | 2 |

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| MUSA 365: Entrepreneurship for Creatives | | |
| Approved - Course Modification Gurka Lanci | | |
| UCC Discussion: Credit hour, description change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Preparation for aspiring musical creatives to build a career through entrepreneurial activities including business model development, project management strategy development, budgeting, and promotion, leading to a startup endeavor in the creative sector. | Preparation for aspiring creatives in a variety of disciplines to build a career through entrepreneurial activities including business model development, project management strategy development, budgeting, and promotion, leading to a startup endeavor in the creative sector. |
| Credit hours: | 3 | 2 |
| Lecture: | 3 | 2 |
| MUSA 367: Arts Management | | |
| Approved - New Course Gurka Elliot | | |
| UCC Discussion: Addresses need for arts administrator/manager training. Course partially created with content from MUSA 363 and MUSA 365 (those courses moving from 3 credits to 2 credits). No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course addresses the need for training as an arts manager/administrator, an important 21st century career path in the fine and performing arts. Some content was taken from MUSA 363 Music Industry and Marketing as well as MUSA 365 Entrepreneurship for Creatives for more in-depth study in this growing career field. | |
| MUSL 138: Composition | | |
| Approved - Course Modification Elliot Lanci | | |
| UCC Discussion: Instructional activity, and course description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Type of Instructional Activity: | Music: Studio | Music: Private Instruction |
| 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 composition 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. An instructional fee is required. For first-year students. |

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| MUSL 238: Composition | Approved - Course Modification | Elliot Lanci |
| UCC Discussion: Instructional activity, and course description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Type of Instructional Activity: | Music: Studio | Music: Private Instruction |
| 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 composition 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. An instructional fee is required. For second-year students. |
| MUSL 338: Composition | Approved - Course Modification | Elliot Lanci |
| UCC Discussion: Instructional activity, and course description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Type of Instructional Activity: | Music: Studio | Music: Private Instruction |
| 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 composition 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. An instructional fee is required. For third-year students. |
| MUSL 438: Composition | Approved - Course Modification | Elliot Lanci |
| UCC Discussion: Instructional activity, and course description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Type of Instructional Activity: | Music: Studio | Music: Private Instruction |
| 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 composition 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 up to four times at the 400 level. An instructional fee is required. For fourth-year students. |

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| MUSP 141: Symphony Orchestra | | |
| Approved - Course Modification | | |
| Gurka Elliot | | |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required. | New Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For first-year students. |
| MUSP 144: Jazz Ensemble | | |
| Approved - Course Modification | | |
| Gurka Elliot | | |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band. | New Performance of a variety of styles related to the jazz idiom in large and small ensembles. For first-year students. |
| MUSP 145: Chamber Ensembles | | |
| Approved - Course Modification | | |
| Gurka Elliot | | |
| UCC Discussion: Course description and credit hour changes. No other discussion. | | |
| Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. | New Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For first-year students. |
| Field/Studio/Other: | 2 | 2.5 |
| MUSP 156: Vocal Arts Ensemble | | |
| Approved - Course Modification | | |
| Gurka Elliot | | |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description Course name: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old Chamber Choir An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | New Vocal Arts Ensemble CMU's flagship choral ensemble. Mid-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For first-year students. |
| Prerequisites: | | Successful audition with director. |

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| MUSP 157: Tenor/Bass Choir | | | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. | | | No other discussion. | |
| Change Item Description | Old | New | | |
| Course name: | Male Choir | Tenor/Bass Choir | | |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For first-year students. | | |
| Prerequisites: | Taken in sequence | | | |
| MUSP 158: Soprano/Alto Choir | | | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. | | | No other discussion. | |
| Change Item Description | Old | New | | |
| Course name: | Women's Chorus | Soprano/Alto Choir | | |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with instructor. For first-year students. | | |
| Prerequisites: | Permission of director | | | |
| MUSP 162: Commercial Ensemble | | | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name and description changes. | | | No other discussion. | |
| Change Item Description | Old | New | | |
| Course name: | Combo | Commercial Ensemble | | |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation. | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For first-year students. | | |

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| MUSP 241: Symphony Orchestra | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required. | Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For second-year students. |
| MUSP 244: Jazz Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band. | Performance of a variety of styles related to the jazz idiom in large and small ensembles. For second-year students. |
| MUSP 245: Chamber Ensembles | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Credit hours and course description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. | Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For second-year students. |
| Field/Studio/Other: | 2 | 2.5 |
| MUSP 256: Vocal Arts Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Chamber Choir | Vocal Arts Ensemble |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | CMU's flagship choral ensemble. Mid-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For second-year students. |
| Prerequisites: | | Successful audition with director. |

MUSP 257: Tenor/Bass Choir Approved - Course Modification Gurka | Elliot

UCC Discussion: Course name, description, and prerequisite changes. No other discussion.

| Change Item Description | Old | New |
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| Course name: | Male Choir | Tenor/Bass Choir |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For second-year students. |
| Prerequisites: | Taken in sequence | |

MUSP 258: Soprano/Alto Choir Approved - Course Modification Gurka | Elliot

UCC Discussion: Course name, description, and prerequisite changes. No other discussion.

| Change Item Description | Old | New |
|--|---|--|
| Course name: | Women's Chorus | Soprano/Alto Choir |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with the instructor. For second-year students. |
| Prerequisites: | Permission of director | |

MUSP 262: Commercial Ensemble Approved - Course Modification Gurka | Elliot

UCC Discussion: Course name and description changes. No other discussion.

| Change Item Description | Old | New |
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| Course name: | Combo | Commercial Ensemble |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation. | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For second-year students. |

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| MUSP 341: Symphony Orchestra | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required. | New Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For third-year students. |
| MUSP 344: Jazz Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band. | New Performance of a variety of styles related to the jazz idiom in large and small ensembles. For third-year students. |
| MUSP 345: Chamber Ensembles | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description and credit hour changes. No other discussion. | | |
| Change Item Description Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. | New Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For third-year students. |
| Field/Studio/Other: | 2 | 2.5 |
| MUSP 356: Vocal Arts Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description Course name: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Old Chamber Choir An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | New Vocal Arts Ensemble CMU's flagship choral ensemble. Medium-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For third-year students. |
| Prerequisites: | | Successful audition with director. |

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| MUSP 357: Tenor/Bass Choir | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Male Choir | Tenor/Bass Choir |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For third-year students. |
| Prerequisites: | Taken in sequence | |
| MUSP 358: Soprano/Alto Choir | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Women's Chorus | Soprano/Alto Choir |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts. | Campus-wide choir open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with instructor. For third-year students. |
| Prerequisites: | Permission of director | |
| MUSP 362: Commercial Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name and description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Combo | Commercial Ensemble |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation. | Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For third-year students. |

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| MUSP 441: Symphony Orchestra | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Ensemble designed to rehearse and perform symphonic literature as well as choral, opera and concerto repertoire. Audition required. | Ensemble designed to rehearse and perform string orchestra and symphonic literature as well as choral, opera and concerto repertoire. Audition required. For fourth-year students. |
| MUSP 444: Jazz Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description change. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | A group utilizing stage band instrumentation and performing many local and required concert engagements. By audition; preference given to members of Symphonic Band. | Performance of a variety of styles related to the jazz idiom in large and small ensembles. For fourth-year students. |
| MUSP 445: Chamber Ensembles | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course description, credit hour, and co-requisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Groups organized upon the talents and interests of the members. Specified ensembles may be offered from time to time in the format of String Quartets, Woodwind, and Brass Choirs, etc. A minimum of one public performance per each term of enrollment is required. | Groups organized upon the talents and interests of the members. Specified ensembles may be offered in the format brass, keyboard, percussion, string, woodwind, and vocal ensembles. For fourth-year students. |
| Field/Studio/Other: | 2 | 2.5 |
| Corequisites: | | Like all music ensembles, students register for each level 2 times, once in the fall and once in the spring. Each semester the ensemble prepares different literature. 400-level ensembles may be repeated for an additional year to provide further performing opportunities for students who do not graduate in 4 years. |

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| MUSP 456: Vocal Arts Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Chamber Choir | Vocal Arts Ensemble |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | An advanced smaller choral ensemble which performs vocal literature from Renaissance to Contemporary art music including jazz. Chamber Choir performs on and off campus, on concert tours, and at the annual Madrigal Dinners. Staff and students are eligible by audition; membership in Concert Choir generally a prerequisite. | Vocal Arts Ensemble CMU's flagship choral ensemble. Medium-sized vocal ensemble that performs choral music from all eras. Vocal Arts Ensemble performs on and off campus and on concert tours. Any student is eligible through audition. For fourth-year students. |
| Prerequisites: | | Successful audition with director. |
| MUSP 457: Tenor/Bass Choir | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Male Choir | Tenor/Bass Choir |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined men's voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined tenor and bass voices. Concertizes in conjunction with other university choral ensembles and in separate performances on-off campus. Members must perform a brief audition with instructor. For fourth-year students. |
| Prerequisites: | Taken in sequence | |
| MUSP 458: Soprano/Alto Choir | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name, description, and prerequisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Women's Chorus | Soprano/Alto Choir |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Performances include the complete range of music written for combined women's voices, both on and off-campus, and in conjunction with the other university choral ensembles in Music Department concerts. | Campus-wide chorus open to all interested students and faculty. Performs all types of music written for combined soprano and alto voices. Concertizes in conjunction with other university choral ensembles and in separate performances on and off campus. Members must perform a brief audition with instructor. For fourth-year students. |
| Prerequisites: | Permission of director | |

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| MUSP 462: Commercial Ensemble | Approved - Course Modification | Gurka Elliot |
| UCC Discussion: Course name and description changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Combo Interested students team up with a rhythm section in learning tunes and "head" charts, improving skills and making practical application of improvisation. | Commercial Ensemble Experience performing in a commercial music group. Repertoire is chosen from many different contemporary and classic popular music genres. For fourth-year students. |
| NURS 457: Obstetrical Nursing | Approved - New Course | Lanci Gurka |
| UCC Discussion: Discussion about the evolution from NURS 459 to NURS 457 and 458. No other discussions. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | The current NURS 459 course, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that the current NURS 459 will be inactivated and a new course, NURS 457, will become Obstetrical Nursing and a new course, NURS 458, will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing. Since NURS 459 was 4 credits, 2 credits will go to NURS 457 and 2 credits will go to NURS 458. | |
| NURS 458: Pediatric Nursing | Approved - New Course | Lanci Gurka |
| UCC Discussion: Discussion about the evolution from NURS 459 to NURS 457 and 458. No other discussions. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | The current NURS 459 course, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that the current NURS 459 will be inactivated and a new course, NURS 457, will become Obstetrical Nursing and a new course, NURS 458, will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing. Since NURS 459 was 4 credits, 2 credits will go to NURS 457 and 2 credits will go to NURS 458. | |
| NURS 459: Family/Maternal/Child Nursing | Approved - Course Inactivation | Schultz-Ela Gurka |
| UCC Discussion: Discussion about the evolution from NURS 459 to NURS 457 and 458. No other discussions. | | |
| Change Item Description | Department Justification | |
| Delete Proposal: No differences to report | The current NURS 459 course, Family/Maternal/Child Nursing, is a course that blends obstetrical nursing and pediatric nursing. It is proposed that the current NURS 459 will be inactivated and a new course, NURS 457, will become Obstetrical Nursing and a new course, NURS 458, will be Pediatric Nursing. NURS 459L will be the clinical portion of Obstetrical Nursing and Pediatric Nursing. | |

NURS 459L: Obstetrical and Pediatric Nursing Clinical **Approved - Course Modification** **Lanci | Gurka**
UCC Discussion: Course name, credit hours, description, co-requisites changes. No other discussion.

| Change Item Description | Old | New |
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| Course name: | Family/Maternal/Child Nursing Clinical | Obstetrical and Pediatric Nursing Clinical |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Application of the nursing care of the childbearing family. Emphasis on growth and development and management of the health and illness needs of the mother, newborn, and child within the family. Exploration of nursing care in Labor and Delivery, post-partum, newborn, and pediatrics will incorporate physiological, psycho-social, and pathophysiological changes of the population. Foundation courses required. See program sheet for details. | Application of the nursing care of the childbearing family. Emphasis on growth and development and management of the health and illness needs of the mother, newborn, and child within the family. Exploration of nursing care in labor and delivery, post-partum, newborn, and pediatrics will incorporate physiological, psycho-social, and pathophysiological changes of the population. |
| Corequisites: | NURS 459, NURS 472, NURS 473, and NURS 473L | NURS 457, NURS 458, NURS 472, NURS 473, NURS 473L |
| Lab: | 9 | 6 |

NURS 472: Professional Development II: Health Informatics **Approved - Course Modification** **Lanci | Gurka**
UCC Discussion: Co-requisites change. No other discussion.

| Change Item Description | Old | New |
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| Corequisites: | NURS 459/NURS 459L, and NURS 473/NURS 473L | NURS 457, NURS 458, NURS 459L, NURS 473, NURS 473L |

OREC 205: Foundations of Outdoor Recreation Industry Studies **Approved - New Course** **Flanigan | Miller**
UCC Discussion: New foundational course for new program. Covers overview of industry topics. No other discussion.

| Change Item Description | Department Justification |
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| New Proposal: No differences to report | This is the foundational course for the Outdoor Recreation Industry Studies degree program. It provides an overview of current industry practices, policies, career options, legislation, and economic impact. |

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| OREC 305: Outdoor Industry Business | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers aspects of businesses in the outdoor industry. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This is an in-depth look at the outdoor industry business sector. Covers aspects of businesses in the outdoor industry from service and product development, including finance, marketing, sales, profitability, and corporate social responsibility as well as innovation and entrepreneurship. | |
| OREC 311: Avalanche Rescue Techniques and Theory | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers technical survival skills involving winter recreation. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course covers technical survival skills involving winter recreation. This includes assessing risk, both in weather and snow conditions, route finding, and human factors involved when in the backcountry. | |
| OREC 312: Swiftwater Rescue Techniques and Theory | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers all aspects of taking a group into a river environment. No other discussion | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course covers all aspects of taking a group into a river environment. It will include trip planning, assessment of both river conditions and human factors, as well as technical rescue skills. | |
| OREC 313: Rock Climbing Instructor and Rope Rescue | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers aspects of taking a group rock climbing in an outdoor environment. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course covers aspects of taking a group rock climbing in an outdoor environment. It includes an in-depth understanding of all technical equipment, as well as high-angle rescue and a comprehensive trip plan. Also included is an assessment of human factors, weather, and rock conditions. | |
| OREC 315: Professional Outdoor Guide | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers aspects of the guiding profession in the outdoor recreation industry. No other discussion. | | |
| Change Item Description | Department Justification | |
| New Proposal: No differences to report | This course covers aspects of the guiding profession in the outdoor recreation industry. This includes planning, budgeting, and permitting, as well as organizing all gear needed. Safety, risk management, and leadership will be the foundation of this course. | |

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| OREC 350: Community Health and the Outdoor Recreation Industry | | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers Nature RX/Outdoor RX movements and importance of outdoor recreation to community health. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| New Proposal: No differences to report | This course covers tenants of the Nature RX and Outdoor RX movements and explores the concept that outdoor recreation is essential to community health. | | |
| OREC 405: Outdoor Recreation Leadership, Programming, Education, and Assessment | | Approved - New Course | Flanigan Miller |
| UCC Discussion: Course covers aspects of outdoor education (leadership and programming). No other discussion. | | | |
| Change Item Description | Department Justification | | |
| New Proposal: No differences to report | This course covers all aspects of outdoor education, including shared goals, outcomes, and challenges of the group. The course will also cover responsible use in the outdoors, risk management, environmental impacts, and technical skills such as gear selection and orienteering. Leadership and programming will be the foundation of this course. | | |
| PSYC 345: Abnormal Child Psychology | | Approved - New Course | Lanci Elliot |
| UCC Discussion: Student and department demand-driven course working with children and families. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| New Proposal: No differences to report | This course was requested from student feedback and department demand. Many students graduate with a degree in psychology or psychology/counseling and transition into a career working directly with children and families. Students need to have general knowledge of what constitutes normal developmental trajectories and gain familiarity with the diagnostic criteria, etiology, correlations, developmental courses, and treatment of child and adolescent disorders. | | |

| SUTE 200: Medical Terminology in Surgical Technology | | |
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| Approved - Course Modification Lanci Gurka | | |
| UCC Discussion: Credit hours, description, prerequisite, and co-requisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of word roots, prefixes, and suffixes used in medical language today. Students will learn to combine words to create appropriate medical conditions. Students will learn medical terms, spelling, and definitions related to major body systems, surgical procedures, and conditions associated with the operating room. | Exploration of word roots, prefixes, and suffixes used in medicine and healthcare. Students will learn medical terminology and definitions related to major body systems and procedures associated with the surgical setting. |
| Prerequisites: | Admission to the Surgical Technology Program, Completion of Surgical Technology Foundation courses, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150 | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150 |
| Corequisites: | SUTE 202, SUTE 204, and SUTE 206 | SUTE 202, SUTE 202L, SUTE 206, SUTE 210 |
| Lecture: | 3 | 2 |

| SUTE 202: Fundamentals in Surgical Technology | | |
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| Approved - Course Modification Lanci Gurka | | |
| UCC Discussion: Course description, prerequisite, and co-requisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Approaches to surgical technology. Students will learn tasks and responsibilities of the surgical technologist including the practice of sterile technique, surgical scrub, gown and glove, patient positioning, draping, and surgical prep on patients. Students will learn the practice of standard precautions in surgery. Skills will be practiced in a clinical setting. | Introduction to the scope and breadth of surgical technology. Students learn evidence-based practices to promote patient safety and to adhere to standards of practice in the surgical setting. |
| Prerequisites: | Admission to the Surgical Technology Program, Completion of Surgical Technology Foundation courses, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150 | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150 |
| Corequisites: | SUTE 200, SUTE 204, and SUTE 206 | SUTE 200, SUTE 202L, SUTE 206, SUTE 210 |

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| SUTE 202L: Fundamentals in Surgical Technology Laboratory | | Approved - New Course | Lanci Bardo |
| UCC Discussion: New course incorporates inactivated SUTE 204 content. Added to align with the didactic course, SUTE 202. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| New Proposal: No differences to report | This new course incorporates the same content as SUTE 204 and has been added so that a new course number could be used that aligns with the didactic course, SUTE 202. The course name has changed to "Fundamentals in Surgical Technology Laboratory" to align with the didactic course, SUTE 202. The course description has also been updated. As a result of the new course number, the co-requisites have changed. | | |
| SUTE 204: Basic Surgical Technology Skills Lab | | Approved - Course Inactivation | Gurka Lanci |
| UCC Discussion: Course material moved to SUTE 202L laboratory course. No other discussions. | | | |
| Change Item Description | Department Justification | | |
| Delete Proposal: No differences to report | SUTE 204 will be inactivated and the new number SUTE 202L will be used to align the lab with the didactic course number. This new course incorporates the same content as SUTE 204 and has been added so that a new course number could be used that aligns with the didactic course, SUTE 202. | | |
| SUTE 206: Pharmacology for Surgical Technology | | Approved - Course Modification | Lanci Gurka |
| UCC Discussion: Credit hour, course description, prerequisite, and co-requisite changes. No other discussion. | | | |
| Change Item Description | Old | New | |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of safe use of prescription and nonprescription drugs. Emphasis will be placed on the impact of safe drug use in promoting and maintaining health. The course will examine how drugs affect the body by changing many of its normal mechanisms and thereby contributing to potential health problems during surgery. | Exploration of safe use of prescription and nonprescription drugs. Emphasis will be placed on the impact of safe drug use in promoting and maintaining health. The course will examine how drugs affect the body by changing many of its normal mechanisms, thereby contributing to potential health problems during surgery. | |
| Prerequisites: | Admission to the Surgical Technology Program, Completion of Surgical Technology Foundation courses, BIOL 209/BIOL 209L, BIOL 210/BIOL 210L, BIOL 241, and PSYC 150 | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150 | |
| Corequisites: | SUTE 200, SUTE 202, and SUTE 204 | SUTE 200, SUTE 202, SUTE 202L, SUTE 210 | |
| Lecture: | 2 | 3 | |

| SUTE 210: Safety and Equipment | | |
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| Approved - Course Modification Lanci Seebach | | |
| UCC Discussion: Course name, description, prerequisite, and co-requisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Course name: | Safety in Surgical Technology | Safety and Equipment |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of information to prepare, plan, detect and communicate safety and security in the surgical arena. Students will learn tasks and responsibilities of incident-management, all- hazard preparation, and components for personal, community, and institutional disaster planning. They will learn OSHA, CDC, and environmental safety and protection for their practice. | Exploration of hazard prevention in the surgical setting. Students learn to prepare, plan, detect and communicate safety and security principles. Students learn tasks and responsibilities of incident-management, all- hazard preparation, and components of personal, community, and institutional disaster planning. Evidence based practice guidelines, healthcare regulations and legal considerations are discussed. |
| Prerequisites: | SUTE 200, SUTE 202, SUTE 204, and SUTE 206 | Admission to the Surgical Technology Program, BIOL 209, BIOL 209L, BIOL 210, BIOL 210L, BIOL 241, and PSYC 150 |
| Corequisites: | SUTE 212, SUTE 214, and SUTE 218 | SUTE 200, SUTE 202, SUTE 202L, and SUTE 206 |
| SUTE 212: Surgical Procedures I | | |
| Approved - Course Modification Lanci Seebach | | |
| UCC Discussion: Credit hour, instructional activity, course description, prerequisite, and co-requisite changes. No other discussion. | | |
| Change Item Description | Old | New |
| Type of Instructional Activity: | Laboratory: Academic/Clinical | Lecture |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of specific surgical specialties including General Surgery, Obstetrics and Gynecologic, Genitourinary, Orthopedics, and Neurosurgical. This course introduces the student to the surgical specialties with a focus on a systems review of pathology in conjunction with specific procedures performed, specialized instrumentation, and surgical modalities of each surgical specialty. | Exploration of surgical specialties including, but not limited to, general surgery, obstetrics and gynecologic, genitourinary, orthopedics, and neurosurgical. This course introduces the student to specialized instrumentation and surgical modalities of each surgical specialty. |
| Prerequisites: | SUTE 200, SUTE 202, SUTE 204, and SUTE 206 | SUTE 200, SUTE 202, SUTE 202L, SUTE 206, and SUTE 210 |
| Corequisites: | SUTE 210, SUTE 214, and SUTE 218 | SUTE 212L, SUTE 218, and SUTE 220 |
| Lab: | 3 | |
| Lecture: | | 4 |

| | | | |
|---|---|---|------------------------|
| SUTE 212L: Surgical Procedures I Laboratory | | Approved - New Course | Lanci Bardo |
| UCC Discussion: SUTE 214 will be inactivated and this new number, SUTE 212L, will be used to align the lab with the didactic course number, SUTE 212. No other discussion. | | | |
| Change Item Description | Department Justification | | |
| New Proposal: No differences to report | This course is equivalent to SUTE 214. SUTE 214 will be inactivated and this new number, SUTE 212L, will be used to align the lab with the didactic course number. The course name has changed to Surgical Procedures I Laboratory to align to the didactic course, SUTE 212. The additional credit hour was added to enhance the students learning in the laboratory and add important content consisting of application of skills of therapeutic interventions for surgical patients and identification of infection control strategies to promote patient safety. Because of all program changes and new course numbers, prerequisites and co-requisites also changed. | | |
| SUTE 214: Surgical Procedures II | | Approved - Course Inactivation | Gurka Lanci |
| UCC Discussion: Course material moved to SUTE 212L laboratory course. No other discussions. | | | |
| Change Item Description | Department Justification | | |
| Delete Proposal: No differences to report | SUTE 214 will be inactivated and the new number, SUTE 212L, will be used to align the lab with the didactic course number. | | |
| SUTE 218: Specialty Surgical Procedures | | Approved - Course Modification | Lanci Seebach |
| UCC Discussion: Instructional activity, contact hour type, course description, prerequisite, and co-requisite changes. No other discussion. | | | |
| Change Item Description | Old | New | |
| Type of Instructional Activity: | Laboratory: Academic/Clinical | Lecture | |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Exploration of specific surgical specialties including plastic, pediatric, ophthalmic, vascular, orthopedic, neurosurgery, thoracic, and cardiac surgery. The student will focus on a systems review of pathology in conjunction with specific procedures performed, specialized instrumentation, and surgical modalities of each surgical specialty. | Exploration of specific surgical specialties including, but not limited to, plastics, ophthalmic, vascular, thoracic, and cardiac surgeries. The student will focus on specific procedures performed, specialized instrumentation, and surgical modalities of each specialty. | |
| Prerequisites: | SUTE 200, SUTE 202, SUTE 204, and SUTE 206 | SUTE 200, SUTE 202, SUTE 202L, SUTE 206, and SUTE 210 | |
| Corequisites: | SUTE 210, SUTE 212, and SUTE 214 | SUTE 212, SUTE 212L, and SUTE 220 | |
| Lab: | 4 | | |
| Lecture: | | 4 | |

SUTE 220: Surgical Clinical I **Approved - Course Modification** **Schultz-Ela | Seebach**
UCC Discussion: Credit hours, course name, course description, prerequisite and co-requisite changes.
 No other discussion.

| Change Item Description | Old | New |
|--|---|---|
| Course name: | Surgical Practicum I | Surgical Clinical I |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Development of the student's individualized experience via practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participation in basic surgical procedures. This course will afford the student the opportunity to build on skills learned and actively participate in selected surgical procedures in the basic surgical specialties learned in Surgical Procedures 1. | Demonstration of basic surgical technology skills and abilities. Emphasis is placed on accrual of practice experiences necessary for national certification. Students participate in general surgical procedures through a variety of surgical cases. |
| Prerequisites: | SUTE 210, SUTE 212, SUTE 214, and SUTE 218 | SUTE 200, SUTE 202, SUTE 202L, SUTE 206, and SUTE 210 |
| Corequisites: | SUTE 230 and SUTE 240 | SUTE 212, SUTE 212L, and SUTE 218 |
| Credit hours: | 4 | 2 |

SUTE 230: Surgical Clinical II **Approved - Course Modification** **Schultz-Ela | Seebach**
UCC Discussion: Credit hours, course name, course description, prerequisite and co-requisite changes.
 No other discussion.

| Change Item Description | Old | New |
|--|--|---|
| Course name: | Surgical Practicum II | Surgical Clinical II |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Development of the student's individualized experience via practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participation in basic surgical procedures learned in Surgical Procedures 2. | Demonstration of surgical technology skills and abilities of increasing complexity. Emphasis is placed on accrual of practice experiences necessary for national certification. Students participate in complex procedures through a variety of surgical cases. |
| Prerequisites: | SUTE 210, SUTE 212, SUTE 214, and SUTE 218 | SUTE 212, SUTE 212L, SUTE 218, and SUTE 220 |
| Corequisites: | SUTE 220 and SUTE 240 | SUTE 240 |
| Credit hours: | 4 | 3 |

SUTE 240: Surgical Clinical III Approved - Course Modification Schultz-Ela | Seebach

UCC Discussion: Course name, course description, contact hours, prerequisite and co-requisite changes. No other discussion.

| Change Item Description | Old | New |
|--|---|--|
| Course name: | Surgical Practicum III | Surgical Clinical III |
| Course description for the catalog (do not list pre-reqs, co-reqs, and terms typically offered): | Development of the student's individualized experience via practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participation in basic surgical procedures in specialty areas learned in Specialty Surgical Procedures. The student will prepare for the final competencies and prepare for transition to the work environment. | Demonstration of the roles and responsibilities of a surgical technologist. Emphasis is placed on preparation for minimally supervised practice and completion of the national certification exam. Students function in increasingly autonomous roles through a variety of surgical cases. |
| Prerequisites: | SUTE 210, SUTE 212, SUTE 214, and SUTE 218 | SUTE 212, SUTE 212L, SUTE 218, and SUTE 220 |
| Corequisites: | SUTE 220 and SUTE 230 | SUTE 230 |
| Lab: | 4 | 8 |